

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/117/congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Newfound Area</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>388</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>4</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/17/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Pierre Couture, Superintendent</u> | |
| 6) Email & Telephone: | <u>Pc couture@sau4.org 603 744 5555</u> | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

www.sau4.org

- 2) The plan is in an understandable and uniform format (please choose one):

Yes - Description Required

Description:

The plan is written in a concise format using the template provided.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The document was revised to assure that accessible language was used.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

The plan will be provided in an alternative form as requested.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

District's website has information on ESSER funds and has a separate email available for input or suggestions regarding the use of funds. This template will also be posted on website and comments encouraged. The funds were posted and accepted in public forum at School Board Meeting. Public Comments encouraged. Input will be utilized and taken into account to address the health and safety, student learning, social-emotional needs, professional development and family engagement.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

Public comments from School Board meeting and any comments or suggestions for use will be ongoing. The Use of Funds is posted to our website and suggestions are encouraged with an available email for comments and suggestions. When items are posted, they will be discussed at that time. Additional public comment is encouraged at Board Meetings regarding ESSER funds when the Board Members are updated on uses of the funds.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

No

1) Description:

The items in which the ESSER funds are being used for learning gaps, construction and professional development does not lend itself to input from students at this time.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Meaningful discussion of funds was conducted at the public school board meetings. The specific use of funds was discussed and the opportunity for public and family input was available.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All public members can come to School Board meeting which is advertised. Minutes are available on sau4.org website.

3) Widely advertised and available: All school board meetings are advertised with agenda available.

4) Ongoing: Additional meetings will be conducted. Continued input from public and families regarding the use of ESSER funds will be taken into account.

- c. School and district administrators, including special education administrators (please choose one):

Yes - Description Required

1) Description:

School and district administrators including Special Ed Administrators are instrumental in the use of ESSER funds.

i) Number of total responses:

Numerous responses for use of ESSER funds from School Administrators and Spec Ed.

ii) Uses consulted on:

Use of ESSER funds for social emotional learning, available funds for safety, student learning and professional development needs.

iii) Description of feedback received:

School Administrators developed needed PD, needs associated with school and student safety and the needs of students regarding social emotional issues. The need for capital improvement needs based on the effects of COVID 19 were reviewed. Feedback from administrators addressing student issues due to COVID 19 are being addressed.

Please indicate how consultation was:

2) Inclusive:

All administrators of the District, including Tech, Facilities and Spec Ed are actively sought out for input.

3) Widely advertised and available:

Weekly meetings with administrators and ongoing meetings with all staff to review the consequences of COVID 19 are ongoing.

4) Ongoing:

Review of ESSER uses and availability compared to needs of all are discussed with administration.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):

Yes - Description Required

1) Description:

Needs of students, teachers, facilities and all items associated with COVID 19 are reviewed at weekly meetings.

i) Number of total responses:

Numerous plans are developed.

ii) Uses consulted on:

Academic and social emotional needs, capital improvements, and professional development.

iii) Description of feedback received:

The need for ventilation, window replacements, heating controls and roof replacement to better control temperature was determined. Focus on the academic and emotional needs of students is forefront due to COVID 19 which realized the need for tutors, guidance counselors and reading specialists.

Please indicate how consultation was:

2) Inclusive:

All of the above groups are part of professional development trainings, benefit from air quality improvements and improved technology.

3) Widely advertised and available:

The above groups of stakeholders are informed from their administrators.

4) Ongoing:

Administrators meet on a weekly basis to discuss all elements associated with school planning. Data gathering and analysis continues with the above stakeholders.

- e. Tribes, if applicable (please choose one):

No

1) Description:

N/A - The district does not have any tribes in which to consult.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- f. Civil rights organizations, including disability rights organizations (please check one):

No

1) Description:

N/A - The district does not have any civil rights organizations in which to consult.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

Newfound faculty who directly contract the above stakeholders had input in reopening teams and student needs. The hiring of a guidance counselor and development of wellness committee has relationships with above stakeholders.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

Any stakeholders that are involved in the districts students are engaged in dialogue regarding the effect of COVID 19 has on affected students.

3) Widely advertised and available:

4) Ongoing:

The teachers and administrators of the district that have direct contact with the above stakeholders continue to have meaningful discussions in regards to the students who are affected by the effects of COVID 19. Data is gathered and analyzed to determine further needs of the above students needs.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please choose one):

Yes - Description Required

1) Description:

TTCC and Project Promise staff have been consulted to determine the needs of before and after school program and the needs of the districts students.

i) Number of total responses:

Continual updates

ii) Uses consulted on:

Academic needs to all students.

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

District staff and administration have meaningful relationship with the TTCC organization which closely works with and employs district staff. The unique needs of the districts students due to COVID 19 has initiated the development of academic resources to help the student population.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

No

1) Description:

The LEA supports early childhood services for children ages birth to two, with disabilities, who are transitioning to preschool. Preschool is available for children ages 3 to 4 with and without disabilities. The LEA has an annual MOI with Headstart and the district Social Workers develops community partnerships and we accept local childcare referrals.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

Newfound Schools are open for full time, in person instruction five days a week. The continued transmission and variants of the COVID 19 virus remains unpredictable and the LEA responds daily to changing health conditions. Newfound follows NH DHHS guidelines to keep the schools open and safe for both staff and students. Mitigation strategies and frequent review of Reopening plan guidelines ensures the districts commitment to provide in person education to all students while emphasizing the importance of physical and emotional wellness of students and staff. The use of ESSER funds to purchase PPE, provide ongoing training which focuses on health and safety for students and staff, hygiene and sanitization are ongoing. The use of ESSER funds to improve health and safety within our facilities to include ventilation, window replacement and roof replacement enable continued in person learning. District administration continues to monitor changes and make adjustments as necessary.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

The District hired a tutor, two literacy specialists, a paraprofessional for the student support center, three full time substitutes and increased the psychologist and guidance counselors to full time. This enabled the District to focus on students who were highly impacted due to COVID 19. Increased academic evaluations identified at risk students who then received tutoring, comprehensive afterschool programs and summer learning opportunities.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

The continued employment and hiring of the above staff in conjunction with professional development for staff to identify learning loss in students, enabled programs to be developed. Increased summer school opportunities for all grades to address learning loss. Hiring consultant to begin the foundational implementation of MTSS in K-12 due to many students not making academic gains needed to be on grade level.

Description During SY 2022-2023:

Continued PD for teachers and purchasing of online assessment tools to identify student needs. Scheduling program that allows teachers and advisors to schedule students for interventions during flex time and before or after school to address learning loss. Evaluation of assessment data to make plans to deal with learning loss. The purchase and implementation of CKLA aliens with the science of reading.

Description During SY 2023-2024:

Ongoing and continued support as noted from SY 2021 through 2024.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

The LEA hired additional tutors and paraprofessional to help with learning loss at the student support center. Students can self referral or referral could be be from parents/guardians and educators. A scheduling program that allows teachers to schedule students for interventions and tracks those students to focus on learning loss.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

No

Description:

The LEA geared professional development toward district goals regarding learning loss. The LEA did not offer teachers to choose their own professional development at this time.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Achievement will be measured through local assessments, NWEA, SAS, PSAT and Dibels. Ongoing assessments with Zearn and analysis of all data will provide evidence of effectiveness of plans.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Training and PD for staff - Appendix A (h). Purchase education technology - Appendix A (k).

Description During SY 2022-2023:

School Facility Improvements - Appendix A - (O); Health and Safety - Appendix A - (P); Planning summer learning - Appendix A - (M).

Description During SY 2023-2024:

Purchase education technology - Appendix A - (K); School Facility Improvements - Appendix A (O); and TBD after evaluation of SY22-23.

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Student achievement and individual instruction will be provided through summer learning, extended school year and before and after school tutoring.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Hiring of guidance counselor to interact with family and the implementation of the wellness committee engages family.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Allocations are not targeted as specific populations or sub groups.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 0

Percentage: 0%

Description, including funds used to support learner obtainment of industry-recognized credentials:

[Redacted description area]

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Newfound offers advanced, elective and remedial courses in which all students have access.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

A team of guidance counselors, tutors, literacy specialists and psychologist meet with administrators and directors to assess the needs of Newfound students. Assessments of students are discussed and results are analyzed to determine the social, emotional and academic needs of all students. Additional interventions are discussed and ongoing assessment is expected. New curriculum and assessment tools will continue to be analyzed . Scheduling programs are being implemented that allows teachers and advisors to schedule students for interventions which helps address learning loss of any students.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

Newfound is currently developing plans to improve indoor air quality with the replacement of windows at New Hampton Community School. Timeframe for implementation is summer of 2022. Additional facility improvements TBD.

<p style="text-align: center;">Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Input(s)</i></p>	<p style="text-align: center;">General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i></p>
Universal Screening, Academic Assessments and Intervention Data Systems	Meeting Students' Academic Needs
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description
Curriculum Adoption	Meeting Students' Academic Needs
Individualized Instruction	Meeting Students' Academic Needs
Educational Technology	Meeting Students' Academic Needs
Educational Technology	Other Allowed Uses
Physical Health and Safety	Operational Continuity
Summer Learning and Enrichment	Meeting Students' Academic Needs
Extended Instruction Time (School Day, Week and/or Year)	Meeting Students' Academic Needs
Hiring and Retention - Noninstructional Staff	Meeting Students' Social, Emotional and Other Needs
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs
High-Dosage Tutoring (Defined As Maximum Ratios Of 1:4 With At Least 3 Sessions Per Week)	Meeting Students' Academic Needs
Hiring and Retention - Noninstructional Staff	Meeting Students' Mental Health Needs
Construction	Other Allowed Uses

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All		
			SY 2020-2021	SY 2021-2022	SY 2022-2023
Other-Please Specify in Detailed Use Description	No	Performance Plus is a data dashboard and Reading Plus is the digital learning platform.	No	Yes	Yes
Health and Safety Measurement - Specify in Detailed Use Description, Teacher Retention	No	Rental of outside tent for students to socially distance while having lunch.	Yes	Yes	Yes
% Proficient in ELA Assessment, % Participating in ELA Assessment	Yes - Description Required	Core Knowledge Language Arts (CKLA) is based on decades of cognitive science and classroom-based research, showing that fluent decoding, a large vocabulary (including academic vocabulary), and broad knowledge are essential to reading comprehension and literacy. CKLA's underlying philosophy is that effective ELA instruction best meets students' needs by heeding two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension.	No	No	Yes
% Proficient in Math Assessment	Yes - Description Required	A recent study shows Zearn usage helped reduce learning loss during the pandemic. Students who consistently used Zearn alongside instruction experienced 2-3x growth in state assessment scores, equating to 2.7 grade levels of learning growth in 2 years of pandemic learning.	No	Yes	Yes
Other-Please Specify in Detailed Use Description	No	Purchasing chrome books for continuity of services, online learning tools, testing and other online software.	Yes	Yes	Yes
Other-Please Specify in Detailed Use Description	No	Purchase of promethean boards for continuity of services, online teaching tools.	No	Yes	Yes
Health and Safety Measurement - Specify in Detailed Use Description	No	COVID 19 supplies such as PPE and COVID testing.	Yes	Yes	Yes
Average Daily Attendance	Yes - Description Required	Summer intervention for struggling students. Teachers provide learning opportunities for students who fell behind due to COVID 19. Assist students to get them to appropriate grade level.	Yes	Yes	Yes
Other-Please Specify in Detailed Use Description	Yes - Description Required	Develop student support center to respond to students in need of additional support and additional staff to assist with restorative approaches to recover lost learning time.	Yes	Yes	Yes
Other-Please Specify in Detailed Use Description	Yes - Description Required	Hiring of Guidance Counselors to work with students who have experienced trauma and have the ability to meet with a supportive person to help them deescalate and provide strategies aimed at returned the student to the classroom.	Yes	Yes	Yes
% Proficient in ELA Assessment	Yes - Description Required	Hire literacy specialist due to high need relating to literacy achievement gaps. Students have fallen behind in their reading skills.	Yes	Yes	Yes
Other-Please Specify in Detailed Use Description	Yes - Description Required	Hire a tutor due to high need relating to achievement gaps. This position will help support students to return them to the appropriate grade level.	Yes	Yes	Yes
Health and Safety Measurement - Specify in Detailed Use Description	No	Increase Psychologist to 1 FTE by adding .2 FTE to help support additional student needs.	No	Yes	Yes
Other-Please Specify in Detailed Use Description	No	Facility upgrade of windows to improve indoor air quality.	No	No	Yes

that Apply			Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
SY 2023-2024	Budgeted To Date Per Use	Spent Through 12/31/21 Per Use		
Yes	\$ 18,500.00		\$ 3,400,390.93	\$ 3,400,390.93
No	\$ 5,408.00			
Yes	\$ 115,000.00			
Yes	\$ 15,000.00			
Yes	\$ 80,000.00			
Yes	\$ 10,000.00			
Yes	\$ 7,500.00			
No	\$ 75,239.00			
Yes	\$ 250,000.00			
Yes	\$ 256,000.00			
Yes	\$ 360,000.00			
Yes	\$ 98,000.00			
Yes	\$ 97,004.00			
No	\$ 400,000.00			

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
1,180	90	83	90	93%	85%	58	0	5

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to:*

ESSER@doe.nh.gov



2.15.22

Approver Signature - Superintendent / Head of School

Date

Pierre Couture

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.