

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/icr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-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: | Portsmouth | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | 449 | → Autopopulates upon Selection |
| 3) SAU Number: | 52 | → Autopopulates upon Selection |
| 4) Date of Publication: | 3/9/2022 | |
| 5) Approver Name -
(Superintendent / Head of School): | Stephen Zadavec, Superintendent of Schools | |
| 6) Email & Telephone: | szadavec@sau52.org & 603-431-5080 | |

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:

This plan has been published for public information on the Portsmouth School Department website under District Information with the name ESSER Use of Funds Plan. The site can be found at: <https://www.cityofportsmouth.com/school>

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

Yes - Description Required

Description:

This plan is provided in a standardized format provided by the NH Department of Education.

- 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:

This plan is, as much as practicable, written in plain language. Upon request, the Portsmouth School Department will make all practicable efforts to provide translation of the content.

- 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:

Upon request, the Portsmouth School Department will make all practicable efforts to provide alternative formatting of the content of this plan.

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:

ESSER funding has been presented/discussed at multiple School Board meetings beginning in May 2021 and continuing to present. There have been surveys of the public in September 2021 and February 2022 generating over 230 responses. In February 2022 there were public forums held to review the current plan for use of funds. Those forums were in person the first night and via Zoom for accessibility the second night with more than 20 participants. Public comment and input has been invited and welcomed at each public posted Board meeting in that time.

- 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:

School Department administration has compiled and reviewed public input in a series of meetings. The raw data collected from public input has been combined with synthesized summary and presented multiple times in public session to the Portsmouth School Board. Individual responses and suggestions have been considered by administration and board and aggregated themes have been reviewed by all as well. The dynamic plan of the School Department is a reflection of overall deliberation, stakeholder input, and the considered needs of schools, students, and staff.

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

Yes - Description Required

1) Description:

The deliberations of the Portsmouth School Board on use of ESSER funds have included the Board's student member, who works to represent the voice of Portsmouth students. The proposed use of funds intended to address Student Wellness will be determined largely based upon the ongoing recommendations of the Student Wellness Committee which membership is Portsmouth High School students.

i) Number of total responses: 1 with School Board, 2 via surveys, several anticipated from Student Wellness Committee

ii) Uses consulted on: Feedback welcomed on all uses of funds, specific recommendations on Student Wellness plans.

iii) Description of feedback received: Student member of the School Board has provided anecdotal commentary. Student Wellness Committee is expected to provide specific recommendations for activities.

Please indicate how consultation was:

2) Inclusive: All Portsmouth students with school email accounts were included in the invitations to participate in the public surveys. Participation in the PHS Student Wellness Committee is open to all students.

3) Widely advertised and available: Announcements and invitations are communicated through email with reminders through physical postings and school announcements.

4) Ongoing: Student member of the School Board makes regular report to the PHS student government on the work of the School Board. That same student continues to share with the School Board on the feedback from student government. All student input is welcomed by the Board.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families, including parents, guardians, and caregivers, have represented a significant portion of the participants and contributors of feedback and suggestions to surveys, public forums, and public comment periods.

i) Number of total responses: 159 in survey identified as parent/guardian and many in-person commenters have as well.

ii) Uses consulted on: All proposed uses of funds have been open for feedback and open suggestions have been invited.

iii) Description of feedback received: Parents and family members have provided input by survey including open feedback. Questions and much of the public meeting and forum input has been provided by parents.

Please indicate how consultation was:

2) Inclusive: Invitations to participate in surveys, forums, and offer comments on proposed uses of funds have been shared broadly with all parents/guardians/caregivers.

3) Widely advertised and available: Invitations to participate in survey and forums have been publicized through the schools and on the School Department website and have been communicated directly through ParentSquare, the current school messaging tool.

4) Ongoing: The ongoing School Board conversation about priorities for use of ESSER funds will continue to be very public and parent/family input will continue to be welcomed at each meeting of the School Board.

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

Yes - Description Required

1) Description:

The administrative team, including district and school level administrators with special education and other program directors, have worked together throughout the last year to review feedback, consider needs, and make recommendations to the School Board on priorities for use of funds.

i) Number of total responses: 5 survey responses, administrators directly contributing to options and analysis efforts.

ii) Uses consulted on: All potential uses of funds considered by administrators in synthesizing recommendations.

iii) Description of feedback received: The administrative team of the School Department has worked together to analyze the feedback compiled from stakeholders and dig to best assess the needs throughout the school system that might be addressed through the use of ESSER funds.

Please indicate how consultation was:

2) Inclusive: All members of the administrative team have been involved during the last year of work on the uses of ESSER fund

3) Widely advertised and available: Communication has been standard internal by email. Additionally, the administrative team has maintained the ESSER conversation on the agenda of its monthly meeting for several months.

4) Ongoing: The administrative team will be responsible to implement final decisions on uses of funds. As such, the team continues to explore options and consider additional feedback as the dynamic plan is reviewed and revised with the School Board.

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

Yes - Description Required

1) Description:

The School Department administration maintains strong working relations with the faculty and staff. Educators and staff have been vocal participants in public conversation related to use of ESSER funds. The Wellness Committee will make recommendations for the needs to be addressed in Staff Wellness.

i) Number of total responses: 91 survey responses, educators and staff have had strong representation in public sessions.

ii) Uses consulted on: All uses of funds being considered, Wellness Committee will recommend on Staff Wellness needs.

iii) Description of feedback received: Faculty and staff have provided input through the surveys collected and public sessions. There have been strong faculty voices in the public forums as well as at public comment. And staff messages have been carried by building administrators to the analysis efforts by the administrative team and School Board.

Please indicate how consultation was:

2) Inclusive: Invitations to participate and contribute have been open to all willing stakeholders. The School Department has been mindful of accessibility, has used electronic tools, and has worked to balance in-person and remote opportunities for public input.

3) Widely advertised and available: Communication has been standard internal by email and faculty/staff have also received updates and invitations through the ParentSquare messaging tool in many cases

4) Ongoing: The School Department is understandably extremely interested in the feedback and suggestions of its faculty and staff members. This plan is a dynamic and evolving plan. The administration and School Board will continue to welcome input from the school community.

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

No

1) Description:

The School Department will continue to explore representation of local tribes or tribal organizations for feedback.

i) Number of total responses: None

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: The School Department will continue to explore representation of local tribes or tribal organizations for feedback.

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

Yes - Description Required

1) Description:

There have been responses and feedback provided by individuals who identified as representatives of organizations concerned with civil rights and/or disability rights. The School Department will continue to explore additional input and feedback from this stakeholder group.

i) Number of total responses: 14 survey responses.

ii) Uses consulted on: All uses of funds being considered and open suggestions and feedback invited.

iii) Description of feedback received: Survey responses received.

Please indicate how consultation was:

2) Inclusive: Invitations to participate and contribute have been open to all willing stakeholders. The School Department has been mindful of accessibility, has

3) Widely advertised and available: Invitations to participate and provide feedback on uses of funds have been shared broadly with the school community and greater City community through website posting, social media sharing, and news coverage of public session

4) Ongoing: The School Department will continue to review and revise this plan with the School Board through public meetings and discussion and will continue to welcome public input.

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:

There have been responses and feedback provided by individuals who identified as representing the interests of children with disabilities, English language learners, children experiencing homelessness, and children in foster care.

i) Number of total responses: 15 survey responses.

ii) Uses consulted on: All uses of funds being considered and open suggestions and feedback invited.

iii) Description of feedback received: Survey responses received.

Please indicate how consultation was:

2) Inclusive: Invitations to participate and contribute have been open to all willing stakeholders. The School Department has been mindful of accessibility, has used electronic tools, and has worked to balance in-person and remote opportunities for public input.

3) Widely advertised and available: Invitations to participate and provide feedback on uses of funds have been shared broadly with the school community and greater City community through website posting, social media sharing, and news coverage of public sessions.

4) Ongoing: The School Department will continue to review and revise this plan with the School Board through public meetings and discussion and will continue to welcome public input. The School Department will continue to explore opportunities to gather additional feedback and input from this stakeholder group.

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

Yes - Description Required

1) Description:

There have been responses and feedback provided by individuals who identified as representing community-based organizations, including specifically before and after school programming.

i) Number of total responses: 4 survey responses received.

ii) Uses consulted on: All uses of funds being considered and open suggestions and feedback invited.

iii) Description of feedback received: Survey responses received.

Please indicate how consultation was:

2) Inclusive: Invitations to participate and contribute have been open to all willing stakeholders. The School Department has been mindful of accessibility, has used electronic tools, and has worked to balance in-person and remote opportunities for public input.

3) Widely advertised and available: Invitations to participate and provide feedback on uses of funds have been shared broadly with the school community and greater City community through website posting, social media sharing, and news coverage of public sessions.

4) Ongoing: The School Department will continue to review and revise this plan with the School Board through public meetings and discussion and will continue to welcome public input.

- 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):

Yes - Description Required

1) Description:

There have been responses and feedback provided by individuals who identified as representing early childhood education. The School Department participates regularly with a group of regional preschool providers and will continue to solicit feedback through that channel as well.

i) Number of total responses: 4 survey responses received.

ii) Uses consulted on: All uses of funds being considered and open suggestions and feedback invited.

iii) Description of feedback received: Survey responses received.

Please indicate how consultation was:

2) Inclusive: Invitations to participate and contribute have been open to all willing stakeholders. The School Department has been mindful of accessibility, has used electronic tools, and has worked to balance in-person and remote opportunities for public input.

3) Widely advertised and available: Invitations to participate and provide feedback on uses of funds have been shared broadly with the school community and greater City community through website posting, social media sharing, and news coverage of public sessions.

4) Ongoing: The School Department will continue to review and revise this plan with the School Board through public meetings and discussion and will continue to welcome public input.

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:

The School Department has worked to address prevention and mitigation related to school reopening and continued school operations using previous ESSER funds (CARES ESSER and CRRSA ESSER) as well as local funds. The School Department does seek to address a significant mitigation challenge with the ARP ESSER funds in late FY22 or FY23. The Sherburne School, built in 1942 and largely unchanged, is the current home of the Robert J. Lister Academy program. The building is in need of major capital improvement including abatement, core systems replacement, and specifically the implementation of air handling systems. Presently the City of Portsmouth is working to acquire a local property known as the Community Campus that will provide contemporary space with all appropriate systems that would satisfy the needs of the Lister Academy and other possible programming additions at lower purchase cost than renovating the old facility. The School Department is considering joining the City in this purchase to mitigate current concerns and provide for the future.

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:

Our district is using a variety of indicators to assess learning loss as a result of the pandemic. On all levels we monitored attendance throughout remote and hybrid learning periods and made efforts to reach and support students who had difficulty participating and engaging in those learning modes. Since returning to in-person learning, we have utilized a variety of assessments to gauge where students are in their learning and establish intervention plans where necessary. At the elementary level, we conducted Developmental Reading Assessments (DRA) in the fall of each year and utilized a math screener to identify the students in most immediate need of intervention. These assessments, along with smaller common formative assessments are used throughout the year to monitor student progress. At our Middle School, students have taken the STAR benchmark assessment in ELA and Mathematics in the Fall of each year. Middle School students take it again in the winter to monitor progress and at the end of the year to assess summative growth. At the secondary level department level teams have administered common formative assessments at the start of semesters to identify where students are in their learning and inform their instruction and intervention needs.

- 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:

Chromebooks to support 1:1 technology and digital access for all in grades 3-12. Secondary staff training in Understanding by Design Principles and creating units of study that are accessible to students of all levels. Social worker position at Portsmouth Middle School to provide counsel and support to our most at risk students and their families. K-12 Summer programming to prevent learning loss. Student and staff wellness activities.

Description During SY 2022-2023:

Extended day enrichment and tutorial programming for elementary students. Secondary staff training in Understanding by Design Principles and creating units of study that are accessible to students of all levels. Outdoor education position to work with elementary teachers to develop project-based learning units to engage all learners. Social worker position at Portsmouth Middle School to provide counsel and support to our most at risk students and their families. K-12 Summer programming to prevent learning loss. Student and staff wellness activities.

Description During SY 2023-2024:

Extended day enrichment and tutorial programming for elementary students. Outdoor education position to work with elementary teachers to develop project-based learning units to engage all learners. Social worker position at Portsmouth Middle School to provide counsel and support to our most at risk students and their families. K-12 Summer programming to prevent learning loss. Student and staff wellness activities.

- 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:

We will be offering remedial and enrichment summer programming K-12 including tutoring over the next three summers.

- 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):

Yes - Description Required

Description:

Our teachers choose many of their own professional learning activities based on the challenges presented by their current students. These funds will support project-based outdoor learning professional development for our elementary teachers and Understanding By Design based units of study development for our 6-12 educators.

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

Description:

Improved scores according to all federal accountability metrics including the New Hampshire Statewide Assessment Systems (NHSAS) and the Scholastic Achievement Test (SAT).

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:

The School Department is using 2021-22 for outreach, discussion, and planning with regard to the use of ESSER funds. It is possible that the School Department may pursue the option of using some ARP ESSER funds to join the City of Portsmouth as a capital partner in the acquisition of the local property known as the Community Campus at a cost of \$2,000,000.

Description During SY 2022-2023:

The School Department anticipates using ARP ESSER funds in 2022-23 for the purchase of educational technology to include student devices in support of our ongoing 1-to-1 computing initiative. The anticipated cost is \$75,000.

Description During SY 2023-2024:

The School Department anticipates using ARP ESSER funds in 2023-24 for the purchase of educational technology to include student devices in support of our ongoing 1-to-1 computing initiative. The anticipated cost is \$75,000.

- 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:

N/A

- 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:

N/A

- 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:

N/A

- 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:

N/A

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

Amount: \$0.00

Percentage: 0%

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

N/A

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): No

Description of all SYs - 2021 to 2024:

N/A

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:

The Portsmouth School Department has kept Equity and Opportunity as the two primary goals in the district. This work had started well before the pandemic and included the creation of an Equity and Opportunity Index, which helps us monitor the gaps between various student groups including low-income students, students with disabilities, students of color, etc. An expansion of this tool will be helpful in monitoring the outcomes related to these activities. We also have a Wellness Committee which is instrumental in helping identify student needs and developing interventions to help meet them from a social-emotional perspective. Academically, our Professional Learning Community (PLC) teams of teachers meet regularly to assess academic needs and design academic interventions for 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.](#)

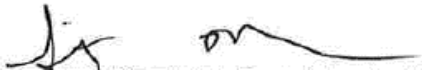
Description:

Among the most pressing concerns facing the Portsmouth School Department through the COVID-19 pandemic has been the facility deficiencies of our aging Sherburne School. The one-time neighborhood elementary school is now the home of the Robert J. Lister Academy program. The City of Portsmouth, of which we are a dependent school department, has a unique opportunity now to acquire a facility known locally as the Community Campus. The City of Portsmouth and its Portsmouth School Department would like to use a portion of our ARP ESSER funding to assist in the purchase of that property. The financial participation of the Portsmouth School Department would secure safer, healthier, more contemporary learning space into which to relocate the Robert J. Lister Academy while avoiding the measurably more costly renovation of the existing facility. More specifically, the program would move into modern facilities with comprehensive air handling systems and health and safety compliance. This would also create opportunities to expand our preschool offerings to better serve community needs in Portsmouth and surrounding communities. The Portsmouth School Department has been granted conceptual approval to use ARP ESSER III funds to participate in the capital acquisition of property for educational use and are currently pursuing additional guidance on how to appropriately proceed with this transaction.

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

3/9/22

Stephen Zadavec, Superintendent of Schools

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.