

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>Thornton</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>531</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>48</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/23/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Kyla Welch, Superintendent SAU48</u> | |
| 6) Email & Telephone: | <u>Kwelch@pemibaker.org 603-536-1254</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:

On the main page of the Wentworth website there is a button that says ARP ESSER III grant information. This button links to the Grants page of the website which is located at <https://tcs.pemibaker.org/for-families/grants>.

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

Yes - Description Required

Description:

The plan uses a template provided by the NHDOE that is understandable, organized, and in a uniform format.

- 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:

Description: The following statement is located on the SAU48 and WES website. SAU48 is committed to ensuring accessibility of its website for all students. SAU48 aims to make every effort to conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance standard, or updated equivalents of these guidelines. We are committed to complying with the provisions of Section 504 and Section 508 of the Rehabilitation Act of 1973 so that students, parents, and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use. To meet this commitment, we are in the process of redesigning our web pages to meet or exceed the Section 504 standards. If you have a disability and the format of any material on our web pages interferes with your ability to access the information, please contact Kara Levasseur at klevasseur@pemibaker.org. Please note that some pages on our website contain links to third-party sites, which are not within our control and may not comply with accessibility standards. The district is not necessarily responsible for the content or accessibility of third-party sites.

- 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:

Yes. Please see the response in #3. An alternative format will be provided when 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:

The ARP funds have been discussed at multiple school board meetings where the public has the opportunity to speak during public comment at each meeting. The public has been encouraged to provide feedback and comments. The school board will consider comments and suggestions and will work in conjunction with the school board and district personnel to make decisions regarding the use of ESSER funds. There is a link on the TCS webpage that provides an email address where anyone can submit suggestions for how to use the ARP funds which can be found at <https://tcs.pemibaker.org/for-families/grants>. Emailed comments received are shared with the school board and administration.

- 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:

The LEA brings any communication that is received to the Thornton School Board who then has the ability to vote on how ARP funds are spent.

- 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:

TCS is a K-8 school. Students have been asked to provide feedback through conversations with the school administrator. Administration will bring suggestions back to the school based leadership team. The building principal will then consult with district administration and the school board regarding how ESSER funds will be used.

- i) Number of total responses: None, students have not expressed any opinions on how money should be spent.*
- ii) Uses consulted on: All*
- iii) Description of feedback received: No feedback has been received.*

Please indicate how consultation was:

2) Inclusive: *All students had the ability to provide feedback.*

3) Widely advertised and available: *Students have been asked for feedback at grade level meetings and with conversations with the Principal.*

4) Ongoing: *The Principal has regular communication with students and has discussed the use of ESSER funds with students throughout the year.*

- b. Families (please choose one):

Yes - Description Required

1) Description:

Parents/Guardians were given an email address where they can submit suggestions and questions regarding the use of funds. The email address is published on the Thornton Central School website, which can be found in two places; A button on the home page at <https://tcs.pemibaker.org/>. This button links to the Grants page on the website that is located at <https://tcs.pemibaker.org/for-families/grants>. The email address was also put in the weekly communication to parents that is sent out on Fridays. Additionally, Families have been asked to provide feedback during school board meetings when the projects are discussed. Parents are encouraged to communicate with the school administrators with questions, comments, and concerns. The email is checked regularly.

- i) Number of total responses: None*
- ii) Uses consulted on: None*
- iii) Description of feedback received: No emails have been received.*

Please indicate how consultation was:

2) Inclusive: *All parents/guardians were given the email address and request for suggested use of funds.*

3) Widely advertised and available: *Yes, the email address and request is on the school website, and included communication home to families.*

4) Ongoing: *Yes*

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

Yes - Description Required

1) Description:

School and district administrators have attended all school board meetings where ESSER funds have been discussed. Administration feedback is encouraged and welcomed.

- i) Number of total responses: Monthly at school board meetings.*

ii) Uses consulted on: ESSER funds will be used to upgrade the HVAC system, PD for teachers on Differentiated Instruction.

iii) Description of feedback received: The school principal has worked closely with the Superintendent and school board to determine how to best use ESSER funding.

Please indicate how consultation was:

2) Inclusive: *There is only one administrator at the school.*

3) Widely advertised and available: *School board meetings are posted on the school website and at the town office.*

4) Ongoing: *The Superintendent meets with the principal once a week. School board meetings occur every month.*

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

Yes - Description Required

1) Description:

The principal has discussed ESSER funding with staff during faculty meetings. Teachers, staff, and the union have been encouraged to provide feedback on the use of funds directly to building administration, they can also submit an email to the esser email address the specifically asks for feedback.

i) Number of total responses: Two

ii) Uses consulted on: Professional development for Personalized learning, HVAC system.

iii) Description of feedback received: Teachers want PD on differentiated instruction to address learning gaps. They also want the facilities to be upgraded.

Please indicate how consultation was:

2) Inclusive: *All teachers, school leaders, school staff, and union representatives were asked for feedback during various regularly scheduled meetings.*

3) Widely advertised and available: *Meetings with staff are collaborative in nature. ESSER grants were discussed and all employees of the school were asked to reach out to the school administrator if they have any feedback or questions regarding the grant.*

4) Ongoing: *Yes, at least monthly.*

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

No

1) Description:

N/A

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):

Somewhat - Description Required

1) Description:

After researching civil rights organizations in the greater Plymouth area, it was determined that there are no local civil rights organizations to consult with. NH Disability Rights provided a letter to all NH Districts with input on use of funds.

i) Number of total responses: None

ii) Uses consulted on: None

iii) Description of feedback received: None

Please indicate how consultation was:

2) Inclusive: *Anyone can provide feedback through the tcs-essercoment@pemibaker.org email that has been created. This email is on the school website at <https://tcs.pemibaker.org/>.*

3) Widely advertised and available: *The tcs-essercoment@pemibaker.org email is available on the school website and was sent home to families through weekly communication and newsletters.*

4) Ongoing: *Yes, feedback is welcomed and encouraged at any time.*

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:

TCS is a Title I school-wide school. Title I meetings address the needs of the children in the categories listed above. Title I meetings are held once a month with Title I teachers, ARP fund use was discussed at these meetings. the tcs-essercorment@pemibaker.org email was sent to all families and is on the school website.

i) Number of total responses: One

ii) Uses consulted on: How to reduce learning loss for students that were remote last year and/or out due to quarantine.

iii) Description of feedback received: Teachers want professional development on differentiated instruction and personalized learning.

Please indicate how consultation was:

2) Inclusive: All stakeholders that representing disadvantaged youth were asked for feedback.

3) Widely advertised and available: Feedback was requested during weekly staff meetings, and Title I meetings. Feedback was also requested on the school website at <https://tcs.pemibaker.org>.

4) Ongoing: Feedback can be submitted at anytime for consideration.

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

Yes - Description Required

1) Description:

ADAPT/YLTA provides additional wilderness based programming to students outside of school hours. ADAPT also works closely with TCS to provide Summer Programming. Conversations with ADAPT/YLTA occur throughout the year. SAU48 works closely with Communities for Alcohol and Drug-Free Youth (CADY). CADY's mission is to help our local youth make healthy and safe choices and to promote healthy environments and promising futures.

i) Number of total responses: Two

ii) Uses consulted on: Enrichment opportunities for students.

iii) Description of feedback received: Enrichment opportunities for students during afterschool and the summer. Additional social and emotional supports for families in our community.

Please indicate how consultation was:

2) Inclusive: Anyone can provide feedback through the tcs-essercorment@pemibaker.org email that has been created. This email is on the school website.

3) Widely advertised and available: The tcs-essercorment@pemibaker.org email is available on the website at <https://tcs.pemibaker.org/>. Request for input was also sent home to families.

4) Ongoing: Feedback can be submitted at anytime for consideration.

- 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):

Somewhat - Description Required

1) Description:

Thornton families have the ability to attend pre-school in Campton as there is not a pre-school available at TCS. Stakeholders representing this group can also speak directly to the school administrator and the school board during public comment portions of the school board meetings. Additionally, comments and suggestions can be sent to the tcs-essercorment@pemibaker.org email.

i) Number of total responses: None

ii) Uses consulted on: None

iii) Description of feedback received: None

Please indicate how consultation was:

2) Inclusive: Anyone can provide feedback through the tcs-essercorment@pemibaker.org email which is available on the website at <https://tcs.pemibaker.org/>.

3) Widely advertised and available: The tcs-essercorment@pemibaker.org email is available on the website at <https://tcs.pemibaker.org/>.

4) Ongoing: Feedback can be submitted at anytime for consideration.

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:

ESSER funding will be used to purchase additional cleaning supplies, PPE, and additional student materials so that each student has individual supplies, and materials so that the school can reduce the chance of spreading COVID 19 and future infectious diseases.

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:

NWEA, NHSAS Interim Assessments and the NHSAS Assessment will be used to determine learning loss. Teachers will also identify learning gaps, through formative assessments and running records, to determine if a student needs additional supports.

- 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:

TCS students will be able to take part in a SAU 48 wide winter enrichment program in math and reading that will take place in March and April of 2022. TCS teaches and staff have requested additional professional development in offering differentiated instruction and personalized learning. The goal is provide students with high quality targeted instruction in order to bring students' academic knowledge and skills back to the levels they should have been if the pandemic had not interrupted and/or negatively impacted their education.

Description During SY 2022-2023:

TCS students will be encouraged to take part in SAU48 wide winter enrichment activities planned for Saturday mornings in February and March. Additional academic support measures may be added in SY 2022-2023 if they are needed.

Description During SY 2023-2024:

TCS students will be encouraged to take part in SAU48 wide winter enrichment activities planned for Saturday mornings in February and March. Additional academic support measures may be added in SY 2023-2024 if they are needed.

- 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:

Stipends will be used, when necessary, for tutoring students.

- 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:

Teachers have requested professional development in differentiated instruction and personalized learning. Stipends will be used, when necessary, for tutoring students.

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

Description:

Evidence will be measured using NHSAS and NWEA assessments, as well as teacher running records.

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(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

At Thornton Central School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, we will replace the classroom unit ventilations with 2 new energy recovery units with dehumidification, double filtration (Merv 8 and Merv 13). The air flow will be increased across the district to achieve recommended air changes per hour. The scope will also include replacing several fixed windows with operable windows to increase air flow. Ductwork will be reworked to allow for better air flow and new piping installed to unit. Boiler system will be high efficiency propane. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

Description During SY 2022-2023:

At Thornton Central School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, we will replace the classroom unit ventilations with 2 new energy recovery units with dehumidification, double filtration (Merv 8 and Merv 13). The air flow will be increased across the district to achieve recommended air changes per hour. The scope will also include replacing several fixed windows with operable windows to increase air flow. Ductwork will be reworked to allow for better air flow and new piping installed to unit. Boiler system will be high efficiency propane. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

Description During SY 2023-2024:

At Thornton Central School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, we will replace the classroom unit ventilations with 2 new energy recovery units with dehumidification, double filtration (Merv 8 and Merv 13). The air flow will be increased across the district to achieve recommended air changes per hour. The scope will also include replacing several fixed windows with operable windows to increase air flow. Ductwork will be reworked to allow for better air flow and new piping installed to unit. Boiler system will be high efficiency propane. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Stipends have been paid to teachers in order to provide individual and/or small group tutoring as needed.

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

COVID has impacted family engagement activities due to the increased hesitancy to attend events. The goal is to get families back into the school building so that the TCS community can heal and rebuild.

- 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: \$ 89,000.00

Percentage: 21%

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:

Students that were experiencing the most learning loss and difficulty returning to school in person were identified through assessment scores and teacher running records. All students were eligible for additional supports. Special Education Case Managers, ELL Teachers, Reading and Writing Teachers were consulted when determining the best use of funds.

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

Amount: \$ -

Percentage: 0%

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

Thornton Central School is a K-8 school. Career exploration activities are done every year and will continue. Examples include Career Day, bring your parents to school day, and industry specific presenters based on unit studies. These activities are usually provided free of charge.

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:

YES: TCS students are supported in taking an additional class via VLACs to support enrichment goals. Remedial work with students is provided by teachers at TCS that are provided time during the regular school day to work with students as needed to address learning loss. If students need additional support outside of the school day, tutoring may be available.

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:

Decisions made regarding use of funds have taken into account students' academic, emotional, physical health, and mental health needs. School leaders, teachers, and staff review academic progress, analyze assessments, and the social, emotional, and mental health needs of students during team, department, and if needed faculty meetings. The monitoring of student progress ensure that interventions implemented respond to student needs.

All students receive services regardless of race, national origin, color, disability, socio economic status, or age. No child will be left out of any activity based on financial need.

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:

At Thornton Central School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, we will replace the classroom unit ventilations with 2 new energy recovery units with dehumidification, double filtration (Merv 8 and Merv 13). The air flow will be increased across the district to achieve recommended air changes per hour. The scope will also include replacing several fixed windows with operable windows to increase air flow. Ductwork will be reworked to allow for better air flow and new piping installed to unit. Boiler system will be high efficiency propane. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles. Conceptual approval was received from the NHDOE on November 8, 2021.

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to:* ESSER@doe.nh.gov



2/23/2022

Approver Signature - Superintendent / Head of School

Date

Kyla Welch, Superintendent, SAU48

Printed Name - Superintendent / Head of School

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.