

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, 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/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: Wakefield → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 543 → Autopopulates upon Selection
- 3) SAU Number: 101 → Autopopulates upon Selection
- 4) Date of Publication: 3/7/2022
- 5) Approver Name - (Superintendent / Head of School): Pamela Stiles
- 6) Email & Telephone: pamela.stiles@sau101.org

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.sau101.org

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

Yes - Description Required

Description:

The plan uses easy to understand language.

- 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:

Office staff are available to present the information orally; Google translate allows for automatic translation online.

- 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 can be mailed home, read orally, or any other format 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 plans for the use of funds was discussed at a public School Board meeting on July 20, 2021. The board received no feedback. The plan has been placed on the district's website with a link to a form that collects public input from all cohorts.

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:

Although given the opportunity (public meeting and input form), no suggestions were offered from the public. Teachers have expressed several requests for use of funds and, when the requests match the allowable use, the request was filled.

3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please choose one):

Somewhat - Description Required

1) Description:

In a PreK-8 school, student feedback was gathered by teachers given their observations regarding student need and conversations with students in grades 6-8.

i) Number of total responses:

3

ii) Uses consulted on:

Fall, 2021

iii) Description of feedback received:

From teachers regarding student need

Please indicate how consultation was:

2) Inclusive:

Teachers talked/observed students

3) Widely advertised and available: yes, in classrooms

4) Ongoing:

Yes, in classrooms through observations

b. Families (please choose one):

Somewhat - Description Required

1) Description:

Although given the opportunity (public meeting and input form), no suggestions were offered.

i) Number of total responses: 0

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: Yes - public meeting, on website, input form.

4) Ongoing: Plan and form remain on the website

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

Yes - Description Required

1) Description:

District Administrators, including the special education administrator met in July to determine the best use of funds.

i) Number of total responses: 6

ii) Uses consulted on: July, 2021

iii) Description of feedback received: List provided for student centered focus and covid responsive materials

Please indicate how consultation was:

2) Inclusive: Team met together to determine need

3) Widely advertised and available: done through agenda invitation

4) Ongoing: monthly leadership meetings include discussions about the grant

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

- Please Select -

1) Description:

Teachers and school personnel were made aware of the grant and it's purpose

i) Number of total responses: 14

ii) Uses consulted on: Fall/Winter 2021, 2022

iii) Description of feedback received: Need for materials primarily to support learning loss

Please indicate how consultation was:

2) Inclusive: Made available to all staff

3) Widely advertised and available: done through school email

4) Ongoing: discussed during curriculum meetings and team meetings

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

Yes - Description Required

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):

Yes - Description Required

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:

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:

This has been addressed above-Special education teachers, administrators, school social worker, Student Services Coordinator have all had an opportunity to provide input into grant expenditures.

- i) Number of total responses:* Many, varied
- ii) Uses consulted on:* Fall, Winter, 2021-2022
- iii) Description of feedback received:* generally in need of materials to address learning loss

Please indicate how consultation was:

2) Inclusive: use of school email

3) Widely advertised and available: use of school email

4) Ongoing: through curriculum committee, grade level meetings

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

Yes - Description Required

1) Description:

This single school district does not have before and/or after school programming. 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:

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:

The school provides preschool for children. Preschool staff has had an opportunity for input into decision making. N/A to partnerships for early education.

- 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:

Items such as PPE and nursing supplies have been purchased from the grant. In addition, Binx Boxes (PCR tests) were purchased and made available to students and staff to test for covid. Social distancing of 3' or more was put in place, there were no large gatherings, and communication was consistent regarding contact tracing.

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 school has instituted benchmark assessments (NWEA and STAR) 3 times a year to identify learning loss in all students.

- 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:

1. Purchase math manipulatives and reading books. 2. An interventionist was hired to help with students' mental health and behaviors. 3. Technology infrastructure was improved to provide consistency or accessibility. 4. Universal Summer School will be offered for students who have had measureable learning loss. 5. A technology assistant was hired to help students with connectivity and accessibility.

Description During SY 2022-2023:

1. A classroom teacher will be hired to ensure that class sizes are small so that individualized instruction can be provided. 2. 2 regular education assistants will be hired to work in classrooms to help students. 3. Continue the interventionist who was hired to help with students' mental health and behaviors. 4. Universal Summer School will be offered for students who have had measureable learning loss. 5. A technology assistant will continue to help students with connectivity and accessibility.

Description During SY 2023-2024:

1. A classroom teacher will continue to ensure that class sizes are small so that individualized instruction can be provided. 2. 2 regular education assistant will continue to work in classrooms to help students. 3. Continue the interventionist who was hired to help with students' mental health and behaviors. 4. Universal Summer School will be offered for students who have had measureable learning loss. 5. A technology assistant will continue to help students with connectivity and accessibility.

- 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:

Summer school will be offered for 3 summers to assist with learning loss. The school will also add two assistants to provide individual and small group assistance. Funds will be used for tutoring before or after school if needed.

- 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:

Professional Development needs are being financially supported through our Title IIA grant, not ESSER funds.

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

Description:

The district has three benchmark windows (September, January, May) so that student progress can be monitored and addressed.

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:

Staff compensation for additional duties as a result of covid absences (\$72,055.20); Copiers and supplies (staff morale) (\$37,968)

Description During SY 2022-2023:

Staff compensation for additional duties as a result of covid absences (continuation of the \$72,055.20); copier contract (continuation of the \$37,968)

Description During SY 2023-2024:

Copier contract (continuation of the \$37,968)

- 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): **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:

Universal Summer School for 3 years; Assistants for classrooms.

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

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:

Compensation for additional work and coverage as a result of covid absences; additional copiers in the building to allow for more social distancing and cut down on frustration.

- c. Improving family engagement:

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

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:

A "Community College" will be designed to provide resources to the community regarding helpful tips for helping your child with school work; technology use; monitoring your child's technology use, etc.

- 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: \$110,023.00

Percentage: 0.1

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:

The use of ESSER funds was primarily focused on supporting and enhancing student learning - for all students. Special Education students, Title 1 eligible students and ELL students will all have an opportunity to take part in the Universal Summer programming. Additionally, these students receive interventions during the day with specialized staff, interventionists and assistants.

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 attainment of industry-recognized credentials:

N/A K-8 District

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:

N/A K-8 District

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 RTI program including regular benchmarking and progress monitoring will measure the response students have to interventions. Social/emotional needs will be assessed as they impact learning. Case managers, the school social worker, and the District Student Services Coordinator will maintain close contact with families who may be disproportionately impacted by Covid to offer support and provide resources.

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:

N/A

| Specific Use Category | <i>May Delete Current Selection Prior to Assigning Input(s)</i> | *User | General Use Category |
|------------------------------|---|--------------|-----------------------------|
|------------------------------|---|--------------|-----------------------------|

**May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)*

| | | | |
|--|--|--|--|
| Educator Fatigue - Other Allowed Uses | | | Other Allowed Uses |
| Family Engagement | | | Other Allowed Uses |
| Individualized Instruction | | | Meeting Students' Academic Needs |
| Physical Health and Safety | | | Addressing Physical Health and Safety - Please Specify in Detailed Use Description |
| Physical Health and Safety | | | Addressing Physical Health and Safety - Please Specify in Detailed Use Description |
| Summer Learning and Enrichment | | | Meeting Students' Academic Needs |
| After-school/Out-of-school Learning and Enrichment | | | Meeting Students' Social, Emotional and Other Needs |
| Educational Technology | | | Meeting Students' Academic Needs |
| Educator Fatigue - Other Allowed Uses | | | Other Allowed Uses |
| Individualized Instruction | | | Meeting Students' Academic Needs |
| Hiring and Retention - Instructional Staff | | | Meeting Students' Mental Health Needs |
| Hiring and Retention - Instructional Staff | | | Meeting Students' Academic Needs |
| Physical Health and Safety | | | Addressing Physical Health and Safety - Please Specify in Detailed Use Description |
| Internet Connectivity | | | Meeting Students' Academic Needs |

| 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 that Apply | | |
|--|--|--|--|--------------|--------------|
| | | | SY 2020-2021 | SY 2021-2022 | SY 2022-2023 |
| - Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description | No | Stipends are paid to staff who are covering classes, lunch, duty as a result of high covid absenteeism. | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description | No | Provide classes to community members in the areas of: technology, homework help, meeting the emotional needs of children, developmental stages, etc. | No | No | Yes |
| - Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, % Participating in ELA Assessment, % Participating in Math Assessment. % Proficient in ELA Assessment. % | Yes - Description Required | Books, materials, manipulatives in reading, ELA and math for grades K-8. | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description | No | Controllers will be added to a previously purchased IAQ system to increase productivity and reliability. | No | Yes | No |
| - Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description | No | Cleaning supplies and PPE are being purchased for the school. | No | No | Yes |
| - Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment | Yes - Description Required | Universal Summer School focusing on reading and math | No | Yes | Yes |
| Survey Results - Student Satisfaction | Yes - Description Required | Extracurricular activities such as music lessons, Girls on the Run, media production at no cost to families. | No | Yes | Yes |
| % Proficient in ELA Assessment, Other-Please Specify in Detailed Use Description | Yes - Description Required | Tech assistant to provide technical assistance to the K-8 school. | No | Yes | Yes |
| Other-Please Specify in Detailed Use Description | No | Funds used to address staff fatigue. Copiers added to help with time management, social distancing, frustration levels. | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment | Yes - Description Required | Hiring classroom assistants to work with individuals and small groups in reading and math | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , Average Daily Attendance, Chronic Absenteeism , Incidences of Bullying and Harassment . Rate of Suspension (Including In-School Suspensions and | Yes - Description Required | Hire classroom behavior paras to assist with student behaviors related to mental/social health impacted by covid. | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment | Yes - Description Required | Hire teacher to ensure small class sizes to address learning loss due to covid. | No | Yes | Yes |
| - Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description | Yes - Description Required | Add playground swings and other units to give students a safe place to play | No | No | Yes |
| - Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description | No | To bring a fiber cable into the school with the necessary infrastructure wiring done | No | Yes | 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 | \$ 72,055.20 | \$ 3,135.24 | \$ 1,640,308.22 | \$ 415,229.82 | |
| Yes | \$ 5,860.10 | \$ - | | | |
| Yes | \$ 64,000.00 | \$ - | | | |
| No | \$ 33,100.00 | \$ - | | | |
| No | \$ 10,000.00 | \$ - | | | |
| No | \$ 33,119.50 | \$ - | | | |
| No | \$5,000 | \$0 | | | |
| Yes | \$ 154,500.00 | \$ 3,212.55 | | | |
| Yes | \$ 37,968.00 | \$ 7,316.00 | | | |
| Yes | \$ 230,035.50 | \$ - | | | |
| Yes | \$ 383,265.00 | \$ - | | | |
| Yes | \$ 140,575.00 | \$ - | | | |
| No | \$ 78,625.16 | \$ - | | | |
| Yes | \$ 39,800.00 | \$ - | | | |

| Baseline Data SY 2020 to 2021 - For Reference Purposes Only | | | | | | | | |
|---|---------------------------------|--------------------------------------|----------------------------------|--------------------------|--|----------------------|-----------|------------------------------------|
| LEA Enrollment <i>*October 2021 Data Prepopulated</i> | % 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 |
| 465 | 80 | 82 | 79 | 94% | 0% | 31 | 0 | 7 |

X. Authorization

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

ESSER@doe.nh.gov

Pamela Stiles , Superintendent

7-Mar-22

Approver Signature - Superintendent / Head of School

Date

Pamela Stiles, Superintendent

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.