

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: | <u>Somersworth</u> | → <i>Cell C16 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>491</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>56</u> | → <i>Autopopulates upon Selection (if applicable)</i> |
| 4) Date of Publication: | <u>14-Jun-22</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Lori Lane</u> | |
| 6) Email & Telephone: | <u>llane@sau56.org 603-692-4450 x1601</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.sau56.org

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

Yes - Description Required

Description:

The plan was published in the word document that was originally sent to the DOE September 6, 2021. It was updated on May 17, 2022 and again on June 14, 2022.

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

Yes - Description Required

Description:

The district regularly uses translation services when necessary to assist our families. Both written and oral translation options are provided.

- 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, parents would be provided alternative formats, such as text to speech, if 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:

ARP ESSER funds have been discussed at several different school board meetings that are always noticed to the public. The Somersworth School Board started meeting in-person in August 2020 although the school district primarily used remote learning for the 2020-21 school year. Parents and community members regularly came to these meeting to voice concerns/ask questions. Remote learning plans and were distributed electronically to families and all materials were made available on the SAU's website. ARP ESSER information is also available on the SAU website and has been distributed electronically.

- 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 SAU and school administration used the information from parents/families and others in the community (i.e., service providers) to make decisions about the use of the ARP ESSER funding. The main areas that our funds are being used for are to provide additional supports for mental health and academics.

- 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:

Students were not directly consulted for their input on the ARP ESSER Use of Funds Plan however they were able to provide feedback. Students, as stakeholders, have demonstrated various needs since returning to in-person learning. In advocating on their behalf, parents as well as teachers and administrators have noted the need for students to have additional mental health and academic support to best support their learning and readjustment to the in-person school environment.

i) Number of total responses: There were 25 responses received.

ii) Uses consulted on: Mental health concerns and school-based health clinic was discussed.

iii) Description of feedback received: Students met with representatives from Goodwin Community Health and the Strafford County Public Health Network to discuss how a school-based health clinic would be received and the possible ways it could assist students with their mental, dental and physical health.

Please indicate how consultation was:

2) Inclusive: The student feedback will be used to identify the support for the school-based health clinic and other needs related to physical, dental and mental health.

3) Widely advertised and available: Groups of students were selected by school staff to participate in the first forums that happened in June 2022.

4) Ongoing: Other opportunities will be given to students to provide feedback going forward.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Information from families was solicited anecdotally in a variety of ways. Parents/care givers expressed concerns to teachers, administrators and service providers - all of this feedback was used to identify many of the needs that ARP ESSER funds were spent on. Also, a parent survey was distributed and a public hearing on the ARP ESSER funds occurred in March 2022 to further solicit parent feedback. An email specific to ESSER funds was created (no responses were received) to allow parents to email in feedback.

i) Number of total responses: Numerous responses were received across the district.

ii) Uses consulted on: Academic and mental health needs were discussed.

iii) Description of feedback received: In meetings with teachers and administrators, parents expressed concerns about learning loss and lack of access to mental health services for their children.

Please indicate how consultation was:

2) Inclusive: All parents had the opportunity to listen to or attend a school board meeting, respond to an ARP ESSER email with concerns, as well as express any questions/concerns to their child's teacher(s) or administrators.

3) Widely advertised and available: The SAU office gave a presentation on the ARP/ESSER funds at the March 2, 2022 school board meeting. After the presentation, the SAU distributed all of the ARP/ESSER information to families via its electronic messenger system, which included a specific esser@sau56.org email address in order to allow families to offer specific feedback. A public hearing was held at the March 22, 2022 school board meeting. Both the March 2 and March 22 meetings were publicly noticed and were open to the public.

4) Ongoing: Parents are always encouraged to communicate with schools, SAU office, or their school board representatives.

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

Yes - Description Required

1) Description:

We have 9 building administrators who all submitted various requests for using ARP/ESSER funds. The SAU administration also identified uses for ARP/ESSER funds. Learning loss, mental health, PPE, outdoor classroom spaces, professional development, software to address learning gaps and possible capital improvement projects. The SAU office created a form to for building administrators to submit requests. All requests needed to be

i) Number of total responses: We have 9 building administrators who all submitted various requests for using ARP/ESSER funds. The SAU administration also identified uses for ARP/ESSER funds.

ii) Uses consulted on: Learning loss, mental health, PPE, outdoor classroom spaces, professional development, software to address learning gaps and possible capital improvement projects.

iii) Description of feedback received: The SAU office created a form to for building administrators to submit requests. All requests needed to be justified on how these meet at least one of the established uses for ARP/ESSER funds.

Please indicate how consultation was:

2) Inclusive: All administrators were involved and this consultation made up most of the requests for ARP/ESSER funds.

3) Widely advertised and available: All 9 administrators were made aware by the SAU office that they could submit requests to meet identified needs in their buildings.

4) Ongoing: All school district administrators are reminded monthly at admin team meetings that they can submit for various activities to use ARP/ESSER funds to meet student needs.

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

Yes - Description Required

1) Description:

As noted above, principals/building administrators submitted numerous requests for ARP/ESSER funds. learning loss, mental health, PPE, software, professional development, etc. All feedback was submitted through the request form created by the SAU office.

i) Number of total responses: As noted above, principals/building administrators submitted numerous requests for ARP/ESSER funds.

ii) Uses consulted on: Learning loss, mental health, PPE, software, professional development, etc. was discussed.

iii) Description of feedback received: All feedback was submitted through the request form created by the SAU office.

Please indicate how consultation was:

2) Inclusive: Building administration in conjunction with their leadership teams, identified various areas to use ARP/ESSER funds.

3) Widely advertised and available: The building administration were made aware of the opportunity to submit requests both as administration meetings and via email.

4) Ongoing: The building admin are periodically reminded that they can submit requests for ARP/ESSER funds.

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

No

1) Description:

There are no tribes in the area.

i) Number of total responses: N/A

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: N/A

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):

Somewhat - Description

1) Description:

This group of stake holders were included in others stakeholder groups and therefore are unable to quantify.

i) Number of total responses: N/A

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: N/A

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

Yes - Description Required

1) Description:

Expanding summer programming options which included transportation, installation of a school-based health clinic at the high school. The school district has worked with the local public health network as well as the district's before/after school program. The summer school programming request came from the program director to the SAU office. A team of individuals from the SAU office, Goodwin Community Health and the Strafford County Public Health Network have been meeting for several months. This group held a public forum in May.

i) Number of total responses: The school district has worked with the local public health network as well as the district's before/after school program.

ii) Uses consulted on: Expanding summer programming options which included transportation, installation of a school-based health clinic at the high school.

iii) Description of feedback received: The summer school programming request came from the program director to the SAU office. A team of individuals from the SAU office, Goodwin Community Health and the Strafford County Public Health Network have been meeting for several months. This group held a public forum in May.

Please indicate how consultation was:

2) Inclusive: The opportunity was provided to relevant organizations.

3) Widely advertised and available: Community organizations have been regular partners with our school district so opportunities to request funds were included on meeting agendas.

4) Ongoing: The planning committee for the school-based health clinic meets regularly. The summer programming planning occurs annually with the SAU and building admin.

- 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:

Once consolidated request to add an additional preschool program for the district's children. Early learning and needs for preschool were discussed. The Somersworth Ready Together Coalition includes school staff as well as our partners at the YMCA and the United Way that provided information on the needs of our youngest learners, including the number of preschool programs that had closed during the pandemic. This need to further supported by the number of referrals for student services we received.

i) Number of total responses: Once consolidated request to add an additional preschool program for the district's children.

ii) Uses consulted on: Early learning and needs for preschool was discussed.

iii) Description of feedback received: The Somersworth Ready Together Coalition includes school staff as well as our partners at the YMCA and the United Way that provided information on the needs of our youngest learners, including the number of preschool programs that had closed during the pandemic. This need to further supported by the number of referrals for student services we received.

Please indicate how consultation was:

2) Inclusive: The opportunity for feedback was provided at various SRT Coalition meetings.

3) Widely advertised and available: The SRT Coalition has been an active partnership in Somersworth for several years.

4) Ongoing: The SRT Coalition continues to meet and is working to restrengthen the opportunities for early childhood education in Somersworth.

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:

ARP/ESSER funds will be used to implement prevention and mitigation strategies in order to continuously and safely open and operate schools for in-person learning by:

1. Continue efforts to improve indoor air quality. The School District will work with its energy contractor to use ARP/ESSER funds to execute any additional HVAC upgrades and appropriate window replacements and/or roof replacements that will improve air quality. Those project could include ASHRE approved upgrades to the current HVAC systems, installation of operable windows, and roof replacements to minimize the amount of water leaking into the buildings causing mold and mildew. High indoor air quality has been identified by the Centers for Disease Control (CDC) as a “gold standard” to helping combat exposure to COVID-19. In addition to HVAC upgrades, the School District’s Energy Efficiencies Contractor has identified that our roofs on both Somersworth Middle School and Somersworth High School have exceeded their life expectancy and are regularly experiencing leaks. Unfortunately, water leaking into the building because of failing roof systems is a source of mold and mildew that is affecting the indoor air quality in these buildings.
2. Purchase necessary PPE to mitigate the spread of COVID-19. Surgical masks have been identified as a “gold standard” when mask requirements are implemented. The School District had a mask mandate in place for all students, staff and guests to our school buildings from August 16, 2021 through February 23, 2022 when the Governor’s directive ended school districts being able to mandate mask wearing. Masks are now optional and are still being provided by the district for any students or staff member who wishes to wear one.

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:

a. Teachers, service providers, program directors and administrators identified individual students who were at high risk for learning loss by reviewing data points as poor attendance, poor participation, failure rates as well as anecdotal information about each student to determine if additional services were needed.

- 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. Individual and small group after school tutoring for elementary, middle and high school students. 2. Provide opportunities for professional development for staff on data analysis, academic skill development, and learning strategies. 3. Purchase academic support programs and software designed to develop academic skills to combat learning loss. 4. Provide high school students the opportunity to take evening courses in order to recover credit or to advance their learning. 5. Provide middle and high school students with Career & Technical Education enrichment programs offered afterschool and/or in the evening. 6. Provide expanded summer programming in grades PreK-12, including social emotional learning (SEL), academic learning support, and credit recovery. 7. Provide additional evaluation services to both screen incoming Kindergarten students on developmental milestones, but also to meet the increased numbers of referrals for special education services. 8. Add a second preschool program to meet the increased need for early intervention services. 9. Add crisis counseling services at each of our schools. These counselors will support our most challenging students as well as work with school staff and students' families to help students readjust to being full-time students.

Description During SY 2022-2023:

All of the activities described in SY 2021-2022 will continue in SY 2022-2023

Description During SY 2023-2024:

TBD

- 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:

1. Data points will be monitored throughout the school year including attendance rates, discipline data, standardized test scores and other standardized measures (i.e., benchmarking) to determine academic growth and student engagement in school. 2. Anecdotal evidence will be collected from teachers, students and parents on students' feelings about school, their learning, their level of engagement, and their social/emotional health. 3. All data collected will be reviewed by administration, school leadership teams and the district's leadership team to determine successes and future needs.

- 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:

All schools in the district have leadership teams that work with administration to determine professional development needs. The SAU office also determined that training/retraining on the Positive Behavior Intervention Strategies (PBIS) model that the district adopted many years ago was necessary. PBIS is a version of the MTSS-B behavior management system that is now required in schools.

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

Description:

The school district has utilized NWEA as a measure of academic growth/success for several years. It will continue to use this data to determine learning gaps that exist. NWEA is administered three times a year for grades 1-8 and twice a year for students in grade K and grade 9. The state's SAS data will also be reviewed.

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:

1. Indoor air quality improvement projects. 2. Purchase PPE if needed. 3. Address student mental and physical health concerns by creating a school-based health clinic at Somersworth High School. 4. Implement Teen Mental Health First Aid training for students as well as similar mental health and wellness efforts in the schools. 5. Provide each school with additional resources for school community day presentations and school field trips, as appropriate. 6. Provide opportunities for professional development for staff on supporting student and staff on mental health concerns.

Description During SY 2022-2023:

1. Purchase PPE if needed. 2. Continue the planning and potential implementation of the school-based health clinic, 3. Provide each school with additional resources for school community day presentations and school field trips, as appropriate. 4. In order to improve air quality, begin planning to replace the roof systems at Somersworth Middle School and Somersworth High School. 5. Offer mindfulness training for students and staff.

Description During SY 2023-2024:

TBD

- 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:

1. Providing individualized instruction has been described in Section V. 2.

- 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:

1. ARP/ESSER funds will be used to provide professional development as described in section VI 1.

- 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:

1. Family engagement activities are coordinated with the requirements for federally funded Title I programs.

- 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: \$367,486.54

Percentage: 100%

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 decisions regarding the activities we have requested approval are not targeted at a specific population of students. Our elementary and

middle schools are Title I "schoolwide" schools because we have a percentage of students eligible for free/reduced meals that exceeds 40%. Because of this, our activities meet the needs of all of our students.

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

Amount: \$3,530.05

Percentage: 0%

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

These funds are to provide CTE enrichment opportunities for middle school students.

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 Somersworth School District will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, in particular, 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.

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:

The Somersworth School District is currently planning to use ARP/ESSER funds for two different projects: 1. physical plant renovations at Somersworth High School to locate a school-based health clinic at the school. This renovation will include plumbing, cosmetic changes to convert a classroom into the clinic as well as the addition of a second set of exterior doors to create a secure entrance. 2. replacement of the roof systems at Somersworth Middle School and Somersworth High School in order to improve the indoor air quality by mitigating the mold and mildew being created by roofs that have exceeded their life expectancy and are failing.

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

14-Jun-22

Date

Lori Lane

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 ([20](#)

[U.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.