

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/icr/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

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| 1) School District / Charter School Name: | <u>Newmarket</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>399</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>31</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>February 22, 2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Susan K. Givens</u> | |
| 6) Email & Telephone: | <u>givenss@newmarket.k12.nh.us 603 659-5020</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:

The plan is published on the school district website: Newmarket.k12.nh.us/school-reopening

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

Yes - Description Required

Description:

The plan is presented in a narrative format and organized by section with bold titles to call out topics of interest. The plan also includes charts and graphs and has links to infographics.

- 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 has relationships with translators and they are available upon request, for all languages. This can occur orally or in written form.

- 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 district has relationships with organizations that can make the plan available to anyone who is visually impaired and requires and alternate format.

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 superintendent established a taskforce made up of all stakeholders, including teachers, paraprofessionals, students, parents, community members, town officials, police, school board, and administration. The taskforce met weekly for several months and continued to come together as need dictated. Town hall meetings were held monthly and parent input was welcome. Various surveys were conducted of staff, parents and students. Parents were also invited for public comment at school board meetings, both in-person and virtually.

- 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 taskforce met to analyze survey results and feedback from surveys, school board meetings and town hall events. Recommendations were made to the school board and shared with the public. Further feedback led to several plan revisions prior to initial publishing of the plan and informed grant writing.

- 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:

This has occurred in various ways. Student town halls meetings, surveys, and through advisory meeting and consultation with student council

i) Number of total responses:

All students in all grades, and 183 via survey

ii) Uses consulted on:

Students were asked to articulate needs early on, related to safety and access to learning, along with mental health concerns. As we prepared to begin the 2021-22 school year, students were surveyed about needs related to: safety, covid protocols and protections, academic need, access to learning, social and emotional needs, and extracurricular activity

iii) Description of feedback received:

Responses were received by secondary students in grades 7-12 via survey. Students largely indicated a strong desire for school to normalize through optional mask wearing and the elimination of social distancing and the return of co-curriculars, field trips, group projects, the fine arts and clubs. They indicated that they felt that they were academically behind, but felt that covid had taken a social and emotion toll. They did indicate that they continued to feel nervous about COVID and wanted the adults to ensure their safety through sanitation and a return to masking if needed.

Please indicate how consultation was:

2) Inclusive: Elementary students has opportunities to discuss their needs during morning meetings that were facilitated by classroom teachers, and all

3) Widely advertised and available: Students were notified for a week during morning announcements, through blackboard and during

4) Ongoing: Students have opportunities to provide ongoing feedback via student council and to assigned staff during advisory periods daily. A follow-up survey

- b. Families (please choose one):

Yes - Description Required

1) Description:

During the 2020-21 school year, parent town hall meetings took place monthly. This year, we have held 4 town halls for parents. Participation in these has dwindled to less than 5 parents in attendance. All school board meetings are televised and recorded for the community to view at their leisure, and community members are invited to public comment either in person, or by written correspondence that is read during the public comment portion of the meeting. Parents have been surveyed on 7 occasions: 8/24/2020, 11/3/2020, 5/14/21, 6/9/2021, 6/21/2021, 8/6/2021.

i) Number of total responses:

8/24/2020: 1,092, 11/30/2020: 588, 5/14/21: 285, 6/4/21: 395, 6/9/2021:499, 6/21/2021: 393, 8/6/21: 175

ii) Uses consulted on:

Need for before and after school care, interest in a vaccination clinic for students onsite, planned remote periods following vacation weeks, technology needs, masking and social distancing protocols

iii) Description of feedback received:

See above.

Please indicate how consultation was:

2) Inclusive: All parents were notified via blackboard of surveys and town hall meetings and received links. School board meetings are posted and advertised. All were also advertised on the district website and the banner along the road.

3) Widely advertised and available: All parents were notified via blackboard, on the website, and on the district public signage banners

4) Ongoing: As need has dictated, we continue to respond and seek input based on the issue at hand.

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

Yes - Description Required

1) Description:

School and District administrators met 1- 2 times per week in 2020-21 and currently meet weekly to assess ongoing needs and pivot as needed. The team included; superintendent, assistant superintendent, business administrator, director of student services, director of facilities, director of technology, principals, assistant principals. We also spent 2 days together for a planning retreat in July 2021.

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| i) Number of total responses: | <i>The entire team meets weekly and all respond unless unavailable that week</i> |
| ii) Uses consulted on: | <i>The team is consulted on all topics that include, but are not limited to: learning loss, technology, facilities, sanitation, covid safety protocols, outreach to the staff, community and to parents, learning platforms, professional development, student needs, before and after school care, co-curriculars, assessment schedules, budgeting.</i> |
| iii) Description of feedback received: | <i>Feedback is received in person and is ongoing. Some feedback comes in the form of email and some meetings have occurred virtually. Feedback is related to everything mentioned in the previous field.</i> |

Please indicate how consultation was:

2) Inclusive: All meeting are held during the workday and accommodate everyone's schedules. The entire team is included and a google classroom with agendas, action items and minutes is maintained.

3) Widely advertised and available: The meeting is recurring and in everyone's google calendar.

4) Ongoing: The meetings occur weekly.

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

Yes - Description Required

1) Description:

This occurs with all of the above constituents. Last year the superintendent met weekly with teacher union leadership and the director of student services met every other week with the paraprofessional union. We have had staff town hall meetings often during the past two years, weekly in the beginning. Surveys have been conducted on several occasions: Staff are also invited to parent town hall meeting and school board meetings. Surveys occurred: 9/11/2020, 10/17/2020, 10/30/2020, 11/20/2020, 6/9/2021, 6/19/2021 the superintendent and assistant superintendent also meet with grade level and department coordinators monthly.

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| i) Number of total responses: | <i>Zoom and Google Training, 1/11/2020: 59 responses, Technology and Daily Operations, 10/7/2020: 51 responses, Request for Technology, 10/30/2020: 65 responses, Remote Teaching Buddies, 11/20/2020: 18 responses, Covid Protocols, 6/9/2021: 159, Masking Protocols, 6/19/21: 99 responses.</i> |
| ii) Uses consulted on: | <i>virtual teaching needs, professional development needs, technology needs, safety protocols, masking protocols, remote teaching mentors, before and after school programming, learning loss.</i> |
| iii) Description of feedback received: | <i>Teachers indicated what professional learning they needed in order to be able to provide both in-person and remote learning to students. Professional development was provided based on the survey results. Teachers were surveyed to determine what technology they felt they needed for virtual learning when necessary, and to support learning loss. As a result they received equipment, learning platforms, and ancillary technology (additional monitors, document cameras, etc.) Teachers were surveyed to identify those who needed remote teaching mentors or were comfortable serving as remote teaching mentors. Mentors were identified and assigned. Teachers were surveyed about Covid and masking protocols. All input was part of the decision-making process.</i> |

Please indicate how consultation was:

2) Inclusive: All surveys are sent via email to all staff. All staff are invited to all staff town hall meetings and a link is provided. Staff are able to provide feedback during the meeting via the chat feature, and invited to reach out privately as well.

3) Widely advertised and available: All staff are invited and receive a link via their personal email and meetings are recorded and made available if missed. All staff receive the link for surveys with explanation and timelines.

4) Ongoing: Surveys continue as needed, and meeting are regular.

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

No

1) Description:

Not applicable.

- | | |
|---|------------|
| i) Number of total responses: | <i>N/A</i> |
| ii) Uses consulted on: | <i>N/A</i> |
| iii) Description of feedback received: | <i>N/A</i> |

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

No

1) Description:

We do not have those groups locally.

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):

Yes - Description Required

1) Description:

Our director of Student Services represents children with disabilities, English learners, children experiencing homelessness, children in youth and foster care, migratory students, children who are incarcerated, and other underserved students. She receives support from the Assistant Superintendent who oversees Title 1A, and Title 4A, along with ESSER. The Director of Student Services engages with organizations that support students in our catchment. All special education staff, along with the EL teacher, have provided input along with the rest of the school population. The director of student services meets regular with the assistant principals in charge of special education and student services in each building.

i) Number of total responses: No surveys were administered unique to these individuals
ii) Uses consulted on: They consult on student need, social emotional and academic need, protocols, and interventions. As a result, we have added platforms, staff, and allocated resources for programming.
iii) Description of feedback received: Feedback is ongoing and received in many forms that include, but are not limited to weekly and monthly meetings, district surveys (as mentioned in the previous sections), via email.

Please indicate how consultation was:

2) Inclusive: The Director of Student Services is a core member of both the taskforce and the administrative leadership team. She is included in all meetings as a key contributor and decision-maker.

3) Widely advertised and available: She is included in all emails and correspondences regarding these populations and most other system actions.

4) Ongoing: As mentioned, meetings are weekly and monthly, with work ongoing.

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

Yes - Description Required

1) Description:

Throughout the pandemic, the school district worked closely with the Newmarket Recreation Department to coordinate before and after school care, summer programming, and care on remote learning days for families who required it. Needs were discussed during several town hall meetings and a survey was administered to families on 8/6/2021

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| i) Number of total responses: | 175 |
| ii) Uses consulted on: | The need for before and after school programming for students in grades PK-7. |
| iii) Description of feedback received: | Parents expressed a need for before and after school care options, which led to adding a program by a third party to the school, and coordinating a partnership program, with transportation at the local recreation center. |

Please indicate how consultation was:

2) Inclusive: All parents received a link to the survey via email in blackboard and it was made available on the website.

3) Widely advertised and available: All parents received a personal invitation and a letter of explanation via email.

4) Ongoing: We have had no indication that the need is not being met, however, we continually evaluate the programming.

- 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:

Newmarket is a very small community with few childcare options. We do offer preschool for 3 and 4 year old students for a small fee and have scholarships that are needs based. This is advertised in the local newspaper and on our website. We work closely with the only preschool in town and provide consultation in the school as needed. We also evaluate students when requested. Finally, we work with them to facilitate transitions. Our preschool was consulted as part of all staff surveys as mentioned above.

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| i) Number of total responses: | 5 staff members, we did not sort parent responses by age or grade group. |
| ii) Uses consulted on: | All those mentioned in previous fields |
| iii) Description of feedback received: | See previous fields |

Please indicate how consultation was:

2) Inclusive: See previous fields

3) Widely advertised and available: See previous fields

4) Ongoing: See previous fields

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:

We have deployed other funds for this purpose and have not/will not be using ESSER funds for safe reopening or the implementation of mitigation strategies.

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:
- Students who did not consistently participate in remote instruction when offered during school building closures;
 - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - Students most at-risk of dropping out of school.

Description During SY 2021-2022:

The school district is utilizing Map reading fluency and NWEA Map Growth assessments for students in grades K-9 and Acadience testing for Grades PK-5, and special education. These assessment are administered 3 times per year and students below level can receive progress monitoring. In addition, data from NH SAS, and PSAT are also being used. Local common and formative assessments are considered, along with teacher feedback. Special Education and English language learners participate in a variety of assessments that include Acadience and ACCESS. Finally, the district has recently utilized ESSER to acquire the full suites of Reading Eggs, Math Seeds, Exact Path, Courseware. All of these platforms are adaptive and identify students lowest levels of competency.

- 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:

Personalized learning platforms, overseen and administered through teachers, that include: Reading Eggs PK-3, Math Seeds PK-3, Exact Path K-12, Courseware 7-12, Summer School Programming for 8 weeks PK-12.

Description During SY 2022-2023:

Personalized learning platforms, overseen and administered through teachers, that include: Reading Eggs PK-3, Math Seeds PK-3, Exact Path K-12, Courseware 7-12, Summer School Programming for 8 weeks PK-12.

Description During SY 2023-2024:

Personalized learning platforms, overseen and administered through teachers, that include Reading Eggs PK-3, Math Seeds PK-3, Exact Path K-12, Courseware 7-12, Summer School Programming for 8 weeks PK-12.

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

Yes - Description Required

Description:

The district has established a comprehensive summer school program that runs for 8 weeks and is fully funded through ESSER grants. Each year, the grant will have funded 15 teachers for 8 weeks.

- 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 were surveyed as to need and provided the following professional development activities through ESSER: Training in differentiation using data, utilizing the Understanding by Design framework to develop lessons that meet the needs of all learners, improving math instruction (the area of greatest learning loss), using NEWSELA to differentiate content reading materials for students, providing materials at their independent reading level in order to support the acquisition of skills.

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

Description:

Effectiveness will be measured through NWEA, MAP Fluency, SAS, Exact Path, Courseware, PSAT, SAT, Acadience, local formative and summative assessments, other assessment as deemed appropriate.

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:

Zoom licenses, 1 SEL Coordinator, 4 Learning Loss Continuity Specialists, coaching for teachers in data analysis and math instruction, headsets with microphones to support MAP Reading fluency assessments and the addition of personalized learning platforms, transportation for students for summer school programming, platform for the recruitment of staff, training of staff in Universal Design for Learning and Understanding by Design.

Description During SY 2022-2023:

4 learning Loss Continuity Specialists, coaching for teachers in data analysis and math instruction, transportation for students for summer school programming, software to develop a repository for instructional units developed in a UBD format with UDL, 2 Social Workers, COVID bonuses for staff to support the retention of staff during a critical period of extreme attrition.

Description During SY 2023-2024:

4 Learning Loss Continuity Specialists, transportation for students for summer school programming, software to develop a repository for instructional units developed in a UBD format with UDL, Social Workers, COVID bonuses for staff to promote retention during a critical period of attrition.

- 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:

Supporting remote learning through the purchase of ZOOM licenses; Providing students at the primary level with Reading Eggs and Math Seeds for personalized, adaptive learning; summer school programming for students in grades PK-12 including transportation; providing students with social emotional learning supports through the hiring of an SEL coordinator; providing headsets with microphones for students to participate in reading fluency assessments to personalize learning; providing all students in grades K-12 access to Exact Path for personalized learning in math, and ELA; providing secondary students with access to courseware through Edmentum to provide personalized learning and competency recovery; providing teachers access to NEWSELA to offer content material in all subject areas at appropriate reading Lexile's; providing social workers to support students and families.

- 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): **No**

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

Description of all SYs - 2021 to 2024:

Discretionary bonuses for teachers to promote retention and mitigate the high levels of attrition being experienced.

- 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): **No**

Description of all SYs - 2021 to 2024:

Provide ZOOM licenses for the district to allow for remote communications with families.

- 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: \$0

Percentage: 0%

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

N/A

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

Amount: \$0

Percentage: 0%

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

N/A

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

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

Description of all SYs - 2021 to 2024:

The district has purchased Courseware through Edmentum, which will be retained until at least September of 2024. Courseware offers all High School courses, including electives. It provides online lessons, remediation, credit recovery, competency recovery, projects and assessments. It can be overseen locally or by a teacher hired through Edmentum.

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 district is using ESSER funds to hire two social workers to ensure that wrap around services are provided and students' needs are met. Our director of student services monitors our students who are homeless, in foster care, migratory, ELL or disabled. In addition, we utilize assessments, teacher reports, surveys of staff, students and parents.

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 Newmarket School District is not utilizing any ESSER funding for building projects.

X. Authorization

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

ESSER@doe.nh.gov



21-Feb-22

Approver Signature - Superintendent / Head of School

Date

Susan K. Givens

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.