

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/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>Gilford</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>191</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>73</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Kirk Beitler</u> | |
| 6) Email & Telephone: | <u>Kbeitler@SAU73.org (603) 527-1532</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:

<https://www.sau73.org/>

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

Yes - Description Required

Description:

It is available via PDF document.

- 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:

Specific language translation is an option of the entire website.

- 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:

We will provide information in whatever format is needed.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

esser@sau73.org This email address was made available on the SAU website for public input. The Superintendent sent an email to parents sharing the address and information regarding the ESSER III grant and its purpose. In both notifications, opportunity for student, staff and family input was solicited.

- 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 public input was shared with leadership and to the School Board during public board meetings as a part of the Superintendents report.

- 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:

We are consulting with students via class meetings, school board meetings, team leaders and facilitator meetings. Students are participating in email submissions to the district ESSER email and are included in board meeting participation, student council and class meetings.

i) Number of total responses: There were 3 responses received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22 Smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Several responses included smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

Please indicate how consultation was:

2) Inclusive: High School Students were included in meaningful consultation.

3) Widely advertised and available: Esser conversations have been part of class meetings and the email address has been posted.

4) Ongoing: The ESSER@SAU73.ORG email address is available and we will continue to solicit input until June 30, 2022.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families are asked and reminded to participate in the ESSER conversation via the email account in weekly principal updates, school board meeting agendas and emails from the Superintendent.

i) Number of total responses: There were 17 response received.

ii) Uses consulted on: Weekly emails and monthly board meetings discuss smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Several responses included smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

Please indicate how consultation was:

2) Inclusive: Families as listed in our student information system would have received the invitation from the Superintendent to participate in feedback

3) Widely advertised and available: Advertised in weekly updates from Principals, School Board Meeting Agendas & the District Webpage.

4) Ongoing: The ESSER@SAU73.ORG email address is available and we will continue to solicit input until June 30, 2022

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

Yes - Description Required

1) Description:

All staff were consulted in staff meetings, team leader groups, facilitator meetings and leadership groups. They were asked to please provide feedback to their building principal, superintendent or the ESSER@SAU73.ORG website.

i) Number of total responses: There were 17 email responses, several in person discussions via meetings.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22 Smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Mental health concerns for staff as well as students, parent engagement, student engagement, tutoring and staff burn out, smaller class sizes, hiring more staff to assist with individualized tutoring.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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

Yes - Description Required

1) Description:

All staff were consulted in staff meetings, team leader groups, facilitator meetings and leadership groups. They were asked to please provide feedback to their building principal, superintendent or the ESSER@SAU73.ORG website.

i) Number of total responses: There were 17 responses received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22 Smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website.

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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):

Yes - Description Required

1) Description:

Esser consolation has been a part of case manager and paraprofessional meetings . The staff receive the Superintendent emails to parents and staff requesting their participation in suggestions for use of the funds. This group of stakeholders also have had consultation with the Director of Student Services on individual and group meetings.

i) Number of total responses: there are on average 30 paras and several case managers

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22 Smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Mental health concerns for staff as well as students, parent engagement, student engagement, tutoring and staff burn out, smaller class sizes, hiring more staff to assist with individualized tutoring.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website.

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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

No

1) Description:

We did not include any community based organizations.

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

- 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):

No

1) Description:

We did not include any early childhood education providers.

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

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:

Currently the spending plan of the ESSER III funds will be used in 22-23 SY.

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:

Teachers, counselors and case managers will work with students and parents based on report card and mid-term grades.

- 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:

The district will offer in person summer learning academies in math, language arts, social studies, science, world language and band. The District will also offer summer enrichment activities like hiking, outdoor games and arts.

Description During SY 2022-2023:

Tutoring and summer enrichment & tutoring

Description During SY 2023-2024:

Tutoring and summer enrichment & tutoring

- 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:

Individualized tutoring and summer enrichments activities to include additional pay for staff is offered

- 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:

The grant will support additional professional development days for all three locations for teachers to work on curriculum and professional development.

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

Description:

Educators will be able to support students at increasing their proficiency in the areas of math, reading and ela. This will be measured through growth on AIMSWEB, NWEA, NHSAS, and other research assessments.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

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

Description During SY 2021-2022:

There are no approved activities for the 21-22 school year

Description During SY 2022-2023:

We will be proposing tutoring and summer enrichment activities. Additional activities will follow after public hearing to approve take place.

Description During SY 2023-2024:

We will be proposing tutoring and summer enrichment activities. Additional activities will follow after public hearing to approve take place.

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

a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Tutoring year round and summer enrichment programs will be offered to students and supplemental pay for the staffing involved.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Future activities will be suggested and approved during public hearings.

c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Future activities will be suggested and approved during public hearings.

3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

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

N/A

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

Amount: N/A

Percentage: 0%

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

N/A

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

During SYs 2021-2024 (select one): No

Description of all SYs - 2021 to 2024:

Future activities will be suggested and approved during public hearings.

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 Gilford School District has been supporting five days a week in-person education for all children including those in low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. For the 20-21 school year, we also supported those students that are remote given family's needs. In-person academics are equitable to those that were given before the pandemic, with the inclusion of safe distancing and masking. We are very lucky to be offering mental health support for all our students as needed. These services are provided through our guidance supports and contracted service providers to meet our student's needs.

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:

A proposal to update the Gilford High School air controls from pneumatic to digital and remove the compressor used to run the pneumatics. This suggestion has not yet been discussed or approved by the Superintendent or School Board.

Specific Use Category	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i>	Quantifiable Measurement of Expected Outcomes Resulting From Use <i>*Multiple Selections Per Use May Be Selected To Cell To Check Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss - Y/N <i>*At least 20% of an L.E.A.'s Total Allocation Annually Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Column A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Unbudgeted To Date (as of 01/26/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
Summer Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - % Participation in Math Assessment, % Participation in ELA Assessment, %	Yes	Summer learning academies offered for all grade levels.	No	No	Yes	Yes	\$ 45,634.50	\$	\$	
Summer Learning and Enrichment	Meeting Students' Mental Health Needs	- Please Select From the Following: May Select Multiple Categories - , Incidences of Bullying and Harassment	No	All grade levels are offered summer enrichment activities for students like hiking, softball, outdoor games, rock climbing and	No	No	Yes	Yes	\$ 19,300.50	\$	\$	
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participation in ELA Assessment, % Participation in Math Assessment, %	Yes	In-school tutoring will be offered to middle and high school students in english, inhouse arts, math and humanities.	No	No	Yes	Yes	\$ 29,533.62	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Incidences of Bullying and Harassment	No	Students and staff will work with School Climate and learning to help improve relationships, resolve conflicts and learn to	No	No	Yes	Yes	\$ 19,500.00	\$	\$	
Curriculum Adoption	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Inclusive classrooms supplies and books for paraprofessionals. Tones of sunless books will be used towards resources.	No	No	Yes	Yes	\$ 4,300.00	\$	\$	
Educational Technology	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , College and Career Readiness, Survey Results - Parent Satisfaction, Average Daily	No	Purchase software for district communication with parents and community, ParentSquare, Purchase NEPSES to help learners	No	No	Yes	No	\$ 20,600.00	\$	\$	
Instructional Quality Professional Development	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Professional Development for ALL staff to support social emotional wellness.	No	No	Yes	Yes	\$ 50,000.00	\$	\$	
Family Engagement	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Incidences of Bullying and Harassment	No	The district will engage with an outside presenter on the use of electronic devices. Presentation for grades K-12 for students.	No	No	Yes	No	\$ 7,000.00	\$	\$	
Curriculum Adoption	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Payment for staff at all grades to participate in professional curriculum development days.	No	No	Yes	No	\$ 60,474.92	\$	\$	
Educational Technology	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	No	Purchase additional Chromebooks for elementary school student.	No	No	Yes	No	\$ 12,000.00	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Contracting with a custodial cleaning company to provide coverage for staff shortages in our facilities department.	No	No	Yes	Yes	\$ 60,000.00	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	To purchase additional furniture/storage needs for the elementary and middle school.	No	No	Yes	No	\$ 71,933.00	\$	\$	
Educational Technology	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participation in Math Assessment, % Proficient in Math Assessment	No	To provide training for Eureka Math for new staff at the elementary and middle school math team.	No	No	Yes	No	\$ 4,699.00	\$	\$	
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participation in Math Assessment, % Participation in Science Assessment, %	Yes	Providing afterschool tutoring at all grade levels. Intervention for students needing extra support time with material.	No	No	Yes	No	\$ 30,168.78	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participation in ELA Assessment, % Participation in Math Assessment, %	Yes	Increase # of classes being offered at the high school.	No	No	Yes	No	\$ 122,220.19	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participation in ELA Assessment, % Participation in Math Assessment, %	No	Increase # of ESL learners requiring support. A stipend to a coordinator who will oversee the services and education case	No	No	Yes	No	\$ 6,433.50	\$	\$	
Educator Fatigue - Other Allowed Uses	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	No	A permanent substitute for grades 5 - 12 to assist in coverage so we aren't relying resources to cover teacher absences.	No	No	Yes	No	\$ 55,036.01	\$	\$	
After-school/Out-of-school Learning and Enrichment	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Incidences of Bullying and Harassment	No	Offering a naturalist to create an outdoor learning experience for the elementary school students. Students will also field trip	No	No	Yes	Yes	\$ 18,000.00	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	Contracting additional support for guidance at the middle and high school to engage students with mental health, anxiety and	No	No	Yes	Yes	\$ 110,000.00	\$	\$	
Other Allowed Uses - Specify in Detailed Use Description	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Fresh air exhaust fans to be purchased and replaced at all three buildings. New fans with less maintenance that move more air.	No	No	Yes	Yes	\$ 55,500.00	\$	\$	

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *October 2021 / Final	% 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	
1,126	89	83	89	92%	85%	23	0	16	

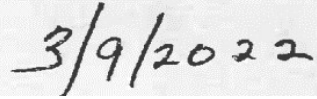
X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School



Date



Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school 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 after school 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.