

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

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

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

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

For further context, please reference ARPA (<https://www.congress.gov/bills/117/congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Winnacunnet Cooperative → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 93 → Autopopulates upon Selection
- 3) SAU Number: 53 → Autopopulates upon Selection
- 4) Date of Publication: 2/22/2021
- 5) Approver Name - (Superintendent / Head of School): William McGowan
- 6) Email & Telephone: wmcgowan@warriors.winnacunnet.org 603-926-3395

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.winnacunnet.org/cares-esser-funding/>

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

Yes - Description Required

Description:

Yes, issued on the template provided.

- 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:

Provided in English, if needed ESL staff can provide written translations.

- 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:

Upon request, will be provided in an alternative 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:

Information has been/will be shared at public school board meetings and posted on the school's website. Presentations for all funds were presented to the school board, and school board and public comment were received. All information is posted on the school website at <https://www.winnacunnet.org/cares-esser-funding/>

- 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):

Somewhat - Description Required

Description:

Information has been/will be shared at public school board meetings and posted on the school's website. Presentations for all funds were presented to the school board, and school board and public comment were received. All information is posted on the school website at <https://www.winnacunnet.org/cares-esser-funding/>

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Student Council, school board presentations. Future updates will be shared, feedback will be incorporated.

i) Number of total responses: There were 1100 responses received.

ii) Uses consulted on: Additional academic support and a greenhouse was discussed.

iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: Yes, all students were included and invited to participate.

3) Widely advertised and available: Yes, all meeting times are posted and all information is posted on the website.

4) Ongoing: Yes, all future updates will be shared and feedback will be incorporated.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

School board presentations, email correspondence. Future updates will be shared, feedback will be incorporated.

i) Number of total responses: There were 775 responses received.

ii) Uses consulted on: Overall projects and funding amounts were discussed.

iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: All parents were informed through weekly principal's message.

3) Widely advertised and available: Yes, all meeting times are posted and all information is posted on the website.

4) Ongoing: Yes, all future updates will be shared and feedback will be incorporated.

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

Yes - Description Required

1) Description:

Shared with the school administrative team and SAU administrative team.

i) Number of total responses: There were 20 responses received.

ii) Uses consulted on: The overall plan and funding amounts were discussed.

iii) Description of feedback received: Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) **Inclusive:** Yes, all school and district administrators were notified and participated.

3) **Widely advertised and available:** Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) **Ongoing:** Yes, all future updates will be shared and feedback will be incorporated.

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

Yes - Description Required

1) **Description:**

Department meetings, faculty meetings, school-wide PD, email correspondence.

i) **Number of total responses:** There were 150 responses received.

ii) **Uses consulted on:** The overall plan and funding amounts were discussed.

iii) **Description of feedback received:** Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) **Inclusive:** Yes, all teachers, principals and other educators were notified and participated.

3) **Widely advertised and available:** Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) **Ongoing:** Yes, all future updates will be shared and feedback will be incorporated.

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

No

1) **Description:**

There are no tribes in the area.

i) **Number of total responses:** N/A please see response in description above.

ii) **Uses consulted on:** N/A please see response in description above.

iii) **Description of feedback received:** N/A please see response in description above.

Please indicate how consultation was:

2) **Inclusive:** N/A please see response in description above.

3) **Widely advertised and available:** N/A please see response in description above.

4) **Ongoing:** N/A please see response in description above.

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

No

1) **Description:**

We did not consult with any civil rights organizations.

i) **Number of total responses:** N/A please see response in description above.

ii) **Uses consulted on:** N/A please see response in description above.

iii) **Description of feedback received:** N/A please see response in description above.

Please indicate how consultation was:

2) **Inclusive:** N/A please see response in description above.

3) **Widely advertised and available:** N/A please see response in description above.

4) **Ongoing:** N/A please see response in description above.

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:**

Regular meetings/discussions with the Special education department and homeless liaison.

- i) Number of total responses:* There were 15 responses received.
- ii) Uses consulted on:* The overall plan and funding amounts were discussed.
- iii) Description of feedback received:* Feedback received was supportive of the projects and the use plan.

Please indicate how consultation was:

2) Inclusive: Yes, all stakeholders were notified and participated.

3) Widely advertised and available: Yes, communicated to all via email, personal correspondence and all information is available on the website.

4) Ongoing: Yes, all future updates will be shared and feedback will be incorporated.

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

No

1) Description:

There are no community-based organizations that provide before- or after-school programs.

- i) Number of total responses:* N/A please see response in description above.
- ii) Uses consulted on:* N/A please see response in description above.
- iii) Description of feedback received:* N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

- 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:

Winnacunnet is a high school, so there is limited partnerships with early childhood education providers.

- i) Number of total responses:* N/A please see response in description above.
- ii) Uses consulted on:* N/A please see response in description above.
- iii) Description of feedback received:* N/A please see response in description above.

Please indicate how consultation was:

2) Inclusive: N/A please see response in description above.

3) Widely advertised and available: N/A please see response in description above.

4) Ongoing: N/A please see response in description above.

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:

Staffing to address student academic needs (unfinished learning), students' social, emotional, and mental health needs. HVAC upgrades and cleaning to provide better air flow and quality throughout the building.

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:

Will examine student achievement data - students who received an incomplete, no credit or credit recovery, Student attendance data, Student discipline data.

- 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:

Staffing to address student academic needs (unfinished learning), students' social, emotional, and mental health needs. 504 Adjustment Counselor, Academic Bridge Coordinator, Alumni Relations Coordinator

Description During SY 2022-2023:

Staffing to address student academic needs (unfinished learning), students' social, emotional, and mental health needs. 504 Adjustment Counselor, Academic Bridge Coordinator, Alumni Relations Coordinator

Description During SY 2023-2024:

Staffing to address student academic needs (unfinished learning), students' social, emotional, and mental health needs. 504 Adjustment Counselor, Academic Bridge Coordinator, Alumni Relations Coordinator

- 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:

Academic support, NC Classes, summer programming, summer curriculum work.

- 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):

- Please Select -

Description:

Trauma Informed Instruction, curriculum review.

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

Description:

Collect and analyze student academic data disaggregated by student groups.

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:

HVAC upgrades and cleaning to provide better air flow and quality throughout the building. Outdoor classroom space.

Description During SY 2022-2023:

HVAC upgrades and cleaning to provide better air flow and quality throughout the building. Improving and updating hardware/software to support STEM initiatives.

Description During SY 2023-2024:

HVAC upgrades and cleaning to provide better air flow and quality throughout the building. Interactive learning platforms.

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

- a. Providing individualized instruction:

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

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

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

Description of all SYs - 2021 to 2024:

Priority is staffing to address student academic needs (unfinished learning), students' social, emotional, and mental health needs. Key positions are 504 Counselor, Bridge Coordinator, and Behavior Intervention Counselor.

- 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:

Trauma informed instruction through professional development. No provision for performance-based bonuses.

- 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:

Increased engagement through the 504 Adjustment Counselor and Academic Bridge Coordinator.

- 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: Total allocation with school

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:

100% of funding is in consideration of Special Education, Free and Reduced-Price Lunch, and English Language Learners – Equitable access is provided for all students at Winnacunnet High School.

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

Amount: 0

Percentage: 0

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

No funds are being distributed directly to the local CTE center (SST).

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:

Funds will be used for summer programming and enhancing on-line platforms.

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:

Teacher professional development, new staffing positions (504 counselor, Bridge Coordinator, Behavioral Intervention Counselor), data gathering and analysis - all in an effort to ensure equitable access for all students at Winnacunnet High School.

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:

Automated Door Systems: To provide automated sliding doors for hands free access to improve facility cleanliness and to limit/eliminate hand touch spots entering the facility, it is proposed to install automated entrance doors at the three (3) main entrances (Main Front entrance, Auditorium entrance, Gymnasium entrance). Touch-less entry into the facility will improve safety by mitigating the spread of germs through high frequency touch points within a building. This would avoid hand contact and would be controlled by our scheduled door Avigilon automation system. Another positive attribute will allow social distancing entering and exiting these doorways. People would not need to hold the door open for the next person and large gatherings for egress could be controlled. Greenhouse: An outdoor classroom space for science, horticulture, and S.T.E.A.M activities. The greenhouse will supplement the science curriculum and be available for other disciplines for creative activities including and not limited to S.T.E.A.M. based curriculum. The greenhouse will be an outdoor learning space. Outdoor spaces have been encouraged to be used. While the greenhouse will be enclosed, fresh air will be constantly moving and circulating throughout the structure. Additionally, this space will provide an environment that will be an emotional benefit for students. Studies have shown that providing restorative environments containing plants and flowers reduce students' stress levels and assists in the recovery of student mental fatigue. HVAC Upgrades: To improve the air quality in the facility it is proposed to install 02 Prime NPBI devices into the common areas where large quantities of people gather and may be there for lengthy timespan. The locations are the Guidance Department Office Area, Lecture Hall, Auditorium, and Gymnasium. These 02 Prime NPBI devices will be installed into the existing HVAC units (6 units) and improve the air quality to these areas. As noted in the attached literature, 02 Prime NPBI devices treat the air by generating positive and negative ions that normally exist in nature and releases them into the forced air circulation of an HVAC system where they can travel into spaces throughout the building. The ions can reduce and control airborne particulates, VOCs, mold, and other indoor air quality issues, and has demonstrated effectiveness against certain viruses and bacteria. Additionally, the 02 Prime NPBI device will be integrated into and will be controlled by the automation system allowing monitoring of the air quality, humidity, and temperatures in the designated areas.

Specific Use Category <i>May Delete Current Selection Prior to Assigning Inputs</i>	*User	General Use Category <i>*May Select Some General Use Categories in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Inputs</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Call; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Low-V/N <i>*At least 20% of an LEA's Total Allocation Annually Required</i>	Detailed Use Description <i>*Option Description, Including "Other" Response (Columns A and C) and Text as Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted % Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 6/13/2021)	Total ARP ESSER Allocation Unallocated To Date (as of 6/13/2021)	Teacher Data 5/1/2020 to 2021 - For Reference Purposes Only								
						SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					LEA Enrollment (October 31/21 Data Provisional)	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - E.A.S. Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying/Harassment
Curriculum Adoption	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	Teachers did curriculum revisions to meet the students there they are at and adapt the plan for the courses to account for the learning loss that occurred. Students will be able to earn credit for current courses and be set up for success in the following year due to the curriculum adjustments. The rubric of students successfully earning credit for courses will be used as a measurement of success.	Yes	Yes	Yes	No	\$ 57,868.11	\$ 38,387.49	\$ 196,682.26	\$ -	1,091	84	65	84	94%	93%	0	0	0	
Construction	Meeting Students' Academic Needs	-Please Select From the Following: May Select Multiple Categories - College and Career Readiness, Other-Please Specify in Detailed Use Description, Chronic Absenteeism	No	We purchased technology equipment (computers, cameras, sonic walls, tripods) and educational programs (zoom, games, nctapped) for use in classes so that there was a continuity of education throughout the pandemic no matter if students were in-person, remote, or hybrid.	Yes	Yes	Yes	No	\$ 458,279.14													
Educational Technology	Meeting Students' Academic Needs	-Please Select From the Following: May Select Multiple Categories - College and Career Readiness	Yes - Description Required	We purchased technology equipment (computers, cameras, sonic walls, tripods) and educational programs (zoom, games, nctapped) for use in classes so that there was a continuity of education throughout the pandemic no matter if students were in-person, remote, or hybrid.	Yes	Yes	Yes	No	\$ 129,959.91	\$ 67,614.95												
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	-Please Select From the Following: May Select Multiple Categories - College and Career Readiness	Yes - Description Required	Summer school programming, additional support for students to complete work and earn credit courses.	Yes	Yes	Yes	Yes	\$ 11,669.44													
Hiring and Retention - Noninstructional Staff	Meeting Students' Academic Needs	-Please Select From the Following: May Select Multiple Categories - College and Career Readiness	Yes - Description Required	Alumni relations coordinator, additional nurse, 504 adjustment counselor, bridge credit recovery support coordinator, behavior intervention specialist.	Yes	Yes	Yes	No	\$ 401,698.31													
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	These staff members work with students to help them complete their required classes and be able to progress towards graduation. The alumni relations coordinator helped us monitor how our graduates did to know what supports we may need to offer current students.	Yes	Yes	Yes	No	\$ 174,919.84	\$ -												
Teacher-Selected Professional Development	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	To ensure students who are academically academically, we will have low-stress need. This activity addresses the SAU's priority and legal obligation to ensure the safety and wellness of the members of its collective school district community. The activity also provides the foundational training required to form a SAU-wide critical incident behavioral health response team and plan in keeping with the recommendations by the New Hampshire Department of Homeland Security and Emergency Management, urging schools across the state to include behavioral health response in all Emergency Operation Plans. Participate in 1-2 day training, facilitated by the Wampanoag High School Director of Special Services, associated with SAU-wide critical response protocols.	Yes	No	No	No	\$ 9,068.55	\$ 9,068.55												
Teacher-Selected Professional Development	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - Other-Please Specify in Detailed Use Description	Yes - Description Required	Conduct ongoing meetings and efforts to establish a SAU-wide critical incident behavioral health response team and appropriate response protocols. Facilitate a comprehensive training in the summer months to equip the team with representations from across all schools in the SAU.	Yes	No	No	No	\$ 19,584.77	\$ 19,584.77												
Individualized Instruction	Meeting Students' Academic Needs	Average Daily Attendance	Yes - Description Required	To support students who were remote, in-person, or hybrid in the 2020-2021 year we had an academic support available where teachers were available every period of the school day and on-line support for individualized academic support for students. We also had after school individualized instruction opportunities for the student to receive credit in courses they did previously did not receive.	Yes	Yes	No	No	\$ 43,563.37	\$ 43,563.37												
											\$ 1,306,611.52	\$ (1,109,926.26)										

X. Authorization

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

ESSER@doe.nh.gov



9-Mar-22

Approver Signature - Superintendent / Head of School

Date

Meredith Nadeau

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 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.*