

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/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: Shaker Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 486 → Autopopulates upon Selection
- 3) SAU Number: 80 → Autopopulates upon Selection
- 4) Date of Publication: Original: 8/23/2021 First Update: 11/23/2021 Second Update: 2/8/2022
- 5) Approver Name - (Superintendent / Head of School): Michael J. Tursi, Superintendent of Schools
- 6) Email & Telephone: tursi@sau80.org

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.sau80.org

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

Yes - Description Required

Description:

We utilized the LEA ARP Esser Plan format provided by the NHDOE.

- 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:

We utilized the LEA ARP Esser Plan format provided by the NHDOE and can provide orally translated information upon request.

- 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 utilized the LEA ARP Esser Plan format provided by the NHDOE and can provide this verbally upon request.

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 District provided a notice to all students, parents, staff, and community members seeking input. The District held a public hearing to accept the ARP ESSER funds. The District has had information about the funds and some of the way the funds will be used on the board agenda and the information was discussed in the public session, which was also shared via zoom.

- 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 following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

- 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:

The following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

i) Number of total responses: 0 responses received.

ii) Uses consulted on: We sent a notice to students seeking input regarding the use of ARP ESSER Funds.

iii) Description of feedback received: No feedback from students was received.

Please indicate how consultation was:

2) Inclusive: Notices were sent to all students via school emails, as well as a notice published in the newspaper and in the school weekly news.

3) Widely advertised and available: Notices were emailed to students, were published in the newspaper, and included in the school weekly news.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is provided on our district website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

i) Number of total responses: 7 responses received.

ii) Uses consulted on: Feedback was utilized in consultation with Board Members and Administration.

iii) Description of feedback received: (1) Hire a staff member dedicated to students in quarantine. They would serve as the point of contact between the parent and the teacher. (2) Provide a checklist of materials that are being sent home to students who are quarantining. (3) Hire a full-time substitute to fill in when there is a staff absence. (4) Purchase outdoor activities for students such as a gaga ball; smaller basketball hoops; additional basketball hoops; snowshoes for students; and build an outdoor classroom. (4) Pay for an author/motivational speaker/artists in residence to make up for lost time. (5) Purchase summer reading books for students for summer enrichment. (6) Increase the wages of staff to fill vacant positions, recruit the best staff possible, and increase morale. (7) Use some of the money to add parking spaces at Canterbury Elementary School. (8) Run a summer program at Belmont Elementary. (9) Use the money to provide a remote learning option for students and parents. (10) Bring back home economics to teach our kids basic living skills like cooking, sewing, budgeting, etc.

Please indicate how consultation was:

2) Inclusive: Feedback ideas were incorporated in the discussions with the Board and Administration.

3) Widely advertised and available: Board meeting agendas are posted in all schools, town offices, post office, district website and social media. Meetings are open to the public and livestreamed. Public participation is included in all meetings.

4) Ongoing: Use of funds is included as an agenda item on board meetings.

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

Yes - Description Required

1) Description:

The following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

i) Number of total responses: 0 responses received.

ii) Uses consulted on: We sent a notice to students seeking input regarding the use of ARP ESSER Funds.

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: Notices were sent to all staff via school emails, as well as a notice published in the newspaper and in the school weekly news.

3) Widely advertised and available: Notices were emailed to staff, were published in the newspaper, and included in the school weekly news.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is provided on our district website.

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

Yes - Description Required

1) Description:

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i) Number of total responses: 3 responses received.

ii) Uses consulted on: We sent a notice to students seeking input regarding the use of ARP ESSER Funds.

iii) Description of feedback received: (1) Increase the wages of staff to fill vacant positions, recruit the best staff possible, and increase morale. (2) Purchase an updated Second Step curriculum by Committee for Children to teach social, emotional skills in K-4.

Please indicate how consultation was:

2) Inclusive: We have reached out to staff who responded to obtain clarification and additional information.

3) Widely advertised and available: Board meeting agendas are posted in all schools, town offices, post office, district website and social media. Meetings are open to the public and livestreamed. Public participation is included in all meetings.

4) Ongoing: Use of funds is included as an agenda item on board meetings.

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

No

1) Description:

Not Applicable

- i) Number of total responses:* Not Applicable
- ii) Uses consulted on:* Not Applicable
- iii) Description of feedback received:* Not Applicable

Please indicate how consultation was:

2) Inclusive: Not Applicable

3) Widely advertised and available: Not Applicable

4) Ongoing: Not Applicable

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

Yes - Description Required

1) Description:

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i) Number of total responses: 0 responses received.

ii) Uses consulted on: We published notices in area newspapers, in weekly school news, and on our district website seeking input regarding the use of ARP ESSER Funds.

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: Notices were published in area newspapers, in the school weekly news, and posted on our website.

3) Widely advertised and available: Notices were published in area newspapers, included in the school weekly news, and posted on our website.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is provided on our district website.

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:

The following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

i) Number of total responses: 0 responses received.

ii) Uses consulted on: We published notices in area newspapers, in weekly school news, and on our district website seeking input regarding the use of ARP

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: Notices were published in area newspapers, in the school weekly news, and posted on our website.

3) Widely advertised and available: Notices were published in area newspapers, included in the school weekly news, and posted on our website.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is provided on our district website.

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

Yes - Description Required

1) Description:

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i) Number of total responses: 0 responses received.

ii) Uses consulted on: We published notices in area newspapers, in weekly school news, and on our district website seeking input regarding the use of ARP ESSER Funds.

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: Notices were published in area newspapers, in the school weekly news, and posted on our website.

3) Widely advertised and available: Notices were published in area newspapers, included in the school weekly news, and posted on our website.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

The following notice was sent to all students, parents, staff, and community members: "SAU 80 is seeking your input regarding the use of ARP ESSER Funds. Shaker Regional School District has received an allocation of \$2,196,887.64 through the American Rescue Plan (ARPA) which includes a third round of Elementary and Secondary School Emergency Relief (ESSER III) funds. The ARPA ESSER III funds can be used during the 2021-2022, 2022-2023, and the 2023-2024 school years. Districts receiving these funds are required to set aside 20 percent of the allocation to address learning loss. If you have any suggestions, questions, and comments on how the district should use the ESSER funds that have been received, please send an email to srsd-essercomment@sau80.org or go to www.sau80.org to place your comments. To learn more about the ARPA ESSER grant, please visit the NHDOE website at ARPA ESSER III.

i) Number of total responses: 0 responses received.

ii) Uses consulted on: We published notices in area newspapers, in weekly school news, and on our district website seeking input regarding the use of ARP

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: Notices were published in area newspapers, in the school weekly news, and posted on our website.

3) Widely advertised and available: Notices were published in area newspapers, included in the school weekly news, and posted on our website.

4) Ongoing: We continue to discuss the use of ARP ESSER Funds at Board Meetings, which are available on YouTube. The link for the YouTube channel is

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 plan on upgrading HVACs and windows at Memorial Building and adding classrooms for student support services at Belmont Elementary School.

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:

We will use assessments, attendance data from our SIS, and teacher observations to identify individual student learning loss.

- 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:

Before and After School learning recovery sessions; summer learning opportunities, and individualized tutoring as necessary. Transportation will be provided to reduce barriers.

Description During SY 2022-2023:

Before and After School learning recovery sessions; summer learning opportunities, and individualized tutoring as necessary. Transportation will be provided to reduce barriers.

Description During SY 2023-2024:

Before and After School learning recovery sessions; summer learning opportunities, and individualized tutoring as necessary. Transportation will be provided to reduce barriers.

- 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:

Teachers will be paid \$30/hr for supplemental tutoring/teaching completed outside contractual time.

- 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 Director of Curriculum will work with Building Level Teams to identify PD opportunities for teachers.

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

Description:

Student assessments, review of student progressions in SIS and teacher observations.

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:

Upgrade HVAC systems and windows; provide additional classrooms for student support services.

Description During SY 2022-2023:

Upgrade HVAC systems and windows; provide additional classrooms for student support services.

Description During SY 2023-2024:

Upgrade HVAC systems and windows; provide additional classrooms for student support services.

- 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:

Student assessments, review of student progressions in SIS and teacher observations will be used to identify student needs and allow teachers to develop individualized instruction for learning recovery.

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

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

During SY 2022-2023 (select one): **No**

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

Description of all SYs - 2021 to 2024:

N/A

- 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:

The district is developing a "learning hub" comprised of teachers, staff, parents, and students. A sub-committee of this team will focus on improving family engagement.

- 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:

The use of funds will be allocated based on overall learning needs and mitigation requirements.



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:

This is already included in our regular budget.

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:

We currently provide advanced, elective, and remedial courses. Student do not have limited access to any of these opportunities.

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:

A team of School Counselors; School Psychologists; a Social Worker; and the Director of Students Services will meet regularly to assess and report back to Administration on interventions that may be necessary.

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:

Belmont Elementary School: Construction 2 additional classrooms to provide student support services.
Memorial Building: Upgrade the HVAC system and windows.

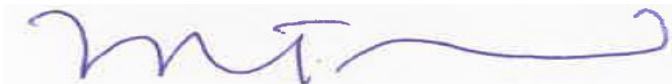
Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Inputs</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Inputs</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Low- Y/N <i>*At least 20% of an LEA's Total Allocation Annually Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
					After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	79 FIDUCIAR II ELA ASSESSMENT, 79 FIDUCIAR II MATH ASSESSMENT, 79 FIDUCIAR II SCIENCE ASSESSMENT, 4-Year Adjusted Cohort Graduation Rate, Other-Please	Yes - Description Required				
Extended Instruction Time (School Day, Week and/or Year)	Meeting Students' Academic Needs	79 FIDUCIAR II ELA ASSESSMENT, 79 FIDUCIAR II MATH ASSESSMENT, 79 FIDUCIAR II SCIENCE ASSESSMENT, 4-Year Adjusted Cohort Graduation Rate, Other-Please	Yes - Description Required	In District Assessment, Teacher Observation	Yes	Yes	Yes	Yes	\$ 253,461.10	\$ -		
Curriculum Adoption	Meeting Students' Academic Needs	% Proficient in Math Assessment, Other-Please Specify in Detailed Use Description	No	In District Assessment, Teacher Observation	No	Yes	Yes	Yes	\$ 51,900.00	\$ -		
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	EEI; Upgrade HVAC and replace windows in Memorial Building	No	Yes	Yes	Yes	\$ 1,002,000.00	\$ -		
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	EEI; Construct 2 additional classrooms to provide space for student support services at Belmont Elementary	No	Yes	Yes	Yes	\$ 755,610.12	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% 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
1,199	88	80	88	90%	94%	8	0	6

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

8-Feb-22

Date

Michael J. Tursi

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

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(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.