

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:	Virtual Learning Academy	→ Cell C16 Must be Input for Formulas to Populate Correctly
2) District ID Number:	727	→ Autopopulates upon Selection
3) SAU Number:		→ Autopopulates upon Selection (if applicable)
4) Date of Publication:	5/23/22	
5) Approver Name - (Superintendent / Head of School):	Steve Kossakoski	
6) Email & Telephone:	skossakoski@vlacs.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:

This plan will be made available on our website upon submission to the NHDOE.

<https://vjaes.org/federal-grants-info/>

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

Yes - Description Required

Description:

The plan was organized using the template provided by the New Hampshire Department of Education.

- 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 will translate the plan in a written or oral format for parents with limited English proficiency.

- 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, the district will provide an accessible, alternative format of the plan to any individual with a disability who is unable to read and understand the contents of the plan.

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:

A survey will be sent to full-time students and their parents on June 1st, 2022. The survey will also be accessible from our website for additional publish comment. Additionally, the plan will be discussed at the May 26th VLACS Board of Trustees meeting.

- 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 survey results and board feedback will be used to inform the decisions we make regarding plan priorities.

- 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:

Student surveys will be the main form of feedback from K-12 students and parents. We have also interviewed our full-time student advisors about the needs of our students. Advisors are assigned to work with the same family throughout their VLACS career which provides them with a powerful understanding of the needs of students and parents.

i) Number of total responses: Survey results TBD.

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities and to offer ideas for implementing interventions.

iii) Description of feedback received: To date we have received the following feedback from advisors and staff: Extra supports are needed in math, ELA, executive functioning skills, professional development, mental and behavioral health. We will ask students and parents to offer ideas about each priority and to offer ideas for implementation.

Please indicate how consultation was:

2) Inclusive: Families will be provided with the opportunity to share feedback through a survey and we interviewed student advisors to gain an additional perspective regarding student and parent needs.

3) Widely advertised and available: Survey will be sent directly to students, parents, and employees via email and Slack.

4) Ongoing: We will solicit feedback during grant implementation via surveys and during monthly advisory meetings.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Student surveys will be the main form of feedback from K-12 students and parents. We have also interviewed our full-time student advisors about the needs of our students. Advisors are assigned to work with the same family throughout their VLACS career which provides them with a powerful understanding of the needs of students and parents.

i) Number of total responses: Survey results TBD.

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities and to offer ideas for implementing interventions.

iii) Description of feedback received: To date we have received the following feedback from advisors and staff: Extra supports are needed in math, ELA, executive functioning skills, professional development, mental and behavioral health. We will ask students and parents to offer ideas about each priority and to offer ideas for implementation.

Please indicate how consultation was:

2) Inclusive: Families will be provided with the opportunity to share feedback through a survey and we interviewed student advisors to gain an additional perspective regarding student and parent needs.

3) Widely advertised and available: Survey will be sent directly to students, parents, and employees via email and Slack.

4) Ongoing: We will solicit feedback during grant implementation via surveys and during monthly advisory meetings.

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

No

1) Description:

Our c-level administrative staff is small and we do not have special educators on staff. Feedback from our CEO, COO, and CFO included in item d.

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

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

Yes - Description Required

1) Description:

In April of 2022 a faculty survey was handed out and faculty was interviewed

i) Number of total responses: 15 (we are going to send another survey to employees to increase participation)

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities and to offer ideas for implementing interventions.

iii) Description of feedback received: To date we have received the following feedback from advisors and staff: Extra supports are needed in math, ELA, executive functioning skills, professional development, mental and behavioral health.

Please indicate how consultation was:

2) Inclusive: Extra supports are needed in math, more math tutors, executive functioning skills, professional development, onboarding experience

3) Widely advertised and available: As an organization, we use Slack to communicate with all employees. Employees were asked to participate on surveys via Slack. Interviews were conducted by our federal grants program manager.

4) Ongoing: They will always have the opportunity for ongoing feedback via the school website or by attending monthly school board meetings.

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

No

1) Description:

N/A

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:

We used the Disability Rights Letter from the DRC-NH to inform the plan to use ESSER funds.

i) Number of total responses: 1

ii) Uses consulted on: Learning Loss, Emotional/Behavioral Health, Transition Services.

iii) Description of feedback received: Schools should assess the extent of learning loss, address identified learning loss, and prevent further regression and implement a trauma-informed response to students' emotional and behavioral needs. ESSER funding could be used to implement innovative strategies to transition students with disabilities to post-secondary education and employment.

2) Inclusive: The letter was sent to superintendents and school board members and is available on the NH Disability Rights Center website.

3) Widely advertised and available: The letter was sent to superintendents and school board members and is available on the NH Disability Rights Center website.

4) Ongoing: Our school planning team will continue to reference the contents of this letter during planning and implementation.

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

No

1) Description:

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:

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:

Not applicable: VLACS is a 100% virtual school and has remained open throughout the pandemic.

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:

The majority of our full-time students did not experience "learning loss" since our school has remained open throughout the pandemic. However, we have admitted many new students who were enrolled in traditional programs during the first year of the pandemic. Our advisors, who work closely with parents and students and monitor the academic and emotional state of each full-time students, will identify students who require assistance. We will also analyze grades, participation, and standardized test scores to identify students who are at-risk.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

Description During SY 2022-2023:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

Description During SY 2023-2024:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

- 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 will be provided to students, as well as mental health counseling, and executive functioning skills training.

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:

Funds may be used to support teacher-directed professional development of research-based strategies for meeting students' academic, social, emotional, and mental health needs.

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

Description:

As a competency-based school, student advisors will monitor the completion of competencies in every course in which a student is enrolled. We will also look for improvement in grades, participation, and on standardized test scores.

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:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

Description During SY 2022-2023:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

Description During SY 2023-2024:

(1) Provide professional development to increase the effectiveness of our tutoring and student support program. (2) Increase student engagement by creating "real-world" competency-based learning opportunities that are available throughout the calendar year. (3) Create training for students, parents, and employees to develop executive functioning skills. (4) Provide new behavioral and emotional support to students and parents. (5) Implement a new technology-based application in our learning management system to make it easy for students to quickly access live instructional support.

- 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:

Our school learning model, called customized learning, provides students with an opportunity to individualize their instruction and learning. Each of the interventions and supports described in this plan are designed to support individualized learning.

- 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:

We address educator wellness on an ongoing basis. We will not be targeting ESSER funds for this purpose.

- 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:

We are planning to develop a number of parent support webinars designed to increase student engagement and achievement. Additionally we will be hiring a counselor to provide support to families beyond that which our student advisors already offer.

- 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: \$254,828.24

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:

Our full-time student advisors will ensure that students with IEPs, students who are eligible for FRL, or are English Language Learners have access to the supports and interventions that are described in this plan.

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

Amount: \$0.00

Percentage: 0%

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

We offer a number of opportunities for CTE and the obtainment of industry-recognized credentials and our ESSER allocation will help students who participate in these offering to be more successful; however, we are not allocating funds specifically for this purpose.

- 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:

Essentially, this is our mission. Our ESSER allocation will help students who participate in our program to be more successful; however, we are not allocating funds specifically for this purpose.

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:

Our student advisors (certified school counselors) meet with students and parents on a regular basis throughout the year. They are strong advocates for our students and families, which puts them in an ideal position to ensure that every student who has been impacted by the pandemic will have access to the services we have described in this plan.

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:

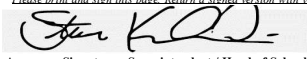
N/A- 100% remote learning environment.

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 by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N	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
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other-Please Specify in Detailed Use Description	No	Indirect Cost - grant manager salary	No	Yes	Yes	No	\$ 19,312.31	\$ -
Instructional Quality Professional Development	Meeting Students' Academic Needs	Teacher Retention	Somewhat - Description Required	Create teacher professional development webinars and modules. Topics will include reading instruction, writing instruction, student engagement, and executive functioning. Develop an application within our learning management system so that students can easily and quickly access their instructor, the academic helpdesk, or a tutor.	No	Yes	Yes	No	\$ 32,516.18	\$ -
Educational Technology	Meeting Students' Academic Needs	Survey Results - Student Satisfaction	Yes - Description Required	Develop a new competency-based curriculum where students will form a company and complete a project for a non-profit organization.	No	Yes	Yes	No	\$ 70,000.00	\$ -
Extended Instruction Time (School Day, Week and/or Year)	Meeting Students' Academic Needs	4-Year Adjusted Cohort Graduation Rate	Yes - Description Required	Develop webinars and supporting curriculum to help parents support their students. Topics will include executive functioning and supporting successful students.	No	Yes	Yes	No	\$ 30,000.00	\$ -
Family Engagement	Meeting Students' Social, Emotional and Other Needs	Survey Results - Parent Satisfaction	Yes - Description Required	Hire a .6 FTE social worker to support parents of at-risk students, at-risk students, and to recover drop-outs.	No	Yes	Yes	No	\$ 30,000.00	\$ -
Student Reengagement	Meeting Students' Social, Emotional and Other Needs	4-Year Adjusted Cohort Graduation Rate	Yes - Description Required	Grant manager - Will provide support for all grant programs, gather data for evaluation, oversee implementation, and provide training. Without this position, these duties would fall to a staff working at full capacity	No	Yes	Yes	No	\$ 39,174.30	\$ -
Other Allowed Uses - Specify in Detailed Use Description	Operational Continuity	Teacher Retention	Yes - Description Required	Develop executive function training modules for students.	No	Yes	Yes	No	\$ 18,825.45	\$ -
Individualized Instruction	Meeting Students' Academic Needs	College and Career Readiness	Yes - Description Required		No	Yes	Yes	No	\$ 15,000.00	\$ -

Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date(as of 01/26/2022)	Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
		LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - EIA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
\$ 254,828.24	\$ -	0	N/A	N/A	N/A	0	0	0	0	0	0

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to: ESSE@doe.nh.gov*



May 26, 2022

Approver Signature - Superintendent / Head of School

Date

Steve Kossakoski

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 ([20](#)

U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.