

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/icer/202201-1810-002/doc/117519100>.

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

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Amherst</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>17</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>39</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/22</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Steve Chamberlin, Acting Superintendent</u> | |
| 6) Email & Telephone: | <u>schamberlin@sau39.org 603-673-2690</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

<https://www.sau39.org/domain/588>

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

Yes - Description Required

Description:

The reopening plan format and document layout was crafted with the input of many stakeholders to ensure ease of use.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The reopening plan format and document language was crafted with the input of many stakeholders to ensure ease of use.
The plan is written in a language that is understandable to the community at large.

- 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:

Yes, provided upon request. We have posted contact information for this 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 re-opening task force was created in June 2020 to advise the superintendent of schools about how to re-open schools. In addition to the task force, five sub-groups were created that allowed greater participation in the community. More than 100 students, parents, teachers, and community members participated in sub-groups and provided detailed feedback to the greater task force. Task force meeting occurred over the past two years.

- 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:

We invited all members of the public to provide additional input into the development of our ESSER Use of Funds plan and our use of ESSER funding. To provide input, community members complete this form: <https://forms.gle/kszyRdmkBRyUnZ6aA>. The form was posted to our website and emailed directly to various stakeholder groups. Once feedback was received, we made adjustments to our plan, including the need for outdoor classrooms.

- 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:

Our reopening task force included students. In addition, parents provided feedback regarding student needs through the task force and use of funds survey.

- i) Number of total responses: Over 100 stakeholders on reopening committee including parents and students.
ii) Uses consulted on: Consultation occurred regarding student needs in returning to school.
iii) Description of feedback received: Most feedback from task force and survey included masking requirement to open schools this past fall and the need for SEL support for students who were returning from remote instruction.*

Please indicate how consultation was:

- 2) Inclusive:** Task force was open to all community members (over 100 stakeholders involved). Use of funds survey posted to website and emailed directly to various stakeholder groups.
3) Widely advertised and available: Task force membership and use of funds survey posted to our website. Use of funds survey was also sent directly to various stakeholder groups.
4) Ongoing: Use of funds survey has been open since August and continues to stay open for feedback. Link is still posted to our website. Ongoing updates have been provided to our school board and community through board meetings.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to be on our reopening task force. Use of funds survey was sent to families.

- i) Number of total responses:
ii) Uses consulted on: Consultation occurred regarding student needs in returning to school and all uses of funds.
iii) Description of feedback received: Most feedback from task force and survey included masking requirement to open schools this past fall and the need for SEL support for students who were returning from remote instruction. Some families also requested funds be used on*

Please indicate how consultation was:

- 2) Inclusive:** Task force was open to all community members (over 100 stakeholders involved). Use of funds survey posted to website and emailed directly to various stakeholder groups.
3) Widely advertised and available: Task force membership and use of funds survey posted to our website. Use of funds survey was also sent directly to various stakeholder groups.
4) Ongoing: Use of funds survey has been open since August and continues to stay open for feedback. Link is still posted to our website. Ongoing updates have been provided to our school board and community through board meetings.

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

Yes - Description Required

1) Description:

School and district administrators were part of the reopening task force. In addition, all building and district leadership has been consulted with on an ongoing basis and we identify needs and continue to provide support.

- i) Number of total responses: All building and district leaders.*
- ii) Uses consulted on: All uses of funds.*
- iii) Description of feedback received: Need for instructional materials and SEL support for students.*

Please indicate how consultation was:

- 2) Inclusive:** Consultation has included all building and district leadership, include special education administrators.
- 3) Widely advertised and available:** Consultation occurred through the task force and through leadership meetings throughout the year.
- 4) Ongoing:** Consultation has been through ongoing task force and leadership meetings.

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

Yes - Description Required

1) Description:

Teachers, principals, school leaders, school staff, and union members were all part of the reopening task force. In addition, as needs arise, our educators have continued to provide feedback.

- i) Number of total responses: All educators have involved either through task force meetings or through ongoing feedback directly to Student needs and instructional resource needs.*
- ii) Uses consulted on: Student needs and instructional resource needs.*
- iii) Description of feedback received: Need for SEL support and teacher professional development.*

Please indicate how consultation was:

- 2) Inclusive:** Task force included all stakeholder groups and task force members were representatives for their larger group. Building leaders
- 3) Widely advertised and available:** At routine meetings and survey is posted to our website.
- 4) Ongoing:** Routine task force meetings, grade level meetings, and staff meetings.

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

No

1) Description:

We do not have any local tribes to consult with.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

- 2) Inclusive:**
- 3) Widely advertised and available:**
- 4) Ongoing:**

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:

All community members were encouraged to join our reopening task force. We posted our use of funds plans and feedback survey to our website. We also emailed our survey to various stakeholder groups including local child care organizations and community groups. Our district homeless and foster youth liaisons were consulted through district leadership meetings. Our social workers were a subcommittee on our task force.

- i) Number of total responses:* Over 100 members on our task force. 13 responses on our use of funds survey.
- ii) Uses consulted on:* Student needs including SEL and academic needs
- iii) Description of feedback received:* Need for SEL support for students returning from remote instruction. Need for teacher PD to support teacher SEL needs and student academic needs.

Please indicate how consultation was:

2) Inclusive: Task force was widely advertised and included members of these stakeholder groups. Use of funds survey was posted to website and emailed directly to local community groups.

3) Widely advertised and available: Posted to website and directly emailed community groups.

4) Ongoing: Task force has been meeting over the past two years. Use of funds survey is still posted and open on our website.

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

Yes - Description Required

1) Description:

Community members were encouraged to join the reopening task force. We emailed our use of funds survey directly to various before and after school programs.

- i) Number of total responses:* 13 total survey responses. Over 100 members on reopening task force.
- ii) Uses consulted on:* Student needs including SEL and academic programing
- iii) Description of feedback received:* Need for outdoor education and student SEL support

Please indicate how consultation was:

2) Inclusive: Posted to website and directly emailed.

3) Widely advertised and available: Posted to website and directly emailed.

4) Ongoing: Survey is still open for feedback. Task force has had routine meetings.

- 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:

Community members were encouraged to join the reopening task force. We emailed our use of funds survey directly to various local child care providers.

- i) Number of total responses:* 13 total survey responses. Over 100 members on reopening task force.
- ii) Uses consulted on:* Student needs including SEL and academic programing
- iii) Description of feedback received:* Need for student support including SEL needs and interest in outdoor education

Please indicate how consultation was:

2) Inclusive: Posted to website and directly emailed.

3) Widely advertised and available: Posted to website and directly emailed.

4) Ongoing: Survey is still open for feedback. Task force has had routine meetings.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

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

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

We have utilized ESSER funding for portable sinks at our elementary school to provide additional access for handwashing. We plan to use ESSER funds for HEPA filters to support indoor air quality.

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 plan to use the NWEA MAP assessment as our high-quality diagnostic tool to help us identify students who have experienced learning loss. In addition, we will be tracking attendance data throughout the school year. We will review individual student NWEA growth data to determine student who have experienced learning loss to provide additional interventions and supports. We will continue to monitor student achievement and attendance data throughout the year through our MTSS process.

- 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:

We have utilized our ESSER funds for our summer reboot program to support the transition of our remote students back to in person instruction. In addition, we have utilized funds for additional staffing (interventionists) to provide intervention supports and services to all students in need of additional support. We have also used funds for research-based intervention materials to support students with high quality materials who have experienced learning loss.

Description During SY 2022-2023:

We plan to utilize our Title I funds to provide summer programing for students who are not yet meeting grade level expectations.

Description During SY 2023-2024:

We will continue to use existing staffing, ESSER funded intervention materials, and our MTSS process to ensure students are continuing to receive additional interventions and supports as needed.

- 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):

- Please Select -

Description:

I was unable to choose No above. We are currently utilizing our ESSER funds for additional interventionists to service more students and in small groups. We have not yet had the need for intensive tutoring programs for students.

- 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:

I was unable to choose No above. We will be using contracted professional development time for this and will not need to use ESSER funds for this.

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

Description:

We will track student growth and progress using NWEA, AIMS web, and NHSAS data. Growth will be routinely tracked and interventions will be adjusted as needed.

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:

We plan to utilizing our remaining ESSER funds for replacement laptops, replacement furniture, portable sinks, intervention materials, SEL coaching support to teachers, parent engagement and a data analytics program to track student progress.

Description During SY 2022-2023:

We do not have finalized plans yet for the 2022-2023 school year. These plans will depend on student and teacher needs.

Description During SY 2023-2024:

We do not have finalized plans yet for the 2022-2023 school year. These plans will depend on student and teacher needs.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

We have utilized funding for additional interventionists to service more students and reduce intervention group size to provide for more individualized instruction. We plan to use operating budget in future years for an additional interventionist.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Sheet would not let me choose No above. We plan to utilize operating budget funds, existing resources, and Title IIa funds as needed to address educator fatigue.

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Yes for 2021-2022 - we plan to use ESSER funds for family education and engagement. If funding allows, we plan to utilize ESSER funds to continue with family education and engagement in the 2022-2023 school year. We plan for our PTA to continue to support this after that.

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

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

Amount:

Percentage:

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

Allocated for intervention materials for any student who needs additional support and for SEL support for teachers and students.

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

Amount: 0

Percentage: 0

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

Does not apply. K-8 district.

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): - Please Select -

Description of all SYs - 2021 to 2024:

Could not select No above. We are a K-8 district and we do not often have this need. Student utilize VLACs for any of these needs and we therefore do not need ESSER funds for this.

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:

All students K-8 will be given the NWEA MAP assessment in September or early October of 2021. Teachers and interventionists will be given time to review NWEA MAP assessment data and develop an intervention plan for any student who is not yet meeting grade level expectations. In addition, we utilized ESSER funds for a summer reboot program supporting the transition of our remote students back to in person learning. Since all of our students had the opportunity to access full time in person learning for nearly the entire school year last year, we were already able to mitigate much of our learning loss our underserved populations experienced during remote learning. However, we are particularly concerned about students who chose to remain remote for the 20-21 school year. We want to ensure those students have a smooth transition back to school and receive the intervention supports needed to mitigate any possible learning loss. When examining student assessment data, we will ensure that we are looking both at our criterion referenced results to ensure students are on track for meeting grade level expectations as well as growth data to ensure students are keeping pace and grew appropriately over the past school year. In addition, we provided a summer reboot program with our ESSER funds to support our remote students in transition back to an in person learning environment.

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:

We do not plan to use any ESSER funds for construction.

Specific Use Category	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i>
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Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs
Individualized Instruction	Meeting Students' Academic Needs
Educational Technology	Meeting Students' Academic Needs
Individualized Instruction	Meeting Students' Academic Needs
Curriculum Adoption	Meeting Students' Academic Needs
- Please Select From One of the Following -	- Please Select From One of the Following -
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Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/26/2022)
\$ 12,000.00	\$ -	\$ 138,705.00	\$ -
\$ 2,000.00	\$ -		
\$ 85,480.00	\$ -		
\$ 12,000.00	\$ -		
\$ 10,000.00	\$ -		
\$ 17,225.00	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% 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
1,319	74	66	74	96%	0%	31	0	3

Amherst School District

X. Authorization

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

ESSER@doe.nh.gov



3/9/22

Approver Signature - Superintendent / Head of School

Date

Steve Chamberlin

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965

(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 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

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.