

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

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

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

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

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

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Deerfield</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>127</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>53</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>10/15/2021</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Patty Sherman</u> | |
| 6) Email & Telephone: | <u>psherman@sau53.org (603) 485-5187</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:

The plan may be found on the school district website at asd.sau53.org

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

Yes - Description Required

Description:

The plan was developed in a clear, understandable, and uniform format.

- 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 plan was developed in a clear, understandable, and uniform format. Translations available as needed.

- 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:

The Deerfield School District is committed to ensuring that persons with disabilities can access information on the District's website. For additional assistance or concerns accessing the content on the website, anyone may call the school.

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:

Prior to the plan being developed, stakeholder input was sought to provide input on how the district should prioritize the expenditures of ESSER III funds. Stakeholders have an opportunity for ongoing input throughout the duration of the project. Any interested member of the public is welcome to provide input at a school board meeting or via the use of ESSER funds email address posted on the SAU website.

- 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:

A public survey was sent to all families in SAU 53 about the use of ESSER funds. There is also the option for any member of the public to submit feedback on the use of ESSER funds via the ESSER Funds link on the SAU website.

- 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:

Students have been surveyed formally and informally to seek input on their school experiences, interests, and areas of need.

i) Number of total responses: There were 51 responses district wide.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: All Deerfield families received the SAU survey on the use of ESSER Funds. Students answered with their families.

3) Widely advertised and available: The survey was sent out to all Deerfield families via email, the website and are able to attend board meetings.

4) Ongoing: Students and families have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families had an opportunity to provide feedback through the district website, phone calls and emails to the district's administration, and attending school board meetings.

i) Number of total responses: There were 999 responses district wide and 159 responses from Deerfield.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: All families with children in the schools received the SAU survey on the use of ESSER Funds.

3) Widely advertised and available: The survey was sent out to all Deerfield families via email, the website and are able to attend board meetings.

4) Ongoing: Families have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings.

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

Yes - Description Required

1) Description:

Administrators have had multiple ongoing opportunities for input through meetings and surveys.

i) Number of total responses: There were 11 responses received from school and district administrators.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: All All administrators had the opportunity to provide feedback through the survey that was created.

3) Widely advertised and available: Administrators received notice that they can provide feedback through the survey, at leadership meetings, and at monthly school board meetings.

4) Ongoing: Administrators received the survey. They also received notice about the feedback email posted on the SAU website. Additionally, administrators have had the opportunity to provide feedback at leadership meetings and monthly school board meetings.

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

Yes - Description Required

1) Description:

Teachers have had multiple opportunities for input through ongoing staff meetings, leadership meetings, and surveys.

i) Number of total responses: There were 127 responses received from teachers, principals, school leaders and other educators.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: All staff had the opportunity to provide feedback through the survey that was created.

3) Widely advertised and available: Staff were notified of the ways to provide feedback via website, email or board meetings.

4) Ongoing: Staff have an opportunity for ongoing feedback via staff meetings, school-based leadership meetings, school board meetings, or via the school website.

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

Yes - Description Required

1) Description:

Tribes have the opportunity to provide input through the email address posted on the school website.

i) Number of total responses: There were zero responses received from tribes.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: Not Applicable - No responses received.

Please indicate how consultation was:

2) Inclusive: If a student or family of a student were a member of a tribe, then they had the opportunity to provide feedback on the survey. Tribes could also contribute feedback via the school website or by attending monthly school board meetings.

3) Widely advertised and available: The survey went out to all students and families. Information on the use of ESSER funds is posted on the school website.

4) Ongoing: Members of a tribe continue to have the opportunity to provide ongoing feedback. This can be done via the SAU website or attending a monthly school board meeting.

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

Yes - Description Required

1) Description:

Civil rights and disability rights organizations have the opportunity to provide input through the email address posted on the school website.

i) Number of total responses: There were 8 responses from the parent advocacy group.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: Civil rights and disability rights organizations have the opportunity to provide the district with feedback on the use of ESSER funds.

3) Widely advertised and available: Civil rights and disability rights organization can access information on the use of ESSER funds on the SAU website.

4) Ongoing: Civil rights and disability rights organization have the opportunity for ongoing feedback via the SAU website or by attending monthly school board meetings.

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:

Stakeholders representing interests of children with disabilities, English Learners, and children experiencing homelessness have had multiple opportunities for input through surveys, the SAU website, and school board meetings.

i) Number of total responses: There were 12 responses received from stakeholders.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: Stakeholders representing interests of children with disabilities, English Learners, and children experiencing homelessness have the opportunity to provide the district with feedback on the use of ESSER funds.

3) Widely advertised and available: Information on the use of ESSER funds can be found on the SAU website.

4) Ongoing: Stakeholders representing interests of children with disabilities, English Learners, and children experiencing homelessness have the opportunity for ongoing feedback via the SAU website or by attending monthly school board meetings.

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

Yes - Description Required

1) Description:

Community-based organizations have had opportunities for input through the school website and school board meetings.

i) Number of total responses: There were 2 responses received from community based organizations.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for students, and student engagement.

iii) Description of feedback received: The feedback received was posted on the SAU website. Responses indicate the top three areas of need were: addressing learning loss, behavioral, social, emotional, and/or mental health support for Students, and student engagement.

Please indicate how consultation was:

2) Inclusive: Community-based organizations have the opportunity to provide feedback on the use of ESSER funds.

3) Widely advertised and available: Information on the use of ESSER funds is posted on the SAU website.

4) Ongoing: Community-based organizations have the opportunity to provide ongoing feedback via the SAU website or by attending monthly school board 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:

Early childhood providers have had input through surveys, meetings, the SAU website and school board meetings.

i) Number of total responses: There were zero responses received from early childhood providers.

ii) Uses consulted on: Uses were consulted on 11/9/21 - 11/30/21 and will continue to be ongoing. Topics included addressing learning loss, behavioral, social, emotional, and/or mental health support for

iii) Description of feedback received: Not Applicable - No responses received.

Please indicate how consultation was:

2) Inclusive: Early childhood providers had the opportunity to provide feedback on the survey on the use of ESSER funds.

3) Widely advertised and available: Information on the use of ESSER funds can be found on the SAU website.

4) Ongoing: Early childhood providers have the opportunity to provide ongoing feedback via the SAU website or by attending monthly school board 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:

Funds will be used to support prevention and mitigation strategies including equipment, supplies, personnel, air quality, and social distancing. Plans may be adjusted as transmission rates fluctuate. Mitigation strategies will be aligned to the School Board approved plan and adjusted accordingly as the plan gets updated.

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 district will utilize funds to support summer programs, intervention services, tutoring, family engagement, behavioral support, social emotional learning, online programs, professional development, & technology.

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

Description During SY 2021-2022:

The district will utilize funds to support summer programs, intervention services, tutoring, family engagement, behavioral support, social emotional learning, online programs, professional development, & technology.

Description During SY 2022-2023:

The district will utilize funds to support summer programs, intervention services, tutoring, family engagement, behavioral support, social emotional learning, online programs, professional development, & technology.

Description During SY 2023-2024:

The district will utilize funds to support summer programs, intervention services, tutoring, family engagement, behavioral support, social emotional learning, online programs, professional development, & technology.

- 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 expanded summer programming opportunities.

- 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:

Professional development opportunities will be provided to staff that focus on targeted interventions to address learning loss.

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

Description:

Student progress will be measured through state and district assessments and benchmarking.

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:

The district will utilize funds to support mitigation strategies, address learning loss, support professional development, and for addressing social emotional learning and behavioral needs in the district.

Description During SY 2022-2023:

The district will utilize funds to support mitigation strategies, address learning loss, support professional development, and for addressing social emotional learning and behavioral needs in the district.

Description During SY 2023-2024:

The district will utilize funds to support mitigation strategies, address learning loss, support professional development, and for addressing social emotional learning and behavioral needs in the district.

- 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:

Addressing learning loss is the top priority of the school district. Targeted interventions and increased supports for students will be key components each school year that funds are utilized.

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

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

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

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

Description of all SYs - 2021 to 2024:

There will be a focus on maintaining teacher wellness through professional development opportunities.

- 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:

There will be a focus on expanded opportunities for family engagement and involvement. This will be accomplished through family outreach initiatives.

- 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: \$0.00

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:

All ESSER funding will be reviewed with necessary stakeholders and no amount will be utilized at the sole discretion of school administrators.

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 attainment of industry-recognized credentials:

Not Applicable

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:

The district does not anticipate utilizing funds for course access provided outside the residential public school. This will be considered should the need arise.

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:

Outcomes will be monitored on an ongoing scheduled basis through district data teams. The data that will be reviewed includes academic assessment and benchmarking, attendance, office referrals, guidance visits, student and staff surveys, and parent feedback.

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](#).

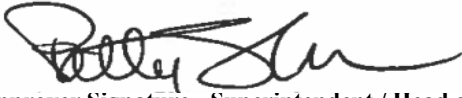
Description:

N/A - The district does not anticipate utilizing ESSER funds for construction projects.

X. Authorization

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

ESSER@doe.nh.gov



3/24/2022

Approver Signature - Superintendent / Head of School

Date

Patty Sherman - Superintendent

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 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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