

L.E.A. AEP COVID Plan - A Plan for the L.E.A.'s Use of AEP COVID Funds

Please submit this AEP COVID Plan as an **EXHIBIT** to the application by 02/22/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("AEP COVID") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides "one flexible and 170 billion to support schools in safely reopening and expanding educational opportunities of children while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory spending is made available to eligible schools through a direct transfer from the U.S. Department of Education to assist L.E.A.s in meeting the federal requirement that requires that an L.E.A. shall submit an L.E.A. AEP COVID Plan, which is also called a "school district use of funds plan." See the Department of Education's most current award notice for AEP COVID funding at <https://www.ed.gov/press-releases/2021/04/20210414-01>.

For further details, please reference AEP COVID's "one program per school." The program is one of 119 funds in the federal state budget for AEP COVID in which the U.S. Department of Education established flow requirements (see: www.gpo.gov/records/18-2021-04-22/2021-04-22/01-01-19-00).

I. General Information

1) School District / Charter School Name:	<u>Delta Community</u>	→ <i>Full Title Must be Used for Federal & Provider Contracts</i>
2) District ID Number:	<u>244</u>	→ <i>Assignments upon Selection</i>
3) AEP Number:	<u>248</u>	→ <i>Assignments upon Selection</i>
4) Date of Publication:	<u>03/2021</u>	
5) Approval Name:	<u>Michael Cantrell, Executive Director/CEO of Schools</u>	
6) Approval (Head of School):	<u>Michael Cantrell, Executive Director/CEO of Schools</u>	
6) Email & Telephone:	<u>mcantrell@delta.k12.or.us 503.852.1200</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 is published on sau10.org.

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

Yes - Description Required

Description:

Yes, it follows the template format provided.

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

Yes - Description Required

Description:

As necessary, oral translation is available for families with limited English proficiency through Pinpoint Translation.

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, upon request.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

Two district-wide family surveys 5/21 and 12/21. School Board meeting discussions, Fiscal advisory committee discussions, School based discussions, School meeting Deliberative Session discussion

- 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:

Used the data to prioritize four areas: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

- 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:

Middle school students were consulted by middle school administration.

i) Number of total responses: approximately 55 students

ii) Uses consulted on: What they thought would improve the school with extra money and ways to connect them to school and support their academic learning.

iii) Description of feedback received:

More community events, student-initiated clubs, as many social activities sponsored by the school as possible, and more time with teachers.

Please indicate how consultation was:

2) Inclusive:

Between 5-10 students per grade level were consulted along with the National Junior Honor Society.

3) Widely advertised and available:

Select representative groups were identified for input.

4) Ongoing:

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were sent out two surveys to provide input on spending ESSER funds (05/21 and 12/21).

i) Number of total responses: 05/21- 1,018 12/21 1,110 (total 2,128)

ii) Uses consulted on: Priorities for spending ESSER funds

iii) Description of feedback received: Families identified these for priority areas for spending ESSER funds: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive:

The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

3) Widely advertised and available:

The links were located on our district website and posted on a variety of Social Media, reminders were given at School Board Meetings.

4) Ongoing:

An initial survey was sent in May of 2021 and then an updated survey was sent out in December of 2021 for continued input. Families also have the opportunity to speak at School Board meetings during Delegations and Individuals when the Superintendent and/or Business Administrator reports include spending ESSER funds.

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

Yes - Description Required

1) Description:

All district administrators participated in surveys on 5/21 and 12/21 and participated in ongoing discussions in multiple meetings regarding the uses of ESSER funds.

i) Number of total responses: 70

ii) Uses consulted on:

What the district priority areas should include and how spending should be allocated for each area.

iii) Description of feedback received:

Administrators identified these for priority areas for spending ESSER funds: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive:

All district-wide and building administrators provided input.

3) Widely advertised and available:

Meeting links were sent out to district-wide and building administrators.

4) Ongoing:

Regularly scheduled meetings, as well as additional meetings as necessary.

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

Yes - Description Required

1) Description:

All staff were sent out two surveys to provide input on spending ESSER funds (05/21 and 12/21).

i) Number of total responses: 05/21 - 259, 12/21 - 249 (total - 508)

ii) Uses consulted on: Priorities for spending ESSER funds

iii) Description of feedback received:

All staff were given the opportunity to provide feedback on spending regarding the four priority areas that were identified: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive:

All staff were sent a link to both the Spring and Winter surveys.

3) Widely advertised and available:

The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

4) Ongoing:

An initial survey was sent in May of 2021 and then an updated survey was sent out in December of 2021 for continued input. Staff provide input and feedback on a continuing basis.

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

f. Civil rights organizations, including disability rights organizations (please check 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, migratorv students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

Both Spring and Winter surveys were sent out to every family member in our school community, including stakeholders representing these special interest groups.

i) Number of total responses: The district did not disaggregate data based on special interest groups.

ii) Uses consulted on: Priorities for spending ESSER funds

iii) Description of feedback received:

The district did not disaggregate data based on special interest groups.

Please indicate how consultation was:

2) Inclusive:

The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

3) Widely advertised and available:

The links were located on our district website and posted on a variety of Social Media, reminders were given at School Board Meetings.

4) Ongoing:

An initial survey was sent in May of 2021 and then an updated survey was sent out in December of 2021 for continued input. Families also have the opportunity to speak at School Board meetings during Delegations and Individuals when the Superintendent and/or Businesss Administrator reports include spending ESSER funds.

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

Yes - Description Required

1) Description:

Ongoing communication and planning with Boys and Girls Club and daycare programs using our facilities.

i) Number of total responses: 4

ii) Uses consulted on: PPE, transportation, scholarships

iii) Description of feedback received:

All organizations were willing to collaborate with the school district regarding student needs.

Please indicate how consultation was:

2) Inclusive:

Resources were available to all students participating/enrolled in these organizations.

3) Widely advertised and available:

Communication was sent home to families regarding access to these organizations/programs.

4) Ongoing:

Continued support and communication with these organizations.

- 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:

District personnel participates monthly on a committee, LAUNCH Pad, to provide outreach, support, and resources for families with young children.

i) Number of total responses: N/A - Information received is included in the overall District information

ii) Uses consulted on: resources families need, wellness fairs, book drives, etc.

iii) Description of feedback received:

There is an increased need for families with young children to focus on social-emotional well-being and providing increased education for families on wellness activities.

Please indicate how consultation was:

2) Inclusive: LAUNCH Pad supports 9 towns in Southern New Hampshire and invitations to attend the meetings are available to a wide variety of people.

3) Widely advertised and available:

LAUNCH Pad is preparing flyers and advertising on social media platforms for all events planned.

4) Ongoing: meetings are held monthly, community events will be held throughout the Spring.

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:

All plans follow the most recent CDC guidance for cleaning and disinfecting.
A schedule for cleaning and disinfecting surfaces including high-touch areas such as railings, doorknobs, water bubblers/filling stations, and bathrooms is provided to staff and students.
Hand sanitizer dispensers are located in each room as well as common areas such as hallways, gymnasium, and cafeteria/dining hall.
Custodial staff continues to participate in training for cleaning and disinfecting procedures.
Electrostatic sprayers are available for custodial staff to use to disinfect non-porous surfaces.
The District is currently using MERV 13 air filters that are replaced every two months. This will be revisited as necessary.
Continuous fresh air intake and optimal ventilation are always maintained.
Drinking water continues to be tested per state and federal recommendations.
Chairs, desks, and tables are arranged so that, where possible, students are spaced at least 3 feet apart.
Desks are positioned to minimize direct face-to-face exposure.
Students are organized in assigned seats.
Efforts are made to minimize student-to-student sharing of materials.
Cloth, paper, KN9, and "beehive" masks have been distributed and continue to be available for staff and students. Additional PPE including gloves, goggles, etc are also available for use. School facilities are open to all students, staff, families, other visitors and outside organizations. Individuals must follow current district health and safety measures and requirements.
Wearing a face covering while at school is optional. This decision may be reconsidered based on the following conditions within the Derry School District:
High level of transmission within a school building (for example, several groups of related cases);
High level of student absence, due to illness, within a school building (>10%).
The federal requirement for wearing face coverings on school buses remains in effect at this time.
When face coverings are required, breaks will be provided outdoors and/or at a distance of 6 feet or more.
When face coverings are required, accommodations for face coverings are determined through the Eligibility Determination for Face Covering Exemption form (see Appendix A).
Students have access to after-school activities, including interscholastic athletics.

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:

A combination of formal and informal testing and data has been reviewed to identify students that may have had a loss of learning. Students have participated in benchmark testing, NWEA. Classroom performance and teacher observations and anecdotal information has also been reviewed.

- 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:

Students have the opportunity to participate in summer learning where instruction and activities build and strengthen skills in mathematics and literacy, provide individualized learning paths in mathematics and reading with teacher guidance and feedback. Students also participate in group activities focused on social-emotional well-being and growth in the DCSD dispositions (such as perseverance, problem-solving, and self-motivation) and structured movement activities focused on physical health and teamwork. Additionally, learning opportunities are available before or after school to provide additional targeted instruction in mathematics and literacy, activities related to social-emotional well-being are integrated as needed. Additional instructional resources were purchased Xtramath, guided reading text sets, upgraded benchmark assessment system, and literacy continuums for all classroom teachers. Specific plans for DCSD students who are unable to attend classes in person because of temporary COVID-related quarantine or isolation are referred to a district-wide quarantine team. Through this program, students are provided with content materials and assignments online, such as Google Classroom and have live access to designated teachers and staff to provide additional support.

Description During SY 2022-2023:

Students have the opportunity to participate in summer learning where instruction and activities build and strengthen skills in mathematics and literacy, provide individualized learning paths in mathematics and reading with teacher guidance and feedback. Students also participate in group activities focused on social-emotional well-being and growth in the DCSD dispositions (such as perseverance, problem-solving, and self-motivation) and structured movement activities focused on physical health and teamwork. Additionally, learning opportunities are available before or after school to provide additional targeted instruction in mathematics and literacy, activities related to social-emotional well-being are integrated as needed. Purchase of updated, research-based math instruction materials. Implementing a new math intervention program, including hiring math interventionists for each school. Professional development and implementation of Lexia to improve reading instruction and academic achievement of students.

Description During SY 2023-2024:

Students have the opportunity to participate in summer learning where instruction and activities build and strengthen skills in mathematics and literacy, provide individualized learning paths in mathematics and reading with teacher guidance and feedback. Students also participate in group activities focused on social-emotional well-being and growth in the DCSD dispositions (such as perseverance, problem-solving, and self-motivation) and structured movement activities focused on physical health and teamwork. Additionally, learning opportunities are available before or after school to provide additional targeted instruction in mathematics and literacy, activities related to social-emotional well-being are integrated as needed. Purchase of updated, research-based math instruction materials. Implementing a math intervention program to identify students to work with school-based math interventionists. Purchasing a program to allow students to work on individual learning paths in mathematics and literacy.

- 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:

Learning opportunities available before or after school to provide additional targeted instruction in mathematics and literacy. Activities related to social-emotional well-being are integrated as needed.

- 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):

No

Description:

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

Description:

Evidence of effectiveness will be measured through a combination of formal and informal assessment and data. Students will participate in State Assessment System, Fountas and Pinnell Benchmarks, and North West Evaluation Association - MAPS evaluation. Classroom performance, teacher observations, and anecdotal information will be recorded through progress reports.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

[Redacted]

Description During SY 2022-2023:

[Redacted]

Description During SY 2023-2024:

[Redacted]

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one): - Please Select -

During SY 2022-2023 (select one): - Please Select -

During SY 2023-2024 (select one): - Please Select -

Description of all SYs - 2021 to 2024:

[Redacted]

- 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:

[Redacted]

- c. Improving family engagement:

During SY 2021-2022 (select one): No

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:

A Family & Community Engagement Coordinator was hired in Oct. 2021 to increase engagement between families and school and provide additional educational and social emotional resources. Unfortunately, the person hired left the position January 2022 and we do not currently have anyone in that role.

- 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: N/A

Percentage: N/A

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:

We work together as a leadership team to meet the needs of all students throughout the district, PreK-8.

[Redacted]

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

Amount: 0

Percentage: 0

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

Derry Cooperative School is Pre-K- grade 8 so we have not allocated any funds to Career and Technical Education.

[Redacted]

- 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:

[Redacted]

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:

The Derry Cooperative School District has focused on providing interventions to all students to address academic, social-emotional, and mental health needs. The District has worked diligently to hire additional clinical mental health workers to address mental health concerns with all students. Additionally, tutoring before and after school is available for students that have lost time on learning due to COVID-19. Summer Learning Program has been implemented during Summer 2021 and 2022.

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:

The district just completed a Facility Assessment analysis and we will be moving forward with some physical plant construction but we have not made any decisions yet as we are still in the working process.

X. Authorization

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

MaryAnn Connor-Krikorian, Ed.D.

February 21, 2021

Approver Signature - Superintendent / Head of School

Date

Dr. MaryAnn Connors-Krikorian

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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