

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, 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/icr/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>Exeter</u>	→ <i>Cell C18 Must be Input for Formulas to Populate Correctly</i>
2) District ID Number:	<u>173</u>	→ <i>Autopopulates upon Selection</i>
3) SAU Number:	<u>16</u>	→ <i>Autopopulates upon Selection</i>
4) Date of Publication:	<u>3/1/2022</u>	
5) Approver Name - (Superintendent / Head of School):	<u>David Ryan</u>	
6) Email & Telephone:	<u>dryan@sau16.org</u> <u>603-775-8653</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:

SAU #16 - ESSER III Use of Funds Plans - <https://www.sau16.org/en-US/esser-iii-use-of-funds-plans-f786da41>

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

Yes - Description Required

Description:

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

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

Yes - Description Required

Description:

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

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

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

III. Stakeholder Engagement

[Best Practices in Implementing ARP ESSER LEA Use of Funds Plan](#)

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

Yes - Description Required

Description:

The Exeter School District sent a survey to the community and held a public hearing on August 23, 2021 to provide opportunities for public input on the use of ARP ESSER funds. The LEA reviewed all feedback and used it to determine priority areas. A summary of the survey results is posted on our website. A comprehensive ESSER guide was also created and shared on our website in November 2021 to help with public understanding of the current use of ESSER funding. The district principals shared a presentation at the January 11, 2022 school board meeting and provided an updated Comprehensive ESSER guide to reflect current use of ESSER funding.

- 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 summary of the survey results were reviewed by the LEA district team. Priorities were identified and the input was used to determine areas of focus for the use of funds. A summary of the survey results is posted on our website.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

Somewhat - Description Required

1) Description:

Exeter is a PK-5 school district. Students were invited to provide input through the survey provided by the district to families.

i) Number of total responses: 0

ii) Uses consulted on: Academic, Social Emotional, Mental Health, Family Economic, Tutoring, Technology, Professional Development, Enrichment.

iii) Description of feedback received: n/a

Please indicate how consultation was:

2) Inclusive: The Exeter Cooperative School District is a 5-12 school district. Students were invited to provide input through the survey provided by the district.

3) Widely advertised and available: The survey was sent to all families and posted on the district website.

4) Ongoing: Additional outreach will be conducted during the spring of 2022 and on-going throughout the performance period of the grant.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to share feedback on the use of ARP ESSER III funds through a survey and a public hearing held on September 21, 2021. Comprehensive ESSER guides outlining the use of funds were posted to the district website in November of 2021 and January of 2022. A presentation was also provided at the January 11, 2022 school board meeting.

i) Number of total responses: 459

ii) Uses consulted on: Academic, Social Emotional, Mental Health, Family Economic, Tutoring, Technology, Professional Development, Enrichment.

iii) Description of feedback received: The following themes emerged from the feedback. A focus on academics, social-emotional learning, increased staffing and classroom support, before/afterschool programming, additional resources and equipment, mitigation and cleaning.

Please indicate how consultation was:

2) Inclusive: Families were provided with the opportunity to share feedback through a survey and a public hearing.

3) Widely advertised and available: The survey was sent to all families and posted on the district website. A public hearing was held on August 23, 2021.

4) Ongoing: Comprehensive ESSER guides were shared on the district website in November 2021 and January 2022. Additional outreach will be conducted during the spring of 2022 and on-going throughout the performance period of the grant.

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

Yes - Description Required

1) Description:

School and district administrators met to discuss ARP ESSER use of funds starting in the summer of 2021. Feedback was collected through a district survey, and results were used to determine priority areas. The LEA district team meets monthly to revisit priorities and determine how to best use funds to respond to the COVID-19 pandemic.

i) Number of total responses: 7 meetings held (8/18, 9/22, 10/13, 11/10, 12/8, 1/12, 2/9) so far this year.

ii) Uses consulted on: Academic, Social Emotional, Mental Health, Family Economic, Tutoring, Technology, Professional Development, Enrichment.
iii) Description of feedback received: School and district administrators prioritized addressing academic learning loss, professional development for teachers, increasing classroom support and interventions, and social and emotional learning.

Please indicate how consultation was:

2) Inclusive: School and district administrators are included in providing feedback on activities.

3) Widely advertised and available: Monthly meetings are held in-person or on Zoom.

4) Ongoing: Administrators meet monthly to revisit priority areas and share any additional feedback received from teachers, parents, students and the community.

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

Yes - Description Required

1) Description:

A survey was provided to collect feedback from teachers and school staff. Principals and school leaders held meetings to look at the survey results and determine priority areas for the use of funds. Principals and school leaders participate in monthly meetings to discuss funding. The teacher leadership team meets once a month, and educators meet regularly in PLC's to discuss and share needs and priorities.

i) Number of total responses: 7 meetings held (8/18, 9/22, 10/13, 11/10, 12/8, 1/12, 2/9) so far this year.

ii) Uses consulted on: Academic, Social Emotional, Mental Health, Family Economic, Tutoring, Technology, Professional Development, Enrichment.

iii) Description of feedback received: The priorities that emerged are social emotional learning, mental health and trauma as well as Tier I and II instructional practices. Technology and enrichment also came up as possible needs.

Please indicate how consultation was:

2) Inclusive: The survey was provided to everyone for feedback and meetings were held to discuss priority funding areas for schools. A diverse group was included when discussing priorities.

3) Widely advertised and available: The survey was emailed and posted to the district website. The public hearing was announced and posted on the district website.

4) Ongoing: LEA team meetings are held monthly. The school teacher leadership teams met on to share needs and priorities on 11/15 and 11/30.

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

No

1) Description:

N/A

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:

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

Yes - Description Required

1) Description:

The LEA used the Disability Rights Letter from the DRC-NH to help determine use of funds.

i) Number of total responses: 1

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

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

Please indicate how consultation was:

2) Inclusive: The letter was sent to superintendents and school board members.

3) Widely advertised and available: The letter was shared with special education administrators and school board members.

4) Ongoing: The district team continues to include these priorities when planning the use of funds.

- 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:

Our homeless liaisons, counselors, special education coordinators, social workers, parents and the community have been given the opportunity to provide input through meetings, surveys, and participation on district teams representing underserved students' needs.

i) Number of total responses: 7 meetings held (8/18, 9/22, 10/13, 11/10, 12/8, 1/12, 2/9) so far this year.

ii) Uses consulted on: Academic, Social Emotional, Mental Health, Family Economic, Tutoring, Technology, Professional Development, Enrichment.

iii) Description of feedback received: The need for additional classroom support, social emotional learning and mental health, instructional support for differentiation and professional learning.

Please indicate how consultation was:

2) Inclusive: A diverse group of stakeholders were invited and involved in providing feedback through the district survey and on the district team.

3) Widely advertised and available: The survey was emailed and posted to the district website. The public hearing was announced and posted on the district website.

4) Ongoing: Monthly meetings are held to discuss use of grant funds. Feedback from these stakeholders is used to determine the use of funds.

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

Yes - Description Required

1) Description:

The district has on-going collaboration with the YMCA, St. Vincents, the Tree City group, and Great Bay Kids.

i) Number of total responses: The district meets with directors 1x a year and staff more often.

ii) Uses consulted on: Student needs and social emotional learning.

iii) Description of feedback received: Planning for school year and summer programming to best meet the needs of students and families.

Please indicate how consultation was:

2) Inclusive: Administrators, community based organization staff, social worker and school counselors are all included in meetings.

3) Widely advertised and available: Staff at both the school and the community organizations are invited to regular consultation and meetings.

4) Ongoing: Administration meets with directors 1x per year and the social worker and school counselors meet with staffs weekly.

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

Yes - Description Required

1) Description:

The SAU has an early childhood program on-site and a memorandum of understanding and communicates regularly with area preschools and early childhood providers.

i) Number of total responses: Unknown

ii) Uses consulted on: All

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: The district has a preschool program. Area preschools are welcome to communicate and partner with the district through the MOU.

3) Widely advertised and available: Preschool information is posted on the district website at <https://edp.sau16.org/?showHomepage=true>

4) Ongoing: Our partnerships with area preschools vary year to year depending upon enrollment.

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:

The district will follow masking guidelines based on the level of community vaccination and transmission, require masks on public transportation, implement physical distancing, hand-washing, attention to ventilation, and encourage families to keep students home when they are sick. It has not yet been determined if the LEA will need to use ARP ESSER funds in this area.

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 data from the i-Ready and aimsweb assessments to identify individual student learning loss. The district will also use behavioral health referrals, the DESSA screener, teacher observations, attendance, progress toward district competencies, and the Child Study Team process to identify students who most likely have experienced the loss of instructional time.

- 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:

Funding will be used to support academic interventions in math and reading by providing training for teachers and staff, purchasing evidence based materials and providing stipends, resources and materials for afterschool and summer programming.

Description During SY 2022-2023:

Funding will be used to support academic interventions in math and reading by providing training for teachers and staff, purchasing evidence based materials and providing stipends, resources and materials for afterschool and summer programming.

Description During SY 2023-2024:

If funds are not expended, we will continue to reevaluate and conduct ongoing outreach to stakeholders and expand upon our initial ideas for addressing the academic impact of lost instructional time.

- 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:

School leaders, teachers, and counselors will determine needs and set aside funding for individualized tutoring and provide stipends to teachers for work outside of the school day.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

Yes - Description Required

Description:

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

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

Description:

The effectiveness of interventions will be measured using the i-Ready assessment, aimsweb, and classroom assessments that provide evidence of growth toward grade-level competencies. The reading and math consultants, funded through the grant, will also support teachers in administering high-quality, reliable assessments. Teachers will also use progress monitoring that can assess student academic growth.

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:

A school-based leadership team will be formed to build culture, expand leadership opportunities, and guide professional development needs as a result of the pandemic.

Description During SY 2022-2023:

Funds will be used toward mental health and behavior supports and the development of a Tier I social emotional learning curriculum and practice.

Description During SY 2023-2024:

If funds are not expended, we will continue to reevaluate and communicate with stakeholders to expand upon our initial ideas.

- 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:

In alignment with competency based learning, the LEA will use funds to support innovative approaches that promote personalization of student learning, differentiation, and individualized instruction.

- 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:

Performance based bonuses will not be offered, as per our collective bargaining agreement.

- c. Improving family engagement:

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

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

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

Description of all SYs - 2021 to 2024:

The LEA will support ongoing outreach to families and work to identify and develop funding ideas for any potential barriers with family engagement. A school leadership team was formed at each building to help address this area of the plan.

- 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: \$710,827.37

Percentage: 100%

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

School leaders worked with teachers, staff, school nurses, director of guidance, special education coordinators, student and social workers to determine student needs and allocate funds. School leaders also reviewed the ESSER III survey results and parent/community input from the public hearing to reflect stakeholder priorities. School leaders will continue to revisit and update the allocation plan to meet the needs of all

learners.

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

Amount: n/a

Percentage: n/a

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

Exeter is a PK-5 school district and will not be allocating any funding to support Career and Technical Education.

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one):

Yes - Description Required

Description of all SYs - 2021 to 2024:

The district will utilize the Virtual Learning Charter School for course access outside of the residential public school.

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 LEA will monitor interventions through district assessments, progress toward grade level competencies, attendance, surveys, and classroom observations. School leaders, teachers, and staff will review academic progress, social-emotional learning, and mental health regularly during team and department meetings to ensure the interventions implemented are responding to student needs.

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:

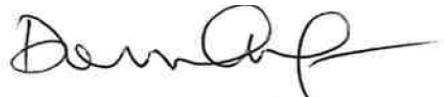
[ESSER Funded Construction.](#)

Description:

N/A

X. Authorization

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



2/21/2022

Approver Signature - Superintendent / Head of School

Date

David Ryan - Exeter

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.