

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/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: Hampstead → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 223 → Autopopulates upon Selection
- 3) SAU Number: 55 → Autopopulates upon Selection
- 4) Date of Publication: 2/19/2022
- 5) Approver Name - (Superintendent / Head of School): Bob Thompson
- 6) Email & Telephone: bthompsonr@hampsteadschools.net

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:

There is a reserved portion of our website that contains information about ESSER use of funds:
<https://sites.google.com/hampsteadschools.net/covid19/home>.

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

Yes - Description Required

Description:

It is in an 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:

Yes, it is written in a language that parents can understand or easily translate.

- 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 it can easily be printed, translated, printed in larger font or provided in an alternative format that is assessable to parents.

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:

Yes - the Director of 21st Century Teaching, Learning and Assessment gives regular updates at school board meetings and staff meetings to give the public and members of the school community opportunities to provide input in the development of the LEA's plan for use of ARP ESSER funds.

- 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:

During school board meetings there is public input where community members are encouraged to share ideas/concerns/input they have regarding our use of funds.

- 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:

We have asked students for their feedback during Summer Learning Academy (which was funded by ESSER II), and created new afterschool clubs and SEL enrichment (with Adventurelore) based on their suggestions and areas of interest/need.

i) Number of total responses: 58

ii) Uses consulted on: Summer Learning Academy lessons, activities.

iii) Description of feedback received: Portfolios of student work, 3 things I learned charts.

Please indicate how consultation was:

2) Inclusive: All students who attended Summer Learning Academy were given opportunities to share feedback on the program.

3) Widely advertised and available: Feedback obtained during Summer Learning Academy.

4) Ongoing: Every 6-8 weeks we offer new afterschool enrichment programs that require students to register. Staff makes proposals based on students' interests and only clubs that have sufficient enrollment run.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Throughout the SY21-22 we've offered afterschool programming. While some of the clubs have been in existence for years, there are many NEW clubs that we can offer, based on students' needs and interest, with ESSER funding. Additionally we are able to provide free bussing afterschool to remove the barrier to all students being able to access these opportunities. Families get direct communications from the Director of 21st Century Teaching, Learning and Assessment where they can register for clubs.

i) Number of total responses: 0 this has not been completed yet, will be done at end of year.

ii) Uses consulted on: Afterschool activities, accessing transportation.

iii) Description of feedback received: Survey to rank effectiveness, engagement and number of times late bus was accessed.

Please indicate how consultation was:

2) Inclusive: All families were given equal access to registration information at the same time.

3) Widely advertised and available: Enrichment clubs were shared with families via PowerSchool Announcements at the same time.

4) Ongoing: Enrichment opportunities are made available to parents at regular pre-determined intervals so that they can plan accordingly.

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

Yes - Description Required

1) Description:

Our "H Team" which consists of SAU level directors and building level administrators, the CFO, Director and Asst. Director of Student Services meets monthly to discuss a variety of topics and our strategic vision. The Director of 21st Century Teaching, Learning and Assessment gives regular updates regarding grant funding availability to this group at these meetings.

- i) Number of total responses:* Monthly meetings 8 meetings so far this year.
- ii) Uses consulted on:* Facilities needs, students needs, other opportunities to innovate.
- iii) Description of feedback received:* Several ESSER funded projects/initiatives have come about as a result of these discussions.

Please indicate how consultation was:

- 2) Inclusive:** All H Team members are present and have access to meeting agenda/minutes before and after the meetings.
- 3) Widely advertised and available:** Agenda for monthly meetings is shared in advance.
- 4) Ongoing:** Our monthly meeting dates are pre-determined.

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

Yes - Description Required

1) Description:

Our principals host monthly staff meetings where all educators and paraeducators. At these meetings school staff, including union members and leadership, are able to share areas of concern and wish lists to make improvements. Additionally the Superintendent meets monthly with Union leadership to discuss student and staff needs and how we might utilize grant funds to achieve them.

- i) Number of total responses:* Monthly staff meetings X2 schools - number of participants changed depending on meeting attendance.
- ii) Uses consulted on:* Access and use of grant funding to meet students' needs and buildings' needs
- iii) Description of feedback received:* Verbal input followed up by individual consultation with principal who meets with Superintendent and Director of LAT

Please indicate how consultation was:

- 2) Inclusive:** All staff have opportunities to share their ideas in both written and verbal formats regularly throughout the year.
- 3) Widely advertised and available:** Staff meetings led by administration are regularly held and pre-scheduled. Additionally staff have channels to discuss ideas/concerns through their union representation.
- 4) Ongoing:** Staff meetings are monthly pre-determined meetings, as are follow up meetings with principals, H Team, PLC, principals leadership meetings and RTI. Any one of these meetings would be an appropriate time to voice an idea that could become grant funded so that we can follow up on it during a principals' meeting or H Team meeting.

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, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

The Director of Student Services as well as the Asst. Director of Student Services (who represent the interests of children with disabilities, ELL, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated and other underserved students) are both members of the H Team where grant funding opportunities are discussed regularly. They also meet with the Director of 21st Century Teaching, Learning and Assessment as needed to ensure that opportunities are created/extended for students and that there are no barriers for them to be able to participate.

i) Number of total responses: Unknown number, ongoing conversations.

ii) Uses consulted on: RTI, Summer Learning Academy, RTI, Learning loss, Title 1.

iii) Description of feedback received: Verbal conversation, meetings with student services team and school social worker, meetings with admin.

Please indicate how consultation was:

2) Inclusive: We meet regularly and also consult with the school social worker and guidance counselors to brainstorm ways to be additionally inclusive.

3) Widely advertised and available: RTI meetings are open to teachers, case manager, guidance counselors and others who represent the interests of children. Meeting with the school social worker are not pen or widely advertised to protect the confidentiality of the students she works with. Meetings with the community are widely advertised and open prior to school board meetings.

4) Ongoing: We meet monthly as an H team and additionally as needed.

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

Somewhat - Description Required

1) Description:

Either the Superintendent or the Director of 21st Century Teaching, Learning and Assessment meets regularly with the PTSA to keep them up to date with before and afterschool programming. We also have worked with the bus company to ensure regular access to late bus transportation so that all students can stay and participate who want to.

i) Number of total responses: Monthly (10)

ii) Uses consulted on: Enrichment and afterschool offerings.

iii) Description of feedback received: Verbal

Please indicate how consultation was:

2) Inclusive: PTSA meetings have a pre-written agenda and there is time for a Superintendent's update as well as Q&A

3) Widely advertised and available: PTSA meetings are open and accessible to all parents, meeting dates/times are shared in public forums, online and via their newsletters and social media

4) Ongoing: The PTSA meeting montly, ongoing.

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

No

1) Description:

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

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

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

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

Description During SY 2021-2022:

We utilized a portion of our ESSER I & II funding to pay for two additional custodians whose primary function is to clean and provide additional sanitization of our hallways, classrooms, lunchrooms and commonly shared spaces. We also used a portion of our ESSER II funding to pay for an LNA to be able to offer additional support to our school nurses who have taken on additional responsibilities of contract tracing and communicating with families around COVID protocols and quarantining requirements. Our LNA also assists in the transitioning of students to our monthly voluntary swabbing of asymptomatic students.

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:

Hampstead School District will identify students who have learning loss or unfinished learning by looking at the following measures: diagnostic test results from iReady, NH SAS scores, RTI/Data Team anecdotal feedback from teachers and school attendance records. Our school social worker and guidance counselors have worked closely with students who did not consistently participate in remote or in-person instruction during the 19-20 and 20-21 school years, who are truant or at risk of truancy.

- 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:

Hampstead School District has offered a two week Summer Learning Academy, six months worth of Adventurelore/SEL training and lessons to support successful re-entry to school and productive advisory times. Additionally we have run a variety of enrichment clubs afterschool with transportation including a redesigned homework club that specifies math and reading support. We've created a Connection Coaching program for students who are required to be out due to quarantine to stay connected to their academics, teachers and peers as well as transitioning that model to intervention coaching when our COVID numbers decline.

Description During SY 2022-2023:

Summer Learning Academy, Homework and other enrichment clubs with transportation, Connection Coaching, Intervention Coaching

Description During SY 2023-2024:

Will reassess next year to determine what's necessary at that 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:

Hampstead School District has designed and implemented a Connection Coaching program to ensure continuity of education and minimize lost instructional time while students are out due to quarantine. With this model we have been able to personalize instruction by spending our certified teachers, who know our students, to do work above their contractual time to keep students up to date and on track. As our COVID numbers decline this model will shift to encompass intervention work, during the school day, for students who are identified as needing additional support to get on grade level.

- 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:

We will be gathering proposals from our staff to offer teacher-directed summer PD. At this point we are expecting to offer book studies, opportunities to learn more about UDL, and best practices for math instruction - but we will see what comes from their proposals and is inline with our students' needs. These new teacher-directed summer curriculum and PD work will be funded through ESSER III.

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

Description:

In January 2022 the Director of 21st Century Teaching, Learning and Assessment made a presentation to the school board and community citing our fall vs. winter diagnostic scores using iReady and subsequently implemented their research based myPath personalized skill instruction for all students. Our math and reading PLCs as well as our data teams will closely monitor our spring benchmarking scores from iReady as well as our NH SAS scores to track our student performance on these standardized measures. Additionally we will continue to discuss best practices of instruction at our staff meetings and PD sessions so that we can deliver personalized and differentiated instruction in our classrooms.

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:

Summer Learning Academy, Connection Coaching, Afterschool Enrichment, Transportation for Afterschool Enrichment, Technology Upgrade in Middle School Cafeteria, MiniSplit in AV closet, Remediation Coaching, two custodians and one LNA salaries are also included in our 21-22 ESSER budget.

Description During SY 2022-2023:

Summer Learning Academy, Remediation Coaching, Chromebook purchases for blended learning, RTI system improvements, staff PD, Afterschool Enrichment, Transportation for Afterschool Enrichment.

Description During SY 2023-2024:

Not yet determined.

- 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): **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:

Hampstead School District will utilize ESSER funds to support the continuity of instruction, to minimize learning gaps and shore up unfinished learning for its students over the three year grant period. We will also utilize ESSER funds to make infrastructural improvements to our AV systems to allow live streaming and recording of student productions, assemblies and other gatherings. Additional Chromebooks and educational technologies and software licensing will also be purchased to help our teachers differentiate their instruction and created blended classrooms where students can experience personalized lessons.

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

We are stipending teachers who provide additional instructional hours above their contract to students who are required to quarantine, but I'm not sure that qualifies as "addressing educator fatigue" or "providing performance-based bonuses".

- c. Improving family engagement:

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

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

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

Description of all SYs - 2021 to 2024:

We offered a Summer Learning Academy in August of 2021 which brought students and families into the school two weeks prior to the start of the school year. We would like to do more with family engagement next year, now that our COVID restrictions on visitors are being lifted.

- 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: \$613,213.12

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:

The educational opportunities created by use of these funds are open and accessible to all students. If the event is occurring outside of the

school day then transportation via bus will be made available.

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

Amount: \$0

Percentage: 0%

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

We are a K-8 school district with no CTE offerings.

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:

We are a K-8 school district. All elective, accelerated and remedial instruction can be provided within our public schools.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

All students that attend Hampstead public schools will have equal opportunities to access grant funded programming such as Adventurelore/SEL activities, afterschool enrichment with transportation, Hampstead School District believes in equal access for every educational, social, emotional and physical activity sponsored by the district. All programs, courses, and classes are conducted without discrimination on the basis of gender, sexual orientation, race, color, religion, nationality, ethnic origin, language, disability, or age. Our activities and professional development have been visible, active indications of the school district's belief in including all groups in our diverse community. When planning activities for Hampstead students our instructional teams look closely at performance data (local and state assessment data) as well as anecdotal evidence (such as participation and engagement) to be sure that students who can benefit the most from supplemental, remedial, extracurricular and/or enrichment programming are invited to attend before opening up additional seats to the wider population. Instructional sessions will offer as much individualized outreach as possible and utilize curricula and instructional best practices to optimize student success. Additionally, we will utilize funding to ensure that all students have access to bussing, so that transportation is never a barrier to a student being able to access programming.

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:

\$9,975 Mini-split installation A/V tech room - Labor and materials, 12000BTU wall mounted unit.

X. Authorization

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

ESSER@doe.nh.gov



9-Mar-22

Approver Signature - Superintendent / Head of School

Date

Bob Thompson 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.