

LEA ARP ESSER Plan: “A Plan for the LEA’s Use of ARP ESSER funds”

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire’s total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a “school district use of funds plan.”

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. **LEA Name:** Hillsboro-Deering and Washington School Districts
2. **Date of Publication:** August 23, 2021
3. **Contact Name and Title:** Patricia Parenteau, Superintendent of Schools
4. **Email and Telephone:** pparenteau@hdsd.org 603-464-7714

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:** <https://www.hdsd.org/Page/6161>

2. **The plan is in an understandable and uniform format (please check one):**

Yes: Somewhat: No:

Description: The 21-22 pandemic response plan was written in the same structure as the 20-21 re-entry plan to make the format familiar and the structure understandable.

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 check one):**

Yes: Somewhat: No:

Description: The district will provide written or oral translation of the plan to a parent upon request.

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 check one):**

Yes: Somewhat: No:

Description: The plan is posted on the website and available in print or other alternative formats upon request.

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

Description: The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). The district will continue to conduct stakeholder meetings; survey students, parents, all staff, and community. The pandemic response plan and plans to utilize ARP ESSER funds were presented at school board meetings. Each board meeting has time for public comment and the agenda and meeting minutes for each meeting are posted for the public on the website. There is also an open link to a form collecting public comment on the School Pandemic Response Plan posted on the SAU website.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please check one):

Yes: **Somewhat:** **No:**

Description: The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). The district will continue to conduct stakeholder meetings; survey students, parents, all staff, and community. The pandemic response plan and plans to utilize ARP ESSER funds were presented at school board meetings. Each board meeting has time for public comment and the agenda and meeting minutes for each meeting are posted for the public on the website. There is also an open link to a form collecting public comment on the School Pandemic Response Plan posted on the SAU website.

b. Families (please check one):

Yes: **Somewhat:** **No:**

Description: The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). The district will continue to conduct stakeholder meetings; survey students, parents, all staff, and community. The pandemic response plan and plans to utilize ARP ESSER funds were presented at school board meetings. Each board meeting has time for public comment and the agenda and meeting minutes for each meeting are posted for the public on the website. There is also an open link to a form collecting public comment on the School Pandemic Response Plan posted on the SAU website.

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

Yes: **Somewhat:** **No:**

Description: School and district administrators, including special education administrators, lead or were part of re-entry planning teams. ARP ESSER funds use was and continues to be a discussion point at District administration meetings and the District Leadership Retreat.

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

Yes: **Somewhat:** **No:**

Description: The group listed above were included in district wide surveys and membership on the re-entry team and safe return to school team planning. Additionally, all groups receive notice of board meeting agendas prior to meeting and have access to meeting minutes, where use of ARP ESSER funds is presented to the board/public. The president of both the teachers union and the support staff unions were part of the re-entry and school pandemic response planning teams.

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

Yes: Somewhat: No:

Description: N/A

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

Yes: Somewhat: No:

Description: The organizations are not specifically targeted with information however all information is shared with the community via the district website.

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 check one):

Yes: Somewhat: No:

Description: Our Homeless liaison and foster care point of contact, Assistant Principals and Special Education Coordinators were represented as part of the district wide planning groups when creating Re-Entry and Safe Return To School and the School Pandemic Response Plan plan. ARP ESSER funds are utilized to implement and maintain safety/mitigation measures, including but not limited to: supplies/equipment required for instruction with physical distancing, cleaning and ventilation.

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

Yes: Somewhat: No:

Description: The district works with and has included the Director of Community Based programs (Kid Adventures) in re-entry and safe at school planning. The district maintains collaborative relationships with the local Office of Youth Services, holds SAU Community Leadership Team meetings monthly which includes representation of local church and community organizations. The school district maintains contacts with and seek/receive feedback from United Way and other community partner groups (i.e. Southern New Hampshire Services, Chamber of Commerce, Boy Scouts).

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: Somewhat: No:

Description: Through the LEA's Child Find obligation and transitional procedures required within IDEA, ensure access to and continuity of care for families and children of different ages, particularly as they transition in school from early learning setting. Additionally, the district offers Preschool and collaborates with local early childhood services (Southern New Hampshire Services), Community Bridges and Pathways for referrals.

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 SY21-22:

Following the SAU 34 Pandemic Response Plan for SY 21-22 funds will be utilized to maintain mitigation measures recommended by the NH Dept of Health and Human Services. The district plan states:

All students and staff will maintain at least 3 feet of physical distancing wherever possible.

Face mask use is based on the District Mitigation Matrices as approved by the Hillsboro-Deering and Washington School Boards. The situation is fluid and the requirements around masking are expected to change as the situation evolves.

In accordance with the district Pandemic Response Plan: desks and seating will be purchased to provide social distancing and to maximize a multitude of options for student seating to maximize physical distancing.

PPE will continue to be purchased and provided. Masks use on buses is a federal mandate.

We will continue to purchase supplies for cleaning and disinfection.

The district has explored and has plans to increase ventilation in the Elementary school, Middle school and replace the domestic hot water system in the high school for hand washing.

V. Addressing the Academic Impact of Lost Instructional Time (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 SY21-22:

For a, b, c the districts continue to utilize diagnostic academic tools that provide for the collection of data at 3 points during the year to monitor progress and make adjustments to instruction. The use of a diagnostic academic screening tools (i.e. iReady) helps identify student needs and determine if further support is required, within a response to intervention model (i.e. supplemental instruction). The district also values and utilizes the input of students, families, and educators.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as

defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year:

Description during SY21-22: The districts will continue to provide access to summer learning opportunities through offering tutoring (i.e one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12, The schools, together with parents, will continue to work to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions and to maintain access to comprehensive before and after school programming. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

Description during SY22-23: At this time our plan is to continue to provide access to summer learning opportunities through offering tutoring (i.e one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12. The schools, together with parents, will continue to work together to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions. Access to comprehensive before and after school programming has been able to remain open. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

Description during SY23-24: At this time our plan is to continue to provide access to summer learning opportunities through offering tutoring (i.e one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12, The school, together with parents, will continue to work together to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions and to maintain access to comprehensive before and after school programming. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

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 check one):

Yes: Somewhat: No:

Description: The districts provided and will continue to provide opportunities for supplemental and one-on-one tutoring across the district, in addition to opportunities outside of the regular 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 check one):

Yes: Somewhat: No:

Description: Consistent with the strategic plan the districts have and will continue to provide opportunities for teacher-directed, self-selected professional development options. Additionally, the SAU will continue to develop an internal, colleague-created video library of trainings and tutorials, offer book fairs for educators, and promote collaborative efforts such as book studies based on educator interest.

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

Description: The districts will continue to use state and grade level expectations as a benchmark to determine effectiveness of learning loss interventions as demonstrated by use of a diagnostic academic tool that provides for the collection of data at 3 points during the year to monitor progress and make adjustments to instruction. Additionally, the district will continue to develop and implement a multi-tiered system of support for behaviors, which includes providing social emotional intervention/supports/curriculum, as well as, mental health services to students at school and in collaboration with community based agencies.

VI. Addressing Learner and Community Needs (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 SY21-22: The district will utilize the focus areas of: Learning Environments, Student Success and Culture identified in the Strategic plan as a framework for utilizing its remaining ARP ESSER funds in accordance with areas identified in section 2001(e)(2) of the ARP Act. Such areas identified include, but are not limited to, 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. 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 and other activities, such as expansion of outdoor learning environments. To address areas of student success and positive, empathetic culture within the schools funds may be used to continue to provide and expand mental health services and supports, including through the implementation of MTSS-B and evidence based practices. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months, monitor and assess learning needs by 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/supports and bridging with parents to provide information and assistance to families on how they can effectively support students.

Description during SY22-23: District will continue to monitor and adjust SY 21-22 plan for SY 22-23.

Description during SY23-24: District will continue to monitor and adjust SY 22-23 plan for SY 23-24.

2. The LEA’s use of funds to address the top priority needs identified in the New Hampshire Department of Education’s robust, statewide consultation with stakeholders:

a. Providing individualized instruction:

During SY21-22 (check one): Yes: Somewhat: No:

During SY22-23 (check one): Yes: Somewhat: No:

During SY23-24 (check one): Yes: Somewhat: No:

Description of all SYs: We will continue to assess and monitor student progress with use of a diagnostic academic tool that provides for the collection of data at 3 points during the year to monitor progress and make

adjustments to instruction. The districts will continue to utilize one on one and small group tutoring, extended day/year programming as appropriate, and monitor for effectiveness and adjust as needed.

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

During SY21-22 (check one): Yes: **Somewhat: No:**

During SY22-23 (check one): Yes: **Somewhat: No:**

During SY23-24 (check one): Yes: **Somewhat: No:**

Description of all SYs: In alignment with our strategic plan to promote the overall health and wellness for all members of the school community, we will promote wellness within professional development opportunities, through employee health benefits, and continue to provide access to and updated information on district Health and Wellness Resource link and activities (i.e. Wellness Challenges, Staff Trivia nights, self care time and tools, etc.) In SY 21-22 and in collaboration with other grants we will be providing the CALM app for the whole school community, additionally we are developing a wellness plan that will include regular offerings for staff wellness from the opening of school throughout the school year.

The districts will be providing wellness activities, professional development, and other supportive offerings throughout the SY's 21-22, 22-23, 23-24 to support educators and combat educator fatigue.

c. Improving family engagement:

During SY21-22 (check one): **Yes: Somewhat: No:**

During SY22-23 (check one): **Yes: Somewhat: No:**

During SY23-24 (check one): **Yes: Somewhat: No:**

Description of all SYs: Based on survey information collected in the Fall 2020 through June 2021, improving family engagement is an identified need within our district and a focus area within the strategic plan. Our districts plans to increase family engagement by utilizing funds to 1) define meaningful and effective community engagement with prioritized practices and plans for implementation, 2) create community advisory groups, and 3) actively pursue parent participation in the preK-12 experience with emphasis on meaningful involvement from preK-12.

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: 9.5%

Percentage: \$363,347.00

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:

Needs of special education are determined within the IEP team process and compensatory education and extended school year were assessed and necessary supports put in place, including compensatory education related to periods of full remote instruction or missed services.

ESSER funding in combination with Title I and Project Aware grant funding the district increased access to tutoring, summer programming as a camp and an academic experience. The percentage of free and

reduced-price lunch, together with administration's assessment of need, will continue to be assessed in order to develop effective support and interventions.

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

Amount: 7.5%

Percentage: \$286,852.00

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

Continue to increase course offerings and purchase supplies for expanded career and technical programming for Middle and High School students.

Continue to explore the expansion of learning environments aligned with the district's strategic plan. Currently the district is increasing outdoor learning opportunities for students by creating outdoor classrooms to offer opportunities for expansion of Career and Technical Education programs such as horticulture and environmental studies.

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 21-24 (check one): Yes: **Somewhat: No:**

Description of all SYs: Will explore and utilize as needed.

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.

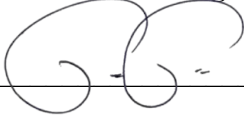
In addition to the overall prioritization of and focus on mental health and wellness for all students, which includes low income families, students of color, English learners, children with disability, students experiencing homelessness, children in foster care and migratory students, in the 21-22 SY the district will continue to focus on the development of multi-tiered system of support for behaviors, develop and distribute wellness resources using postings on website, fliers, email, and on-site family functions when appropriate and possible. The district will continue to utilize the pandemic visitation protocol to provide risk assessments, as well as, implement layers of mitigation measures to provide timely and appropriate in-person assessment to guide levels of appropriate academic, social and/or emotional support. We will continue to work with Families in Transition Coordinator to assess and respond to supports required for more vulnerable students (i.e. food insecurity, internet access, and/or transportation). For students who are English Language Learners, we will continue to ensure parents have access to information in their primary language or access to an interpreter. Within a response to intervention model the district will continue to monitor students academic progress by utilizing diagnostic assessment tool three times a year and provide more targeted support for students not meeting grade level expectations. For student with disabilities we will continue to monitor and assess to ensure appropriate services are in place so that students are able to make progress in the general ed curriculum, adjust as necessary and provide compensatory education as determined by IEP teams.

Additional intervention to support the academic, social, emotional, and mental health needs of all students will include, but not limited to, offering before and after school care, extracurricular activities, work to ensure access to technology with support of 1:1 device program, transportation, provide food (breakfast/snack and lunch), assist with internet connectivity, increase family engagement and outreach activities, and expand summer programming (additional small group instruction, one-on-one tutoring, day camp, credit recovery).

VIII. Authorization

LEA Superintendent's Signature:

Date:



8/23/2021

VIII. Appendices

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

- (K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- (L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- (M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
- (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a 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

(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 after school 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.