

Winfried Feneberg, CAGS
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Lawrence LeBoeuf, BS
Business Administrator

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Director of Student Support Services

August 23, 2021

Frank Edelblut
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Submission of LEA ARP-ESSER Plan for the Use of ARP-ESSER Funds

Dear Commissioner Edelblut:

As requested in your communication of August 4, 2021 and required by federal regulation associated with the distribution of ARP-ESSER funds, I am submitting the Kearsarge Regional School District plan for the projected use of funds. The plan has also been posted on the district website (www.kearsarge.org) today. The Department has previously received the district's reopening plan. The ARP-ESSER plan was developed with feedback, input, and in consultation with all required stakeholders who will continue to be involved in the ongoing implementation of the plan until September 30, 2024.

Please do not hesitate to contact me if there are additional questions about the plan. I will be happy to provide all information needed and I look forward to working collaboratively and expeditiously with the NHDOE staff to provide COVID-19 mitigation efforts for the students in our district schools.

Respectfully,

Winfried Feneberg

Winfried Feneberg
Superintendent, SAU 65
Kearsarge Regional School District

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: Kearsarge Regional School District
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Winfried Feneberg, Superintendent of Schools
4. Email and Telephone: wfeneberg@kearsarge.org

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:

Description: www.kearsarge.org

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

Yes: Somewhat: No:

Description: Publication follows typical language and format used for district website information pertaining to COVID-19

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 website is ADA compliant. Information is available in other languages and formats if necessary.

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: Alternative formats are available to parents or citizens of the district to address various forms of disabilities and to convey information with required modifications

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: Public input was solicited in a variety of ways and on multiple occasions. Public participation was sought during Kearsarge Regional School Board meetings with posted agenda items. Members of the public (both in person and through virtual participation) provided input to the School Board and administration on needs and priorities resulting from the COVID-19 pandemic and its effect on learning.

The district also conducted an online survey seeking input on and suggestions about the use of ESSER/ARP funds made available to the district. The survey was sent to all students, staff, and parents in the district. The survey was also posted and publicly available to others in the community through the www.kearsarge.org website. Multiple meetings of the Reopening Task Force included teachers, parents, students, administration and others who provided input to the formulation of the needs and possible intervention and mitigation strategies targeted with available ESSER/ARP funds.

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: Students and student representatives to the school board provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce.

- b. Families (please check one):

Yes: Somewhat: No:

Description: All families of students in the district as well as those families not directly affiliated with Kearsarge Schools were encouraged to provide suggestions, express ideas on the use of the available funds, and give input on proposed expenditures for COVID-19 related learning loss, remediation needs, facilities improvement, and/or safety measures to ensure return to in person learning. Surveys, meetings, and email were utilized as means to contact the district.

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

Yes: Somewhat: No:

Description: School administrators (including special education directors) have met repeatedly over the summer to work on the district reopening plan and outline ways to make best use of the available funds to reopen schools and facilitate student learning

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

Yes: Somewhat: No:

Description: Meetings, virtual interactions, planning activities involving principals, teachers, other school leaders, educators and staff were used to collect feedback and input. Union representatives contributed to school board discussion of how best to deploy ESSER/ARP funds in the district. Meetings of administrators and school staff took place throughout the summer to work out the details and strategies of a successful and safe return to school, with particular focus on needs assessment and targeted funding to address potential learning gaps and improve learning environments.

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

Yes: Somewhat: No:

Description: Outreach to a KRSD staff member with active contact to local tribal representatives who provided input and suggestions for use of ESSER/ARP funds

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

Yes: Somewhat: No:

Description: Survey conducted by the district reached over 15 representatives of civil and disabilities rights organizations who provided input to the creation of the plan. Additionally, the extensive suggestions made by NHDRRC in a recent communication to the district were reviewed by the special education administration and superintendent, and considered in the creation of the reopening plan and anticipated ESSER/ARP use of funds. There is also a very active parent partnership group (PPG) in the district which provides valuable suggestions as to necessary interventions for students with disabilities. Members of the PPG work with the special services administrator to address existing and future needs arising from COVID-19 which will be addressed using ESSER 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 check one):

Yes: Somewhat: No:

Description: The district administrator who works with stakeholders of the above identified and/or underserved student groups was consulted and provided input in the creation of the ESSER/ARP plan.

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

Yes: Somewhat: No:

Description: Outreach to several private and community based programs and organizations was completed before the plan was designed. For instance, the superintendent met with the Warner, NH economic development subcommittee to discuss the feasibility of additional before and after school programming in partnership with private providers in town. The district early childhood program director contacted local preschools to collect input as to potential interventions, services, or partnerships that could assist the youngest learners in the district. Elementary principals reached out to the Capital Region Boys & Girls Club and the YMCA to facilitate expanded before and after school programming for students.

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: The District is actively engaged with various early childhood providers in the area to explore and nurture collaboration. In particular, the proposed ESSER/ARP plan will seek funding to support expansion of the existing district early childhood education options for students in the Southern part of the district. The participation of those students diminished significantly during the pandemic compared to prior years and the upcoming school year. The district is committed to expand by at least 50% the capacity of early childhood programming available to parents and students in order to facilitate transitions to K-5 elementary schools.

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: The details of the district’s prevention and mitigation strategies are aligned with the guidance provided by NH DHHS, CDC, and other public health and medical agencies. The Reopening Plan 2.0 can be viewed on the district website (<https://www.kearsarge.org/coronavirus-covid-19-resources-information/pages/krdsd-reopening-plan-20>). The district reviews available information and guidance on a regular basis with a designated “Critical Decision Unit” that advises the Superintendent and School Board on how to best achieve continuous and safe operation of in-person learning in the Kearsarge Schools. Those recommendations may lead to modifications of specific reopening plan details which in turn are publicized through website, Blackboard announcements, school messaging, or social media for parents and community members.

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: Academic screening of Reading and Mathematics progress in elementary grades shows that early grade levels (K-2) experienced slowed progress likely due to virtual instructional delivery model. In particular, those students who did not attend in-person, in-school learning will be identified through ongoing academic screening (e.g. AIMS), progress monitoring via RTI and MTSS with respect to their learning and social-emotional growth trajectory, and diagnostic observations by classroom teachers and specialists.

The modified school day schedule from March 2020 to June 2021 focused instruction on Literacy, Numeracy, and a combined block of Science and Social Studies. Focused assessment of learning progression in all core academic areas and especially the arts, music, physical education, social-emotional learning, and other electives will occur during the SY21-22 to identify impact and potential mitigation needs. Students who chose a homeschool environment during the SY20-21 and now return to public schools may need additional supports, especially if their home learning environment was hampered by limited availability of technology or internet connectivity. We also have encountered students whose homeschool program did not yield significant academic or SEL progress compared to those students attending school during the year.

At the High School level, students who are deemed at risk for drop-out will be working with the counseling, academic, and administrative staff to assess the need for credit and competency recovery. Such opportunities have already been provided during the summer of 2021 to any students with identified needs. The district has also increased MTSS resources at the HS through grant funding and assigning staff to identify students who experience academic or SEL deficits. Lastly, the HS will employ data obtained from recent student, staff, and parent surveys on Culture and Climate conditions in order to identify risk factors for those students who may be at increased risk of dropping out or experiencing academic failure.

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 afterschool programs, or extended school year:

Description during SY21-22: Summer credit and competency recovery options for HS; after school math program; arts enrichment; STEAM enrichment activities for elementary students; Summer STEM activities at the Middle

School with local business community support; high school math and reading consultation (RTI support); support for alternative, adult, and night program (KDAP) for non-traditional learners; after school programs for elementary students through Title I expansion; implementation of FOSS kits, Branching Minds, Espark, and other research and evidence-based programs throughout the district; additional literacy specialist support for the elementary level; summer art/music/drama camp; (see [attached list](#) of all proposed activities and interventions)_____

Description during SY22-23: Summer credit and competency recovery options for HS; after school math program; arts enrichment; STEAM enrichment activities for elementary students; Summer STEM activities at the Middle School with local business community support; high school math and reading consultation (RTI support); support for alternative, adult, and night program (KDAP) for non-traditional learners; after school programs for elementary students through Title I expansion; implementation of FOSS kits, Branching Minds, Espark, and other research and evidence-based programs throughout the district; additional literacy specialist support for the elementary level; summer art/music/drama camp; (see [attached list](#) of all proposed activities and interventions)_____

Description during SY23-24: Summer credit and competency recovery options for HS; after school math program; arts enrichment; STEAM enrichment activities for elementary students; Summer STEM activities at the Middle School with local business community support; high school math and reading consultation (RTI support); support for alternative, adult, and night program (KDAP) for non-traditional learners; after school programs for elementary students through Title I expansion; implementation of FOSS kits, Branching Minds, Espark, and other research and evidence-based programs throughout the district; additional literacy specialist support for the elementary level; summer art/music/drama camp; (see [attached list](#) of all proposed activities and interventions)_____

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: After school math program; STEAM summer camp; individualized reading and writing support through hiring additional literacy specialist; art/music/drama enrichment; math consultation and tutoring services at the middle school level; additional program options for early childhood program students to facilitate transition to K-5 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 check one):

Yes: Somewhat: No:

Description: Summer curriculum camp for over 75 teachers to gain deeper understanding of competency education and social-emotional learning; offer early literacy training to elementary teachers to increase proficiency in assessment and instruction of reading; training in SEL screening with CASEL endorsed surveys and intervention methods; support PD for math specialists at all elementary schools; K-2 LETRS training for elementary teachers; _____

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

Description: Robust student data review through the use of academic screening tests, progress monitoring, documentation of RTI and MTSS interventions, and analysis of student data available through Branching Minds district data warehouse. _____

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: Air conditioning and air quality improvements at the Middle School; part-time elementary curriculum director position; sound amplification system at Middle School; summer meals transportation; additional classroom and paraeducator positions for a transitional year to mitigate large classroom sizes at elementary level;

Description during SY22-23: Summer remediation to address identified learning loss in academic and social-emotional areas; purchase buses for field trips and sports activities to accommodate small groups and clubs; needle point ionization district wide to improve safety; additional funding for social work staff to address mental health issues resulting from COVID-19;

Description during SY23-24: Preschool program expansion at Bradford with three classrooms to service students from Bradford, Warner, South Sutton, and Newbury; Summer remediation as needed; (see [attached list](#) of all proposed activities and interventions)

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: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: The use of ESSER/ARP funds will focus on supporting individual students reach their instructional, developmental, cognitive, and social-emotional goals. The district’s strategic efforts to implement competency based education in PS-12 learning environments makes a commitment to individualized growth and learning need. Teacher PD and educational resource distribution (including ESSER funds) is guided by providing guaranteed and viable curricula to individual learners, inclusive of facilities that are safe and conducive to learning, technologies that assist modern instruction, and innovation that focuses on career and college readiness for all.

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

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Ongoing support for educators through Human Resource wellness initiatives and provision of health/wellness incentives in collaboration with the district’s health insurance provider. Financial support for teachers who aim to acquire additional, specialized certification endorsements (e.g. special education, math specialists, literacy specialist) which will benefit student instruction in the classroom, provide avenues for increased and renewed educator job satisfaction, and enhance coordinated district initiatives around competency education in PS-12.

- c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Continue work on school culture and climate in all schools; involve student voice and parent input and engagement to improve learning environment in school, in the community, and at home; continue collaboration with district parent partnership group to assist with, enhance, and improve communication particularly with parents of children with disabilities.

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: Exact amounts are undetermined at this time. Allocation of funds will follow district policy and strict accounting standards and practices.

Percentage: Exact percentage is undetermined at this time but will be a result of strict application of Board policy, accounting standards, and public input as to project priorities

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:

Allocation methodology will be in accordance with federal and state guidelines and parameters spelled out in ARPA statutory requirements and approved NH ARP-ESSER State Plan.

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: Exact amounts are undetermined at this time. The district will continue to support those students who attend the Concord Regional Technical Center (CRTC) and provide additional assistance as needed to address learning loss or individual needs associated with access to career education programming.

Percentage: Exact percentage not determined at this time

Description, including funds used to support learner obtainment of industry-recognized credentials: Based on individual learning and career plans, the district in conjunction with CRTC will support student efforts to obtain industry-recognized credentials as desired. This can include provision of funding under ARP/ESSER as necessary.

- 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: Determination of level of support and associated funding will depend on learner need and specific requests brought forward to school administration.

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: See Kearsarge Reopening Plan 2.0 and published ARP/ESSER plan

VIII. Authorization

LEA Superintendent's Signature:

Winfried Feneberg

Date: August 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 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.