

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/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: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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:

https://www.sau88.net/apps/pages/index.jsp?uREC_ID=331607&type=d&termREC_ID=&pREC_ID=801121

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

Yes - Description Required

Description:

The plan is understandable and uniform in 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:

There is the ability to have the plan translated orally or in writing 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 choose one):

Yes - Description Required

Description:

The District is open to working with any parent with or without disabilities who would like to have the information in an alternative format.

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:

In spring 2021, the Lebanon School Board talked about the use of ESSER funds. In June 2021, I administered a 2022-2025 Strategic Plan Survey to staff, students, families, and community members which focused on several areas including diversity, equity, and inclusion. The majority of respondents stated that Lebanon has done a great job supporting the District's CARES mission statement but work needs to be done specifically on diversity, inclusion, and equity of underrepresented student populations.

When seeking input on the use of ESSER funds for the Lebanon School District I reached out to several agencies including WISE, ACLU, DHHS-Division of Children, Youth and Families, Youth, Easter Seals, Upper Valley Haven, and the Special Needs Support Center. Information about a focus on underrepresented students and social-emotional learning and ESSER III funding has been included in Board meeting agendas and discussions, and Superintendent letters which are sent to staff, family, and community members and are readily available.

I also met with student council members to talk about this work and the equity audit. Mr. Mwano and his team met with students, parents, staff members, and administrators to have conversations before developing the survey questions. We reviewed the questions with these groups. Then we provided a week for parents to review the survey questions. The equity audit survey was administered in January/February to students, parents, and staff. Time was actually scheduled for students to take the survey during the school day and for staff to take the survey during staff meeting times. We also provided supports for parents who did not have internet or that English is not their first language. Mr. Mwano and his team are meeting with students, staff, and parents to review the draft survey results. Data from the survey results is being compiled for a presentation to the School Board and community on April 6, 2022.

To take seeking input from stakeholders a step further, after receiving a letter from Stephanie Patrick, Executive Director Disability Rights Center- NH that went to all NH Superintendents, I called Ms. Patrick. We had a great discussion about the work happening in Lebanon, Lebanon's efforts to seek input, our focus on social-emotional learning, diversity, and performing an equity audit. Ms. Patrick stated she was "impressed" with all that the Lebanon School District has done and the use of the ESSER funds to support underrepresented student populations.

- 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:

We took public input through the Strategic Plan Survey and local agencies. We reviewed the responses which led us to this focus on Diversity, Equity, and Inclusion.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Yes - Description Required

1) Description:

We engaged in meaningful consultation through the Equity Survey and work with Mr. Mwano and his associates.

i) Number of total responses: #####

ii) Uses consulted on: Development of initial survey questions, taking the survey, and discussion of survey results.

iii) Description of feedback received:
Appreciation for being part of the process, requesting a focus on Diversity, Inclusion & Equity in curriculum and school activities.

Please indicate how consultation was:

2) Inclusive:

We sought student input to develop questions, participate, and to review results

3) Widely advertised and available:

We provided opportunity during the school day to meet and to take the survey

4) Ongoing:

We will be meeting with student council members, parents, staff members, and the School Board to develop targeted action steps based on the survey results.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

i) Number of total responses: #####

ii) Uses consulted on: Development of initial survey questions, taking the survey, and discussion of survey results.

iii) Description of feedback received:
Appreciation for being part of the process, requesting a focus on Diversity, Inclusion & Equity in curriculum and school activities.

Please indicate how consultation was:

2) Inclusive:

We sought family input to develop questions, participate, and to review results

3) Widely advertised and available:

We provided the opportunity to complete the survey electronically or via paper. We provided support if families requested it to complete the survey. We offered the survey in multiple language formats.

4) Ongoing:

Mr. Mwano will be meeting with parents to review the survey results. Goals will be identified and be part of the next three year Strategic Plan.

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

Yes - Description Required

1) Description:

School and District Administrators, including special education administrators, met with Mr. Mwano to discuss, develop, administer, and review the results of the survey.

i) Number of total responses: #####

ii) Uses consulted on:

School and District Administrators, including special education administrators, met with Mr. Mwano to discuss, develop, administer, and review the

iii) Description of feedback received:

Appreciation for being a part of developing and administering the process. They will be highly involved in creating target goals for the next three year Strategic Plan.

Please indicate how consultation was:

2) Inclusive: We sought administrator input, including special administrators input, on developing and administrating and reviewing the survey data.

3) Widely advertised and available:

The survey was sent to all administrators electronically.

4) Ongoing:

We will be meeting with administrators, including special education administrators, to develop targeted action steps based on the survey results.

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

Yes - Description Required

1) Description:

Teachers, principals, school leaders, other educators, school staff, and their unions were involved in conversations leading to the creation of the questions in the survey, participating in the survey, and reviewing the survey.

i) Number of total responses: #####

ii) Uses consulted on:

Teachers, principals, school leaders, other educators, school staff, and their unions were involved in

iii) Description of feedback received:

Appreciation for being a part of developing and taking the survey. They will be highly involved in creating target goals for the next three year Strategic Plan.

Please indicate how consultation was:

2) Inclusive:

Time was given to all employees to complete the survey

3) Widely advertised and available:

The survey was sent to all employees electronically with a link to access the survey.

4) Ongoing:

Mr. Mwano will be meeting with employees to review the data and discuss action steps based on the survey results.

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

No

1) Description:

N/A

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

Prior to administering the survey, input was sought from several agencies including WISE, ACLU, DHHS-Division of Children, Youth and Families, Youth, Easter Seals, Upper Valley Haven, and the Special Needs Support Center. Organizations outside of the School District were part of this specific survey.

- i) Number of total responses:**
- ii) Uses consulted on:**
- iii) Description of feedback received:**

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- 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:

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 responded to this survey as employees of the district.

- i) Number of total responses:** #####
- ii) Uses consulted on:** Mr. Mwano sought feedback regarding questions and the survey results.
- iii) Description of feedback received:** Appreciation for being included and a continued focus on diversity, equity, and inclusion.

Please indicate how consultation was:

2) Inclusive:

Mr. Mwano sought feedback when developing the questions, they participated in the survey, and reviewed the results.

3) Widely advertised and available:

The survey was sent electronically to all stakeholders.

4) Ongoing:

We will be working on targeted goals for the next three year Strategic Plan.

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

No

1) Description:

Our next three year strategic plan will include partnerships to promote access to before and after-school programming. We are working on making those connections. For example, the YMCA afterschool program and the Lebanon Recreation Department.

- i) Number of total responses:**
- ii) Uses consulted on:**
- iii) Description of feedback received:**

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- 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:

The Superintendent participates in an Upper Valley Regional group and will continue to look for ways to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school.

- i) Number of total responses:**
- ii) Uses consulted on:**
- iii) Description of feedback received:**

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

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

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

Description During SY 2021-2022:

The Lebanon School District is offering five-day in person learning and is implementing prevention and mitigation strategies that are consistent with the most recent CDC and NH DHHS guidance on reopening schools to the greatest extent possible.

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:

To identify individual student loss we have collected data from students who did not consistently participate in remote instruction, those who missed in-person instruction, and most at risk of dropping out. Data includes state assessments, local assessments (NWEA/IRLA/STAR) as well as offering summer school programming to support these students.

- 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:

The District is using the funds reserved to address the academic impact of lost instructional time to conduct an equity audit of the district and to purchase a new district wide math curriculum.

Description During SY 2022-2023:

The work described above will continue in SY22-23. The facilitator will assist with the targeted goals in the strategic plan, facilitate administrative and committee meetings; will build capacity specific to learning loss including social-emotional learning.

Description During SY 2023-2024:

During this year we will reflect on program made; review strategic plan goals; seek input from stakeholders and continue to provide supports to students who had learning loss due to the pandemic. A follow-up survey will be administered as well.

- 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):

No

Description:

Lebanon will not be using stipends funded through ESSER. This work will be through in-school and after-school supports.

- 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:

Lebanon School District has a Professional Development and Learning Committee. Staff are asked to provide input on professional development. There are funds available for staff development focused on career pathways and current learner needs. Staff input will be sought for the equity audit.

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

Description:

Lebanon School District will continue to assess student learning through state and local assessments (NWEA/IRLA/STAR) and critically review the data to produce evidence. An equity audit has been administered to families, students, and staff by an Equity Consultant and the results will be presented to the School Board.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

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

Description During SY 2021-2022:

The COVID pandemic has had an immense impact on our staff, students, and families, and has changed the way our School District functions. I am writing to provide an overview of facilities projects that we would like to use ESSER funding for. For each project, I have provided the section of the ESSER guidance that it relates to as well as a summary. The projects are not listed in any particular order.

Description During SY 2022-2023:

The renovation of Mount Lebanon School renovation will continue as well as the equity work.

Description During SY 2023-2024:

The renovation will completed in SY24. Equity work is ongoing as it part of the school culture. Specific initial equity costs that are described in the activities will be completed by the project end date.

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

a. Providing individualized instruction:

During SY 2021-2022 (select one): **No**
During SY 2022-2023 (select one): **No**
During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

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:

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:

Improvement of the MLS Multi-Purpose Room will allow for space that will better engage families for events such as morning sing, performances, Title I math nights, etc.

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: 0
Percentage: 0

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:

N/A

[Redacted]

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

Amount: [Redacted] 0

Percentage: [Redacted] 0

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

N/A

[Redacted]

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

During SYs 2021-2024 (select one): **No** [Redacted]

Description of all SYs - 2021 to 2024:

N/A

[Redacted]

VII. Addressing the Unique Needs of All Learners

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

Description:

We will work with the equity facilitator to rethink our current practices and take meaningful actions to encourage applications from individuals with diverse experiences and backgrounds.

Furthermore, we will build partnerships with educator preparation programs and especially Minority Serving Institutions and Historically Black Colleges and Universities which may provide pipelines to support recruiting diverse educators.

The facilitator will assist us target and address the disproportionate impact of COVID-19 on students of color, students from low-income backgrounds, students with disabilities, English learners, students who are migratory, students experiencing homelessness, and students in foster care. We will use the qualitative and quantitative data from the equity audit and other sources to determine what additional supports and interventions should be put in place so all of our children can achieve at a high level.

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:

Renovation and construction of the Mount Lebanon Elementary School. This includes the renovation and expansion of the Multi-Purpose Room and addition of a cooking kitchen. This will serve the academic and social-emotional needs of all students, including those of underserved populations.

These construction projects will take place SY22-23 and SY23-24

Meeting Elementary Children's Health and Nutritional Needs

Project #1 Addition of cooking kitchen at Mount Lebanon Elementary School

Project #2 Expansion of the Mount Lebanon Elementary School Cafeteria (Multipurpose Room)

Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Input(s)</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP-ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
Construction	Meeting Students' Social, Emotional and Other Needs	Other-Please Specify in Detailed Use Description	No	Completion of MLS Kitchen & MPR	No	Yes	Yes	Yes	\$ 1,925,574.43	\$ -	\$ 2,406,968.04	\$ 301,393.61
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Social, Emotional and Other Needs	Survey Results - Parent Satisfaction, Survey Results - Student Satisfaction	Yes - Description Required	The District is contracting with a equity consultant to assess the district protocols and culture of the underserved populations.	No	Yes	Yes	No	\$ 180,000.00	\$ 25,000.00		
Curriculum Adoption	Meeting Students' Academic Needs	% Participating in Math Assessment	Yes - Description Required	We are purchasing new Math curriculum district wide	No	No	No	Yes	\$ -	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% Participation - Math Assessment	% Participation- Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
1,625	88	83	88	97%	0%	41	0	13

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

Dr. Joanne Roberts

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.