

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

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

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a “school district use of funds plan.” See the Department of Education’s most current guidance posted here: <https://omb.report/icr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- | | | |
|--|---|--|
| 1) School District / Charter School Name: | <u>Ledyard Charter School</u> | → <i>Cell C16 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>719</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>NA</u> | → <i>Autopopulates upon Selection (if applicable)</i> |
| 4) Date of Publication: | <u>03/24/2021</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Wendy Kozak, Executive Director</u> | |
| 6) Email & Telephone: | <u>wkozak@ledyardcharterschool.org 603-727-4772</u> | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

Ledyard Charter School's ARP ESSER funds information was published on our website's Federal Grants page, you can find it by clicking the link that says "Proposed ESSER II & III Fund Uses" <https://ledyardcharterschool.org/index.php/federal-grants>

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

Yes - Description Required

Description:

The plan is designed in a clear and understandable 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:

Translations are available as needed.

- 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:

Any stakeholder may request the plan in an alternate formate and it will be provided to them.

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:

Before the application for this grant was submitted, stakeholder input was sought out in the form of our yearly CALL survey provided and facilitated by WestEd as part of our CSI grant provisions. The results from this survey can be found under the CSI sections of our federal grant page. Additionally, any stakeholder is welcome at monthly Board meetings or to contact the Executive Director about an alternate use of funds. All of the current stakeholder goals/priorities have been discussed at length at public Board meetings, faculty meetings, during our WestEd quarterly progress meetings, and with all community stakeholders through our yearly CALL survey.

- 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:

The LEA accepts all stakeholder input through the above listed activities, and additionally any new stakeholder input is brought immediately to the school Board. All of our ARP ESSER funds are in line with the stakeholder surveys and parent/student/staff/community/Board feedback is requested regularly.

- 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:

Students have been surveyed many times - both through formal written surveys and informal group conversations in their advisories, with the ED, and through informal verbal surveys.

i) Number of total responses: There were 42 responses received.

ii) Uses consulted on: Student Wellness, Mental Health, Learning Loss Remediation, Social/Emotional Learning, Facility Updates, COVID Prevention and Mitigation among others.

iii) Description of feedback received: CALL Survey were published through our school website under the CSI section on our Federal Grants page, in Board meeting minutes and are available by any Stakeholder's request. Additional student feedback was gathered through written and oral surveys.

Please indicate how consultation was:

2) Inclusive: There were no limitations, student surveys were available to all and many opportunities were given to answer, so all students had ample opportunity to share their thoughts on how ESSER funds should be used, students are/were welcome to give their feedback verbally if they preferred.

3) Widely advertised and available: Students were asked for feedback during weekly advisory meetings and through conversations with the Executive Director. Some of these opportunities are formal, while others are included in weekly advisory in an informal and/or verbal way.

4) Ongoing: Surveys - Both formal and informal - continue to be administered to get student feedback on how ESSER funds should be spent.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families have been asked for feedback in the form of the CALL survey, during parent-teacher conferences, during Board meetings, at the school open house, and are regularly invited to give feedback via email or other communications to the Executive Director. Parents are invited to join our school Board and/or sit in on the meetings where all self-assessment data is discussed and where priorities for grant funds are discussed and decided upon.

i) Number of total responses: There were 10 responses received.

ii) Uses consulted on: Student Wellness, Learning Loss, Mental Health, Prevention/Mitigation, Technology, and more.

iii) Description of feedback received: Most parents chose to give feedback informally while meeting with the Executive Director or at Parent Teacher conferences. Some parents came to our open house and share how they thought funds could best be used. Two parents joined the school Board and others sat in on meetings to give their input.

Please indicate how consultation was:

2) Inclusive: All parents and guardians were invited to give feedback, parents who came to the building were pressed again to give verbal feedback and many did. Translations, or otherwise altered/accommodated versions of all documents are available to any parent upon request.

3) Widely advertised and available: Requests for feedback were widely available, however many did not choose to give any.

4) Ongoing: We continue to ask for parent and family feedback on everything we do, including all of the areas in which ESSER funds are being used. All parent feedback and suggestions are discussed in weekly faculty meetings and at monthly Board meetings.

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

Yes - Description Required

1) Description:

Our two school/district administrators were both directly involved with our WestEd progress monitoring of our school wide goals meetings, participated in all surveys available, and gave feedback at monthly Board meetings and weekly faculty meetings.

i) Number of total responses: There were 2 responses received.

ii) Uses consulted on: Every aspect of ESSER II & III - they facilitated all elements mentioned above on this program and wrote the grant application.

iii) Description of feedback received: We now have only one administrator, the Executive Director. She participated in every opportunity for discussions about ESSER fund uses, she summarized all information, and gave her own feedback on what the school needs more to help us rebound from COVID-19.

Please indicate how consultation was:

2) Inclusive: Both administrators were required to participate in all opportunities to share input on how the funds are used.

3) Widely advertised and available: Both administrators were aware and were the ones facilitating everything involved with ESSER.

4) Ongoing: Our sole administrator will continue to be responsible for all federal and state grant writing, reporting, etc.

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

Yes - Description Required

1) Description:

All teachers and other school staff completed three consecutive years of the CALL survey administered through WestEd. Teachers and other support staff participated in turning the results from these surveys into our goals. Teachers were directly responsible for helping to administer, gather, and facilitate student and family input.

i) Number of total responses: There were 8 responses received.

ii) Uses consulted on: Leadership, Instruction, Talent Development, School Culture, Student Wellness, Technology, Professional Development and Mental Health.

iii) Description of feedback received: The top priorities according to the results of these surveys for priority of funds spent were as follows: turnaround leadership (Leadership PD fund uses,) Recruiting and retaining staff (Professional Development, additional stipend work opportunities, etc.) and Student Wellness (food, clothes, social/emotional learning, mental health, learning loss, etc.)

Please indicate how consultation was:

2) Inclusive: All teachers were required to complete the surveys.

3) Widely advertised and available: Teachers were sent the link to complete the survey and were given time during a faculty meeting to complete it fully.

4) Ongoing: Our work with WestEd to gather stakeholder input is ending as our 3 years of CSI has ended this year, however we will continue collecting feedback from teachers through weekly faculty meetings, individual progress meetings between leadership and teachers, and at monthly Board meetings.

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

No

1) Description:

There are no tribes in the area.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

A high percentage of our students have disabilities, have experienced homelessness, have lived in foster care, have parents incarcerated, etc. Due to this, responses from students and families are naturally taking all of these things into account. Additionally, staff and administrators are very well versed in issues affecting our students negatively and what can be done to remedy this.

i) Number of total responses: There were 30 responses received.

ii) Uses consulted on: All categories listed above - these are the same respondents listed in previous categories.

iii) Description of feedback received: Informal, formal, surveys, meetings, and conferences.

Please indicate how consultation was:

2) Inclusive: All students and parents were asked for feedback, most of them experience one or more of the factors listed above.

3) Widely advertised and available: The surveys were disseminated through emails, advisories, meetings, surveys, etc. There were many different opportunities and formats to give feedback.

4) Ongoing: We will continue getting input from our stakeholders who have experience with these issues.

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

Somewhat - Description

1) Description:

We work with multiple community organizations that help our students, we have asked for feedback often but we did not provide our yearly survey to community partners.

i) Number of total responses: No formal/written responses however there were 10 informal/verbal responses.

ii) Uses consulted on: Community resources, student wellness, professional development, technology, culture, etc.

iii) Description of feedback received: Informal/verbal conversations with community members while they are working in our building or working with our students in the community.

Please indicate how consultation was:

2) Inclusive: We accept feedback from any community partner who wants to give it.

3) Widely advertised and available: No, informal and asked for in the moment.

4) Ongoing: We will continue asking our community partners for input on how we can improve in all areas.

- 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:

We did not consult with any early childhood education providers.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

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

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

Description During SY 2021-2022:

Ledyard Charter School did not request any ESSER III funds for prevention and mitigation. We applied for 5% of our ESSER II funds be for PPE and rapid tests.

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:

LCS completed a pilot program of Pre- and Post- testing for all core subject areas - the results of this testing informed us of many students who had large learning gaps. Additionally, students who did not participate in remote learning, who lost credits, who were held back a grade, and/or who are currently failing classes are identified as needing extra help to combat learning loss due to COVID.

- 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:

LCS hired an Academic Coach full time to monitor and report on learning loss as well as failing grades. This Academic Coach meets with students in either of these categories for remedial support and executive functioning skills. Additionally, we were approved for funds for technology (Wi-Fi hot spots) and for hands on supplies so that when students are isolating at home, they do not miss classwork. We were also approved for a STEAM enrichment after school program - we anticipate this is increase daily attendance.

Description During SY 2022-2023:

We have hired an Academic Coach for the 2022-23 school year and we have already identified many students who will need additional tutoring and extra time to complete work due to learning losses acquired during COVID-19. We will continue our enrichment program.

Description During SY 2023-2024:

We hope to be able to re-hire our Academic Coach to continue helping students earn passing grades and catch up on previous coursework that they missed due to remote learning.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

In addition to regular tutoring available to any student who has learning loss due to COVID, we will also be offering after school tutoring from both our Academic Coach and our classroom teachers. We will facilitate small group study sessions, we will pay teachers stipends to assist students in outside of class tutoring, and we will provide supplies and materials for students to complete work at home.

- 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:

All teachers are allotted \$400 per year for their choice of Professional Development. Additionally, we offer in house PD workshops and teachers may request more funds for specific PD opportunities not covered by their \$400 budget.

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

Description:

Our Academic Coach has already contributed to higher student grades, improved attendance, and more participation in class - this is and will continue to be measured by gradebook and report card grades. After school tutoring will be logged by teachers and tutor and a tutoring schedule is available upon request.

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:

We used funds for activities to address unique needs of low-income students such as food and clothes, training and professional development, educational technology (Wi-Fi hotspots), mental health services, supplemental after school programs, improving student engagement in distance learning through hands on supplies available to take home, water bottle fill stations, social/emotional learning and activities, and cleaning services and supplies.

Description During SY 2022-2023:

Because we were only recently approved for our ESSER III grant (almost a year late) all of the above mentioned activities and funding uses will still be relevant in the 2022-23 school year.

Description During SY 2023-2024:

We hope to have remaining funds from our 21-22 ESSER III grant which we can continue using for all of the purposes above - especially food and clothing for our low income students, social and emotional learning, and cleaning.

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

a. Providing individualized instruction:

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

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

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

Description of all SYs - 2021 to 2024:

Our classroom teachers and Academic Coach provide individualized instruction daily in our small school - all students have Personal Learning Plans and these are used to guide extra help given to students and for after school tutoring.

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

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:

ESSER funds to address educator fatigue will be spent on a much larger Professional Development budget, requested by our teachers. Additionally, giving teachers additional stipend opportunities upon request helps to keep teachers happy and feeling well-paid and appreciated.

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:

Using our ESSER funds, we will be able to provide weekend and evening food packages for students and their families who do not have the means to feed themselves. We were approved for funds through a different grant for evening academic family workshops for our students and their parents.

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: \$ -

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

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

Amount: \$ -

Percentage: 0%

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

N/A

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

During SYs 2021-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

While our funds may not correlate to this exactly, these elements are very relevant to what we do at LCS. With the help of our Academic Coach and additional tutoring from teachers, we are able to identify if we need to begin an advanced or remedial class or if additional electives should be offered. Almost all courses at LCS have some student and parent involvement in choosing and creating.

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:

Our entire student body is low-income, additionally most of our students have one or more disabilities, and we have many students who are living in housing which is not ideal for their health and academic success. Many of our students have two or more of the issues listed above. Due to this, all interventions for academic, social, emotional, and mental health needs will be available to all students.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:

[ESSER Funded Construction](#).

Description:

N/A

X. Authorization

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

~~Wendy Kozak~~


Approver Signature - Superintendent / Head of School



Date

Wendy Kozak, Executive Director

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

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

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.