

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: Merrimack → *Cell C18 Must be Input for Formulas to Populate Correctly*
- 2) District ID Number: 351 → *Autopopulates upon Selection*
- 3) SAU Number: 26 → *Autopopulates upon Selection*
- 4) Date of Publication: 2/21/2022
- 5) Approver Name -
(Superintendent / Head of School): Everett Olsen, Chief Educational Officer
- 6) Email & Telephone: everett.olsen@sau26.org 603-424-6200

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:

The plan on the website and various school board meetings outline concerns of the public, issues to be solved and the need to expend monies for remote learning, ventilation, PPE, SEL, interventions, and the needs of the community and students.
<https://www.sau26.org/Page/7359>

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

Yes - Description Required

Description:

The plan was first submitted and presented to the Merrimack School Board on March 22, 2020. After public comment and modifications, a separate public meeting was held on March 30, 2020 to address modifications to the plan. As we revise and continue to modify the plan we have developed a broad-based steering committee involving community members, students, board members, administrators and educators

- 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:

The plan is presented in a clear format with charts, graphs and limited text. The plan was also broken down into a PowerPoint presentation that was published on the district website and Facebook. This process will be similar as we present the modified plan to the Merrimack School Board. Our website can translate into different languages when possible.

- 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:

It is available in various form by our District Webmaster

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:

The Merrimack School District Instruction and Learning Plan was made available through our District Website and through the use of Facebook. An email was sent to all families through our School Messenger system identifying where to view the plan and watch the presentation to the school board. This same process will be followed as we modify the plan for the future.

- 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:

Public comment and surveys

- 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:

Staff Survey

i) Number of total responses: 171

ii) Uses consulted on: 8 Questions

iii) Description of feedback received: Overview of Comments from Staff Totals

In Agreement/Thank You Comments: 24

Masking/Vaccination Comments: Ranging from should be required for those that are unvaccinated, to make vaccine mandatory for all staff/students who are old enough: 25

Concern about physical distancing: 8

Other Comments (Lunch, lockers, assembly's, screenings, COVID testing): 14

TOTAL 71

Please indicate how consultation was:

2) **Inclusive:** Very

3) **Widely advertised and available:** Yes

4) **Ongoing:** Yes, through Health and Safety Task Force

b. Families (please choose one):

Somewhat - Description Required

1) **Description:**

Parent Survey

i) Number of total responses: 773

ii) Uses consulted on: 8

iii) Description of feedback received: Overview of Comments from Parents Totals

Favoring masks Comments 156

Supported Optional Mask Recommendation Comments 198

General Comments 31

TOTAL 385

Please indicate how consultation was:

2) **Inclusive:** Very

3) **Widely advertised and available:** Emailed and Online

4) **Ongoing:** Still taking input at School Board meetings

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

- Please Select -

1) **Description:**

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:

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

- Please Select -

1) Description:

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:

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

- Please Select -

1) Description:

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):

- Please Select -

1) **Description:**

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:**

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):

- Please Select -

1) **Description:**

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:

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

- Please Select -

1) Description:

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):

- Please Select -

1) Description:

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:

Classrooms and Buildings

- Masks policies will be revisited in the summer of 2021 by the Merrimack School Board
- Classrooms shall be arranged to maximize physical distance between students.
- Assigned seats are recommended.
- Students are encouraged to bring a water bottle to school, and we have installed additional filling stations at schools
- Hallways marked with social distancing and direction markers.
- Meals in the cafeteria, & other areas, social distanced, with students seated with their classroom groups.

Maintenance

- The maintenance department will provide schools with all cleaning supplies, as well as hand sanitizer stations in every classroom.
- Additional cleaning frequency & methods. ocleaning during school, and after school deep cleaning and spraying will be addressed in the summer of 2021
- High touch point cleaning of handrails and door handles (inside and out) throughout the school day.

School Operations

- School bus transportation/ cleaning:
Busses will load from back to front;
students must wear masks as long as the Merrimack Policy stays in effect
assigned seating (with siblings if multiple children from the same family)
unload from front to back
windows open when possible
- Food services will be school specific:
Students may eat in the cafeteria or other assigned areas social distanced 3-6 feet.
Delivery provided to other areas from cafeteria when needed
- Utilize outside spaces as much as possible for instruction, eating, and breaks
- Restrict unnecessary visitors (vendors included) to allow only essential access
- After school programs will resume in 2021-2022

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:

The Merrimack School District developed an instructional model for the 2021-2022 school year that was based on the theories of Universal Design for Learning and Understanding by Design. The model acted as a guide for our educators to look at the essential components of learning during the pandemic. Whether a child attended school in person or remotely, the staff is committed to providing an education that is:

- Consistent- there will be a schedule to follow and regular communication about assignments and missing work
- Reliable and Understandable- there will be an understanding of expectations, when assignments are due, and how to receive help from the educator(s)
- Rigorous-high quality all work will have purpose; it will help to prepare for new skills, provide practice, and/or allow for demonstration of mastery.

- 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 Merrimack School District developed an instructional model for the 2021-2022 school year that was based on the theories of Universal Design for Learning and Understanding by Design. The model acted as a guide for our educators to look at the essential components of learning during the pandemic. Whether a child attended school in person or remotely, the staff is committed to providing an education that is:

- Consistent- there will be a schedule to follow and regular communication about assignments and missing work
- Reliable and Understandable- there will be an understanding of expectations, when assignments are due, and how to receive help from the educator(s)
- Rigorous-high quality all work will have purpose; it will help to prepare for new skills, provide practice, and/or allow for demonstration of mastery.

Description During SY 2022-2023:

During the 2022-23 school year we will continue with our instructional model as listed above and increase the essential learning competencies to include a more content from the curriculum and a increased attention to rigor and assessments. The Merrimack School District has also established an Instructional Committee, comprised of educators, PreK-12. The committee is tasked with the following:

- Reflecting upon best instructional practices that were honed during the pandemic
- Reading professional articles on recommended steps to take for the re-opening of schools in the fall, including the scope of sequence of instruction, instructional materials and tools, and, 'student readiness' to learn relative to social emotional wellness.
- Determining means by which to examine gaps in students' skills, competencies and content (note: an assessment committee will determine the measurement tools)
- Planning for the implementation of standards based 'essential learning competencies', and,
- Providing PreK-12 educators with shared 'givens' relative to instructional practices for the first quarter/trimester

The committee will begin convening the last week of June 2022.

Description During SY 2023-2024:

THIS IS TBD BUT SHOULD FOLLOW THE SAME PATTERN During the 2023-24 school year we will continue with our instructional model as listed above and increase the essential learning competencies to include a more content from the curriculum and a increased attention to rigor and assessments. The Merrimack School District has also established an Instructional Committee, comprised of educators, PreK-12. The committee is tasked with the following:

- Reflecting upon best instructional practices that were honed during the pandemic
- Reading professional articles on recommended steps to take for the re-opening of schools in the fall, including the scope of sequence of instruction, instructional materials and tools, and, 'student readiness' to learn relative to social emotional wellness.
- Determining means by which to examine gaps in students' skills, competencies and content (note: an assessment committee will determine the measurement tools)
- Planning for the implementation of standards based 'essential learning competencies', and,
- Providing PreK-12 educators with shared 'givens' relative to instructional practices for the first quarter/trimester

The committee will begin convening the last week of June 2022.

- 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:

Tutoring stipends, after school programs, etc..

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:

As a District we have developed a System of Care and Learning Supports Committee (SoC). Our goal before and through the pandemic has been to develop a trauma-informed, integrated, multi-tiered system of care that develops our capacity as educators to address the social-emotional and mental health concerns that are barriers to learning and achievement, and to increase the resiliency of all students

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

Description:

School and district family outreach - STAR 360 TESTING AND OTHER MEASUREMENTS

•Teams across district with TI/SEL focus - i.e. Report Card committee

Building connections with GNMH, Harbor Care, NAM!, Bureau of Student Wellness Partnership for Universal Learning

Systems at each school to provide "check-ins" to ensure contact with each student

PD for all staff on SEL, relationship building and trauma-informed teaching, based upon collective work of SEL Task Force.

SoCaLS exploring best ways to identify and meet the needs of families and educators in order to target supports in a timely, effective manner, within a tiered approach.

Increased teaming, building capacity of helpers, including HSLS. School Counselors, Behavior Specialists and School Psychologists

Additional Home School Liaisons

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:

Include essential questions and rubrics to define levels of knowledge acquisition. Ensure rigor is critical component of design. Utilize UDL concepts. Utilize rigorous assessments, rubrics and checklists to identify mastery. Identify essential learning competencies. Utilize performance indicators at K-6 and identify traditional grades based on performance and essential learning competencies.

Description During SY 2022-2023:

Maintain a District-wide Planning committee over the year in anticipation of the ongoing challenge in the ever changing COVID regulations and the ever changing health crises. To plan for the operational changes needed on a week to week basis to advise administration how to flex to the changing COVID landscape. This effort continues at \$25 per hour

Description During SY 2023-2024:

Maintain a District-wide Planning committee over the year in anticipation of the ongoing challenge in the ever changing COVID regulations and the ever changing health crises. To plan for the operational changes needed on a week to week basis to advise administration how to flex to the changing COVID landscape. This effort continues at \$25 per hour

- 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:

Under the "means by which Merrimack will address learning gaps in students", the District will hire (6) data coordinators to work with each of the 6 Language Arts Coordinator, for the purpose of tracking student performance data, administering benchmarks, and reviewing successes of interventions. Under the guidance of the Language Arts Coordinators, responsibilities

- 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:

Create a Social Emotional Program to serve students, staff and families

- 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:

The Merrimack School District will contract with Demonstrated Success in order to provide parents with opportunities to support their children during the 2021-2022 school year. Webinar topics will include: understanding learning losses and accelerated learning, support your child with executive functioning needs, supporting children when addressing issues of anxiety, and other such pertinent and relevant topics. There will 6 webinars offered, and, (2) forums with experts in the field.

- 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: TBD

Percentage: TBD

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:

Providing support to families in order to enhance their parenting skills and to meet the needs of the "at risk" students.
Productive attendance in school.
Drug abuse and illegal activity prevention.
Emphasize safe and accountable behavior.
Offering a student support model and a proactive environment for identified students who need a place during the school day to self-regulate, self-monitor, or regroup prior to escalation; ultimately preventing the student from behaving in a manner that would result in disciplinary action.
Provide a safe place within the school for students whose behavior escalates, or who are emotionally overwhelmed.
Provide support for students in a fragile home environment regardless of their academic performance.

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

Amount: NA

Percentage: NA

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

CTE Education provided in the Gernal Fund Budget

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:

VLACS and other online courses out of the Geernal Fund

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:

Extensive summer school program and targeted interventions for both special needs and typical children. Summer school is underway each year and a plan for underserved students is currently being developed. Offer a student support model and a proactive environment for identified students who need a place during the school day to self-regulate, self-monitor, or regroup prior to escalation; ultimately preventing the student from behaving in a manner that would result in disciplinary action.

Provide a safe place within the school for students whose behavior escalates, or who are emotionally overwhelmed.

Provide support for students in a fragile home environment regardless of their academic performance

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



Approver Signature - Superintendent / Head of School

Date 3/11/2022

EVERETT OLSEN

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 (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.