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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.nrsd.org/domain/640>

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

Yes - Description Required

Description:

The plan is understandable and uniform 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:

Yes -the plan is in simple language.

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:

Parent can request a translated plan.

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:**
We invited the public to participate in a variety of ways including multiple public comment times at school board meetings, invited public to call and discuss ideas with SAU administration, and created a grant email that allowed for public to submit any ideas that they have.
- 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 overwhelming response from public was that funds should be used to improve indoor air quality throughout the district. These funds have been allocated for mostly that.
- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
- a. Students (please choose one):
- Somewhat - Description Required**
- 1) Description:**
Students were asked by principals and teachers to participate and encouraged to have their voices heard.
- i) Number of total responses: very few*
ii) Uses consulted on: n/a
iii) Description of feedback received: students asked for air
- Please indicate how consultation was:
- 2) Inclusive:** All students were asked and encouraged to participate
- 3) Widely advertised and available: principals and teachers asked and encouraged students**
- 4) Ongoing:** The grants@msd.org email is still up and running and actively collecting responses.
- b. Families (please choose one):
- Somewhat - Description Required**
- 1) Description:**
- i) Number of total responses: very few*
ii) Uses consulted on: indoor air quality and learning
iii) Description of feedback received: the few parents who
- Please indicate how consultation was:
- 2) Inclusive: All**
- 3) Widely advertised and available:** public notices, multiple robocalls, and emails.
- 4) Ongoing:** The grants@msd.org email is still up and running and actively collecting responses.
- c. School and district administrators, including special education administrators (please choose one):
- Yes - Description Required**
- 1) Description:**
This group of stakeholders was one of the most vocal of all the groups. They were given the exact same opportunities as everyone else but engaged at a much higher rate than the rest.
- i) Number of total responses: many*
ii) Uses consulted on: indoor air quality, missed learning
- iii) Description of feedback received:* This group was most concerned with indoor air quality and missed learning. They shared the need for high quality materials and curriculum for the upcoming years to get "back on track"
- Please indicate how consultation was:
- 2) All staff were**
- 3) Widely advertised and available: Inclusive:** public notices, robocalls/texts, emails
- 4) Ongoing:** The grants@msd.org email is still up and running and actively collecting responses.
- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please choose one):
- Yes - Description Required**
- 1) Description:**
- i) Number of total responses: many*
ii) Uses consulted on: indoor air quality, missed learning opportunities
- iii) Description of feedback received:* This group was most concerned with indoor air quality and missed learning. They shared the need for high quality materials and curriculum for the upcoming years to get "back on track"
- Please indicate how consultation was:
- 2) Inclusive:** All staff was invited and encouraged to participate
- 3) Widely advertised and available:** public notices, robocalls/texts, emails
- 4) Ongoing:** The grants@msd.org email is still up and running and actively collecting responses.
- 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. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students (please choose one):
- Somewhat - Description Required**
- 1) Description:**
- i) Number of total responses: very few*
ii) Uses consulted on: supporting students with disabilities
- iii) Description of feedback received:* We were encouraged by the few stakeholders who participated to ensure high quality learning is happening and encouraged to use our funds to support our most in-need students.
- Please indicate how consultation was:
- 2) Inclusive:**
- 3) Widely advertised and available:** public notice, robocalls/texts, emails

4) **Onnoine:** The

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

Somewhat - Description Required

1) **Description:**

Very few community members participated.

i) **Number of total responses:** very few

ii) **Uses consulted on:** indoor air quality, coaching for

iii) **Description of feedback received:** We had a few community members speak during public comments encouraging us to use the funds to improve indoor air quality and to use the funds to pay consultants and outside coaches to work with our teachers. They also suggested using a model of intervention in our schools.

Please indicate how consultation was:

2) **Inclusive:** All

3) **Widely advertised and available:** public notices, emails,

4) **Onnoine:** The grants@msd.org email is still up and running and actively collecting responses.

- 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:**

All though we reached out to everyone, we did not hear from early childhood educators specifically.

i) **Number of total responses:** 0

ii) **Uses consulted on:**

iii) **Description of feedback received:**

Please indicate how consultation was:

2) **Inclusive:**

3) **Widely advertised and available:**

4) **Onnoine:**

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:

Potential activities include: • Upgrading or replacing mechanical ventilation equipment to meet current requirements of 6 air changes per hour • Adding ultraviolet light filters • Adding ionizers and upgrading filters to MERV-13 • Installing control systems to monitor CO2 and fresh air levels • Replacing non-operable windows to increase the amount of natural ventilation. To get to a more exact list we will need to prioritize projects, do a more detailed estimate and then choose which projects to move forward with. None of these will impact the future plans in any significant way except to reduce the cost of renovations.

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 LEA will use attendance data, standardized assessment data, classroom data, teacher recommendations, and family recommendation to identify 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:

Funds will be used to create high quality PD opportunities during the summer of 2021 to support new curricula materials and updated and current instructional and pedagogical practices.

Description During SY 2022-2023:

Math curriculum will be updated and implemented. Continual PD and coaching.

Description During SY 2023-2024:

Continued updated curriculum, PD, and coaching.

- 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):

- Please Select -

Description:

The LEA is offering individualized tutoring through the ARP MV funds as well as Title I. ARP ESSER funds will be used to supplement that opportunity if the need arises.

- 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):

- Please Select -

Description:

The LEA is creating a week long PD insitute during the summer of 2021 to support high quality teacher directed PD

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

Description:

Data collected from i-Ready (k-8), NHSAS (3-8), SAT (11), reportcard./classroom data, attendance data, and behavior data.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Indoor air quality at Monadnock Regional Middle High School

Description During SY 2022-2023:

Indoor air quality at schools TBD

Description During SY 2023-2024:

Indoor air quality at schools TBD

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

We used ESSER II funds to address this need

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

During SY 2021-2022 (select one):

- Please Select -

During SY 2022-2023 (select one):

- Please Select -

During SY 2023-2024 (select one):

- Please Select -

Description of all SYs - 2021 to 2024:

We used ESSER II funds to address this need

c. Improving family engagement:

During SY 2021-2022 (select one):

- Please Select -

During SY 2022-2023 (select one):

- Please Select -

During SY 2023-2024 (select one):

- Please Select -

Description of all SYs - 2021 to 2024:

We used ESSER II funds to address this need

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:

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:

We used ESSER II funds to address this need

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

Amount:

Percentage:

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

We will use ESSER II funds to address this need

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):

- Please Select -

Description of all SYs - 2021 to 2024:

We have money in our operating budget to address this need

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:

Under New Hampshire law and Board policy, no person shall be excluded from, denied the benefits of, or subjected to discrimination in the District's public schools because of their age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion or national origin. Discrimination, including harassment, against any student in the District's education programs, on the basis of any of the above classes, or a student's creed, is prohibited. Finally, there shall be no denial to any person of the benefits of educational programs or activities, on the basis of any of the above classes, or economic status.

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:

While not construction, the LEA is participating in indoor air quality projects throughout the school district. Potential activities include: ● Upgrading or replacing mechanical ventilation equipment to meet current requirements of 6 air changes per hour ● Adding ultraviolet light filters ● Adding ionizers and upgrading filters to MERV-13 ● Installing control systems to monitor CO2 and fresh air levels ● Replacing non-operable windows to increase the amount of natural ventilation.

Specific Use Category

Construction

Curriculum Adoption

After-school/Out-of-school Learning and Enrichment

- Please Select From One of the Following -

- Please Select From One of the Following -

General Use Category <i>*May Select Same General Use Category in Multiple Rows</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection,</i>
Addressing Physical Health and Safety - Please Specify in Detailed Use Description	- Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, % Participating in Math Assessment, %
Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, % Proficient in
Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, 4-Year Adjusted Cohort Graduation Rate, %
- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -
- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -

Learning Loss- Y/N <i>least 20% of an LEA's Total</i>	<i>*At</i>	Detailed Use Description	Implementation Timeline - Please Select All that Apply			
		<i>*Written Description, Including "Other" Responses (Columns</i>	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024
No		Replace (10) aging unit ventilators at Monadnock	No	Yes	Yes	Yes
Yes - Description Required		Update curriculum and materials to meet students where they are at right now after the pandemic and to address learning loss	No	Yes	Yes	Yes
Yes - Description Required		Supporting afterschool programs and summer programs to improve student learning and to address learning loss.	Yes	Yes	Yes	Yes
- Please Select -			- Please Select -	- Please Select -	- Please Select -	- Please Select -
- Please Select -			- Please Select -	- Please Select -	- Please Select -	- Please Select -

Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER	Total ARP ESSER Allocation
\$ 705,000.00	\$ -	\$ 705,000.00	\$ -
\$ -	\$ -		
\$ -	\$ -		

Baseline Data SY 2020 to 2021 - For Reference				
LEA Enrollment	% Participation - Math	% Participation - Science	% Participation	Average Daily
*October 2021 1,606	79	66	79	94%

Reference Purposes Only			
4-Year Adjusted Graduation	In-School Suspension	Expulsion	Instances of Re-Entry /
98%	24	0	5

X. Authorization

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

lsw

3/9/2022

Approver Signature - Superintendent / Head of School

Date

Lisa A. Witte

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

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(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.