

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/icer/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: Moultonborough → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 369 → Autopopulates upon Selection
- 3) SAU Number: 45 → Autopopulates upon Selection
- 4) Date of Publication: 3/9/2022
- 5) Approver Name - (Superintendent / Head of School): Patrick Andrew
- 6) Email & Telephone: [pandrew@sau45.org](mailto:pandrew@sau45.org) 603.476.5247

## 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:***

[http://www.sau45.org/district/a\\_r\\_p\\_e\\_s\\_s\\_e\\_r\\_grant/a\\_r\\_p\\_e\\_s\\_s\\_e\\_r\\_grant\\_plan](http://www.sau45.org/district/a_r_p_e_s_s_e_r_grant/a_r_p_e_s_s_e_r_grant_plan)

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

**Yes - Description Required**

***Description:***

Plan is a pdf version of the template provided by the NH DOE.

- 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 plan is written in a language that parents can understand. Translations are available upon request.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

***Description:***

Plan upon request is available in alternative format accessible to the parent.

### 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:**

LEA solicited input from stakeholders in fall 2021 and again February 2022. Stakeholder input was provided through the use of surveys that were sent out individually to stakeholders using our regular communication channels (school messenger email, schoology, and district email.) Results of the survey were presented to the school board in the fall and to the PTA in the fall.

- 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:**

Input from the stakeholders regarding uses and needs was compared to the uses and needs addressed in the plan. If there was a use that fit the parameters of the grant, but not addressed in the grant the LEA responded by a) noting that the need/use was addressed through other funding or 2) discussed at the administrative level how to address that need. The results of the survey were shared with school board in public session and with PTA for further feedback.

- 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:**

*i) Number of total responses:*

*Oct 21 - 33 Feb 22 - 16*

*ii) Uses consulted on:*

*Addressing gaps, improved communication, SEL/mental health, safe and healthy schools.*

*iii) Description of feedback received:*

*Students agreed that identified needs were important. Feedback followed the theme of others that free lunch was important.*

*Please indicate how consultation was:*

**2) Inclusive:** Survey is available to all students grades 6-12 with dedicated time in the day to complete. Survey is available in Spanish.

**3) Widely advertised and available:** Survey was available through LMS messaging. Links were available on website and embedded in daily announcements. Dedicated time was provided for students to participate.

**4) Ongoing:** Survey was administered fall 2021 and February 2022. Survey is also open on the website.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*i) Number of total responses:*

*73*

*ii) Uses consulted on:*

*Addressing gaps, improved communication, SEL/mental health, safe and healthy schools.*

*iii) Description of feedback received:*

*Families agreed that identified needs were important. Fall 2021 - need of families was in access to COVID testing. February 2022 Feedback included addressing free meals.*

*Please indicate how consultation was:*

**2) Inclusive:** Survey was sent to each family via our schoolmessenger system, is available on the website, and available in Spanish.

**3) Widely advertised and available:** Survey was sent to each family via our schoolmessenger system, is available on the website, and available in Spanish.

**4) Ongoing:** Survey is available on the website for ongoing feedback.

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:

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):

- 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:**

District is using grant funds to provide masks in the buildings to staff, visitors, and students. In addition, these funds will pay for additional cleaning supplies.

**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:**

Grant funds are allocated to hire and pay for additional math and literacy tutoring at the elementary level. And to pay for data analysis of academic assessments by teachers to assess effectiveness of interventions and to plan for interventions. Funding will also support our summer programming which is open to all elementary and targeted middle school 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:**

Grant funds are allocated to hire and pay for additional math and literacy tutoring at the elementary level. And to pay for data analysis of academic assessments by teachers to assess effectiveness of interventions and to plan for interventions. Funding will also support our summer programming which is open to all elementary and targeted middle school students.

**Description During SY 2022-2023:**

Grant funds are allocated to hire and pay for additional math and literacy tutoring at the elementary level. And to pay for data analysis of academic assessments by teachers to assess effectiveness of interventions and to plan for interventions. Funding will also support our summer programming which is open to all elementary and targeted middle school students.

**Description During SY 2023-2024:**

Grant funds are allocated to hire and pay for additional math and literacy tutoring at the elementary level. And to pay for data analysis of academic assessments by teachers to assess effectiveness of interventions and to plan for interventions. Funding will also support our summer programming which is open to all elementary and targeted middle school students.

- 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:**

Grant funds are allocated to hire and pay for additional math and literacy tutoring at the elementary level.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

**No**

**Description:**

This activity is addressed through other funding.

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

**Description:**

District will collect and analyze data to evaluate effectiveness of interventions and to target interventions.



**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:**

Uses of funds include mitigation strategies, supporting SEL and mental health of students, expanding CTE opportunities, and improving communication platforms.

**Description During SY 2022-2023:**

Uses of funds include mitigation strategies, supporting SEL and mental health of students, expanding CTE opportunities, and improving communication platforms.

**Description During SY 2023-2024:**

Uses of funds include mitigation strategies, supporting SEL and mental health of students, expanding CTE opportunities, and improving communication platforms. Improvements to air handling systems is also earmarked.

- 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:**

Providing afterschool math tutoring and expanding math and literacy support during the school day at the elementary school.

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

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

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

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

**Description of all SYs - 2021 to 2024:**

This need is currently addressed through other ESSER funding.

- 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 funds targeted for SEL interventions, includes funds for community and family outreach. Improvements to our communication formats is intended to improve family engagement.

- 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: 0.00%

**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: \$12,500.00

Percentage: 2.00%

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

Grant funds are allocated to provide tuition for 10th grades students to take courses through our partnership with LRTC.

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

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

**Description of all SYs - 2021 to 2024:**

Students currently can access LRCC courses and VLACS. These are budgeted annually.

## 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:***

The district is using funds to augment the Title 1 program at the elementary school during the school year and summer. By using ARP ESSER funds for additional tutors and tutoring hours, the district is able to provide interventions to students not targeted for Title 1 services but in need of interventions. The district, prior to the pandemic, had already on staff a fulltime social worker and had contracted with Northern Human services for additional counseling onsite. These costs are accounted for in the annual school budget, not ARP ESSER grant. The district has allocated funds from the ARP ESSER grant to expand our SEL supports. At the elementary school, the Choose Love program will expand to include community outreach and education. At the middle and high schools, grants funds are be allocated to support the launch of One Trusted Adult curriculum and advisories.

### 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:***

None planned.

A large, light grey rectangular area intended for the user to describe construction projects. The area is currently empty, with the text 'None planned.' written at the top left.

Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Inputs</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses. May Delete Current Selection Prior to Assigning Inputs</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Lens: Y/N <i>*At least 20% of an LEA's Total Allocation Substantively Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Teacher if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSEER Allocation (as of 8/31/2021)	Total ARP ESSEER Allocation Unbudgeted To Date (as of 8/31/2021)				
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024								
Summer Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - % Proficient in ELA Assessment, % Proficient in Math Assessment, Average Adjusted Cohort Graduation Rate, College and Career Readiness	Yes - Description Required	summer program	No	Yes	Yes	Yes	\$	43,761.60	\$	-	\$	501,993.38	\$	433,976.13
Career and Technical Education	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - 4-Year Adjusted Cohort Graduation Rate, College and Career Readiness	Yes - Description Required	Equalized access to LRTUC courses to 100 grade students	No	No	Yes	Yes	\$	12,500.00	\$	-				
Family Engagement	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description, Health and Safety Measurement	No	implement a Community Choice Love program - performance measures are School Climate survey (student) and if mental health assessments	No	Yes	Yes	Yes	\$	7,000.00	\$	-				
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Pay for teachers to assess effectiveness of interventions and adjust programs to meet student needs	No	Yes	Yes	Yes	\$	20,263.35	\$	-				
Family Engagement	Other Allowed Uses	Survey Results - Parent Satisfaction	No	Improved communications - supporting a newshog for community and families	No	Yes	Yes	Yes	\$	4,632.12	\$	-				
High-Dosage Tutoring (Defined As Minimum Ratio of 1:4 With At Least 3 Sessions Per Week)	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - % Proficient in Math Assessment	Yes - Description Required	Hire a math tutor to provide math interventions to students at elementary grades	No	Yes	Yes	Yes	\$	20,000.00	\$	-				
Physical Health and Safety	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - Health and Safety Measurement - Specify in Detailed Use Description	No	Continued school in-person and no cluster outbreaks	No	Yes	Yes	Yes	\$	15,000.00	\$	7,521.35				

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *October 2021 Data - Preliminary	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
500	95	94	95	93%	63%	15	0	1	

**X. Authorization**

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



3/8/2022

**Approver Signature - Superintendent / Head of School**

**Date**

*Patrick A. Andrew*

**Printed Name - Superintendent / Head of School**

**Appendix A. ARPA Statutory Excerpt**

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

*(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*

*(2) shall use the remaining funds for any of the following:*

*(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*

*(B) Any activity authorized by the Individuals with Disabilities Education Act.*

*(C) Any activity authorized by the Adult Education and Family Literacy Act.*

*(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*

*(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*

*(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*

*(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

*(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*

*(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*

*(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*

*(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*

*(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*

*(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*

*(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*

*(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*

*(ii) implementing evidence-based activities to meet the comprehensive needs of students;*

*(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*

*(iv) tracking student attendance and improving student engagement in distance education.*

*(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### Appendix B. Interim Final Requirements of ARP ESSER Excerpt

#### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

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

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

*(iv) Be made publicly available on the LEA's website.*