

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

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Stoddard</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>503</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>24</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Jacqueline Coe</u> | |
| 6) Email & Telephone: | <u>Jacqueline.Coe@sau24.org 603-428-3269</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.sau24.org <https://sites.google.com/sau24.org/sau24continuouslearningplan/use-of-funds-plans>

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

Yes - Description Required

Description:

We used the spreadsheet provided by the NHDOE.

- 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:

Alternative access to our plans is available upon request at the SAU 24 office. Also, the SAU 24 website includes accessibility features.

- 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:

Alternative access to our plans is available upon request at the SAU 24 office. Also, the SAU 24 website includes accessibility features.

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:

Administration does a grant budget presentation monthly at the board meetings, presents grant initiatives as part of the budget development process, conducts surveys and sent multiple messages to the community.

- 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:

In addition to a specific survey about Use of Funds, we have conducted three other surveys of students, staff, parents and the community about our response to COVID and the needs of the community. We have also been explicit in our use of funds plans throughout the budget process. We shared at public hearings and deliberative session how grant money has been spent and our plans, based on input, for the use of funds in the future. At every school board meeting, we update the plan and solicit input from the Board and the public. Those meetings are public and are live streamed.

- 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:

We have engaged students using surveys throughout the pandemic. In June 2020, 198 students in grades 6-12 responded. In March 2021, 457 students in grades 6-12 responded and in January 2022 663 students in grades 6-12 responded.

i) Number of total responses: 198/457/663 across the SAU

ii) Uses consulted on: The student responses provided insight into how they are feeling about their academic progress and their social emotional well-being

iii) Description of feedback received:

In the January 2022 survey, most students shared that they felt that our response to the pandemic (including mitigations measures) had been appropriate and that
Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Shared during students' advisory block

4) Ongoing: We have completed a series of surveys since June 2020 to inform our decision making about grant use and other matters.

- b. Families (please choose one):

Yes - Description Required

1) Description:

We have engaged families by email messages, surveys and during board meetings. Families have been asked to take surveys throughout the pandemic. In June 2020, 422 parents/guardians responded. In March 2021, 743 parents/guardians responded and in January 2022 579 parents/guardians responded. Additionally, in August, 2021 we conducted a COVID priorities survey specifically about grant funding. We had 49 responses to that survey. There has been parent participation at board meetings, through email and during the budget process about our use of COVID funds.

i) Number of total responses: 422/743/579/49

ii) Uses consulted on: Parents priorities air quality, learning loss support, special education support and social emotional/behavioral support.

iii) Description of feedback received:

The majority of parents expressed support for our COVID response. They identified concerns around learning loss and social emotional learning. Parents also
Please indicate how consultation was:

2) Inclusive: All parents/guardians in our system were sent links for these surveys through our messaging system.

3) Widely advertised and available:

We used the Panorama survey software, which allows for follow up emails to those who hadn't responded. Over the course of the weeks that the surveys were open, reminder emails were sent out. We also advertised the survey on Facebook and in the weekly newsletters.

4) Ongoing:

We have completed a series of surveys since June 2020 to inform our decision making about grant use and other matters.

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

Yes - Description Required

1) Description:

Administration discusses needs of our buildings and implements initiatives. Administration also has access to a request form to justify a need in their building.

i) Number of total responses: 24

ii) Uses consulted on: 24

iii) Description of feedback received:

Many pieces of feedback from our administration revolve around the need to address learning in their buildings. This has led to tutoring services and providing additional SEL support.

Please indicate how consultation was:

2) Inclusive: All district administration has the ability to express their needs.

3) Widely advertised and available: We meet regularly as a leadership team and the principals in the buildings meet with SAU

4) Ongoing: Our request form remains open and we have frequent meetings on how to run our schools.

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

Yes - Description Required

1) Description:

We have engaged staff by faculty meetings, email messages, surveys and during board meetings. Staff members have been asked to take surveys throughout the pandemic. In June 2020, 156 members of the staff responded. In March 2021, 142 members of the staff responded and in January 2022 263 members of the staff responded. Additionally, in August, 2021 we conducted a COVID priorities survey specifically about grant funding. We had 49 responses to that survey. There has been staff participation at board meeting discussions, through email and during the budget process about our use of COVID funds.

i) Number of total responses: 156/142/263/49

ii) Uses consulted on:

iii) Description of feedback received:

While a large number of staff felt that our response to COVID was appropriate, there is a larger number of staff members who feel that we have not done enough to mitigate the impact of the virus. In this group more than any other, there was more of a feeling that they were unsafe in the building. Additionally, staff members had significant concerns about the academic, behavioral and social/emotional well being of students.

Please indicate how consultation was:

2) Inclusive: All staff members were sent links for these surveys through our messaging system and reminded through email.

3) Widely advertised and available:

We used the Panorama survey software, which allows for follow up emails to those who hadn't responded. Over the course of the weeks that the

4) Ongoing:

We have completed a series of surveys since June 2020 to inform our decision making about grant use and other matters.

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

No

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):

No

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):

No

1) Description:

In addition to our COVID response and Use of Funds as a standing agenda item for the monthly school board meetings since Spring 2021 and an explicit part of the budget process for two budget seasons, we surveyed our community in August 2021 about their thoughts on use of funds with 49 respondents. In January 2022, we conducted another survey to identify community concerns around our response to COVID with 163 respondents.

- i) Number of total responses:* 49/163
ii) Uses consulted on: Learnings Loss, COVID response, Social Emotional Learning
iii) Description of feedback received:

We received feedback that people were concerned about learning loss, specifically for students who are identified.

Please indicate how consultation was:

- 2) Inclusive:** Anyone had access to complete these surveys

3) Widely advertised and available:

The link to the survey was on our website and Facebook. The January 2022 survey was also posted publically throughout the town.

- 4) Ongoing:** We have conducted two survey this year.

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

Yes - Description Required

1) Description:

In addition to our COVID response and Use of Funds as a standing agenda item for the monthly school board meetings since Spring 2021 and an explicit part of the budget process for two budget seasons, we surveyed our community in August 2021 about their thoughts on use of funds with 49 respondents. In January 2022, we conducted another survey to identify community concerns around our response to COVID with 163 respondents.

- i) Number of total responses:* 49/163
ii) Uses consulted on: Learnings Loss, COVID response, Social Emotional Learning
iii) Description of feedback received:

We received feedback that people were concerned about learning loss, specifically for students who are identified.

Please indicate how consultation was:

- 2) Inclusive:** the surveys were open to all

3) Widely advertised and available:

The link to the surveys were on our website and Facebook. The January 2022 survey was also posted publically throughout the town.

- 4) Ongoing:** We have conducted two surveys this year.

- 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):

Somewhat - Description Required

1) Description:

We have established relationships with the early childhood education providers in our communities. As an ongoing part of transition, we seek input from these partners.

- i) Number of total responses:* 3
ii) Uses consulted on: Special Education Needs
iii) Description of feedback received:

Increased needs as a result of the pandemic. Students are dealing with more complicated issues and not everything was fully addressed when schools and

Please indicate how consultation was:

- 2) Inclusive:** As part of our regular and ongoing relationship with the early education providers, we had these conversations.

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:

See COVID Response Plan and Use of Grant Funding (<https://sites.google.com/sau24.org/sau24continuouslearningplan/covid-impact?authuser=0>)

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:

See COVID Response Plan and Use of Grant Funding (<https://sites.google.com/sau24.org/sau24continuouslearningplan/covid-impact?authuser=0>)

- 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 LEA is using funds in several ways: paying teachers to providing students with the opportunity to access tutors after school, purchasing Tier 2 personalized learning resources for students to access during school and at home, and sending teachers to professional learning.

Description During SY 2022-2023:

The LEA will use funds in several ways: purchasing a new math resource for grades 6-12, paying teachers to providing students with the opportunity to access tutors after school, purchasing Tier 2 personalized learning resources for students to access during school and at home, and sending teachers to professional learning. The LEA will also use funds to hire interventionists to support students during Tier 2 instructional time.

Description During SY 2023-2024:

The LEA will use funds in several ways: paying teachers to providing students with the opportunity to access tutors after school, purchasing Tier 2 personalized learning resources for students to access during school and at home, and sending teachers to professional learning. The LEA will also use funds to hire interventionists to support students during Tier 2 instructional time.

- 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:

Tutors have been hired to work with students before and after school as well as remotely. Students are identified based on iReady Diagnostic scores, attendance, and/or academic performance in the classroom.

- 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:

Teachers were given the opportunity to attend a long term professional development experience in the area of literacy specifically focused on the Science of Reading (LETRS). We anticipate 3 rounds of training and hope to train all interested educators.

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

Description:

The LEA primarily uses iReady, NHSAS, and local competency based scores as evidence of need and effectiveness when providing 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:

The following document will continuously be updated to show how the district will spend ESSER III funding.

Description During SY 2022-2023:

The following document will continuously be updated to show how the district will spend ESSER III funding.

Description During SY 2023-2024:

The following document will continuously be updated to show how the district will spend ESSER III funding.

- 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:

Provide an intervention support to Students in need. Also, providing summer and after school tutoring to our students.

- 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): **No**

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

Description of all SYs - 2021 to 2024:

Mindfulness coaching for our teaching staff to address educator fatigue and stress.

- 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:

Performing a communications audit of our SAU practices to improve parent, student and stakeholding communications. Paying for any subsequent recommended improvements from the audit.

- 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: 70,737.82

Percentage: 100%

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:

School leadership is involved in the full allocation strategies of these funds.

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

Amount: 0

Percentage: 0

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

[Redacted description area]

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:

[Redacted description area]

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 LEA is taking active steps to assess the needs of students in the areas of academic, social, emotional, and mental health needs of all students. We have added data points to our screening systems to include attendance, local grades, iReady diagnostic results, and NHSAS scores to be sure that we are capturing all students who need assistance. Additionally we are actively researching SEL tools to both assess student need and plan for interventions. During the 2020-2021 school year, the pandemic amplified weaknesses in our response to students at risk for dropping out, and as a result we closed our alternative school and integrated the students back into the main campus. As a result we have seen significant improvements in outcomes for the students that were attending the program, greatly reducing our drop out rate in the first year of this change.

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

Specific Use Category

**User May Delete Current Selection Prior to Assigning Input(s)*

General Use Category

**May Select Same General Use Category in Multiple Rows
Depending upon Specific Uses; May Delete Current Selection Prior
to Assigning Input(s)*

Individualized Instruction

Meeting Students' Academic Needs

Other Allowed Uses - Specify in Detailed Use Description

Meeting Students' Social, Emotional and Other Needs

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All		
			SY 2020-2021	SY 2021-2022	SY 2022-2023
% Proficient in ELA Assessment, % Proficient in Math Assessment, % Proficient in Science Assessment	Yes - Description Required	Intervention Support	No	No	Yes
Incidences of Bullying and Harassment , Chronic Absenteeism , Rate of Suspension (Including In-School Suspensions and Expulsion)	Yes - Description Required	Additional Counseling Support	No	No	Yes

that Apply

SY 2023-2024	Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
Yes	\$ -	\$ -	\$ 70,737.82	\$ 70,737.82
Yes	\$ -	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% 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
61	89	* n< 11	89	96%	0%	0	0	0

X. Authorization

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

ESSER@doe.nh.gov



3/9/2022

Approver Signature - Superintendent / Head of School

Date

Jacqueline Coe

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.