

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/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>Inter-Lakes Cooperative</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>269</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>2</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Mary A. Moriarty</u> | |
| 6) Email & Telephone: | <u>marv.moriarty@interlakes.org; (603) 279 - 7947</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:

<https://www.interlakes.org/docs/building/5/arp-esser-lea-fund-use-ilsd%2021-22.pdf?id=1617>

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

Yes - Description Required

Description:

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Inter-Lakes School District's ARP ESSER Plan.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Inter-Lakes School District's ARP ESSER Plan.

- 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:

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Inter-Lakes School District's ARP ESSER 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:

The proposed use of funds has been discussed at public Inter-Lakes School Board meetings. The public was informed of these discussion through published/posted School Board meeting agendas. The public has the opportunity to provide public comment during public School Board meetings and has the opportunity to attend and participate either in person or virtually. Additionally, a public hearing was held.

- 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:

No specific input was provided relative to the proposed use of funds. Public comment was made relative to the required assurances, but not specific to the use of funds. Other conversations relative to mental health needs have been raised, which assisted with informing the increase to guidance at the elementary level. Additionally, the desire for in-person learning was clear and the additional teaching staff provided the opportunity to create smaller class sizes and greater physical distancing.

- 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:

A student representative serves on the School Board and attends/participates in School Board meetings.

i) Number 1

iii) Description of feedback received: No feedback noted in the minutes.

Please indicate how consultation was:

2) Inclusive: See above description.

3) Widely advertised and available: Meetings are publicly noticed. Student representative serves on Student Council as well.

4) Ongoing: N/A Continued attendance/participation at meetings. Meetings are publicly noticed.

- b. Families (please choose one):

Yes - Description Required

1) Description:

See response to question 1.

i) Number of total responses: See response to question 1 and 2.

ii) Uses consulted on: See responses to questions 1 and 2.

iii) Description of feedback received: See responses to questions 1 and 2.

Please indicate how consultation was:

2) Inclusive: School Board meetings are open to the public and publicly noticed.

3) Widely advertised and available: School Board meetings are publicly posted and accessible in-person and virtually.

4) Ongoing: As the proposed use of funds evolves, agendas will be posted and provide for public input. Electronic feedback has been added to the website where the use of funds reports are published.

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

Yes - Description Required

1) Description:

School and District administration with oversight 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 were involved in the Plan development. Additionally, see response to question 1 in this section.

- i) Number of total responses: Collaborative effort and unable to quantify number of responses.
- ii) Uses consulted on: Collaborative effort; all uses consulted on.
- iii) Description of feedback received: Collaborative effort and unable to quantify number of responses.

Please indicate how consultation was:

- 2) Inclusive: The above description addresses this section.
- 3) Widely advertised and available: Publicly posted School Board meetings.
- 4) Ongoing: The above description addresses this section. Electronic feedback has been added to the website where the use of funds reports are published.

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

Somewhat - Description Required

1) Description:

School Principals, School Leaders, and School District Administrators were involved in the development of the proposal. Additionally, broad concepts of the plan were discussed with a Collaborative Solutions Team of Staff including Union Leadership prior to completion of the proposed plan. All school staff are provided with the agenda for School Board meetings.

- i) Number of total responses: Collaborative effort and unable to quantify number of responses.
- ii) Uses consulted on: Collaborative effort; all uses consulted on.
- iii) Description of feedback received: Collaborative effort and unable to quantify number of responses.

Please indicate how consultation was:

- 2) Inclusive: The above description addresses this section.
- 3) Widely advertised and available: Publicly posted School Board meetings.
- 4) Ongoing: The above description addresses this section. Electronic feedback has been added to the website where the use of funds reports are published.

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):

Somewhat - Description Required

1) Description:

School and District administration with oversight 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 were involved in the Plan development. Additionally, see response to question 1 in this section.

- i) Number of total responses:* Collaborative effort and unable to quantify number of responses.
- ii) Uses consulted on:* Collaborative effort; all uses consulted on.
- iii) Description of feedback received:* Collaborative effort and unable to quantify number of responses.

Please indicate how consultation was:

- 2) Inclusive:** The above description addresses this section.
- 3) Widely advertised and available:** Publicly posted School Board meetings.
- 4) Ongoing:** The above description addresses this section. Electronic feedback has been added to the website where the use of funds reports are published.

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):

Somewhat - Description Required

1) Description:

School and District administration with oversight 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 were involved in the Plan development. Additionally, see response to question 1 in this section.

- i) Number of total responses:* Collaborative effort and unable to quantify number of responses.
- ii) Uses consulted on:* Collaborative effort; all uses consulted on.
- iii) Description of feedback received:* Collaborative effort and unable to quantify number of responses.

Please indicate how consultation was:

- 2) Inclusive:** The above description addresses this section.
- 3) Widely advertised and available:** Publicly posted School Board meetings.
- 4) Ongoing:** The above description addresses this section. Electronic feedback has been added to the website where the use of funds reports are published.

h. Community-based organizations, including partnerships to promote access to before and after-school programming (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:**

- 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:

- 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:

The School District is utilizing \$333,517 (31%) of the current allocation of \$1,847,069.19 to fund Class Size Reduction Teachers (4 Teachers). This supports mitigation by allowing class sizes to be lowered which allows for greater physical distancing within the classroom space and if needed, small cohorts. This effort is in alignment with the CDC guidance provided at the start of the 2021/2022 school year. Additionally, \$37,444 (2%) is to increase nursing staff by hiring a PT Nurse to support the health and wellness of the Inter-Lakes School District school communities. The remaining unbudgeted funds of \$992,091 (53%) are earmarked for HVAC improvements; air quality improvements are in alignment with the CDC recommendations. Additionally, the potential for outdoor seating exists through the remaining unbudgeted funds which supports CDC recommendations regarding outdoors and transmission levels.

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 Inter-Lakes School District has the benefit of being a small school district with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs. Classroom Teachers, Special Education Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress.

- 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 School District will utilize funds to provide Class Size Reduction Teachers. This effort is twofold, it provides for smaller class sizes to allow for greater physical distance and smaller cohorts, as needed, and it addresses concerns related to learning loss due to the pandemic as well as social emotional needs. Reduced class sizes provide for more direct instruction and attention from the classroom teacher; addresses social emotional needs by having a lower student to teacher ratio; allows for more individualized and tailored learning opportunities; overall better supports the learner on all levels - Social Emotional Learning and Academic Learning. As we approach recovery from the pandemic smaller class sizes allow for the necessary healing and academic gains to be made. Evidence-based research on reducing class sizes as an effective intervention can be found at <https://classsizematters.org/research-and-links/>. Additionally, this school year (21/22) a number of children will be transitioning from a virtual school experience last school year to in person experience. smaller class sizes will assist with this transition. Last school year (20/21), Academic Interventionists at Inter-Lakes Elementary School were transitioned to Classroom Teachers either in person or virtually. The additional Classroom Teachers supported by ARPA ESSER funds allows the Academic Interventionists roles to be reestablished which will provide for academic intervention beyond the classroom to take place. The School District has also identified a need for an additional Elementary Special Education Teacher to address learning gaps. ARPA ESSER funds are being used to fund this additional Special Education Teacher. At the high school level, providing increased mathematics time for incoming freshman students was identified as a need. ARPA ESSER funds are being used to fund an additional freshman Mathematics Teacher for the 21/22 school year. Additionally, ARPA ESSER funds are being used to support out-of-district special education costs attributable to the impact of remote learning.

Description During SY 2022-2023:

At this time, no additional funds are planned from ARP ESSER III for learning loss. The existing entitlement grants and approved School District budget will be used to address learning loss.

Description During SY 2023-2024:

At this time, no additional funds are planned from ARP ESSER III for learning loss. The existing entitlement grants and approved School District budget will be used to address learning loss.

- 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:

ARP ESSER funds are being used to provide direct instruction and support during the school day to address learning gaps. This support is data driven and specific to each learner's needs; direct instruction is designed and provided to the learner based on the identified gap in learning. Additionally, last school year (20/21), Academic Interventionists at Inter-Lakes Elementary School were transitioned to Classroom Teachers either in person or virtually. The additional Classroom Size Reduction Teachers supported by ARP ESSER funds allows the Academic Interventionists roles to be reestablished which will provide for academic intervention beyond the classroom to take place.

- 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:

N/A

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

Description:

The School collects and analyzes student learning data. The analysis of this data will provide evidence on the effectiveness of the additional supports provided.

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:

ARP ESSER IIII funds are budgeted as follows: \$37,444 PT (0.5 FTE) School Nurse; \$155, 118 Special Education Needs; \$22,000 Elementary Behavioral Support; \$135,005 1.0 FTE Elementary Special Education Teacher; \$26,403 0.333 Elementary Guidance Counselor; \$57,534 1.0 FTE High School Mathematics Teacher; \$333,518 4.0 FTE Elementary Teachers; \$38,351 indirect costs; remaining funds of \$992,092 are earmarked for possible ventilation upgrades and outdoor seating.

Description During SY 2022-2023:

No funds have been planned for the 2022/2023 school year at this time.

Description During SY 2023-2024:

No funds have been planned for the 2023/2024 school year at this time.

- 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):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

ARP ESSER IIII funds are budgeted as follows address the 20% setaside for learning loss as well as provide individualized instruction: \$155, 118 Special Education Needs; \$22,000 Elementary Behavioral Support; \$135,005 1.0 FTE Elementary Special Education Teacher; \$26,403 0.333 Elementary Guidance Counselor; \$57,534 1.0 FTE High School Mathematics Teacher; \$333,518 4.0 FTE Elementary Teachers

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

- 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:

Strong collaboration exists between, the School Board, SAU Administration and School Administration. The decisions for the various activities have been made through collaboration, analysis of student learning data and recognition of the opportunity to address ventilation upgrades . Close to 53% of the funds allocated for the Inter-Lakes School District have been reserved at this time to address ventilation upgrades and

possibly outdoor seating. The School District is funding through local funds a ventilation study which will map out a plan for ventilation upgrades; funds to address these upgrades will be applied for through the established application process.

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 attainment of industry-recognized credentials:

N/A

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

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

Description of all SYs - 2021 to 2024:

ARP Funds in the amount of \$155,117.91 are being used to fund out-of-district placement costs attributable to the impact of remote learning.

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:

Inter-Lakes School District has the benefit of being a small school district with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs in the areas of academic, social emotional and mental health. Classroom Teachers, Special Education Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress.

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:

Close to 53% of the funds allocated for the Inter-Lakes School District have been reserved at this time to address ventilation upgrades and possibly outdoor seating. The School District is funding through local funds a ventilation study which will map out a plan for ventilation upgrades; funds to address these upgrades will be applied for through the established application process.

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.