

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 2/13/2022.

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://onih.reports/ice/202201-1810-002/doe/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/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:	<u>Goffstown</u>	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	<u>199</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>12</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>8/10/2021 (original) 3/9/2022 (updated)</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Brian Balke, Superintendent of Schools</u>	
6) Email & Telephone:	<u>brian.balke@sau19.org 603-497-4818</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:

Confirmation of posting to SAU19 (Goffstown and New Boston) website at <https://goffstown.k12.nh.us/index.php/esser-iii-district-plans-2021-2022> on August 10, 2021 and updated on September 14, 2021

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

Yes - Description Required

Description:

Both the ARP ESSER III Plan, and the New Boston School District's Plan for the use of ARP ESSER III funds are in a PDF format, based on a template provided by the New Hampshire Department of Education.

- 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 English, which is the language used by the predominant majority of stakeholders in the community. Translation services are clearly identified on our website under "Translation Information," at <https://goffstown.k12.nh.us/index.php/covid-19/481-sau-translation-disclaimer>

- 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:

Yes. Our SAU 19 websites for the Goffstown and New Boston School Districts comply with ADA accessibility. Should an alternative format be needed, please contact the SAU 19 office at 603-497-4818.

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:

In terms of providing input, the LEA has and will continue to use multiple means to solicit input including online surveys to parents/guardians, posted feedback opportunity on the District webpage for the community, feedback from public comment at School Board Meetings, and presentations to community groups such as the town's budget/finance committee, capital improvement committee, parent groups and booster organizations. In terms of how stakeholder input was taken into account, the LEA focused on student academic needs and the ability to use ARP ESSER funds to address capital projects based on the effects of COVID-

- 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 terms of how stakeholder input was taken into account, the LEA focused on student academic needs and the ability to use ARP ESSER funds to address capital projects based on the effects of COVID-19. More specifically, feedback from teachers, parents, administration and board members focused on addressing learning deficits as a consequence of COVID-19 and the remediation necessary to support students. This resulted in the implementation of a Dean of Remediation in Goffstown who will serve as an administrative liaison between parents, students, and teachers to coordinate additional academic and social

- 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:

A student representative of Goffstown High School is a representative of the Board, and in turn, elicits and shares information with the GHS student council about this topic, as well as others of student interest. In addition, feedback from students was represented through direct and anecdotal observations during the school year as shared by and with educators and administration. School re-opening Teams had student input as an agenda item as well. Students at our high

i) Number of total responses:

10+

ii) Uses consulted on:

Dean of Remediation, Tutoring, Construction Projects

iii) Description of feedback received:

The student representative to the Goffstown School supported the need for a Dean of Students and tutoring. He suggested that the GHS Honor Society

Please indicate how consultation was:

2) Inclusive: Included feedback from student government

3) Widely advertised and available:

Yes, on website and during public hearings and public comments at meetings

4) Ongoing: Student representative on the school board represents the student constituency.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Feedback from families was represented through direct and anecdotal observations in surveys during the school year and as shared by and with educators and administration. The Business Administrator has met with many different school groups ranging from booster clubs to parent teacher groups in order to engage the community with regard to ARP ESSER fund use. The District also has an ARP ESSER III electronic feedback form on its website.

i) Number of total responses:

10+

ii) Uses consulted on:

Construction projects, guidance and mental health support, tutoring

iii) Description of feedback received:

Families are pleased academic and social emotional supports, enrichment programs, tutoring. Parents wanted COVID-19 testing programs that the

Please indicate how consultation was:

2) Inclusive: A wide variety of family groups has been consulted

3) Widely advertised and available:

Yes, on website and during public hearings and public comments at meetings

4) Ongoing: Yes. The School District will continue to review ESSER Use of Funds at school board meetings and hold periodic input sessions.

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

Yes - Description Required

1) Description:

Beginning March 13, 2020, Administrators met on a weekly basis to discuss all elements associated with school planning. Data gathering and analysis for student and district needs was a standing agenda item. Administration used data to then in turn have meaningful dialogue with the other stakeholder groups.

i) Number of total responses:

10+

ii) Uses consulted on:

IXL Learning platform, student tutoring, remote quarantine teacher, nursing support, COVID-19

iii) Description of feedback received:

Administration cited the need for supplemental supports in terms of online assistance (IXL), the need for tutoring, and teacher assistance for students in a quarantine status. COVID-19 was also suggested.

Please indicate how consultation was:

2) Inclusive: Open to all administrators

3) Widely advertised and available:

Actively solicitation of feedback and ideas

4) Ongoing: Feedback is ongoing amongst administration as to the uses of ESSER use of funds

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

Yes - Description Required

1) Description:

During the summer of 2020 and for all of the 20/21 school year, a NBCS re-opening team was established and met regularly. All departments were represented. The purpose of the reopening team was to: 1) review the reopening framework as established by the LEA, 2) address individual building needs and tailor operations and planning to align with the LEA's framework, 3) identify student needs as a result of impacts of COVID-19, 4) Develop actions plans to address

i) Number of total responses:

10+

ii) Uses consulted on:

IXL Learning platform, student tutoring, remote quarantine teacher, nursing support, COVID-19

iii) Description of feedback received:

Stakeholders cited the need for supplemental supports in terms of online assistance (IXL), the need for tutoring, and teacher assistance for students in a quarantine status. COVID-19 testing was also suggested.

Please indicate how consultation was:

2) Inclusive: Feedback has been solicited by educators, union leadership and other school staff

3) Widely advertised and available:

Yes. During staff meetings

4) Ongoing:

Yes. The Goffstown school administration continually obtains feedback from staff on the needs of students.

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

No

1) Description:

N/A

i) Number of total responses:

N/A

ii) Uses consulted on:

N/A

iii) Description of feedback received:

N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available:

N/A

4) Ongoing:

N/A

f. Civil rights organizations, including disability rights organizations (please check one):

No

1) Description:

N/A

i) Number of total responses: N/A
 ii) Uses consulted on: N/A
 iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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):

Yes - Description Required

1) Description:

Goffstown faculty and staff who directly instruct stakeholders listed were on school and District re-opening teams. Parents could participate in on line surveys.

i) Number of total responses: 10+
 ii) Uses consulted on: Dean of Remediation, Tutoring, IXL
 iii) Description of feedback received: Need for supplemental supports for students with disabilities, ELL, etc in the form of tutoring, SEL etc.

Please indicate how consultation was:

2) Inclusive: Included many stakeholders

3) Widely advertised and available: Yes. During staff meetings

4) Ongoing: Yes. Goffstown School district administration continually obtains feedback from staff on the needs of students.

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

Yes - Description Required

1) Description:

The SAU19 Business Administrator engaged in extensive dialogue with the local YMCA to develop opportunities for child care for students and for the children of SAU19 staff members.

i) Number of total responses: 1
 ii) Uses consulted on: Possible after school care
 iii) Description of feedback received:

Based on feedback, there was not enough interest for SAU 19 staff to send their own children to the YMCA before and after school program to warrant

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: Yes. Continued dialogue occurs with community groups

- 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):

Yes - Description Required

i) Description:

The SAU19 Business Administrator worked with the Glen Lake Preschool/Kindergarten Principal to review and consider possibilities for additional supports for these students. There was also dialogue between child care providers to discuss student transportation.

ii) Number of total responses:

2

iii) Uses consulted on:

Transportation needs

iv) Description of feedback received:

Need to possible student transportation to child care facilities. However, bussing availability and capacity became an issue

Please indicate how consultation was:

2) Inclusive: Reached out to three child care facilities

3) Widely advertised and available:

N/A

4) Ongoing: Yes. Ongoing conversations occur with child care facilities.

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:

LEA schools are open for full time, in-person instruction five days a week. As a consequence of the continued transmission of the COVID-19 virus and the unpredictability of variants, the LEA remains both vigilant in its monitoring of health conditions, and nimble in its response. The LEA is responsive to changing local and state conditions and has mitigation strategies to ensure the continued emphasis of in-person instruction of students.

The LEA is exploring the implementation of the State's SAS COVID 19 voluntary testing program as a means to monitor the spread of COVID 19 in the school community, and possibly reduce transmission based on quicker identification of symptomatic participants. The LEA's layered mitigation strategy includes masking protocols, voluntary COVID-19 testing, and social/physical distancing (when allowable) in order to sustain an environment to support in-person learning.

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 Goffstown School District has hired a Dean of Remediation and Acceleration who will develop and oversee the plan to address unfinished student learning. Student specific - targeted - tutoring for non-identified students is the focus for the plan.

- 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 District has hired an Administrator to develop and oversee a comprehensive before and after school system-wide tutoring process for 2021-2022 and 2022-2023.

Description During SY 2022-2023:

It is our current thinking that the Dean Position and the tutoring program will be in effect for a minimum of two years.

Description During SY 2023-2024:

The District will reassess the Dean position and subsequent tutoring to determine needs for SY23-24.

- 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:

Students will be eligible for academic/SEL tutoring based on student self-referral and referral from parent/guardian and educators.

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

Yes - Description Required

Description:

Yes. The District is implementing a new Learning Management System. Professional development needs are being defined to drive a plan that will address teacher and student needs.

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

Description:

Achievement will be monitored and measured through local assessments, NWEA, SAS, SEL will be monitored and measured through attendance, referrals, report cards and qualitative data from parents, students and counselors.

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:

At this time, the District continues to review all of the funding available and consider the most fiscally responsible integration and use for the funds. The District seeks to use funds to implement a learning management system, and to hire additional IT staff that is required to support student learning. For capital related projects, the District has a school board subcommittee studying facility needs. This group of parents, teachers, staff and administrators are considering projects such as window and door replacements, air handling unit replacements, heating

Description During SY 2022-2023:

The District will continually reassess the potential uses for the funds.

Description During SY 2023-2024:

The District will continually reassess the potential uses for the funds.

- 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:

See descriptions specific to the tutoring program in prior prompts. 23/24 will be addressed after we review results of prior two years.

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:

c. Improving family engagement:

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:

- 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: 0

Percentage: 0

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:

As of today - None. We reserve the right to review and revise this answer. 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:

Current methodology is limited to the initial concerns and requirements to meet the 20% minimum for student support. The allocation

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:

As of today - None. We reserve the right to review and revise this answer.

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:

The District already has a process in place to support students for this purpose. Should needs be defined by the Dean of Remediation and Acceleration moving forward, this will be revised.

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:

Achievement will be monitored and measured through local assessments, NWEA, SAS, SEL will be monitored and measured through attendance, referrals, report cards and qualitative data from parents, students and counselors. The Dean of Remediation will work with School Administrative Leaders to define and track this data.

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:

To date, the Goffstown School District has submitted only one ARP ESSER Conceptual Plan for Goffstown High School Field Improvements that include an artificial surface field, increased bleacher capacity and lighting. The LEA received "conceptual plan" approval for up to \$1,000,000 in ARP ESSER (ESSER III) funds to make outdoor field improvements at Goffstown High School (GHS). Overall, this \$1,850,000+ facilities improvement project includes three components: 1) the installation of an artificial playing surface (\$1,000,000 in ARP ESSER Funds) 2) the installation of bleacher seating to accommodate up to 1200 seats, (\$500,000 from private donations) and 3) the installation of field lighting (350,000 from Impact Fees). Preliminary cost estimates are based on comparable projects in Southern NH, and are subject to change. The LEA recognizes the need for project design and management fees and contingency funds.

This project is unique based on its multiple funding sources. Aside from the ARP ESSER funds, this project will be funded by \$500,000 in local private donations/contributions, \$350,000 in Town of Goffstown Development Impact fees, and a potentially similar ARP ESSER grant request by another school district that tuitions their high school students to Goffstown.

The LEA's request is based on three primary reasons that align with allowable ESSER funding uses: 1) providing a safer environment for our students and community to reduce COVID 19 transmission, 2) creating a facility that will enhance mental health and wellness for students in an outdoor environment and, 3) creating a facility that expands the LEA's ability to offer enrichment and supplemental after school, full service programs.

X. Authorization

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

ESSER@doe.nh.gov

Approver Signature - Superintendent / Head of School

Date

Brian Balke, Superintendent SAU 19
(Goffstown School District)

03/07/22

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

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

