

## Community Engagement Checklist

### Interim Final Requirements from the U.S. Department of Education: *LEA ARP ESSER Plan Meaningful Consultation*



“COVID-19 has had a dramatic impact on the Nation’s education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students’ classes and courses of study have been interrupted and/or delayed and students’ social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA is also required to engage in meaningful consultation with each of the following, 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. An LEA’s decisions about how to use its ARP ESSER funds will directly impact the students,

families, and stakeholders in their school district, and thus the LEA’s plans must be tailored to the specific needs faced by students and schools within the district. These diverse stakeholders will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to effective support for Native American students, so LEAs need to consult Tribes, as applicable. In addition, the Department understands educators and students’ families will have important insights into and observations of students’ academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impact of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic.”



Please note who you engaged, as applicable, and the strategies used to engage those groups  
(ex. public meeting, request for comments, survey, etc.).

Applicable? (check if yes)	Group (as applicable)	Number Engaged	Number of Responses Received	Mode(s) of Engagement
✓	Students (sample of students who were able to provide a response on the survey in a timely manner)	*500	245	Public Survey
✓	Families	*12,506	1,076	Public Survey, Public Meeting
✓	Pre-K-12 Teachers	831	466	Public Survey, Public Meeting
✓	School Support Staff	339	105	Public Survey, Public Meeting
✓	Principals	28	28	Public Survey, Public Meeting
✓	Assistant Principals	32	12	Public Survey, Public Meeting
✓	District Support Staff	217	15	Public Survey, Public Meeting
✓	District Supervisor/Administrator	39	8	Public Survey, Public Meeting
✓	Elected Official or School Board Member	*9	3	Public Survey, Public meetings, School Board Meetings
✓	Tribe	1	1	Public Survey
✓	Civil Rights Organization	1	1	Public Survey
✓	Advocate for Students with Disabilities (includes Special Education Staff at Schools and district level)	5	66	Public Survey
✓	Advocate for English Learners (includes ESL Staff at Schools and district level)	15	12	Public Survey
✓	Advocate for Children in Foster Care	5	2	Public Survey
✓	Advocate for Children Experiencing Homelessness	5	1	Public Survey
✓	Advocate for Children who are Incarcerated	5	2	Public Survey
✓	Advocate for Children who are Underserved Students	15	6	Public Survey
✓	Other: <b>Higher Education</b>	5	1	Public Survey
✓	Other: <b>Taxpayer</b>		6	Public Survey

Any additional information related to the public engagement you would like to share:

Stakeholder engagement is critical to how the district understands the impact of changes that have taken place during the pandemic. The Covid-19 Pandemic exacerbated pre-pandemic inequity and opportunity gaps for some of our most at risk students. However, the need for support has increased for all student groups due to Covid-19. The district used input from our stakeholders to help prioritize needs for allocating ESSER 3.0 funds. Our needs were prioritized based on what has the most impact on student achievement, as well as the health and safety of our students, staff, and families. Additionally, stakeholder input was prioritized to ensure equitable services for all students.

In order to gather the best possible sampling as possible, the district issued two public stakeholder surveys to ensure the community's voice was embedded within our ESSER 3.0 Grant Application submission. While there is no way to accurately determine the number that was engaged in some stakeholder groups, the asterisk (\*) represents estimates of the number engaged based on what we know about our community make up. For an example, because the district serves approximately 12,506 students, this number was used to represent the number of families engaged based on current student enrollment is EIS.