

# DISTRICT: \_\_\_\_\_

## 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
Yes	Students	829*	2778	survey, social media, in person
Yes	Families	508	107	email, text, social media
Yes	Elected Officials and School Board Members	17	0	email, survey, social media
Yes	School and District Administrators	46	3	email, survey, in person
Yes	Special Education Administrators	14	11	email, survey, in person
Yes	Principals	27	5	email, survey, in person
Yes	School Leaders	36	14	email, survey, in person
Yes	Other Educators	258	37	email, survey, social media
Yes	School Staff	271**	345	email, survey, social media
Yes	Civil Rights Organizations	13	0	email, survey, social media
Yes	Disability Rights Organizations	6	0	email, survey, social media
Yes	Interest Group(s): Students with Disabilities	3	1	email, survey, social media
Yes	Interest Group(s): English learners	9	0	email, survey, social media
Yes	Interest Group(s): Children Experiencing Homelessness	7	1	email, survey, social media
Yes	Interest Group(s): Children in Foster Care	2	0	email, survey, social media
Yes	Interest Group(s): Migratory students	8	0	email, survey, social media
Yes	Interest Group(s): Students who are Incarcerated	6	2	email, survey, social media
Yes	Interest Group(s): Underserved Students	35	5	email, survey, community forum
Yes	Other: business community/workforce development	5	1	email, survey, community forum
Yes	Other: Education advocacy groups	15	1	email, survey, social media

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

\*829 reflects the students at the Achievement Schools who we shared the survey with directly. We also asked our charter schools to share the survey with their students, some did, but we do not have an accurate way of counting the exact number of students engaged.

\*\*In addition to the 271 staff members we directly reached out to, we also asked our charters to share this survey with their staff and some complied. We do not have an accurate way of accounting for exactly how many staff members they engaged.