

## The ESSER III Plan for Spending Federal COVID Relief Funds

### Introduction

On April 21, 2021, the U.S. Department of Education (USED) released its American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER or ESSER III) state plan template for state education agencies (SEAs) to complete to receive the remaining third of ESSER III funds. In addition to the template, the USED also released ESSER III interim final requirements related to SEA consultation, district ESSER III plans, and district plans for a safe return to in-person instruction and continuity of services.

### Programmatic, Fiscal and Reporting Assurances

YES To All:

GEPA 1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

GEPA 2) Control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

GEPA 3) The local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

GEPA 4) The LEA will make reports to the Department and to USED as may reasonably be necessary to enable the Department and USED to perform their duties and that LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as the Department or USED deem necessary to perform their duties.

GEPA 5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of USED programs.

GEPA 6) Any application, evaluation, periodic program plan or report relating to an USED program will be made readily available to parents and other members of the general public.

GEPA 7) In the case of any project involving construction—

the project is not inconsistent with overall State plans for the construction of school facilities, and

In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

GEPA 8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an USED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

GEPA 9) None of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

## Part II Application Requirements

- 1) How did the district leadership team consult with the stakeholder groups listed in assurance 5 during the development of the district's ESSER III Plan? (Check all that apply "X")
  - Public meetings
  - Focus groups
  - Surveys
  - Other
- 2) How did the district leadership team determine the district students' academic, social, emotional, and mental health needs? (Check all that apply "X")
  - ISASP data
  - Conditions for Learning Survey results – students
  - Conditions for Learning Survey results – parents
  - Conditions for Learning Survey results – staff
  - Literacy screening and progress monitoring data Math screening and progress monitoring data Behavior referral data
  - Other
- 3) Which groups of students have been most impacted by COVID-19 in your district? (Check all that apply)
  - Students from low-income families
  - Students of color or from a particular ethnic group
  - English learners
  - Students with disabilities
  - Students experiencing homelessness
  - Children and youth in foster care
  - Migrant students
  - Other
- 4) How did the district leadership team determine the academic, social, emotional, and mental health needs of the students most impacted by COVID-19?
  - ISASP data by subgroup
  - Conditions for Learning Survey results - students by subgroup
  - Conditions for Learning Survey results - parents by subgroup
  - Conditions for Learning Survey results - staff by subgroup
  - Literacy screening and progress monitoring data by subgroup
  - Math screening and progress monitoring data by subgroup
  - Behavior referral data by subgroup
  - Other

5) Will the district use ESSER III funds to implement prevention and mitigation strategies related to COVID-19?

X Yes

No

5a) Which of the following prevention and mitigation strategies will ESSER III funds be used to implement? (Check all that apply "X")

Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID -19

Training and professional development on sanitizing and minimizing the spread of infectious diseases

X Purchasing supplies to sanitize and clean the LEA's facilities

X Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards

X Improving indoor air quality

Tailoring prevention and mitigation strategies to address the needs of children from low income families, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness and foster care youth

X Purchasing educational technology (Including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students

6) How does the district plan to use the 20% set-aside to address the academic impact of learning loss or to accelerate learning through evidence-based interventions? (Check all that apply)

X Use of evidence-based accelerated learning interventions in literacy

X Use of evidence-based accelerated learning interventions in mathematics

Use of evidence-based accelerated learning interventions in social-emotional-behavioral health (SEBH), including mental health

Attendance at membership in the Leadership Academy established by the Department to help districts and schools implement evidence-based practices

Attendance at/membership in the Accelerated Learning Academy established by the Department to help districts and schools implement evidence-based practices

Attendance at/membership in the Social-Emotional-Behavioral Health (SEBH) Academy established by the Department to help districts and schools implement evidence-based practices

Participation in the FAST for Success Literacy Exploratory Project

Other

7) How does the district plan to use the remaining ESSER III funds consistent with statutory requirements? (Check all that apply)

X Activities authorized by the ESEA

X Activities authorized by the Individuals with Disabilities Education Act (IDEA)

Activities authorized by the Adult Education and Family Literacy Act (AEFLA)

Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)

X 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

(CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff

X Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19

Training and professional development on sanitizing and minimizing the spread of infectious diseases

Purchasing supplies to sanitize and clean the LEA's facilities

X Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazard

X Improving indoor air quality

Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth

Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs

Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning Purchasing educational technology

(including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities

Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors

X Planning and implementing activities related to summer learning and supplemental after-school programs

Addressing learning loss

Other

- 8) Please indicate the extent to which the district has board adopted policies for each of the following health and safety strategies by providing a link to the policy posted on the district's website: If no policy exists, leave the field blank

Policy	URL Link to Policy
Physical distancing e.g., use of cohorts/podding	
Handwashing and respiratory etiquette	
Cleaning and maintaining healthy facilities, including improving ventilation	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	
Diagnostic and screening testing	

Efforts to provide vaccinations to eligible educators, other staff, and students	
Appropriate accommodations for children with disabilities with respect to health and safety policies	

9) The local education agency (LEA) assures that the district's ESSER III Plan will be posted to the district's website and that this plan will be orally translated to parents unable to understand the plan as written; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

X Yes

No