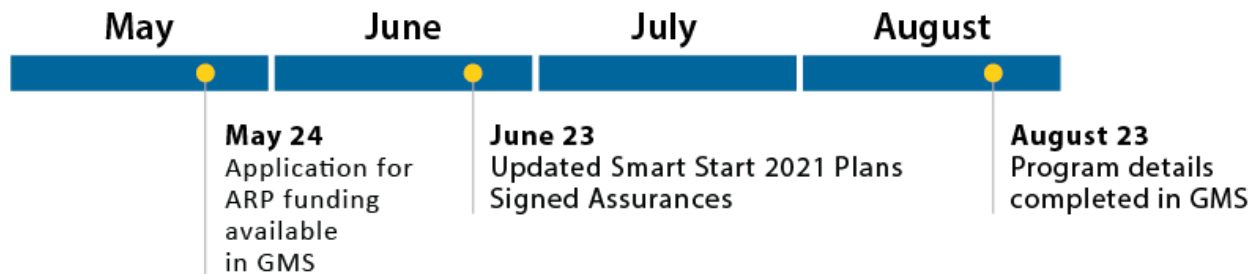


District ARP Plan Milestones



Updated Smart Start Plans

Posted on district website by: June 23, 2021

Within 30 days after receiving ARP ESSER III funds, districts will develop and make publicly available on the district website the plan for safe return to in-person instruction.

- Adopted policies and a description of the policies for-
 - [Universal and correct wearing of masks](#)
 - [Physical distancing](#)
 - [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 tests](#)
 - Efforts to [provide vaccinations](#) to educators, other staff, and students, if eligible
 - Appropriate [accommodations](#) for children with disabilities with respect to the health and safety policies
- Description of how the district will ensure continuity of services including, but not limited to, services to address student's academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.
- Periodic review of the plan no less frequently than every six months for the duration of the ARP ESSER III grant period.
- Upload the signed assurances to the Assurance Related Document page in the COVID Relief Application in GMS. Include: DUNS Number, SAM Expiration Date, and Suspension and the Debarment Question.

Program Details Completed in GMS

Due: August 23, 2021

Within 90 days of receiving ARP ESSER Funds, districts will complete an ARP ESSER Plan.

Statutory requirements have been incorporated into the GMS application for ARP ESSR III funds.

Section A: District Plan for Safe Return to In-Person Instruction and Continuity of Services

- A.1. Describe how the district developed the plan for the safe return to in-person instruction and continuity of services. Provide how the district sought public comment on the plan and took such comments into account in the development of the plan. Include which stakeholders were involved in the development of the plan.
- A.2. Provide the link to district's Smart Start Plan.

Section B: Stakeholder Consultation

- B.1. Describe how, in the planning for the use of ESSER III funds, the district provided opportunities for input and engaged in meaningful consultation with stakeholders including, but not limited to: students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; Tribes; and other stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory children, children who are incarcerated, and other underserved students.

Section C: Identifying Needs

- C.1. Describe the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic.

Section D: Coordination of Funds

- D.1. Describe how the district will coordinate with other federal education funding (i.e., other federal COVID Relief funding, ESEA, IDEA, CTE, and Child Nutrition).

(Continued on next page)

Section E: Use of Funds

- E.1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- E.2. Describe how the district will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ESSER III funds) 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.
- E.3. Describe how the district will use funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
- E.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs.

Section F: Evaluation

- F.1. Describe how the district will evaluate the level of implementation and effectiveness of programs funded.

Section G: General Education Provision Act (GEPA)

- G.1. Describe how the district will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.