



# American Rescue Plan and ARP ESSER: LEA Checklist

## Required Plans for LEA's

ARP ESSER shares many similarities with its predecessors, ESSER and ESSER II; however, there are three key differences that LEAs are required to consider while planning their application as indicated in the below checklist.

## Checklist:

- Safe Return to In-Person Instruction and Continuity of Services Plan** (publicly available on-line **30 days** after receiving ARP ESSER funds allocation):

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP). You will be asked to post a link to your plan under the "Program Details" tab in the Grant Management System (GMS).

Districts may use their Smart Start Reopening Plans to help fill out the [WDE's Safe Return and Services Plan template](#).

Note: districts must revisit their existing plan *every 6 months* and revise as needed, including considering changes to CDC guidance (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>).

Plans should include the following:

- Health and safety strategies:
  - universal and correct wearing of masks;
  - 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, and/or Tribal health departments;
  - diagnostic and screening testing;
  - efforts to provide vaccinations to educators, other staff, and students, if eligible; and
  - appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials.
- Continuity of services (including but not limited to):
  - Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services.

- **LEA ARP Implementation Plan** – Federal regulations requires LEAs to submit a plan that at minimum describes:

How the LEA will use the mandatory 20% set-aside to address the academic impact of learning loss (note federal statute uses the term, “lost instruction time”) through the implementation of evidence based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs.

How the remaining ARP ESSER funds consistent with statutory requirements will be used

How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, 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 and youth in foster care, and migratory students

How and to what extent ARP ESSER 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 on reopening schools

You will also be able to provide these answers via the “Program Detail” tab in the GMS in your application. In addition, these questions will be available in the [WDE’s template](#). You may use the above questions as an outline and preparatory tool to help guide your answers for filling out both your ARP Implementation Plan and your application in the GMS.

- **LEAs must engage in *meaningful consultation*** with stakeholders when creating their LEA ARP ESSER Plan. The description must include how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

- Stakeholders with whom the LEA should consult include, but are not limited to:
  - students;
  - families/legal guardians;
  - school and district administrators (including special education administrators);
  - teachers, principals, school leaders, other educators, school staff, and their unions;
  - Tribes (if applicable);\*
  - civil rights organizations (including disability rights organizations);\*
  - 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.\*

\*To the extent present in or served by the LEA

**Note on “meaningful consultation”:** [During USED’s Office hours](#), the department clarified that “Meaningful consultation may take different forms.” Further noting, “We recognize and respect the work that school districts are already doing and have been doing throughout the pandemic to engage their communities.” For both plans, LEAs must include how the LEA provided the public the opportunity to provide input in the development of the plan and how the LEA took such input into account. Both templates have sections that address these questions.

## **District Plan Timeline:**

**TBD** – ARP ESSER III Application opens and districts submit assurances through the GMS.

**30 days after the application opens** – Safe Return to In-Person Instruction and Continuity of Services Plan due

District plans will be updated and reviewed at least **every six months** for the live of the grant

**90 days after the application opens** – District ARP ESSER III Funding plans are due

**March 24, 2022** – Last date for districts to submit the budget for ARP ESSER III.

**September 30, 2024** – Last day to obligate ESSER III funds.