

ESSER III

American Rescue Plan Elementary and Secondary School Emergency Relief Grant (ARP ESSER III)



Orland School District 135

What is APR ESSER?

ARP ESSER III The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) fund provides states and school districts help to safely reopen and sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students.

Learning Loss

A Local Education Agency (LEA) must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs. It must ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

State-Level Reservations

Under Section 2001(f) of the ARP Act, a State Education Agency is required to reserve ARP ESSER III funds for three state-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on 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.

Allowable use of Funds

The activities that are listed in Section 18003(d) of the Coronavirus, Aid, Relief, and Economic Security Act, Section 313(d) of the Coronavirus Response and Relief Supplemental Appropriations Act, and Section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA.
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).²

Allowable use of Funds

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6. Coordinating preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments and other relevant agencies to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students; students with disabilities; English Learners; racial and ethnic minorities; students experiencing homelessness; and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.

Allowable use of Funds

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12. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

Orland School District 135 Plan

- Additional Summer School Teachers
- Before and after school teachers
- Professional development and coaching for staff on trauma informed and social emotional learning practices
- School Counselors
- Building Substitutes
- Conversion of Media Centers into STEM learning spaces

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- Flexible/Mobile Media Center Furniture Items including shelves, tables, circulation desks
- Projector/Display TVs for newly constructed learning spaces
- Capital projects including classroom and space renovation