LEA ARP ESSER Application

May 12, 2021
Office of External Affairs
As described in more detail below, the Secretary has established interim final requirements for ARP ESSER related to:

- **SEA consultation**
- **LEA ARP ESSER Plans**
- **The statutory requirement that LEAs receiving ARP ESSER funds develop plans for the safe return to in-person instruction and continuity of services**

Click the Links to Access  
Technical Assistance Resources

<table>
<thead>
<tr>
<th>Date</th>
<th>Technical Assistance Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 3</td>
<td>Visit the Georgia Insights webpage to view the new video guidance for the LEA ARP ESSER Plans &amp; IFR requirements.</td>
</tr>
<tr>
<td>May 7</td>
<td>ESSER Grants Open Office Hours session from 10:00 a.m.-11:00 a.m. to address questions from the field regarding the ARP Act. Submit your questions ahead of time to: Question submission: ARP Act Open Office Hours Please join my meeting from your computer, tablet or smartphone. <a href="https://global.gotomeeting.com/join/325190381">https://global.gotomeeting.com/join/325190381</a> You can also dial in using your phone. United States: +1 (571) 317-3112 Access Code: 325-190-381</td>
</tr>
<tr>
<td>May 12</td>
<td>This webinar will guide local educational agencies in completing a component of their LEA ARP ESSER Plan. GaDOE’s Comprehensive Learning Loss Plan supports LEA’s planning and budgeting efforts for the ARP Act ESSER funds to ensure at least 20% address the impacts of lost instructional time through the implementation of evidenced based intervention. Registration (gotowebinar.com) Time: 10:00 a.m.-11:00 a.m.</td>
</tr>
<tr>
<td>May 13</td>
<td>Visit the Georgia Insights webpage to view the recording of today’s guidance for the LEA ARP ESSER Plan and the ARP ESSER Data Survey.</td>
</tr>
<tr>
<td>May 19</td>
<td>ESSER Grants- Open Office Hours session from 10:00 a.m.-11:00 a.m. to address questions from the field regarding the ARP Act. Submit your questions ahead of time to: Question submission: ARP Act Open Office Hours Please join my meeting from your computer, tablet or smartphone. <a href="https://global.gotomeeting.com/join/360686157">https://global.gotomeeting.com/join/360686157</a> You can also dial in using your phone. United States: +1 (646) 749-3112 Access Code: 360-686-157</td>
</tr>
</tbody>
</table>
## Overview of Interim Final Requirements

### ARP Act

<table>
<thead>
<tr>
<th>Be</th>
<th>How funds will be used to comply with CDC recommended mitigation strategies to reopen schools and maintain their safe operating status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use</td>
<td>How the LEA will use the mandatory 20 percent set-aside to address learning loss through evidence-based extended school day or school year programs, afterschool programs, or summer programs.</td>
</tr>
<tr>
<td>Spend</td>
<td>How the LEA will spend its remaining ARP ESSER allocation in compliance with the law.</td>
</tr>
<tr>
<td>Target</td>
<td>How the LEA will target its evidence-based interventions to students who are underserved or were most significantly affected by COVID-19</td>
</tr>
</tbody>
</table>

### LEA ARP Safe Return to In-Person Instruction

An LEA must include specific information that addresses how it will maintain student and staff health and safety and how it will ensure continuity of services for academic and social-emotional needs, as well as how it meets CDC guidance regarding the following:

- Universal and correct wearing of masks.
- Modifying facilities to allow for 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 testing.
- Efforts to provide vaccinations to school communities.
- Appropriate accommodations for children with disabilities with respect to health and safety policies.
- Coordination with state and local health officials.

The plan must be updated no less than every six months and must include public input when revisions are necessary. If an LEA already has a plan in place that doesn’t meet the new requirements, it must revise the plan within six months.
LEA ARP ESSER Plans

IFR Requirement

(1) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

(2) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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.

(3) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

(4) How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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 in foster care, and migratory students.

LEA’s Plan Must Meet the Following:

- An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan.
  - Specifically, engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.
  - 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.
  - Must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
GaDOE’s ARP ESSER Application
Application Contents

• Assurances
• LEA Overall Priorities
• Learning Opportunity Loss Plan
• Use of Funds
• Implementation of Preventive & Mitigation Strategies
• Learning Opportunity Loss Plan Appendix
<table>
<thead>
<tr>
<th>Name of LEA</th>
<th>Date of Submission</th>
<th>Original Budget</th>
<th>Amendment #</th>
</tr>
</thead>
</table>

### Application Contents
- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

### Assurances
Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

1. **An LEA that receives ARP ESSER funds will develop, submit to the LEA, and make publicly available on the LEA’s website, a plan for the LEA’s use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.**
   - The LEA assures that ARP ESSER funds will be used for their intended purposes, including:
     - whether and how the funds will be used specifically for COVID-19 prevention and mitigation strategies,
     - the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,
     - and how the LEA will ensure that these interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.

2. **The LEA assures, during the period of the ARP ESSER award established in section 200.523 of the ARP Act that the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan.**
   - Consistent with section 200.523 of the ARP Act, the LEA will seek public comment on the development of its plan, the LE will seek public input and take such input into account in determining whether to revise its plan and, if determined necessary, on the revisions it makes to its plan.
   - The LEA assures that its plan, the revised plan will address each of the aspects of safety required by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.

3. **If a plan has been developed prior to the enactment of the ARP Act that meets the requirements under sections 200.523(1) of (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will, as part of the required periodic review, revise the plan consistent with those requirements or later than 90 months after the last revision.**

4. **The LEA assured that the plan will be in an understandable and uniform format, to the extent practicable, written in a language that parents can understand, or, if not practicable, orally translated, and upon request by a parent who is an individual with a disability, provided in an alternative form accessible to that parent.**

### LEA Overall Priorities
Please provide the top 2-3 priorities the LEA has determined as the most pressing needs for students and schools within the LEA as a result or in response to the COVID-19 pandemic. Please include the data sources that illustrate why these are the most critical and/or most widespread needs experienced by students and schools within the LEA.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Data Source</th>
</tr>
</thead>
</table>

### Learning Opportunity Loss Plan

**Purpose**

This template should guide district decision making as they plan evidence-based interventions to support accelerated learning opportunities for students impacted by the COVID-19 pandemic. The template follows Georgia’s Systems of Continuous Improvement Cycle, with a focus on the Coherent Instruction System.

“Accelerated learning and strong instruction are interdependent. You cannot accelerate learning with poor instructional practices in place, and you cannot have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning and strong instruction.”

Embedded within the document are links to guiding questions and research that can support your decisions for interventions and provide guidance for how to implement the interventions.

**Section Contents**
- Identifying Interventions
- Selecting Interventions
- Plan Implementation
- Implantation Plan
- Examine Progress

LEA ARP Plan (LEA Website Link)
Identifying Needs

Provide data outlining district-wide learning opportunity loss, the current resources to support extended learning opportunities, and additional resources identified through the needs assessment process. Include data identifying learning opportunity loss among students disproportionately affected by the pandemic and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

Guiding Questions | Responses
--- | ---
What data needs to be collected and synthesized to determine student needs caused by learning opportunity loss? |  
Analyze data to identify strengths and challenges and determine outcomes. |  
What are you currently using (interventions, strategies, resources, community partnerships) to address learning opportunity loss? |  
What data have you collected to know if current efforts have been successful? |  
What data will you collect and analyze to identify ongoing needs? |  

Selecting Interventions

Research many sources to determine the solutions that have evidence of meeting the identified needs. Select the evidence-based interventions that scale up and enhance existing academic programs and initiatives that accelerate academic progress. Interventions should address literacy, numeracy, credit recovery, and needs for those students at-risk for not graduating.

- Consider all the evidence for needed improvements.
- Research possible interventions.
- Determine if staff has the capacity to implement possible interventions.

This section is to inform the selection of intervention(s). No entries are required in this section.

Intervention Options | Considerations for Selection and Implementation
--- | ---
Class-Size Reduction | According to the research, things to consider with this intervention:
- Most effective in grades K-3
- Generally, class sizes of between 15 and 18 are recommended to ensure impact
- Teacher quality must be considered
- Physical space

Link to the research in the appendix

Extended School Day (before and after school) | According to the research, it is important to consider the impact of the school start and end time within the school context, on the community, on families, on students, as well as financial implications. Things to consider:
- Curriculum and alignment to content taught during the regular school day
- Transportation
- Meals and snacks
- Required accommodations for students
- Impact on extracurricular activities

Link to the research in the appendix

Extended School Year (adding days to calendar) | Extending the school day or year may bring non-instructional benefits, but little research-based evidence exists to support the possibility that student achievement will increase as well. The research literature indicates that time is a necessary but not sufficient condition for improving achievement. The crucial issue seems to be how the time is used, with quality of instruction being the key. Things to consider:
- Contracts of teachers and administrators
- Teacher and student burnout
- Parent buy-in to ensure engagement
- School breaks
- Transportation

Link to the research in the appendix

Conducting a Comprehensive Needs Assessment
### Plan for Implementation

Develop a team and plan to implement the solutions that are most promising and can be implemented with fidelity.
- Develop a team that will deeply understand the interventions and best ways to implement them.
- Identify roles and responsibilities of those implementing the interventions.
- Develop the implementation timeline.
- Identify resources and supports needed for the implementation of the interventions.
- Develop a set of benchmarks to be reviewed to track the progress of implementation.

**Answer the questions below for interventions being implemented.**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the selected intervention(s)?</td>
<td>Class-Size Reduction</td>
</tr>
<tr>
<td></td>
<td>Extended School Day (before and after school)</td>
</tr>
<tr>
<td></td>
<td>Extended School Year (adding days to the calendar)</td>
</tr>
<tr>
<td></td>
<td>High Frequency Tutoring</td>
</tr>
<tr>
<td></td>
<td>Summer Programming</td>
</tr>
<tr>
<td></td>
<td>Virtual Learning (remediation, tutoring, credit recovery, etc.)</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Which regions/clusters/schools will implement each intervention selected?</td>
<td></td>
</tr>
<tr>
<td>Which grades or grade bands will participate in each intervention selected?</td>
<td></td>
</tr>
<tr>
<td>Which student subgroup(s) will participate in each intervention selected?</td>
<td></td>
</tr>
</tbody>
</table>

### Questions

- What is the target student population(s) for each intervention selected?
- What are the proposed number of hours added to the school year?
- What training is required for staff, students, and parents for each intervention selected?
- What resources (Interventions, strategies, community partnerships) are required for effective implementation of each intervention selected?
- What is the formative assessment plan to evaluate student progress and impact for each intervention selected?
Implement Plan

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if intervention(s) are working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.
- Build capacity of others to facilitate and implement the intervention(s).

Examine Progress

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.
- Collect information to monitor the quality of supports being provided for the intervention(s).
- Consider what additional information is needed to determine if the intervention(s) is working.
- Assess the degree to which the implementation plan is being followed.
- Identify ways to break down barriers.

Timeline for Implementation

Outline for Evaluating Implementation and Impact

2021-2022

How will you evaluate implementation fidelity and effectiveness on an ongoing basis of each intervention selected by specific subgroups?

Subgroups: low-income students, students with disabilities, racial and ethnic minorities, migrant students, English Learners, students experiencing homelessness, children in foster care.

2022-2023

2023-2024
USE OF FUNDS

The LEA shall reserve **not less than 20 percent** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA’s ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

<table>
<thead>
<tr>
<th>Activities to Address Learning Loss</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of at-risk populations.</td>
<td>%</td>
</tr>
<tr>
<td>Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.</td>
<td>%</td>
</tr>
<tr>
<td>Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.</td>
<td>%</td>
</tr>
<tr>
<td>Tracking student attendance and improving student engagement in distance education</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities to Address Other Needs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities to address the unique needs of at-risk populations</td>
<td>%</td>
</tr>
<tr>
<td>Developing and implementing procedures and systems to improve the preparedness and response efforts</td>
<td>%</td>
</tr>
<tr>
<td>Training and professional development for staff of the local educational agency on sanitization and minimizing the spread of infectious diseases.</td>
<td>%</td>
</tr>
<tr>
<td>Purchasing supplies to sanitize and clean the facilities.</td>
<td>%</td>
</tr>
<tr>
<td>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 individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all federal, state, and local requirements.</td>
<td>%</td>
</tr>
<tr>
<td>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</td>
<td>%</td>
</tr>
<tr>
<td>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</td>
<td>%</td>
</tr>
<tr>
<td>School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</td>
<td>%</td>
</tr>
<tr>
<td>Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.</td>
<td>%</td>
</tr>
<tr>
<td>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 for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.</td>
<td>%</td>
</tr>
<tr>
<td>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</td>
<td>%</td>
</tr>
<tr>
<td>Please identify “other activities”</td>
<td></td>
</tr>
</tbody>
</table>

| Total                                                                                           | 100%    |
LEA Implementation Plan for Use of Funds. *In the survey below, please check all that apply:*

- [ ] At-risk Student Populations
  - [ ] low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - [ ] students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - [ ] racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - [ ] migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - [ ] English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - [ ] students experiencing homelessness: cover costs of specific activities, services, supports,
Implement Prevention and Mitigation Strategies

Section A

<table>
<thead>
<tr>
<th>Return to In-Person Instruction Plan</th>
<th>LEA Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Plan Will Be Updated Within 6 Months</td>
<td>YES</td>
</tr>
<tr>
<td>Date:</td>
<td>Plan is Updated to Current CDC Guidelines</td>
</tr>
</tbody>
</table>

Section B

LEAs that receive ARP ESSER funds must develop, submit to GaDOE on a reasonable timeline, and make publicly available on the LEA’s website, a plan for the LEA’s use of ARP ESSER funds.

In the section below, please explain to the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Center for Disease Control and Prevention (CDC) guidance on reopening schools, to continuously and safely open and operate schools for in-person learning. The U.S. Department of Education has provided resources that align with the CDSS’s guidance, please reference resource in the chart.

Safely Reopening Schools Resources Provided by the U.S. Department of Education

| Center for Disease Control and Prevention-Operational Strategy for K-12 Schools through Phased Prevention | Operational Strategy for K-12 Schools through Phased Prevention | CDC |

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence. If explicitly explained and included within the return to in-person instruction plan posted on the LEA’s website, please include the reference to locate the description from the plan below.

2. Please explain how the LEA used ARP-ESSER funds to implement prevention strategies to reduce the transmission of COVID-19 in schools. If explicitly explained and included within the return to in-person instruction plan posted on the LEA’s website, please include the reference to locate the description from the plan below.

   - Universal and correct use of masks
   - Physical distancing
   - Handwashing and respiratory etiquette
   - Cleaning and maintain healthy facilities
   - Contact tracing in combination with isolation and quarantine

3. Please explain how the LEA monitored cases and made decisions about in-person instruction. If explicitly explained and included within the return to in-person instruction plan posted on the LEA’s website, please include the reference to locate the description from the plan below.
Curriculum, Instruction, and School Climate

The Division of Curriculum, Instruction, and School Climate supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards in support of a balanced curriculum for the whole child.

Georgia Standards of Excellence

Georgia K-12 teachers in collaboration with post-secondary educators, business and industry representatives, parents, and educational agencies and organizations work to develop challenging and relevant standards. Georgia standards are reviewed on a regular cycle to stay current with our ever-changing, fast-paced, and technological society. All content area standards, along with sample instructional resources, are available on GeorgiaStandards.Org.

School Climate

We recognize that students learn best in schools with positive climates, where they feel socially, emotionally and physically safe. In schools with positive school climates people are engaged and respected. Simply put, if a child is not physically and mentally in attendance, learning cannot take place. To learn more about the importance of school climate and evidence-based solutions (e.g. PBIS) to improve climate please visit: School Climate.

New Updates

- Read the April TL Newsletter
- GACIS/C&I 10 Part Webinar Series: Addressing Accelerated Learning
  - Part I Recording: Caitlin Dooley, Ph.D.
  - Evidence-based Strategies for Improving Learning Cpp 4-14-2021.ppx
  - Evidence-based Strategies & Practices for Improving Learning
  - Part II Recording: Deirdre Smith, Katie Landes
  - 21st CCLC Programming + G.SAN Summer and After school Programming
  - Part III Recording: Brandi Simonsen, Ph.D. Coming Soon
  - Back to the Classroom Basics 1: Supporting Social, Emotional, and Behavioral Growth in the Classroom; Resource Links
- What does the research say about recovery?
- New Health Standards Approved March 2021
- AFCEA's SIGNAL Magazine: GA’s Ground Breaking Intelligence Course
- Official State-funded K-8 subjects and 9-12 courses for students entering ninth grade in 2008 and subsequent years: 2021-2022

GaDOE’s Curriculum & Instruction Webpage
Coherent Instruction

- Accelerate learning by focusing on essential knowledge and skills necessary for completing a grade level; this toolkit from The New Teacher Project provides a school/teacher-level strategy to addressing individual student needs while ensuring high expectations and building supports.
- Provide in-school high-frequency tutoring, a highly effective strategy specifically when it involves:
  - Formative assessment
  - 3 or more sessions a week during the school day
  - Up to 3 or 4 students per session
  - Trained tutors
  - High quality curriculum materials
- Consider altering the use of time to increase face-to-face instructional time with students (4-day week + 1-day enrichment; year-round calendars); lengthen the school day and/or year.
Strategic Use of Funds
Learning Advantages

CCSSO 2021 Summer Learning & Enrichment

Planning & Communication
Delivery Model & Staffing
Curriculum Priorities
Equity & Access
SEL & Mental Health for Students
Privacy & Security
Funding
Safe Return to In-Person Instruction and Continuity of Services
LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

IFR Requirement

1. Include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC’s safety recommendations including:
   - Universal and correct wearing of masks
   - Modifying facilities to allow for 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 testing; efforts to provide vaccinations to school communities;
   - Appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

2. Describe how the LEA will ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.

3. LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan.
   Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.

4. LEA plan must be in an understandable and uniform format.
   To the extent practicable, written in a language that parents can understand or, if not practicable, orally translated;
   Upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
Maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC’s safety recommendations.

LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan.
Safe-Return Example from Georgia

Describe how the LEA will ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.

LEA plan must be in an understandable and uniform format.
Safe Return Examples from Across the Nation

The link below is a blog post that provides 11 examples of Return to In-Person Instruction Plans and links to the school districts’ website.

https://www.panoramaed.com/blog/in-person-learning-reopening-plans
Related Resources Released by US ED ARP Act

Handbook topics include:

**Safe Practices for In-Person Learning**
- Mask Practices
- Physical Distancing Practices
- Co-horting/Podding & Staffing Considerations for Physical Distancing
- Transportation Considerations
- Encouraging Families and Staff to Check for Symptoms at Home
- Handwashing and Respiratory Etiquette
- Safety Considerations Related to Music, Arts, and Athletic Programs
- Supporting Ongoing Engagement with Educators, Families, and the School Community

Related Resources Released by US ED ARP Act

Handbook topics include:

Creating Safe & Healthy Learning Environments
- Meeting basic needs: providing school meals regardless of educational setting
- Meeting the social, emotional, and mental health needs of students
- Providing all students with access to a safe and inclusive learning environment

Addressing Lost Instructional Time
- Accelerating learning through instructional approaches, tutoring, and expanded learning time
- Supporting equitable access and effective use of technology
- Using data about student’s opportunity to learn to help target resources and support
- Addressing resource inequities

Supporting Educator and Staff Stability and Well-Being
- Stabilizing a diverse and qualified educator workforce
- Supporting educator and staff well-being

ED COVID-19 Handbook: Volume 2 2021 (PDF)
Our top priority in the coming months must be to work together to continue to safely reopen all schools for in-person learning, beginning with children in grades K-8. The data, and daily experience, show our children need us to find a way to take this step. My career experiences have taught me that education is primarily a State and local endeavor, and I know everyone has performed heroically under these difficult circumstances, taking steps toward reopening and supporting students wherever they are learning.

Our role at the Department is to provide guidance and directions on how to do it safely and equitably. We know the best ideas start with you. Together, we can support one another on the safe reopening of our schools, while sharing the lessons learned from this past year. The Safer Schools and Campuses Best Practices Clearinghouse provides resources for communities, schools, educators, and families as we work together to continue to reopen our schools for in-person learning and support the needs of all students, particularly historically underserved students and those who have been impacted greatest by the pandemic.

Miguel A. Cardona, Ed.D., Secretary of Education

https://bestpracticesclearinghouse.ed.gov/
Budget Submission
Evidence-Based

How are the four tiers of evidence defined in the ESEA incorporated into this program? Are all four tiers of evidence applicable?

The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

1. **Strong** evidence from at least one well-designed and well-implemented experimental study (“tier 1”);

2. **Moderate** evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or

3. **Promising** evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or

4. Demonstrates a **rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”)

ARP ESSER Plan-Budget

• ARP ESSER Plans are due **July 9, 2021**
• Budget approval is based on ARP ESSER Plan submission
• Please identify, “LEARNING LOSS” line items *and* evidence-base levels
• Please provide detailed description for each line item.

Due to large dollar amounts, please provide specific information that provides documented evidence that equals the line-item amount. i.e. number of staff, number of schools, number of months, identify type/number of equipment/supplies etc. instead of the percentage of funds that will be allocated to the general area. ESSER III is an exponentially larger amount of money and GaDOE wants to ensure the use of funds are documented correctly.

*Accountability, Transparency, & Effective Use of Funds*