



**Connecticut's American Rescue Plan (ARP) Act, 2021
Emergency and Secondary School
Emergency Relief Fund (ESSER) Guidance:
Reimagining Schools to Transform Students' Lives**



Connecticut State Department of Education
May 9, 2021

American Rescue Plan (ARP) Act, 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Our Connecticut school communities—with students at the center—continue to be bold and innovative as they respond to the COVID-19 pandemic. In partnership with districts, stakeholders, students, and families, the Connecticut State Department of Education (CSDE) is planning a transformative and equitable recovery starting with [summer initiatives](#) for learning and fun every day, everywhere, and continuing forward into the next school year. The CSDE and the Connecticut Department of Public Health (DPH), in collaboration with the Office of the Governor, the Office of Early Childhood (OEC), and Office of Policy and Management, are promoting an educational response focused on renewal, reducing opportunity gaps, accelerating learning and advancing equity by providing access to supports, resources, and enhanced enrichment opportunities.

The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. This represents a total of \$1,709,414,391 in federal COVID-19 relief funding specifically directed to education in Connecticut since the start of the pandemic.

ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools. School districts' use of ESSER II funding was shaped by the CSDE [State-Level Priorities](#) for education. **This document, Connecticut's ARP ESSER Guidance, expands upon those priorities while providing specific examples of the initiatives local education agencies (LEAs) can adopt to accomplish our common goals of education renewal, learning acceleration, and enrichment for every student.** We urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives in their LEA ARP ESSER Plan.

Commitment to Equity:

It is our collective responsibility to fulfill the priorities outlined on the following page through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted.

State-Level Priorities Revisited: *Reimagining Schools to Transform Students' Lives*

While all of the existing State-Level Priorities shaping the school community's work over the past year remain important, some have evolved. For ARP ESSER, CSDE revisited the State-Level Priorities to reflect the collective call to think boldly and create transformative programs for the students of Connecticut.

- **Learning Acceleration, Academic Renewal, and Student Enrichment:**
Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.
- **Family and Community Connections:**
The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.
- **Social, Emotional, and Mental Health of the Students and of our School Staff:**
The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.
- **Strategic Use of Technology, Staff Development, and the Digital Divide:**
Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.
- **Building Safe and Healthy Schools:**
Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

Required LEA Plans for ARP ESSER Funding

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

Checklist

- ***Safe Return to In-Person Instruction and Continuity of Services Plan (publicly available online 30 days after receiving ARP ESSER funds allocation, anticipated May 24th):*** 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):
 - **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.

Further considerations

Federal regulations **require all of these plans to be made publicly available online**. It is also required that these plans be in an understandable and uniform format; to the extent practicable, are 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.

Before making its plan publicly available, an LEA must seek public comment on the plan and develop the plan after taking into account public comment. If an LEA developed a plan before ARP was enacted that does not address the above requirements but otherwise complied with the requirements for public posting and comments, the LEA must revise its plan **no later than six months after it last reviewed its plan**.

LEAs are required to review and, as appropriate, revise their *Safe Return to In-Person Instruction and Continuity of Services Plan* **at least every six months** through September 30, 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan.

For further context you can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

- **LEA ARP ESSER Plan (application will be available in eGMS on May 24th, mid-August deadline will be defined by the CSDE):** 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 regulation uses 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

- 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*

Further considerations

ARP ESSER Funds must be obligated by September 30, 2024.

Federal regulations **require LEAs to use evidence-based interventions when addressing the academic impact of learning loss.** LEAs are encouraged to consult the [CSDE Evidence-Based Practice Guides](#), which are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds, much like ARP ESSER. LEAs are encouraged to also utilize well-regarded evidence bases such as the [EdResearch for Recovery Project](#).

To assist LEAs in meeting the **federal requirement of meaningful consultation with stakeholders**, we encourage LEAs to consult [Connecticut's Framework for Family Engagement](#), their local [Regional Educational Service Center \(RESC\)](#), the [State Education Resource Center \(SERC\)](#), and the [Counsel of Chief State School Officers \(CCSSO's\) handbook](#).

For further context, districts can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

Initiatives/Resources to Spark Innovation

The priorities outlined advance the power of developing robust partnerships with community and education stakeholders, including the CSDE, and encourage LEAs to explore how they can serve the “whole student.” Transformation will occur when we leverage existing and/or form new school-family-community partnership structures, especially when these partnerships advance more than one priority. This chart provides information about some implementable initiatives and resources in Connecticut and nationwide that an LEA may wish to pursue or build upon. Note that it is not an exhaustive list and will continue to be updated.

Initiatives/Resources		at least 20% set aside	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	CT Learning Hub: This resource supports statewide access to high-quality, high-impact resources from CSDE and external partners to support academic, social, and emotional, multilingual access. The Hub provides eight sub hubs to meet the needs of educators, parents, students, and communities, including on-demand professional development resources supporting each statewide priority.	X	X	X	X		
	TeachRock: With the support of CSDE and Governor Lamont , LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library.	X		X	X		
	Social-Emotional Learning (SEL) Assessment with DESSA: The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a specific information page for Connecticut districts .				X	X	
	Advancing Wellness and Resilience Education: Taking inspiration from Project AWARE which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services.			X	X		

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

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Initiatives/Resources		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	<i>*Launch pending*</i> AccelerateCT Playbook: The bold, redesigned educational response to learning outlined in AccelerateCT will promote renewal, reduce opportunity gaps, accelerate learning, and advance equity to allow for the most effective response to the disruption caused by the COVID-19 pandemic. Here, you will find strategies broken down by priority as well as age group.	X	X	X	X	
	Evidence-based mentorship programs: The Governor's Prevention Partnership provides mentoring programs and youth development professionals with the knowledge and resources needed to help young people thrive. By collaborating with the Governor's Prevention Partnership, LEAs can learn how to harness mentoring best practices and cutting-edge research to create a vibrant mentoring program and facilitate transformational mentoring experiences.			X		
	Connecticut School-Based Diversion Initiative (SBDI): In partnership with CSDE, SBDI helps keep kids in school, improve student outcomes, and ensure that students receive fair and equitable in-school discipline regardless of mental health, special education needs, or demographic characteristics such as race or ethnicity. SBDI is proven to reduce rate of in-school arrests, expulsions, and out-of-school suspensions.	X	X	X		
	LRP Special Education Connections: The CSDE provides a subscription to Special Education Connections, a special education e-News and resources website, at no cost to school districts. To assist with the special education complexities due to the pandemic, CSDE has upgraded subscriptions to include access to LRP legal case law. LRP provides concise summaries of significant local and national case decisions, evolving policy guidance, and regulatory changes directly to your e-mail inbox every week. If you don't know your district's login information, or you would like to schedule a free online orientation to learn more about Special Ed Connection®, contact the Special Ed Connection® Hotline at specialcon-nection@lrp.com or dial 800-515-4577 x6303.	X		X		
	Engaging Families through Home Visits: Research shows that family engagement helps students succeed, and following a very disconnected and challenging year, home visit programs and similar offerings are more important than ever. Drawing inspiration from Parent Teacher Home Visits , districts in Connecticut are already implementing programs and seeing marked success.	X	X			

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Connecticut-Based Initiatives/Resources	School Based Health Centers (SBHC): Inspired by Connecticut's School Based Health Centers (SBHC) , LEAs can partner with local providers to create health centers located within or on school grounds that serve students in grades preK-12. SBHCs are comprehensive primary healthcare facilities licensed as outpatient clinics or as hospital satellites. The health centers are staffed by multi-disciplinary teams of pediatric and adolescent physical, mental, and behavioral health specialists.		X	X		
	<i>*Launch pending*</i> Apex Learning: In partnership with CSDE, all Connecticut students in grades 6-12 can access Apex's online course catalogue for credit recovery, enrichment, and personal learning. This online tool is free for Connecticut schools and supports student needs from foundational skills to advanced coursework and everything in between.	X		X		
	<i>*Launch pending*</i> Defined Learning: In partnership with CSDE, this online curricula resource is at no cost to LEAs and provides project- and career-based learning for all Connecticut K-12 students. Supplementing the local curricula, Defined Learning elevates the level of engagement in real-world inquiry projects, enrichment, and asynchronous and independent learning with a career focus.	X		X		
	Educators Rising: With the support of CSDE and Governor Lamont , this national curriculum introduces high school students early on to careers in education and diversifies pipelines to the state's educator workforce based on research showing that pre-college engagement of prospective teachers allows districts to invest in current students of color while also cultivating future educators.	X				
	NextGen Educators: With the support of CSDE and Governor Lamont , this program is designed to bring highly motivated college students seeking education degrees into Connecticut's classrooms today. Not only does this initiative address today's most pressing needs, but it can also serve as an innovative teacher pipeline for well-qualified educators, now and into the future. Currently, four universities have placed close to 100 students in districts, and many will be hired to work during the summer months to assist with summer school and learning loss.	X				
	NEAT Marketplace at Oak Hill: The CSDE is dedicated to supporting LEAs', families and students with their Assistive Technology needs. CSDE provides, at no cost to school districts, NEAT membership which includes AT Webinars, Lending Library, Professional Development, and support to build capacity.			X		X

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Connecticut-Based Initiatives/Resources	Career Pathways: The Office of Workforce Strategy (OWS) will provide technical assistance to districts and schools seeking to develop new career-focused courses, giving middle and high school students essential skills to begin their careers in an in-demand industry.	X				
	Work-Based Learning: OWS will assist districts and schools in fostering local employer partnerships to develop internship, pre-apprenticeship, job shadow, or mentorship opportunities for middle and high school students.	X	X			
	Dual Credit/Dual Enrollment: OWS will provide strategic support to districts and schools interested in developing new opportunities for high school students to earn college credit in a professional area of interest while working towards high school graduation requirements.	X				
	Digital Literacy Professional Development: OWS will assist districts and schools in forming partnerships with leaders in the technology and technology education sectors who can offer high-quality training to teachers. This will be crucial for K-12 educators who wish to make continued use of the unprecedented influx of technology into schools over the past year by effectively embedding technology into in-person learning experiences going forward.	X			X	
	Family Resource Centers (FRC): Connecticut's FRCs provide access, within a community, to a broad continuum of early childhood and family support services that foster the optimal development of children and families. LEAs have an opportunity to partner with FRCs to expand their support of student learning and well-being beyond the school building.	X	X	X		
	Youth Service Bureaus (YSB): YSBs serve as the coordinating unit for community-based youth services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services. Services range from counseling, employment and training, enrichment activities, truancy interventions, juvenile justice system diversion, and other positive youth development programs for families and youth. LEAs are encouraged to create partnerships with YSBs to enhance services provided to their students.			X	X	

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<p>Reframing the school day/year: Massachusetts, Texas, New York, and California are a just a few states where districts have embraced the evidence based-approach to reimagining when and how long students attend school. There are many ways to expand learning time, so we encourage districts to consider what model might work best for their students and families in order to best facilitate learning recovery and student enrichment. Expanding learning time is proven to help underserved students accelerate learning.</p>	X				
<p>High-quality tutoring: Research shows that personalized, intensive tutoring accelerates students learning and that those learning gains persist overtime. Whether implementing high-quality tutoring in person or utilizing online tutoring services, LEAs are encouraged to consider how tutoring can accelerate learning for all students and do so beyond the upcoming school year.</p>	X				
<p>Rethinking classroom models: While adverse experiences like the COVID-19 pandemic can have profound effects on students, research shows that learning environments and conditions can be designed in ways that can help students overcome these effects and thrive. LEAs are encouraged to explore how they can make innovative changes to learning environments, including reducing class size or adding more hands on supports in the classroom, to achieve better outcomes for students.</p>	X		X		
<p>Programs outside of typical school hours: These programs can help students get back into an educational routine; help students feel connected to their peers, schools, and instructors; provide academic supports; and provide enrichment opportunities. ARP ESSER funds can be combined with Nita M. Lowey 21st Century Community Learning Centers Grant Program funds to create programs that support students from low-income backgrounds, students who are struggling, and students who are at risk of later academic disengagement.</p>	X	X	X		
<p>Enhance access to professional student support personnel: Increasing staffing of school social, emotional, and behavioral support personnel, including counselors, social workers, psychologists, nurses, and others, has a marked impact on student success. With increased capacity and access to services by students and families, districts are able to better serve the needs of all students, especially students who were disproportionately impacted by COVID-19. An innovative example of how to enhance access can be seen in Nashville Public Schools with their "Navigators" program.</p>	X		X		

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	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Student enrichment in partnership with community based organizations (CBOs): From YMCAs to Taekwondo Centers to art centers and beyond, our communities are filled with strong organizations that can help LEAs meet students where they are. LEAs have an opportunity to partner with CBOs to expand their support of student learning and well-being beyond the school building.	X	X			
Supporting educator mental health: As educators continue working during a global health crisis, educator well-being and support will be essential to school and district success . Drawing inspiration from Louisiana , LEAs might consider partnering with virtual therapy programs to provide affordable and convenient support for educators. The USED also encourages LEAs to host on-campus wellness fairs and to provide free wellness check-ups and free or reduced gym memberships from local community partners.	X		X		
Full-service community schools: Recommended by the USED, these integrated student support services leverage school sites and community-based resources to ensure students' social, emotional, physical, and mental health while also making sure their academic needs are better met. Further details can be found on pages 35-37 of the USED guidance.	X	X	X		
CCSSO Well-being and Connection: This guidance supports districts to address the critical set of challenges in planning for—and restarting—teaching and learning. Designed to be a comprehensive guide, this can be used to plan, launch, and sustain initiatives that address student and staff well-being, academic supports, and the system conditions necessary to make it all happen.	X	X	X	X	X
Designing for enrichment and healing: Taking inspiration from the success of Urban95 , an initiative using urban design to promote early childhood development, and the forthcoming book Schools that Heal , a collection of research-based designs to help schools be places of healing, much like Sandy Hook Elementary, we encourage LEAs to think about how they can utilize these funds to make meaningful investments. For students, it might be a creative space designed for collaboration, and for educators, it might be an intentional space to recharge.			X		X

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	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Involve families in learning: One way to do this is through Interactive Homework , an evidence-based model of interactive homework to regularly keep families informed and involved in their children's learning and help more students complete their homework and improve their skills. Interactive homework creates a three-way partnership involving students, families, and schools.	X	X			
Relationship mapping strategy: Inspired by the work of Making Caring Common , districts can ensure each student in their school has a positive connection with at least one school adult using this step-by-step guide. Research has shown that a positive connection can have tremendous benefits that include improved social-emotional capacities.	X		X		
Digital wellness program for students: Using The Student Resilience Project as a model of an alternative to in-person support, districts can create a web-based, research-informed toolkit to encourage students' well-being by helping them learn to manage stress in healthy ways and increase their sense of belonging. Websites could feature videos, skill-building activities, resources, and more.		X	X	X	
Hands-on 'green' curriculum: Drawing inspiration from the Green Bronx Machine Curriculum , implement curriculum that combines the art and science of growing food. This can help educators reach students of all abilities while also teaching personal responsibility, building entrepreneurial skills, promoting workforce development, and transforming lives, one seed at a time.	X	X	X		X
FAFSA Completion and Postsecondary Enrollment: Although increasing economic insecurity and labor market expectations make postsecondary education and postsecondary financial assistance more important than ever, Connecticut's FAFSA completion rate and postsecondary enrollment rate lags previous years' and other states'. Districts can expand their own efforts, support students' use of online scholarship and college advising platforms like CollegePoint , or partner with regional financial aid counselors through CONNTAC, Inc. to encourage postsecondary enrollment and put it within reach of family budgets.	X				

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Authorized Uses of ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. The following more specifically describe the types of eligible activities under section 2001(e)(2) of ARP:

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) 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; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education.
- Coordination of preparedness and response efforts of local educational agencies 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 coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 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 educational services can continue to be provided consistent with all Federal, State, and local requirements.
- 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
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- 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 low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- 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.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- 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.



The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act (ADA) Coordinator, Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy_gillespie@ct.gov.