

# Allowable Uses

Allowable uses that specifically relate to special education services and programming have been **bolded**.

## Allowable uses for ESSER I, II, and III

- **Any activities authorized under** the Elementary and Secondary Education Act, **IDEA**, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and the McKinney-Vento Act
- Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus
- Providing **resources for principals and other school leaders** to address **school-specific needs**
- **Activities that 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 youths, 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 LEAs
- Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean facilities operated by an LEA
- Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all

students, how to provide guidance on meeting **IDEA requirements**, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements

- Purchasing **educational technology**, which could include hardware, **software**, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and **students with disabilities**. This could also include assistive technology or adaptive equipment
- Providing mental health services and supports
- Planning and implementing summer learning and supplemental after-school program activities, 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 in foster care
- Other activities necessary to maintain the operation of and continuity of services in LEAs and continue to employ existing staff

## **Allowable uses for ESSER II and III**

- **Addressing learning loss** among all students in all subgroups, including by:
  - Administering **high-quality, reliable assessments** that can **assess student academic progress** and assist educators in meeting student needs, including by using **differentiated instruction**
  - Implementing **evidence-based activities** to meet the **comprehensive needs of students**
  - Providing information and assistance to parents and families on ways to support students

- **Tracking student performance** and engagement in distance learning environments
- School facility repairs and improvements to enable the operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.
- Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

### **Allowable uses for ESSER III only**

- Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff

Key themes emerge in the allowable uses for ESSER funds. In addition to preparing for and responding to public health protocols that reduce the risk of virus exposure, the legislation makes a clear path for States and Districts to prioritize vulnerable populations, including students with disabilities, by way of implementing evidence-based interventions and education technology.