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WHAT TO EXPECT IN YOUR HOMES AND  
SCHOOLS FROM FEDERAL FUNDING  
INVESTMENTS

## FACT SHEET FOR FAMILIES

We want to see bold changes in how our kids are educated as states and school districts decide how to spend \$122 billion in relief for K-12 schools under the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. This fact sheet includes helpful information on what families should expect as a result of new funding flowing into their schools.

### 10 Things Families Should See in Classrooms and/or at Home

1. **Individualized learning plans** for each student to include academic, social and emotional growth and well-being.
2. **Extended learning opportunities** that meet your child's comprehensive needs, including targeted tutoring with results communicated to you.
3. **Equitable access to technology** including high speed internet; devices and maintenance of devices/technology; training and development opportunities for students and families.
4. **All materials and equipment** should be high quality and provided to families at no cost.
5. **Curriculum that is inclusive** of Black, Indigenous People of Color's (BIPOC) perspectives and histories and is vetted by families & community representatives.
6. **Teacher and staff knowledge and approach that is human centered;** culturally proficient and sustaining; trauma aware and informed; restorative; and supports English language development.
7. **Frequent communication** regarding each student's comprehensive progress using fair and monitored grading practices.
8. **College, Career, and Vocational Education opportunities** that are indicative of the needs in the marketplace/capitalistic economy.
9. **Services provided** per the terms of your child's 504 plan or Individualized Education Plan (IEP).
10. **Learning environment that is inclusive and safe.**

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Join us to **Disrupt the Status Quo: School Board Edition!**

Learn more about how you can get involved!

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### 9 Things Families Should See in Schools

1. **A team of experts, including parent(s) and students, who are providing a clear plan to address:** 1) your child's safety; 2) learning acceleration based on individual student needs; 3) comprehensive professional development; 4) comprehensive diagnostic assessments to measure academic, social and emotional needs of students.
2. **Development of new Individualized Education Plans and 504 plans** for re-entry adapted for each student (general matriculating students and students with special needs) approved by a parent or guardian.
3. **Free breakfast and lunch programs** (and when possible, dinner) available for easy pickup or distribution.
4. **Personal protective equipment** distributed including masks, hand soap and/or sanitizer.
5. **Additional critical staff** to provide direct support including but not limited to school guidance counselors, masters level social workers, school psychologists.
6. **Partnerships with local organizations** to lead wellness check-ins for students who may be experiencing harm or abuse at home.
7. **Multilingual access**, including the translation of all materials and resources (including hotlines) developed in response to COVID-19 for Non-EFL families into **Spanish** and other commonly spoken languages.
8. **Flexible daily schedules and yearly calendars** that accommodate the needs of children to fully participate in learning acceleration.
9. **Funding and spending to ensure equitable access** to resources shown to be fundamental to a quality education. A clear financial accountability framework must be put in place to ensure that the funds are being used for their intended purpose with an external forensic or fiscal audit conducted when deemed necessary. Funding decisions must be evidence based on research of the intended target group; focused on student benefit and not system benefit; targeted to provide cultural congruence

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with ethnically matched providers; and targeted to students who need the supports most and/or who are historically under-resourced.

### Red flags

- Your child is often taken out of regular classes for intervention or support
- If your child falls behind, they are moved into a lower level class
- No one can give you data or evidence of your child's academic and social-emotional needs
- Your child is not making progress and nothing seems to be changing
- Your child is getting bad grades but no one is helping them get back on track
- Your child is not being evaluated for special education despite a referral

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