



**American Rescue Plan Act  
Elementary and Secondary School Relief Fund (ESSER)  
Community ISD**

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021 provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its local educational agencies (LEAs) in the same proportion that the LEAs received under Title I-A of ESEA in FY 2020. LEAs must reserve at least 20 percent of their total ARP ESSER allocation to address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions.

The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring LEAs receiving ARP ESSER funds to submit an LEA ARP ESSER Plan and an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ARP ESSER funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 Interim Final Requirements: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>

- ED Fact Sheet American Result Plan Act: [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf)
- The American Rescue Plan Act: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- CDC COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceuseinvestment.pdf>
- TEA ARP ESSER III Guidance: <https://app.smartsheet.com/b/publish?EQBCT=f4b5d82938764f1f81573845021e58ed>

### **Community ISD ESSER Plan**

Community ISD will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER 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.

Community ISD will not expend grant funds on this activity.

2. The District will 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.

Community ISD will hire an additional Dyslexia teacher to provide evidence-based interventions and supports for 38 identified incoming 1<sup>st</sup> graders. These students were identified as being at-risk for Dyslexia or other related reading disorders.

Community ISD will hire an Instructional Coach to collaborate with special education classroom teachers to support District academic initiatives and student learning. They provide training to improve teaching practices and address student learning loss through (1) effective lesson planning based on state content standards (2) effective instructional strategies, methods, and skills, and (3) the use of data and analyzing student work to drive decision-making and instructional practices. The Special Education Instructional

Coach provides individual and group job-embedded professional development to expand and refine effective lesson design and instructional practices.

Community ISD will hire two additional Special Education teachers at the elementary level to address learning loss in the special education population. This will ensure smaller caseloads and more instructional time with teacher. These teachers will employ such strategies as differentiation, scaffolding, small group or one on one instruction and extended instructional time.

Community ISD will hire an additional math 7<sup>th</sup> – 12<sup>th</sup> teacher at the High School. This will provide students who failed the Algebra I or the 8<sup>th</sup> grade STAAR test with additional instructional time in the form of an extra math class during the school day. This class will focus on the in depth study of grade level readiness standards coupled with their corresponding aligned 8<sup>th</sup> grade standards, which are currently gaps (learning loss). These standards not only serve as the foundation of the Algebra EOC test, but also the SAT, ACT and TSI.

Community ISD will purchase additional materials to support our evidence based math and writing curriculums. These materials, ST Math and Writable, were selected based on needs identified in data. They align to the state approved adopted materials. They are also a part of the Texas Home Learning Initiative to ensure continuity and ease of use for teachers, students and parents.

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

Community ISD will pay retention stipends at the beginning of the 2021-2022 school year for all returning employees that were here from the first day of school last year. This is necessary to continue to employ existing staff.

Community ISD will hire a Licensed Professional Counselor to provide mental health services and supports to any student or staff.

Community ISD will purchase an evidence-based curriculum to address the social and emotional needs of students.

4. The District will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) 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.

Social, Emotional Learning Curriculum will have a pre and post survey to use to identify needs and measure effectiveness.

The district has data protocols in place for multiple assessments throughout the year to monitor student learning mastery and also growth from year to year. Teachers will have three built in disaggregation days to analyze CLI, TexKEA, CIRCLE, MAP, District Benchmarks and other common assessment data for every student. We will create monitor groups through School City that include all at-risk students that will be monitored throughout the year by case managers, campus administration, counselors, diagnosticians, and the McKinney-Vento and Foster Care liaison. Immediately following each data day, teachers as well as the above staff members will have an additional planning day built into the calendar to develop intervention plans based on data.

5. The District made its plan available to the public and provided an opportunity for feedback that was collected and incorporated into the plan.

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input by sending surveys out via email and district website and social media platforms.

Feedback was taken in May of 2021 via survey on how stakeholders felt the funds should be spent. A meeting was held in June where data from survey was reviewed and priorities were established based on survey data, assessment results and input from campus principals.

6. The District engaged in timely and meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, 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.

Feedback was taken in May of 2021 via survey on how stakeholders felt the funds should be spent. Survey was sent to students, families, school and district administrators, special education administrators, teachers, school leaders, other educators and school staff, tribes, and stakeholders representing the interest of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, and other underserved students. A meeting was held in June and priorities established based on assessment data, stakeholder survey data and input from campus principals, curriculum staff, homeless coordinator, Special Education Director, Chief Learning Officer, Bilingual/ESL Coordinator and Instructional Technology Coordinator.

In addition, Community ISD provides the following assurances:

- The District engaged in meaningful consultation with the following groups:
  - a. Students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- The District engaged in meaningful consultation with each of the following groups, to the extent present in or served by the LEA:
  - b. 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.
- The District has created its plan in an understandable and uniform format.
- The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.
- The District provided the public an opportunity to provide input on its plan and took such input into account.
- The District has made its plan publicly available on its website.
  - o The link to the plan is here: <https://www.communityisd.org/Domain/1170>

## **CISD Plan for Safe Return to In-Person Instruction and Continuity of Services**

Community ISD has amended its plan for ensuring safe in-person instruction and continuity of services.

1. The District had a plan that is already compliant and will review it every six months, or the District will amend/create a plan and post it within 30 days of receiving funds.

Community ISD has a compliant Return to In-Person Instruction plan that is posted: <https://www.communityisd.org/Page/3892>. It was reviewed and updated in June 2021 and will be revised every six months throughout the life of the grant. It will also be posted on our District website: <https://www.communityisd.org/Domain/1170>

2. The LEA 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.

The District's head of nursing, Karen Collins, reported each positive COVID-19 case to Collin County health officials. These cases were also reported to the Texas Education Agency (TEA) weekly by our District Contact Tracer, Cooper Welch.

Students who have to be in isolation/quarantine due to exposure to a lab-verified positive COVID-19 case or for having tested positive for COVID-19 can become remote learners during that time.

Students who are exposed to a lab-verified positive COVID-19 case are required to be isolated from campus for at least five days and must stay asymptomatic during that time to be eligible for a COVID-19 test. If the test results are negative AND the student stays asymptomatic through the seventh day AFTER exposure, the student may return to campus on the eighth day. Students that refuse to get tested must remain asymptomatic for at least 10 days after exposure to a lab-verified COVID-19 case, and can return to campus on the 11th day.

Students who live in the same household as a lab-verified COVID-19 case are required to be isolated from campus for at least 15 days and must stay asymptomatic during that time to be eligible for a COVID-19 test. If the test results are negative AND the student stays asymptomatic through the 17th day AFTER exposure, the student may return to campus on the 18th day. Students that refuse to get tested must remain asymptomatic for at least 20 days after exposure to a lab-verified COVID-19 case, and can return to campus on the 21st day.

Students who are confirmed positive for COVID-19 must complete the CDC-mandated 10-day isolation/quarantine period, and may return to campus on the 11th day, pending a negative test result.

If a campus closure due to COVID-19 is required, all students will be transitioned to BravesID (our online learning) for the length of the campus closure.

3. 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.

Community ISD purchased an online platform for all students to easily access lessons and school work remotely. This allowed for student to have access to all curriculum and needed supports. In the event student did not have access to Internet, a hotspot was provided to the family.

4. The District sought public comments in the development of its plan and took those comments into account in the development of its plan.

When CISD updated its 8/26 plan to reflect the new CDC guidelines on masks, input was sought via email survey.

In addition, Community ISD provides the following assurances:

- The District made its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
  - o The link to the plan is here: <https://www.communityisd.org/Domain/1170>
- The District sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The District will periodically review and revise its plan, at least every six months.

- ☒ The District will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- ☒ If the District revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- ☒ The District has created its plan in an understandable and uniform format.
- ☒ The District's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- ☒ The District will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.