

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

<https://bit.ly/3HIkH3> English
<https://bit.ly/3LTfSQV> Spanish



The Scurry-Rosser 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 and/or county health department guidance on reopening schools, to continuously and safely open and operate schools for in-person learning.

SRISD Prevention strategies:

- Replace malfunctioning/outdated kitchen equipment with updated commercial graded appliances that will pass inspection
- Provide in house COVID testing to staff and students
- Upgrade restroom facilities for a cleaner environment to help prevent the spread of germs

“The temporary shutdown or reduced operation of a building (for example, a school or a childcare facility) and reductions in normal water use can create hazards for returning occupants. Check for hazards before reopening after a prolonged period of building inactivity. Hazards include mold, *Legionella* (the cause of Legionnaires’ disease), and lead and copper contamination from corroded plumbing.”

<https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>

Evidence suggests that many K-12 schools that have strictly implemented prevention strategies have been able to safely open for in-person instruction and remain open.

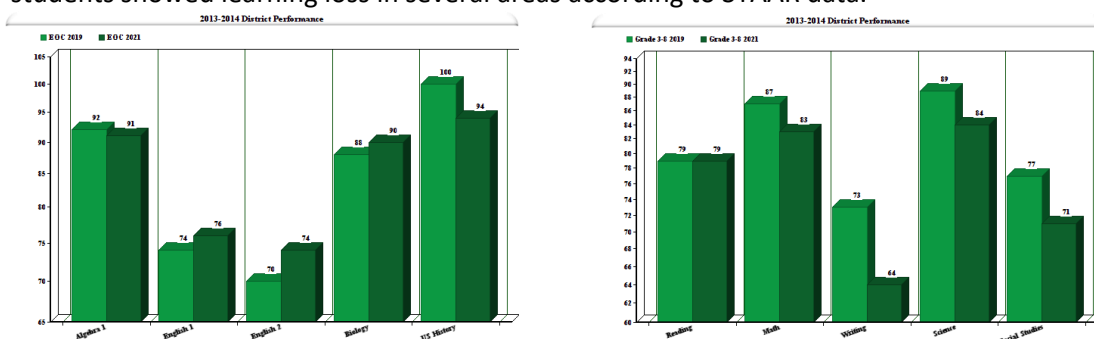
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

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 after-school programs, or extended school year.

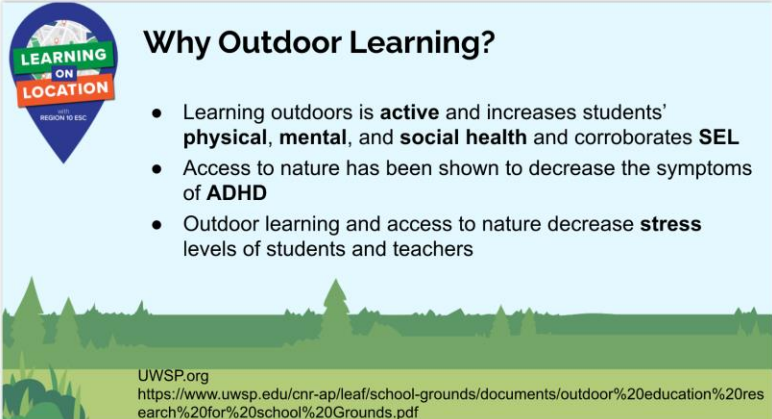
SRISD ongoing interventions:

- Tutoring
- SAT prep
- SEL training for parents
- Outdoor learning on location
- Remediation
- Professional development for ELLs
- Progress monitoring tools
- Create alternative methods to provide tutoring
- Provide adult/parent training to better utilize district technological resources

Our students showed learning loss in several areas according to STAAR data.



Outdoor learning on location will address learning loss as well as SEL.



Why Outdoor Learning?

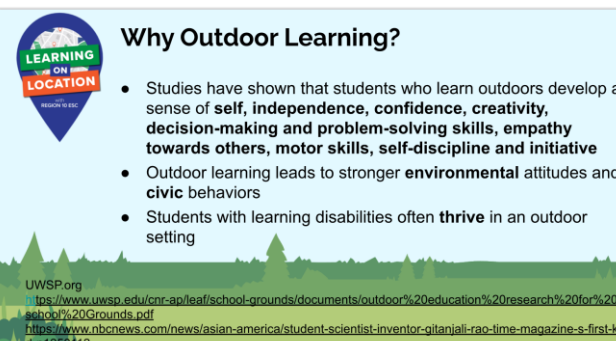
- Learning outdoors is **active** and increases students' **physical, mental, and social health** and corroborates **SEL**
- Access to nature has been shown to decrease the symptoms of **ADHD**
- Outdoor learning and access to nature decrease **stress** levels of students and teachers

UWSP.org
<https://www.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf>

Each of these interventions will help with the requirements of HB4545. Tutoring, remediation, and additional personnel will work with small groups to target specific learning standards identified in progress monitoring data.

3. The District will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.
 - Expand Fine Arts resources to serve additional students
 - Retention stipends to continue to employee existing staff
 - Extra duty pay
 - Sign on bonus for new staff to provide continuity of services
 - Create a video library accessible from the district website that will enable parents, students, and staff's understanding of technology, curriculum, and outreach resources.
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.

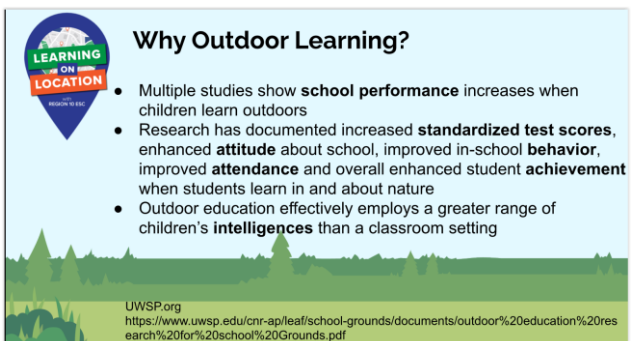
ELLs were impacted due to lack of full immersion during remote learning. The district will require all students to attend face to face instruction including remediation and tutoring services. Outdoor learning will be incorporated.



Why Outdoor Learning?

- Studies have shown that students who learn outdoors develop a sense of **self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative**
- Outdoor learning leads to stronger **environmental** attitudes and **civic** behaviors
- Students with learning disabilities often **thrive** in an outdoor setting

UWSP.org
<https://www.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf>
<https://www.nbcnews.com/news/asian-america/student-scientist-inventor-qianjiali-rao-time-magazine-s-first-kind-n1250112>



Why Outdoor Learning?

- Multiple studies show **school performance** increases when children learn outdoors
- Research has documented increased **standardized test scores**, enhanced **attitude** about school, improved in-school **behavior**, improved **attendance** and overall enhanced student **achievement** when students learn in and about nature
- Outdoor education effectively employs a greater range of children's **intelligences** than a classroom setting

UWSP.org
<https://www.uwsp.edu/cnr-ap/leaf/school-grounds/documents/outdoor%20education%20research%20for%20school%20Grounds.pdf>

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

In compliance with CB Local, Public Notice was posted on the district website and discussed in Open Forum during the June board meeting. A survey was distributed to all stakeholders through SRISD's communication platform. Survey feedback was reviewed while developing the plan to ensure compliance. A mid-year survey was conducted in January 2022 and September 2022. The original plan was revised and reposted to the website in November 2022.

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.

The stakeholder survey was designed to specifically target and identify 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.

In addition, the Scurry-Rosser ISD provides the following assurances:

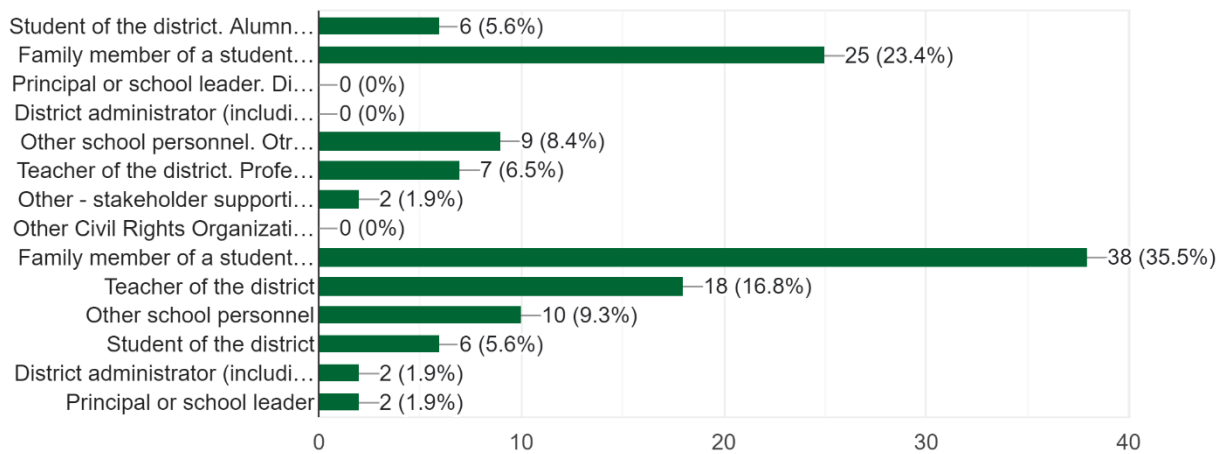
- The District engaged in meaningful consultation with the following groups:
 - a. Students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions.
- The District engaged in meaningful 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 (July 2021) and reviewed (January 2022, September 2022) 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 2nd mid-year review began on September 14, 2022.
- The District has made its plan publicly available on its website.
 - The link to the revised plan is here: <https://bit.ly/3HIikH3>
 - The link to the plan in Spanish is here: <https://bit.ly/3LTfSQV>

Summary of Survey Results from September Review:

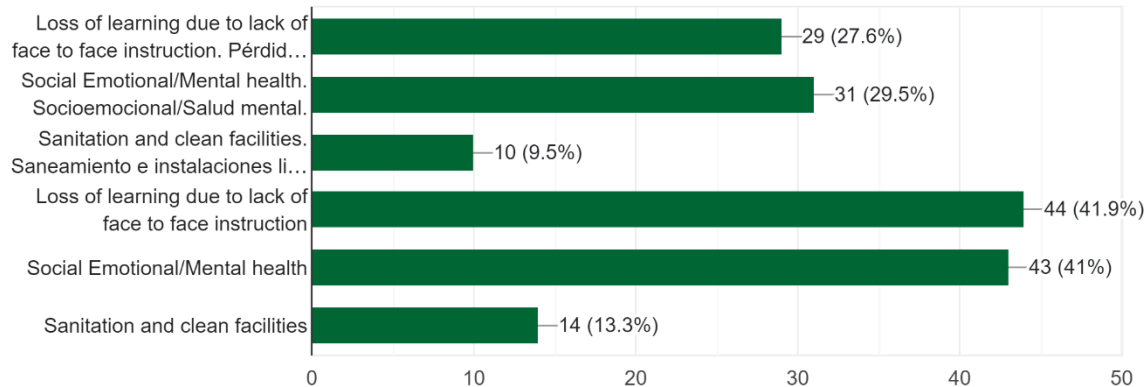
Select your stakeholder category. Select all that apply. Seleccione su categoría de parte interesada. Seleccione todas las que correspondan.

107 responses



From your perspective, what are the top issues currently facing students and SRISD due to COVID-19 pandemic? Choose all that apply. De...ia de COVID-19? Elija todos los que correspondan.

105 responses



What are the biggest challenges SRISD faces in student learning due to the COVID-19 pandemic? (sampling of answers)

- Social Emotional Challenges more than ever
- Loss of face to face instruction
- Student loss of motivation, work ethic, higher absences
- Anxiety from losing time in organizations and clubs
- Not enough time for teachers to plan for individualized learning needed as a result of loss of learning gaps and requirements of HB4545
- Teacher shortage
- Too much time on electronic devices
- Lack of internet in homes
- No challenges due to COVID

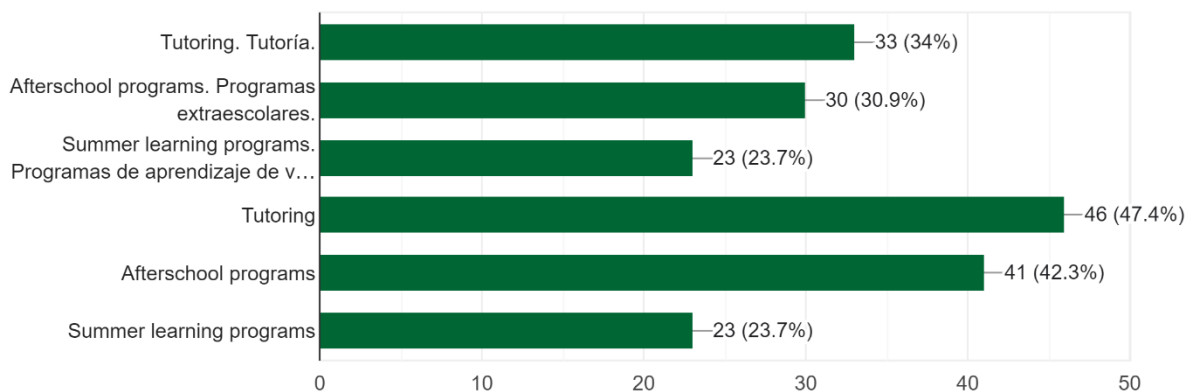
What worked well about our safe school reopening plan for your family? (sampling of answers)

- Everything worked well
- Keeping the sick students away
- Cleaning of facilities
- Felt like safety was a priority and I am safe going to work
- Having the kids back in the room with teachers
- I like that we masked when it was recommended to do so. It seemed to stop the spread of not only COVID, but flu and norovirus as well. I also like that we offer testing for students and employees that are symptomatic. I feel like we are still doing a lot of cleaning and sanitizing, which also helps.
- I feel it helped improve the use of technology.

- I felt when our district reopened there was a clear plan in place that addressed all of our concerns.
- Free lunch
- SR did a fantastic job of just doing it. They were very safe, but they tried to get back to normal as quickly as possible.
- that the school keeps us informed through emails and texts

Beyond the traditional school day, which types of programs do you believe our school should consider to address learning gaps? Select all that apply. Selecciona todas las que correspondan.

97 responses



In your opinion, what resources, tools and /or training supports would help our school address student needs? (sampling of answers)

- Accelerating Programs - More staff to pull out struggling students
- Additional Financial and trade schooling
- One on one with a student that needs more help on a subject than others
- additional study and interaction time.
- Honestly, I can't think of anything. They have access to alternative forms of learning through the chrome books.
- Better paid teachers = happier workplaces = happier & exciting teachers = happier students = better learning
- I feel our students need more mental health resources. Many are still missing school too often due to these issues
- Possibly well-paid tutors
- bilingual paraprofessional or teacher
- Increase in teacher/administrator pay!
- Parent involvement
- We have received many tools and apps. It's helpful that we are 1/1 with Chromebooks

- I'm not sure if the school can help but when assignments had to be done at home we didn't have the internet. We have it now but the service is terrible. So trying to do assignments was and is very difficult.
- Access to Emotional Wellness Programs online. Access to 24/7 tutoring via Chromebook.
- Tutoring
- Teach the students to embrace technology and how to grow with it

What data sources are being used to determine the impact of lost instructional time for students? (sampling of answers)

- Report cards
- Not sure
- Assessments
- Attendance records
- Comparison to historical averages
- Grades
- STAAR Test

When addressing the needs of students with disabilities resulting from the loss of services related to COVID -19, we recognize there are many possible ... continuación, ¿cuál debería priorizar el distrito?

102 responses



How has the COVID-19 pandemic impacted the academic progress of English Learners in our school? (sampling of answers)

- Yes
- No
- Missed critical face to face educational opportunity
- They don't get to learn the language if they are not in school
- ELL's come into the school at random points of the school year at a variety of levels of language proficiency, and with a variety of levels of concern for their own language acquisition. Without having an individual teacher for each of those learners, it is difficult to make steady progress for the group as a whole.

- It seemed like they were the ones that opted to stay home when the rest of us came back to school. They didn't understand the lesson videos and therefore struggled.

In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of English Learners and their families? (sampling of answers)

- Kids not socializing with other people their age
- isolation was hard on the students
- I feel like they are behind in knowing how to behave in a school culture
- Negatively
- EL were more likely to miss school and stay distant to all in fear they'd get their families sick
- Students were secluded, so they most likely didn't use their second language as much. It might be overwhelming for students to return to their normal everyday life.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

1. The District will amend a plan and post it within 30 days of receiving funds.

The Scurry-Rosser ISD has amended a plan for ensuring safe in-person instruction and continuity of services. It will be reviewed and revised at least every 6 months.

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.

We will continue to clean and sanitize on a daily basis. Social distancing will continue when possible. Wearing a mask is optional. Guidelines will be posted and continually updated on the district website.

May 17, 2021, the Board of Trustees passed a resolution allowing the wearing of masks to be optional at all Scurry-Rosser ISD facilities.

<https://drive.google.com/file/d/121wL4bh4oPYBWdGY3HYKm1Wm1eIjRFy1/view?usp=sharing>

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.

In case of future closure, SRISD will revert to the original plan for asynchronous learning. Quarantined students will have access to teachers, curriculum, and lessons through the LMS. Tutoring will be available to all students. Summer learning will be provided in a face to face environment. Teachers will provide evening office hours as needed.

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

The stakeholder survey was designed to specifically target and identify 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. Our plan includes information based on stakeholder responses.

In addition, the Scurry-Rosser ISD provides the following assurances:

- The District made its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
 - The link to the plan is here: <https://bit.ly/3HlikH3>
- 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.