

**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- Replace malfunctioning/outdated kitchen equipment with updated commercial graded appliances that will pass inspection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.

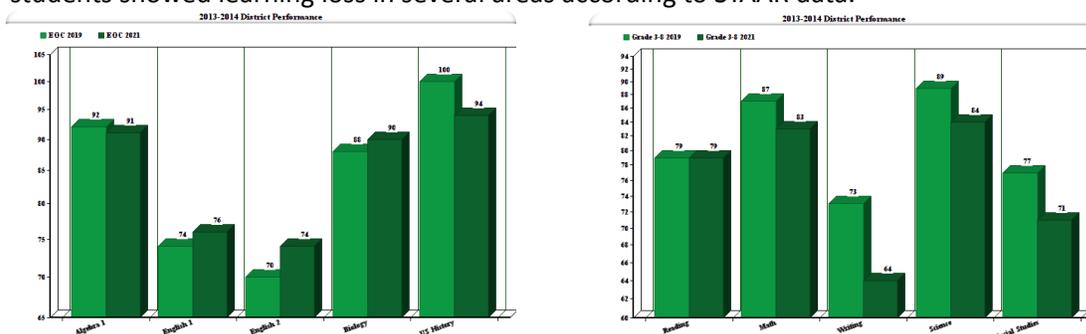
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

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.

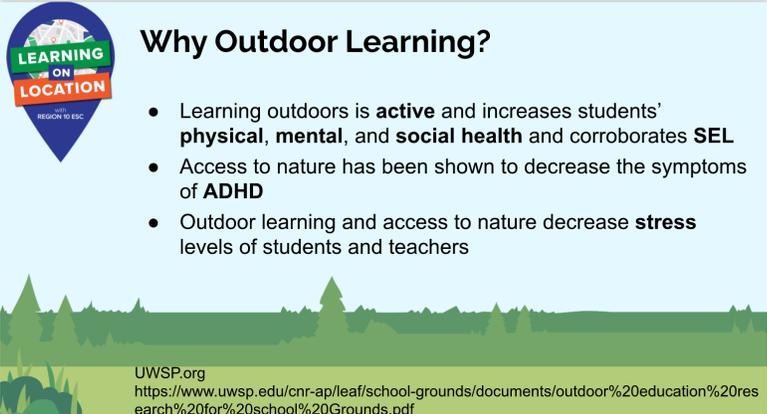
SRISD ongoing interventions:

- 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?

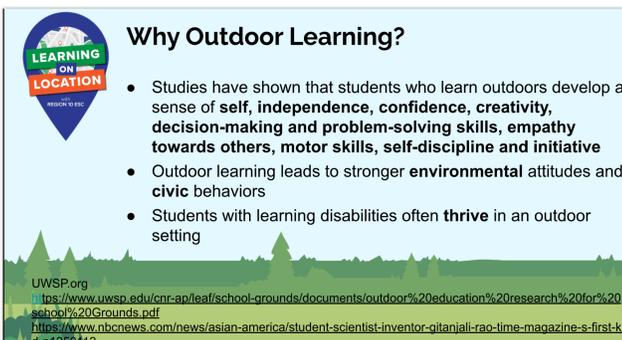
- Learning outdoors is **active** and increases students' **physical, mental, and social health** and corroborates **SEL**
- Access to nature has been shown to decrease the symptoms of **ADHD**
- Outdoor learning and access to nature decrease **stress** levels of students and teachers

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.

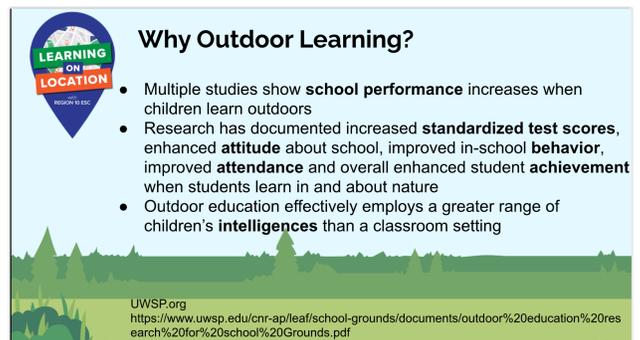
ELLs were impacted due to lack of full immersion during remote learning. The district will require all students to attend face to face instruction including remediation and tutoring services. Outdoor learning will be incorporated.



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-qitanjali-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. The original plan was revised and reposted to the website in January 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) 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 mid-year review began on January 11, 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>

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.
 - o 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.