



Farmersville ISD

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

Updated August 2022

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. A 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, is 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
- 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/Farmersville/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/guidanceeuseseeinvestment.pdf>
- TEA ARP ESSER III Guidance: <https://app.smartsheet.com/b/publish?EQBCT=f4b5d82938764f1f81573845021e58ed>

Farmersville ISD ESSER Plan

Farmersville ISD will ensure that its ARP Funds meet all the required elements and are spent in an allowable manner during the 20-21, 21-22, and 22-23 school years.

1. ARP ESSER III funds will be used for activities authorized under the Elementary and Secondary Education Act (ESEA), activities authorized under the Individuals with Disabilities Education Act (IDEA), and activities authorized under the Carl D. Perkins Career & Technical Education Act of 2006.
2. ARP ESSER III Funds will be used to continue coordinating preparedness and response efforts of the district with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. This includes activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population, and purchasing supplies to sanitize and clean the facilities district, including buildings operated by the district.
3. ARP ESSER III Funds will be used to coordinate and implement activities during long-term closures including how to provide guidance for carrying out requirements under IDEA, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements, purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment.

Farmersville ISD will not use ARP ESSER III Funds for any of the following:

1. activities authorized under the Adult Education and Family Literacy Act;
2. training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
3. planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students;
4. planning for, coordinating, and implementing activities during long-term closures, including providing technology for online learning to all students;

5. providing mental health services and support, including the implementation of evidence-based full-service community schools; or
6. planning and implementing activities related to supplemental afterschool programs, providing classroom instruction or online learning addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care.

Farmersville ISD Needs Process

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 the district website and social media platforms. 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 the 2021-2022 school year through a survey provided to district level staff, campus-level staff, parents, and students, and in consultation with the local school board.

Feedback gathered from these efforts resulted in plans to 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.

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

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.

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 District Benchmarks and other common assessment data for every student. We will create monitor groups through Eduphoria 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.

In addition, Farmersville 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.

The link to the plan is here:

https://www.farmersvilleisd.net/apps/pages/index.jsp?uREC_ID=445947&type=d&pREC_ID=2201987