

CISD ESSER Plan Guide

The Celina 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.

Celina ISD will continue the prevention and mitigation strategies employed in the 2020-2021 school year with support from ARP ESSER funds, including but not limited to hand sanitizer at entry points and in all classrooms, sanitizing surfaces in classrooms and high touch areas throughout the day, materials for sanitizing surfaces available to staff, use of shields at reception areas, use of shields during periods of community spread, air filtration devices and utilizing staff for monitoring attendance and quarantining students and staff with symptoms or close contact.

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 services.

Celina ISD will utilize the 20% set aside of ESSER III funds for learning loss and the academic impact of lost instructional time by paying teacher stipends for extended day tutoring for identified students, paying teacher stipends for teaching summer school for identified students, and purchasing research based materials for intervention, acceleration including possible utilization of external tutoring services and contracting services for a leadership development pipeline.

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

Celina ISD will spend the remaining ARP ESSER III funds to support the academic needs of students as well as social, emotional, and mental health needs of students through the purchase and integration of an SEL curriculum into all classrooms, including the necessary training to school counselors and teachers on the integration of the SEL curriculum. Technology enhancements for classrooms to provide classroom engagement for students will be purchased and installed. Training on the use of technology will address the needs of all learners. Funds will be utilized to provide retention stipends for all staff members. Materials and programming to support staff mental health and wellness will be purchased in order to provide staff with the necessary tools for caring for students. Retention stipends will be utilized to reinforce a strong workforce and retain excellent teaching staff.

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.

Celina ISD will ensure that the utilization of ESSER funds will support the academic needs of students as well as the social-emotional and mental health needs of all students through the purchase and implementation of the 7 Mindsets curriculum. In addition, high yield strategies will be implemented during all intervention and tutoring sessions. Extra duty pay for teachers to provide interventions/tutoring during school hours, as well as evening/non-traditional hours, will ensure that all students have access to instructional support to close their learning gaps.

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 made its plan available to the public on July 15, 2021. Prior to the publishing of the plan, an announcement in the Kaufman Herald and on the District website to publicize a public hearing and solicit feedback was provided on June 8. The Board of Education was provided an overview of the ESSER III funds during a public hearing on June 21. The proposed use of funds was provided to the Board of Trustees on July 12, 2021, at the regularly scheduled Board Meeting.

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 district took the following action steps to engage in timely and meaningful consultation on the plan: the district surveyed all stakeholders including teachers, staff, parents, and community members representing interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students regarding the use of ARP ESSER funds. Celina ISD sought input from all stakeholders through the release of a survey on June 23, 2021. The leadership team met on July 8, 2021, to review the survey data and make recommendations regarding the appropriate use of funds. The survey results were included in the decision process for determining the use of funds. Incremental feedback from the community regarding ESSER III funds and the leadership team will be provided throughout the term of the grant.

In addition, the Celina 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.celinaisd.com/required-postings/>

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

The Celina Independent School District has developed a plan and 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.

Celina ISD has created a Return to Learn Plan to ensure a safe operating environment for all staff and students. The safe return to face-to-face instruction as well as the continuity of services is posted in both English and Spanish. The plan is being reviewed and modified on a semesterly basis to reflect the most recent guidance from TEA and the CDC. The plan is posted at [Celina ISD](#)

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 the 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.

Celina ISD has a compliant plan for safe return to in-person instruction and continuity of service posted in English and Spanish at [Celina ISD](#), titled Return to Learn for 2020- 21. The updated guidance titled CISD Return to Learn Plan 2021-22 includes updated guidance for the 2021-22 school year. The guidance includes the district's procedures and protocols for wearing masks, physical distancing, handwashing, and respiratory etiquette, cleaning and maintaining healthy facilities, contact tracing, and isolation and quarantine procedures. The District works closely with the Kaufman County Emergency Manager and the City of Celina Emergency management. The District will review and revise guidance periodically, at least every six months.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

The District discussed the continuity of services in the CISD Return to Learn 2021-22 plan. The District will utilize distributed technology and learning platforms to ensure continuity of learning in the case of quarantine and/or future school closures. In the event of future school closure, the District will utilize the 2020-21 Return to Learn Guidance with regard to providing services for students with disabilities and English learners. Meal service, in the event of future closure, will continue with delivery or curbside meal pick up, both of which were employed in the 2019-2020 and 2020-21 school years. The Return to Learn Guidance can be accessed in English and Spanish at [Celina ISD](#)

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 District included surveys of parents, students, community, and staff in the development of the continuity of learning plans. The District had multiple public meetings regarding the 2020- 21 Return to Learn Guidance. The 2021-22 guidance will be reviewed and posted to the district website. In addition, parent communication regarding the plan will be distributed throughout the back-to-school enrollment time period at the beginning of school. The plan will be reviewed at least every six months to remain current with CDC and TEA recommendations.

In addition, the Celina Independent School District 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.celinaisd.com/>
- ✓ 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.