

**Elysian Fields ISD
2021-2023 ARP ESSER III
Use of Funds Plan**

Revised March 1, 2022

Elysian Fields ISD assures that this plan is written in a format and to the extent practicable a language that is easily understandable by parents. The Elysian Fields ISD Use of Funds plan for the ESSER III grant was developed with input from district stakeholders, as outlined in the Return to In-Person Instruction and Continuity of Services (RIPICS) Plan.

A copy of this plan will be posted to the LEA website within 30 days of receiving the ARP ESSER III NOGA.

Date ARP ESSER III NOGA Received: September 13, 2021

Date ARP ESSER III Use of Funds Plan Posted: July 17, 2021

Intent and Purpose of ARP ESSER III

The intent and purpose of the ARP Act of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

ARP ESSER III Entitlement

Initial ESSER III Allocation (first ⅔)	\$1,097,489	20% for required set-aside	\$219,497.80
Final ESSER III Allocation (last ⅓)	\$548,744	20% for required set-aside	\$109,748.80
Total ESSER III Allocation	\$1,646,233	Total required set-aside to address learning loss as a result of the COVID 19 pandemic	\$329,246.60

Needs Determination

Elysian Fields ISD engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the plan for the uses of ARP ESSER III funds. Stakeholder input will be obtained every six months and used to update the Use of Funds plans for ARP III, through the end of the grant project period.

<p>Briefly describe the process taken by the LEA to determine needs caused by the COVID-19 pandemic. <i>(From Step 6, number 1 of ESSER III LEA Planning Document and PS3013 Section C number 1 on grant application.)</i></p>	<ul style="list-style-type: none"> ● Elysian Fields ISD developed an ESSER Task Force Committee. ● Conducted Staff/Parent/Community/and Student Survey to solicit input. ● Reviewed comprehensive needs assessment to determine needs. ● Held a Public Hearing ● District leadership analyzed stakeholder recommendations and developed district-level recommendations. ● Recommendations shared with District ESSER Task Force Committee for feedback, comment, and refinement ● Presented ESSER III rough draft plan at June 2021 Board Meeting ● District Improvement Committee refined the comprehensive needs of the district based on survey results.
<p>Briefly describe the process taken by the LEA to prioritize identified needs. <i>(From Step 6, number 3 of ESSER III LEA Planning Document and PS3013 Section C number 2 on grant application.)</i></p>	<ul style="list-style-type: none"> ● Elysian Fields ISD focused on servicing the largest number of students. ● Consulted with the local school board and District Improvement Committee to prioritize needs. ● Focused on Economically Disadvantaged or Socioeconomically Disadvantaged data. ● Instructional continuity needs, facility needs, technology needs, and school operational needs were considered.

Planned Activities

<p>The planned use of funds for time period: <i>(Select only one time period for each section. From PS3013 Sections A and B.)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)
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The LEA will use funds for the following allowable activities. *(Briefly describe the allowable activities for the time period marked. From PS3013 Sections A and B.)*

- Elysian Fields ISD will use funds for any activity authorized under the Elementary and Secondary Education Act.
- Any activity authorized under Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, Carl D. Perkins Career and Technical Education Act of 2006.
- Activities to address the unique needs of low-income 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.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA.
- Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students.
- Planning for, coordinating, and implementing activities during long-term closures, including providing technology for online learning to all students
- Planning for, coordinating, and implementing activities during long term closures, how to provide guidance for carrying out requirements under IDEA
- Planning for, coordinating, and implementing activities during long-term closures, how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements
- Purchasing educational technology for students that aids in regular and substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment
- Providing mental health services and supports, including through implementation of evidence based full-service community schools
- Planning and implementing activities related to summer learning-providing classroom instruction or online learning during summer months and address the needs of low-income students, SWD, English Learners, Migrant students, students experiencing homelessness, and children in foster care
- 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, and children in foster care.
- Elysian Fields ISD will administer and use high-quality assessments
- Implement evidence-based activities to meet the comprehensive needs of students.
- Provide information and assistance to parents and families on effectively supporting students.
- EFISD will make school facility repairs and improvements to enable operations of schools to

	<p>reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p> <ul style="list-style-type: none"> ● Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems. ● Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including filtering, purification, and other air cleaning, fans, control systems.
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Required Set-Aside

LEAs must expend a minimum of 20% of their grant funds on—

- **Evidence-based interventions, such as summer learning, extended day and comprehensive after-school programs, or extended school year programs; and**
- **Ensure interventions respond to students’ academic, social, and emotional needs and address disproportionate impact of coronavirus on students’ populations as defined in ESEA Title I, Part A, students experiencing homelessness, and youth in foster care.**

<p>Briefly describe the activities to be implemented to meet the 20% minimum required set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. (From PS3014 Section B numbers 2 and 3.)</p>	<p>Elysian Fields ISD will address learning loss through the following activities:</p> <ul style="list-style-type: none"> ● Payroll for teachers to conduct summer camp. ● Payroll for teachers to provide before and after school tutorials. ● Purchasing supplemental resources to be used during summer camp, and during before school and after school tutorials. ● Hire a Kindergarten Teacher and Third Grade Teacher at the elementary campus to reduce class size numbers, so more small group instruction can be provided. ● Purchase technology for classrooms/students ● Purchase teacher devices ● Purchase Social Emotional Learning Supplies and share with campus counselors. Use SEL resources to address students SEL needs. ● Provide speakers for students and staff to address SEL needs. ● Utilize Region 7 workshops and speakers to train staff on addressing SEL needs of students.
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