

# ESSER

## Review & Update of the Return to In-Person Instruction & Continuity of Services Plan

**March 20, 2023**

Funds are being provided, supplemental to all other funding sources to school systems, and will not be supplanted at the state level. School systems should use these needs to respond to the pandemic and to address student learning loss as a result of COVID-19.

- Elementary & Secondary School Emergency Relief (ESSER) I: March 13, 2020 (pre-award) - September 30, 2022 (with carryover) - Signed into law in March 2020; Schools were notified of Final Entitlements November 2020.
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) ESSER II: March 13, 2020 (pre-award) - September 30, 2023 (with carryover) - Signed into law December 2020; Schools were notified of entitlements Spring 2021
- American Rescue Plan (ARP) ESSER III: March 13, 2020 (pre-award) - September 30, 2024 (with carryover) - Signed into law March 2021; Schools were notified November 2021.

The current information about the Clifton ISD Back to School Plan and Spending Plan can be found on the Clifton ISD Website:

<https://www.cliftonisd.org/page/team-cisd-esser-iii-required-postings> There is a direct link button below the scrolling images on the main webpage.

### **Assurances:**

Before the application was submitted, the applicant assured that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ESSER funds.

- CISD assures that it is specifically engaged in meaningful consultation with students; families; school and district administrators; teachers, principals, school leaders, and other school staff.
- *Each 6 months districts are required to review the Back to School Plan (“Safe Return to In-Person Instruction and Continuity of Services Plan”) and the use of funds.*

Statutory Requirements: CISD assures that it will comply with the following statutory requirements:

1. Post our required “Safe Return to In-Person Instruction and Continuity of Services Plan” on our website within 30 days of receiving the ESSER III grant NOGA.
2. Implement public safety protocols to safely reopen schools for in-person learning.
3. Meet Maintenance of Equity requirements or receive a waiver from USDE, or document an approved exemption.
4. Expend a minimum of 20% of grant funds on:
  - a. Evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs; and

- b. Ensure interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of coronavirus on student populations as defined in ESEA Title I, Part A, students experiencing homelessness, and youth in foster care.

**Semi-Annual Review:**

Public Health Guidance has not changed since August 1, 2022. There are no Return to In-Person Instructions changes in the Clifton ISD Back to School Plan.

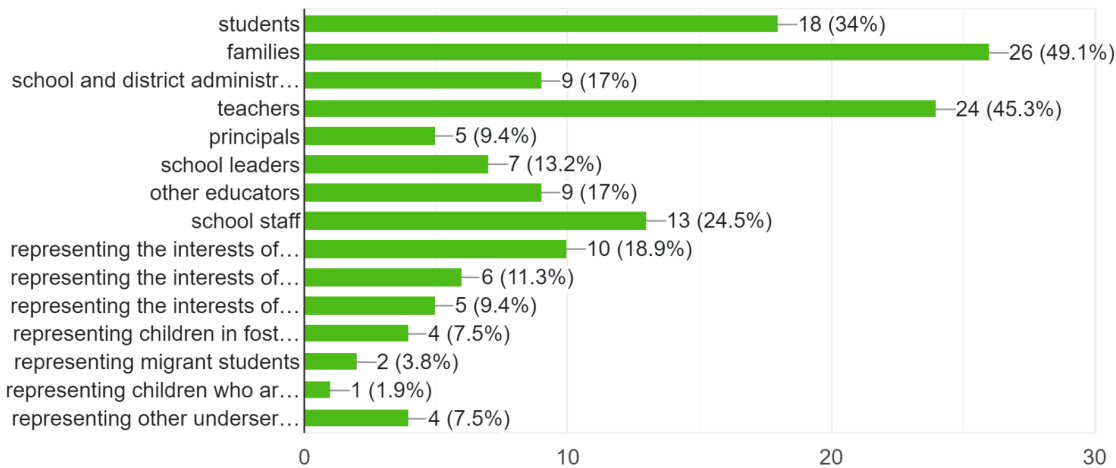
Public Notice was shared via the Clifton ISD website, Facebook & Twitter for the request for input regarding how the district should continue to spend ESSER stimulus funding through the 2023-2024 school year on both February 1, 2023 and February 13, 2023. The survey link was also shared out via district email on February 6th and site-based on February 8th.

Public Information on Monday, March 20, 2023 at 6:00 pm during the regularly scheduled Clifton ISD Board of Trustees meeting.

**Survey Results identified ESSER Funding usage (53 respondents)**

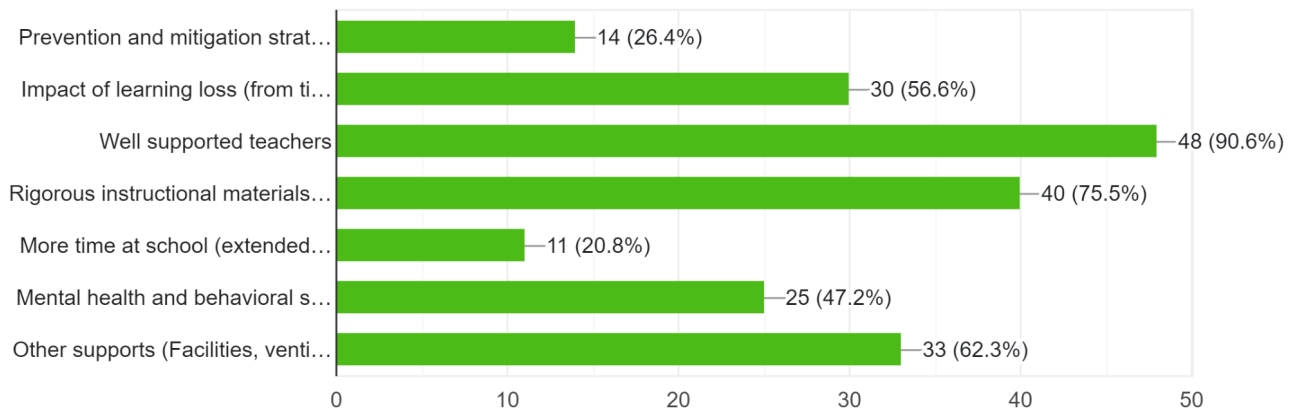
Which group(s) do you represent? Please select all that apply.

53 responses



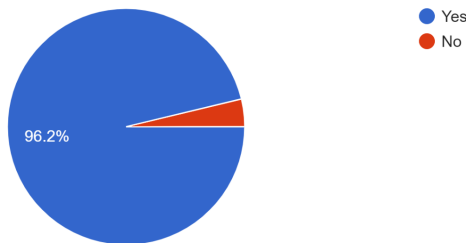
Which of these options is important to you? Please check all that apply.

53 responses



Do you feel CLIFTON ISD's current plan to provide a safe environment and continuity of services is currently successful? (You can review the plan here...d.org/page/team-cisd-esser-iii-required-postings )

53 responses



- Plan success due to new resources requested are reviewed and acquired if there is an academic need.
- Desire to learn more about learning loss for reading and comprehension in addition to behavior and etiquette.
- Appreciation for the maintenance and custodial staff cleaning and disinfecting classrooms multiple times per day.
- Student-specific instructional and software needs based on content and interventions to lessen learning loss and improve performance on standardized tests.
- Praise for the school board and administration for keeping up-to-date on safety, doing what is best for students, and giving support to staff. In addition to other district comparisons stating Clifton ISD is the safest district and very proactive to health and safety on campuses.
- Comment in regards to increased paid leave allowing the ability to stay home if ill/have doctor's appointments.

### **Random Validation Selection:**

Mrs. Prescher and Mrs. Jones met with Danielle Hughes, ESC 12 ESSER Grant Specialist, on Friday, March 3, 2023 to review the use of funds (spending) plan because Clifton ISD was selected for Phase One of the ESSER III validation in regards to the required 20% set aside of statutory requirement number 4 (listed above). This [Youtube video](#) from TEA provides information in regards to this selection.

### **Changes/Clarifications to the Use of Fund Plan:**

#### **Addressing Academic, Social and Emotional Needs:**

- Interventionist for Math/Reading at Clifton Middle School - As a result of the COVID-19 pandemic, Clifton Middle School identified student performance in math and reading declined. By employing an additional certified teacher to serve in the interventionist role, the campus master schedule can create additional learning opportunities for student-specific needs during the school day in addition to an on grade-level instructional period for identified learners.
- Interventionist for Reading at Clifton Elementary School - As a result of the COVID-19 pandemic, Clifton Elementary School identified that foundational reading skills were impacted and by having additional reading interventionists on campus they can double the number of students supported during intervention time using research-based strategies and programs.
- Interventionist for Math at Clifton Elementary School - As a result of the COVID-19 pandemic, Clifton Elementary School identified that student performance on foundational numeracy skills and standardized test performance were impacted and added a mathematics specific interventionist to Tier III supports for foundational mathematics skills.
- Technology Applications Teacher at Clifton Elementary School - As a result of the COVID-19 pandemic, Clifton Elementary School noted that the increased implementation of technology-based instructional programs created a need to support students' knowledge and appropriate use of technology.
- Technology Specialist - As a result of the COVID-19 pandemic, Clifton ISD's technology department experienced an increased demand of on-site technology infrastructure and the teacher/student support of technology and program use. This additional staff member supports not only the technology infrastructure of the district, but supports the reduction of application issues during the instructional day.
- Bus Driver - As a result of the COVID-19 pandemic, Clifton ISD's transportation department experienced a staffing shortage due to driver absences and student social distancing which resulted in an increase for the number of bus routes necessary. The addition of a substitute bus driver allows Clifton ISD to reduce disruptions of the school day and attendance by ensuring students arrive to and from campus in a safe and timely manner.
- After School Tutorials at all three campuses - As a result of the COVID-19 pandemic, Clifton ISD noted that due to excess student absences and disruptions in learning,

tutorial opportunities are provided outside of the regularly scheduled school-day for students to attend. Clifton ISD teachers and paraprofessionals staff extended learning time for any Clifton ISD students to attend.

- Summer School for accelerated learning opportunities - As a result of the COVID-19 pandemic, Clifton ISD identified that approximately 20% of assessments given were below the passing standard on state standardized assessments. In order to close the achievement gap and address learning loss, the district hosts summer learning opportunities for TEKS-specific interventions in alignment with the Summer Food Service Program and the Summer School Program for Emergent Bilingual Learners.
- Reading instructional training and support for K-3 teachers - As a result of the COVID-19 pandemic, Clifton ISD will have all teachers in grades K-3 complete the required HB3 Reading Academies and further support the teachers with the extended time commitment of this program through professional learning time and a stipend for completion. Clifton ISD additionally offered the training to the ESL Director and certified teachers in support roles (Dyslexia, ESL, Special Education, Intervention).
- Additional full-time districtwide certified staff member for substitute teaching - As a result of the COVID-19 pandemic, the increased and extended absences of certified teachers results in a discontinuity of instructional time. By employing a district-wide certified substitute teacher, the impact of learning time due to instructor absence can be diminished through program and procedure implementation by this staff member.
- Contracted Service for additional Counseling Staff - As a result of the COVID-19 pandemic, Clifton ISD noted the increase of student social and emotional needs and determined the need to provide a Tier III Counselor for students requiring additional/specialized counseling services.
- Additional Paraprofessional Staff - As a result of the COVID-19 pandemic, the identification of additional support staff for increasing the opportunity of student to adult ratio to be lowered in Special Education settings in specialized student support roles and academic inclusion classroom settings.

### **Health, Safety, and Infrastructure**

- Custodial supplies: increased supply of sanitation products and PPE - To support the decrease of the spread of the COVID-19 virus, Clifton ISD increased the funding for janitorial, nursing, and maintenance to purchase of increased sanitation and personal protective equipment. As a result of the COVID-19 pandemic, Clifton ISD increased sanitation procedures and time in accordance with health guidance.
- Construction and improvement of the air quality and ventilation systems - As a result of the COVID-19 pandemic, Clifton ISD identified the need to improve the air quality of our schools and classrooms to help create a healthier and safer environment for students, teachers, staff, and visitors. By improving the indoor air quality (IAQ), Clifton ISD hopes to further mitigate the spread of airborne infections, such as COVID-19 in addition to reducing the allergens, dust particles, and volatile organic compounds. HVAC unit inspections, testing, and maintenance along with the replacement of systems and air

purification fans will promote increased air quality and ventilation throughout the facilities to in turn reduce absenteeism due to illness.

- Upgrades to technology infrastructure - As a result of the COVID-19 pandemic, the instructional framework of the district shifted dramatically to online resources. Due to an increased demand technology improvements for wireless access both in district and through hot-spots for remote instruction is necessary. Clifton ISD also had to increase the volume that the Firewall could protect in order to maintain a safe and secure infrastructure and student learning environment.
- Additional devices for students - As a result of the COVID-19 pandemic, Clifton ISD noticed the need to replace and improve student devices more frequently as a result of technology-based instructional programs and assessments in addition to the reduction of cross-material contact. The district also increased the ability for students to take devices home in order to diminish the impact of learning loss due to absences, but conversely results in more frequent damage of devices.
- Construction Projects - As a result of the COVID-19 pandemic, Clifton ISD has identified a need for facilities that support specialized instructional spaces for proper ventilation as a mitigating measure to reduce the impact and spread of COVID-19.
  - These spaces could potentially include a multi-purpose outdoor eating space similar to a pavilion with wireless internet access for use as an outdoor learning space, too. Additionally, Clifton ISD would also like to utilize a construction project for a specialized instructional space for Career and Technology Education due to the number of students enrolled in courses and the square footage of current classrooms, which would allow for adequate social distancing in this space.