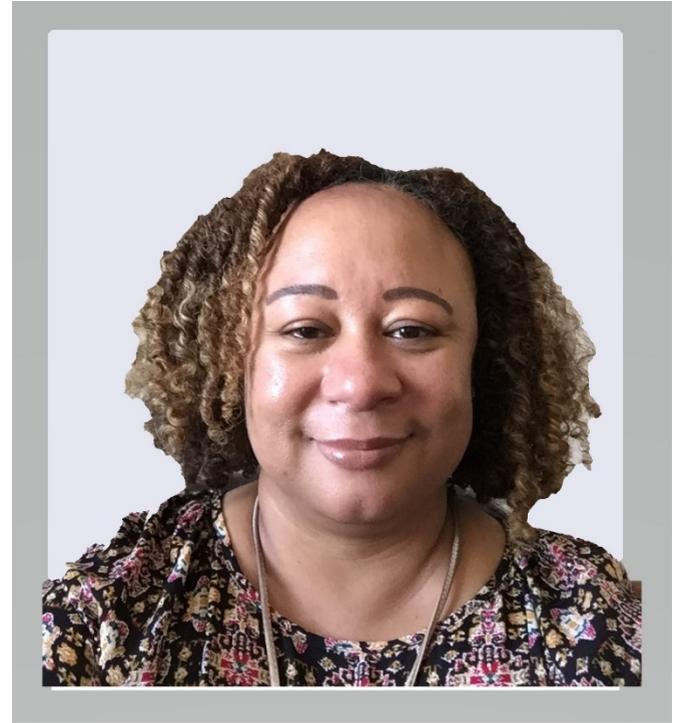


ARP ESSER III Compliance Interim Final Rule

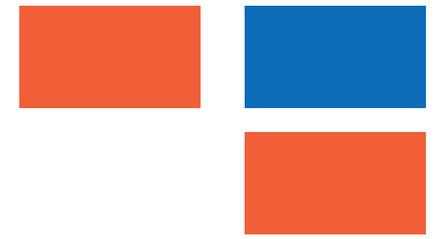
Return to In-Person

Instruction and Continuity of Services Plan (RIPICS)

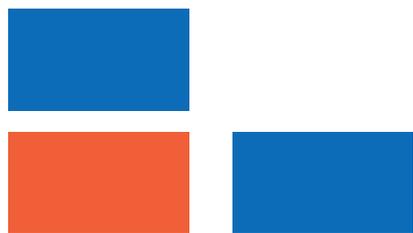
LEA Uses of Funds Plan



Natalie Coffey, ESSER State Director
Department of Grant Compliance and Administration



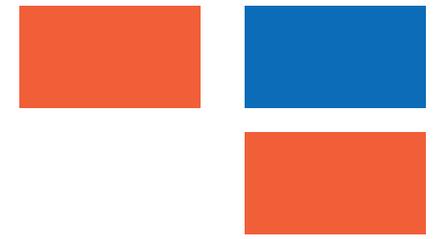
This presentation is intended solely to provide general information and guidance to Texas LEAs, ESCs, and participating Private Schools and reflects the Texas Education Agency's current understanding of statute and applicable federal guidance. The content of this presentation is subject to change as a result of further potential information and guidance provided by federal agencies with regulatory oversight of these programs. This presentation does not constitute legal advice, and entities are, therefore, advised to seek legal counsel regarding the information and guidance provided in this presentation before acting on such information and guidance.



Agenda

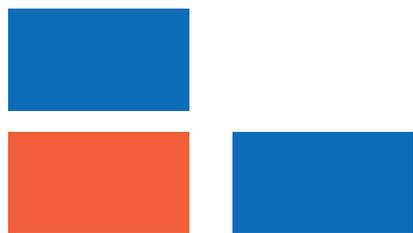
- LEA Uses of Funds Plan Requirements
- LEA Return to In-Person Instruction and Continuity of Services (RIPICS) Plan

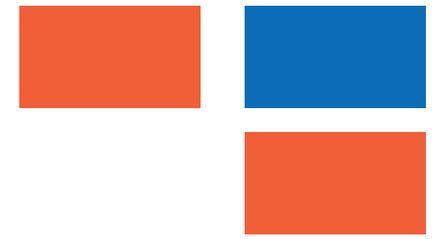




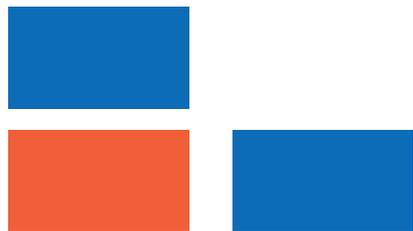
Submit Questions to the FAQ

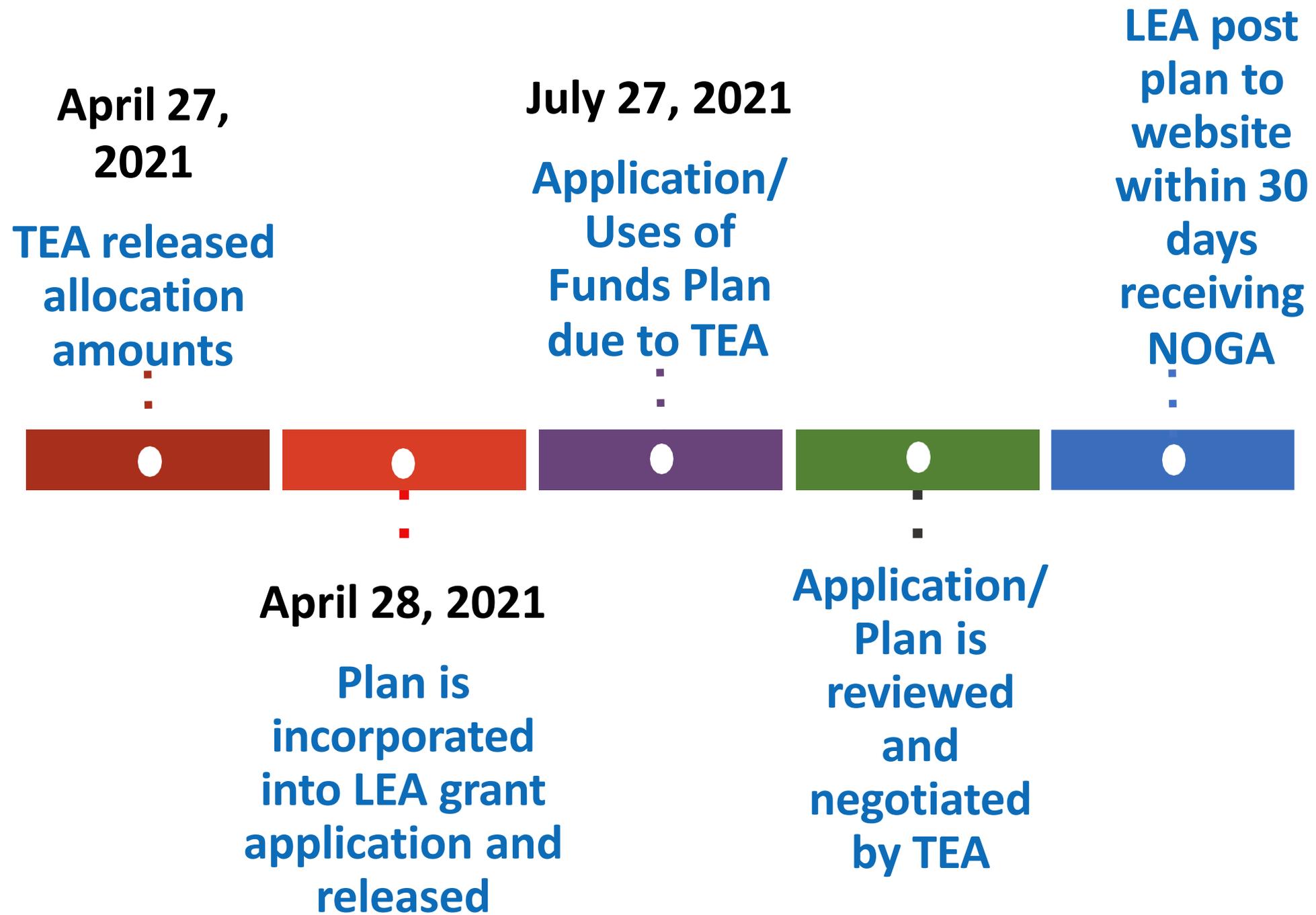
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LEA Uses of Funds Plan





Each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. Submissions must include at a minimum a description of:

- 1. The extent to which and how the 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.**

Submissions must include at a minimum a description of:

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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 afterschool programs, or extended school year.

Submissions must include at a minimum a description of:

- 3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

Submissions must include at a minimum a description of:

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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.

Other Plan Requirements

- LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan.

Required Stakeholder Groups

Must include...

- students,
- families,
- school and district administrators (including special education administrators),
- teachers,
- principals,
- school leaders,
- other educators,
- school staff

To extent these groups are in the LEA, must include...

- 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

FAQ – Stakeholder Input

- Available at:

<https://app.smartsheet.com/b/publish?EQBCT=f4b5d82938764f1f81573845021e58ed>

Questions:

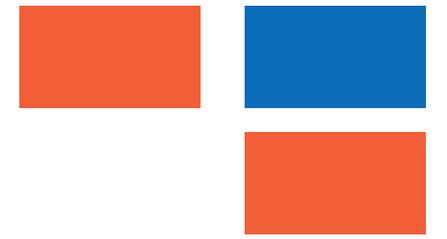
- GR-Q16 through Q21

Plan Format Requirements

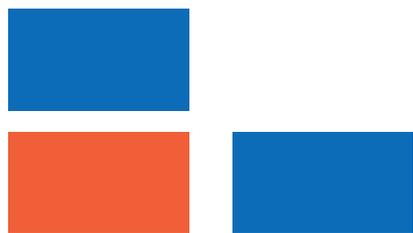
- LEA's ARP ESSER plan must be:
 - in an understandable and uniform format;
 - to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and
 - upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

Posting Requirements

- Post on LEA website within 30 days of receiving grant NOGA
- Report in ESSER III Application for Funding the web site address
- TEA staff will monitor the website for posting and contents of plan



LEA Return to In-Person Instruction and Continuity of Services (RIPICS) Plan



A large, stylized blue graphic element, resembling a thick letter 'X' or a large arrow pointing right, is positioned on the left side of the slide. It is partially obscured by a white rounded rectangular box containing text.

The LEA plan for the safe return to in-person instruction and continuity of services is required for all LEAs including those that have already returned to in-person instruction.

LEA's plan for the *safe return* to in-person instruction and continuity of services must address:

1. How the LEA will maintain the health and safety of students, educators, and other school and LEA staff, and
 - to the extent to which it has adopted policies include a description of any such policies, on each of the CDC's safety recommendations

CDC Safety Recommendations include:

- Universal and correct wearing of masks;
- modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
- 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.

LEA's plan for the safe return to in-person instruction and *continuity of services* must address:

- 2.** How 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.

6-Month Review Requirement

- The LEA must review its plan every six months, and as appropriate revise it, through the end of ESSER III grant period (i.e., September 30, 2023)
 - Including seeking public comment and incorporating such input into plan revisions
 - And taking into consideration the timing of significant changes to CDC guidance on reopening schools

6-Month Review Requirement

- If the LEA revises its plan at the 6-month required review period, the revised plan must address
 - each of the aspects of safety currently recommended by the CDC at that time, or
 - if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations

Prior Plan Clarification

- If the LEA that developed a plan prior to enactment of the ARP Act
 - that meets the statutory requirements for public input and posting the plan,
 - but does not address each of the required aspects of safety established in the IFR
- must, as part of the required 6-month periodic review, revise its plan consistent with these requirements no later than six months after it last reviewed its plan

Plan Format Requirements

- LEA's ARP ESSER plan must be:
 - in an understandable and uniform format;
 - to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and
 - upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent

Posting Requirements

- Post on LEA website within 30 days of receiving grant NOGA
- Report in ESSER III Application for Funding the web site address
- TEA staff will monitor the website for posting and contents of plan

Random Validation

- TEA is currently conducting a random validation of 300 LEAs. These LEAs have been notified and will receive notification if any additional information is needed and when the review is complete.
- TEA staff are monitoring the websites for web links, posting, required stakeholder input, translations, and contents of both plans.

Staff reviews of LEA websites: Items missing

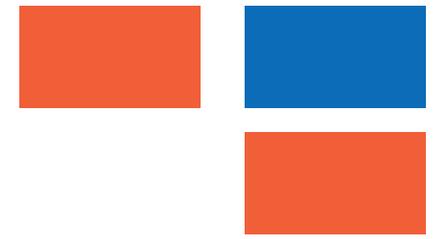
- Plans not containing the required components
- Translations not posted
- Insufficient Stakeholder Input Processes
- One of the plans is not posted on the website
- Broken links

Sample Uses of Funds Stakeholder Statement

We received input from all groups listed in the IFR including teachers, principals, staff and administrators, parents and students, civil rights groups, and individuals representing underserved students through three public meetings and an online survey during the month of June. Many adjustments were made to our plan including using funds for classroom technology upgrades.

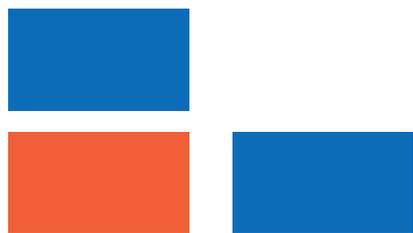
Sample RIPICS Stakeholder Statement

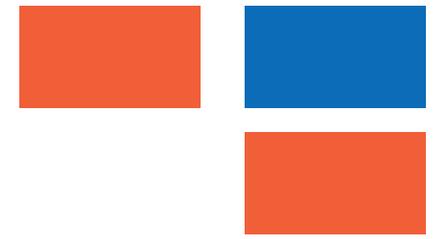
LEA sought stakeholder input through an email survey, online survey, two stakeholder meetings, and an opportunity for public comment at a school board meeting during May and June 2021. Stakeholders included employees, special program directors, school principals, school administrators, teachers, school staff, students, parents, a homeless advocate, employees with mental health backgrounds, school board members, and civil rights organizations. Adjustments were made to our plan including adding a small number of field trips, continuing virtual ARD meetings, and keeping plexiglass.



Update Links to Plans

<https://app.smartsheet.com/b/form/d5761ca9c3f545d2ac5526d81704b59c>





Submit Questions to the FAQ

<https://app.smartsheet.com/b/form/9fd2d72bd6cc49ab95b3f05b8c99b0fd>

