

Bowie ISD 169901  
ARP ESSER III Continuity of Services Plan Outline

Needs assessment summary regarding student learning loss related to the pandemic:

1. Identified Areas of Strength: Reading 3-8, Writing, Eng. I, Science, Social Studies
2. Identified Areas of Concern: English II, Math 4-8 & Alg. I, SPED, EL students
3. Barriers to Success: No barriers exist.

Component I: 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.

We are not using ESSER Funds for this purpose.

Component 2: How the LEA will use the funds it reserves (at least 20%) 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 after school programs, or extended school year.

\*Approximately \$157,339 will be budgeted for Summer School Salaries and for additional, temporary personnel to provide at-risk students with additional accelerated instruction support and SEL support.

\*Approximately \$140,000 will be budgeted for additional supplemental curriculum & assessment materials to support instruction and learning with an emphasis on closing achievement gaps and to address disproportionality among various student population groups. These materials will also provide extra support for students who must utilize remote learning in the future, for students who need additional SEL support, and to help families support their child's educational process as well.

\*Approximately \$220,000 will be budgeted for Technology Devices and related equipment such as protective covers, keyboards, and chargers to complete the 1:1 initiative at the Elementary Campus and to upgrade devices throughout the district which have become outdated/unrepairable. Should remote learning be needed for any reason in the future, the 1:1 initiative will also ensure greater equity and continuity of instruction & learning with a more seamless transition for students, teachers, and families.

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

Section 18006 of the CARES Act (ESSER I) and Section 315 of the CRSSA Act (ESSER II) require, to the greatest extent practicable, entities that receive funds to continue to pay their employees and contractors during the period of any disruptions or closures related to coronavirus. Further, Section 18003(d)(12) of the CARES Act, Section 313(d)(14) of the CRRSA Act, and Section 2001(e)(2)(R) of the ARP Act (ESSER III) allow ESSER funds to support “other activities that are necessary to maintain the operation of and continuity of services in local education agencies and continuing to employ existing staff of the LEA.” The LEA will use ESSER funds to pay teacher salaries.

Component 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.

We will employ temporary personnel to provide at-risk students with additional accelerated instruction support and SEL support. This will include hiring a part-time counselor, a part-time AVID coordinator, an additional intervention specialist, and additional paras for at-risk student support.

\*Additional supplemental curriculum & assessment materials to support instruction and learning with an emphasis on closing achievement gaps and to address disproportionality among various student population groups. These materials will also provide extra support for students who must utilize remote learning in the future, for students who need additional SEL support, and to help families support their child's educational process as well. These resources will include dual language supports, anti-anxiety supports, books to home, Texas Home Learning Materials, and other resources to assess student needs as well as to support accelerated instruction that is multi-sensory and multi-cultural. These materials will be accessible to both in person and remote students, including homeless & migratory students, and will have dual language supports and supports for students with disabilities built in.

Technology Devices and related equipment such as protective covers, keyboards, and chargers will be purchased to complete the 1:1 initiative at the Elementary Campus and to upgrade devices throughout the district which have become outdated/unreparable. Should remote learning be needed for any reason in the future, the 1:1 initiative will also ensure greater equity and continuity of instruction & learning with a more seamless transition for students, teachers, and families. These devices will be made available to all student populations, including homeless & migratory students, and will have translation features for those who need second language support. The district will support access to web-based programs by

providing wifi/hot spot service to those who need it for device connectivity, to ensure equity and to address disproportionality.

The plan was made available for public comment at the June 21,2021 board meeting. The plan is available in Spanish or other languages needed for this community through oral translation.

The plan will be available in an accessible format for people with disabilities, upon request to Kathy Jackson, Administrative Assistant to the Superintendent at 940-872-1151 or [kathy.jackson@bowieisd.net](mailto:kathy.jackson@bowieisd.net).

El plan se puso a disposición del público para comentarios en la reunión de la junta del 21 de junio de 2021.

El plan está disponible en español u otros idiomas necesarios para esta comunidad a través de la traducción oral.

El plan estará disponible en un formato accesible para personas con discapacidades, previa solicitud a Kathy Jackson, Asistente Administrativa del Superintendente al 940-872-1151 o [kathy.jackson@bowieisd.net](mailto:kathy.jackson@bowieisd.net).