



District Draft ESSER III Planning

Developed for Stakeholder Information and Input



Updated February 24, 2022

Public Hearing Purpose



- Provide information on the ESSER III grant
- Provide allowable ways in which the District may use allocated ESSER III funds
- Gather input from our staff, families, and students on the District's plan to use the money to achieve the purpose of the ESSER Grant

NOTE: The WI DPI ESSER III grant application has yet to be fully approved by the USDE. DPI's latest submission for approval was February 8, 2022.

ESSER III Grant



The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law passed in March 2021, provides **one-time** funds for school districts through the Elementary and Secondary School Emergency Relief (ESSER) III grant program.

ESSER III grant funds are federal funds that are allocated to states and then to school districts through the Title I allocation calculation method.

ESSER III Grant Plan Components



1. How funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidelines on reopening schools, in order to continuously and safely open and operate schools for in-person learning
2. How the LEA will use at least 20% to address the academic impact of lost instructional time through the implementation of evidence-based interventions, as defined by the Every Student Succeeds Act *(Note: In addition to interventions provided during the regular school day/school year, this may also include summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs.)*
3. How the LEA will spend its remaining ESSER III funds, consistent with allowed activities defined in the ARP Act
4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under #2 above, respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic.

Expending ESSER III Grant Funds



The Chetek-Weyerhaeuser Area School District expects to receive **\$1,869,130** in ESSER III Funding. This allocation is divided into two types of expenditures:

- Evidence-Based Intervention Strategy Expenses (EBIS): Addressing Learning Loss (must be at least 20% of all expenditures) = \$373,000
 - No ceiling on expenditures for EBIS
- Allowable Expenses: intended to prevent, prepare for, and respond to COVID-19

Funds may be used to support our response to the COVID-19 pandemic and to address the impact of the coronavirus pandemic on our students from March 13, 2020 through September 30, 2024.

ESSER III Grant Plan Development



Planning Team

- District administrators
- Teachers/Support Staff/Custodial Staff
- Parents/Guardians
- Board of Education
- Students

ESSER III - Proposed Priority Areas



- Accelerating Learning
- Health and Wellness
- Facilities
- Technology
- Student Engagement

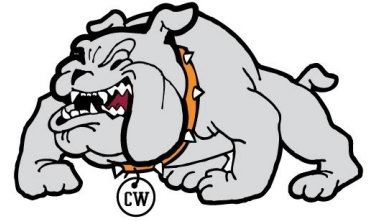
ESSER III - Plan Development



Accelerating Learning

- Direct educational services
- High quality instructional materials
- Professional development

ESSER III - Plan Development



Health and Wellness

- Mental Health
- Physical Health

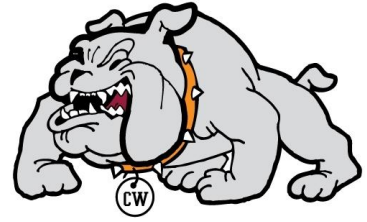
ESSER III - Plan Development



Facilities

- Air Quality Improvement
- Bottle Filling Stations
- Interior Finishes & Upgrades
- Building Modifications

ESSER III - Plan Development



Technology

- Equipment to support student learning
- Instructional technology software
- Accessibility to technology and support
- Instructional technology professional development

ESSER III - Plan Development



Student Engagement

- Clubs
- Attendance
- Before or After School supports
- Athletics
- Co-curricular supports

ESSER III - Evidence-Based Intervention Strategies



Examples are summarized [here](#) and must respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

<p>Staffing</p> <ul style="list-style-type: none">• Additional staffing to support instruction• Staff training on research-based, best practices on instruction• Reading and Math support for students below grade level	<p>Outreach and Service Delivery to Special Populations</p> <ul style="list-style-type: none">• Progress monitoring tools & training to inform academic instruction• Increase social work staff• School-based mental health services
<p>Extended Learning</p> <ul style="list-style-type: none">• Enhanced summer programming designed to support students in reading and math• In-Day Small Group Tutoring• After School supports	<p>Educational Technology</p> <ul style="list-style-type: none">• Student and teacher devices• Classroom technology tools• Home access support• Internet security

ESSER III - Evidence-based Intervention Strategies cont'd



- Literacy Development/Improvement
- Implementation or continuation of evidence based intervention strategies such as:
 - Continuing Work with Standards-Aligned Instructional Materials and Professional Learning (Curriculum Development)
 - Multi-Layered System of Supports (MLSS) in Reading/Math
 - Organizing Instruction and Study to Improve Student Learning (Instruction Improvement)
 - Administering and Using High-Quality Assessments
 - Supporting Teachers implementing EBIS
 - Instructional paraprofessionals
 - High Quality In-School Acceleration of Learning through Tutoring
 - Before and afterschool coordination and support
 - Summer learning coordination and support

ESSER III - Evidence-based Intervention Strategies



Underrepresented subgroups specifically mentioned in USDE guidance as likely to have been disproportionately affected by COVID-19:

- each major racial and ethnic group
- **children from low-income families**
- **children with disabilities**
- English learners
- gender
- migrant students
- students experiencing homelessness
- children and youth in foster care

ESSER III - Evidence-based Intervention Strategies



Snapshot of CWASD Student Population

- Racial and ethnic group breakdown
 - 93.7% White, 0.8% American Indian or Alaskan Native; 0.3% Asian; 1% Black or African American; 1.1% Hispanic or Latino; 3.1% Two or More Races
- **Children from low-income families***
 - 49.4% of student population
 - On average had about 15% - 20% lower proficiency than non-low SES
- **Children with disabilities**
 - 10.9% (SWD had lowest reduction in scoring of all groups in Math & ELA)
- English learners
 - 0.1%
- Gender
 - Male 49.2%; Female 50.8%
 - Generally speaking, males outperform females in mathematics and females outperform males in ELA
- Migrant students, Students experiencing homelessness, & Children and youth in foster care
 - < 1% each

ESSER III - Allowable Expenses



Allowable expenses are summarized [here](#) and include the following spending categories listed below.

<p>Personnel</p> <ul style="list-style-type: none">● Long-Term Substitute staffing● Additional Staffing for Student Support● Staff training● Staff salary & benefits to include COVID-related time off● Staff wellness strategies● Additional Cleaning Staff● Staff Recruitment and Retention● Additional student health services	<p>Preparedness & Response to COVID-19</p> <ul style="list-style-type: none">● Cleaning equipment and supplies● Air quality improvements● HS/MS HVAC Upgrade● Increased transportation expenses
<p>Technology</p> <ul style="list-style-type: none">● Network infrastructure and security upgrades● Remote access for students & staff● Security enhancements (cameras, entry systems, etc.)	<p>Materials and Supplies</p> <ul style="list-style-type: none">● Additional classroom library materials● Teaching and learning resources focused on closing gaps and prerequisite skills and knowledge to access grade-level instruction.

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN



The ESSER grant requires school districts to describe how the LEA or district will provide a safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.

More Information



- Visit the Wisconsin Department of Public Instruction's website for ESSER III funds:
 - dpi.wi.gov/arp/essser-iii
- [CWASD ESSER III Grant Website](#)
- [ESSER Program Information & Comparison](#)
- [ESSER FAQ's](#)
- [ESSER III COVID Response and Relief Planning Recommendations](#)

ESSER III - Opportunities for Input



HOW CAN STAKEHOLDERS PROVIDE INPUT?

- Public Hearing
- Public Comment opportunities at Board of Education Meetings
- Complete stakeholder input survey to families, students, and staff members
 - All insights and feedback will be reviewed and considered
- Email Dr. Mark Johnson, Superintendent at mjohnson@cwasd.k12.wi.us

All input provided will be reviewed