

School District of Belleville

ESSER III

Stakeholder Input Session

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WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Why We're Reaching Out

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


During this session we will share information about the grant and invite you to:

- Tell us about the needs of local students and families who were disproportionately impacted by the pandemic.
- Help identify community assets (individuals, organizations, businesses, programs, etc.) and potential partners.
- Share your ideas and priorities for using the funds.



Our Planning Committee

The committee drafting and finalizing our plans related to ESSER III includes the following people:

- District Administrator
 - Director of Financial Services
 - Director of Student Services and Teaching & Learning
 - Building Principals
 - Associate Principals
 - School Board (indirectly through hiring new staff with ESSER III funds)
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ESSER III Grant Basics

- Belleville is expected to receive \$320,915 in ESSER III funding.
- Funds may be used to support our response to the COVID-19 pandemic taking place from March 13, 2020, through September 30, 2024.
- Funds are intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.



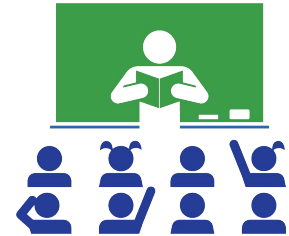
What is This Money For?

LEAs (*school districts & charter schools*) must use a *minimum of 20%* to implement evidence-based interventions to address learning loss.

For example:

- Summer learning or summer enrichment
- Extended day
- Comprehensive after-school programs
- Extended school year (ESY) programs

LEAs must ensure that interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on under-represented student subgroups.



Disproportionately Impacted Student Groups

Underrepresented subgroups specifically mentioned in U.S. Department of Education guidance as likely to have been disproportionately affected by COVID-19 include:

- Each major racial and ethnic group.
- Children from low-income families.
- Children with disabilities.
- English Learners.
- Migrant students.
- Students experiencing homelessness.
- Children and youth in foster care.



What Else Can These Funds Can be Used For?

ESSER funds must used prevent, prepare for, or respond to COVID-19.

Examples include:

Preparedness and Response

- PPE; hand sanitizer; infrastructures to promote physical distancing; improving indoor air quality; establishing a team to develop guidelines for infection control practices, etc.

Addressing Long-term School Closure

- Additional staff to support virtual instruction; providing/delivering school meals; etc.



What Else Can These Funds Can be Used For?

Outreach and Services for Special Populations

- Professional development for staff to serve English Learners remotely; paying staff to teach parents of students with IEP technology and software; etc.

Mental Health Services and Supports

- Additional school-based mental health staff (school counselors, school psychologists, school social workers, etc.); Peer-to-Peer suicide prevention and mental health literacy such as Sources of Strength and Hope Squad, etc.

Education Technology

- Devices and software for remote instruction; improved cybersecurity; etc.
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Snapshot of LEA Needs

Who is being disproportionately affected by COVID-19 in our district?

- Our youngest learners
- Students learning how to read or those that struggle to read
- Families without Internet access
- Students without support at home (*during virtual learning*)
- Students with disabilities and 504 Plans; English Language Learners

What we are seeing:

- Lack of or delay in social skills
- Stamina to stay in school all-day, everyday
- Slower academic progress and achievement gains

Addressing Needs: Proposed Priorities for Addressing Learning Loss

Percent of funding we propose to use to address learning loss: 21.7%

How much is that in dollars? \$69,700

What we propose to focus those funds on:

- Addressing long-term school closure (ISC network hosting) - \$2,400
- Mathematics Interventionist assisting elementary students struggling with Mathematics - \$67,300




Addressing Needs:

Proposed Priorities for Addressing Other Needs

Amount of funding do we propose to use to address other needs:

What we propose to focus those funds on:

- **Building Improvements - \$10,000 (acoustical panels)**
 - **Building Improvements - \$199,244.50 (chiller)**
 - **Building Remodeling - \$12,000 (roof repair for chiller)**
 - **Building Improvements - \$9,394 (high school boiler repair)**
 - **Building Remodeling - \$3,500.00 (combining MS rooms 101/102)**
 - **Technology Equipment (Health & Safety) - \$2,882 (bus camera)**
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Your Thoughts on the ESSER III Plan

- What other needs or COVID-19 impacts have you seen that we have not mentioned?
- Are the priorities we have identified the ones that will have the most impact on the students with the greatest needs? If not, what would?
- What community assets (individuals, programs, businesses, etc.) might we engage to make our plan more effective? How can families be involved?
- What other ideas do you have about using this funding?



Our Plan for Safe Return

Alongside our ESSER III plan, we have submitted a plan for [Safe Return to In-person Instruction and Continuity of Services](#). It describes:

- How we will maintain the health and safety of students, educators, and other staff, and the extent to which the LEA has adopted policies (including a description of any such policies) regarding safety recommendations established by the CDC.
- How we will ensure continuity of services, *including but not limited to*, services to address:
 - student academic needs.
 - student and staff social, emotional, mental health, and other needs, which may include student health and food services.



Your Thoughts on the Safe Return Plan

- What stood out to you as valuable in the plan?
- What is most likely to have a positive impact?
- What questions do you have about it?
- Are there important needs the plan does not address yet?
- What other ideas or feedback do you have to improve it?



Where We Go From Here

- Recap of major themes we heard today
- Next steps:
 - The district administrative team will adjust plans based on stakeholder input.
 - The public can email the [district administrator](#) with additional recommendations or comment publicly at future board meetings.
 - The ESSER III grant performance period runs from March 13, 2020, to September 30, 2024.
 - Our Safe Return plan is posted [on the district's website](#).



For More Information

Visit the Wisconsin Department of Public
Instruction's website for ESSER III funds:

dpi.wi.gov/arp/esser-iii



