



Woodland Park School District
'Elevate Your Education'

DAC: ESSER MEETING

with special guests: WPEA

November 3, 2021

Strategic Plan:

✓ Mission Statement

Together, we embrace a culture where all learners are empowered to pursue intellectual, personal, and collective excellence.



Strategic Plan:

✓ Academic Success

Prepare students academically at each level for the next step so that students will have all opportunities and choices available as they move through our District and beyond.

LEARNING



Strategic Plan:

✓ Educator Talent

Attract, support and retain the highest quality staff by fostering an exceptional, positive, and empowering work environment.



Strategic Plan:

✓ Social Emotional Growth

Build common beliefs, expectations, and systems around social-emotional learning, with an initial emphasis on student behavior.



Strategic Plan:

✓ Communication

Emphasize effective sharing of information internally and externally with District stakeholders.



ESSER Funds (Federal Grants):

- ✓ ESSER 1: \$218,375
 - ✓ expire 9/30/2022
- ✓ ESSER 2: \$889,325
 - ✓ expire 9/30/2023
- ✓ ESSER 3: \$1,997,298
 - ✓ expire 9/30/2024



Intent of ESSER Funds

The overall purpose of all ESSER Funds is to address the educational impact of COVID-19. The priority for each funding source include:

ESSER I

Crisis Response

To provide schools, staff and students with the **technology and infrastructure to accommodate remote learning environments** caused by COVID-19.

ESSER II

Resuming/Sustaining In-Person Learning

To provide schools, staff and students with the **resources and equipment to safely return to and/or maintain in-person learning environments** for students.

ESSER III

Recovery

To support schools, educators and students with resources and programming that **address learning loss** caused by COVID-19 and remote learning environments.

Allowable Uses of ESSER Funding

ESSER I

Addressing the impact of COVID-19 on schools, such as:

- Coordination with public health departments
- Purchasing educational technology
- Planning for long term closures
- Training and supplies for sanitation
- Mental health support
- Summer school and afterschool programs
- Funds for principals to address local needs
- Other activities to continue school operations and employment of existing staff

ESSER II

Same as ESSER I with emphasis on:

- Addressing learning loss
- School facility repairs and improvements
- Other activities that are necessary to maintain the operation of schools

ESSER III

Same as ESSER I with a requirement to direct at least 20% of funding to address the learning impacts of COVID-19 through interventions

All ESSER funds may be used for activities allowable under ESEA, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act, **in response to COVID-19.**



- Reviewers need sufficient information to be able to ascertain:
 - **Allowability** – activities listed in statutes as allowable (see funding matrix)
 - **Allocability** – activities must be necessary in order to respond to, prepare for, or prevent the spread of COVID-19
 - **Reasonableness** – a prudent person would be able to explain how the item is reasonable (e.g., is priced at fair market value, is the most cost-effective way of conducting/implementing the activity, is in line with how similar activities are paid from other funding sources)
 - Sufficient detail ~ allows reviewers to be able to understand how the total was reached; includes the unit expense, how many units, and for how long.
 - Example – salary
 - 2 teachers, 4 months, \$4,500 average per month = \$36,000
 - 2 teacher, 2 years, \$54,000 average per year = \$216,000

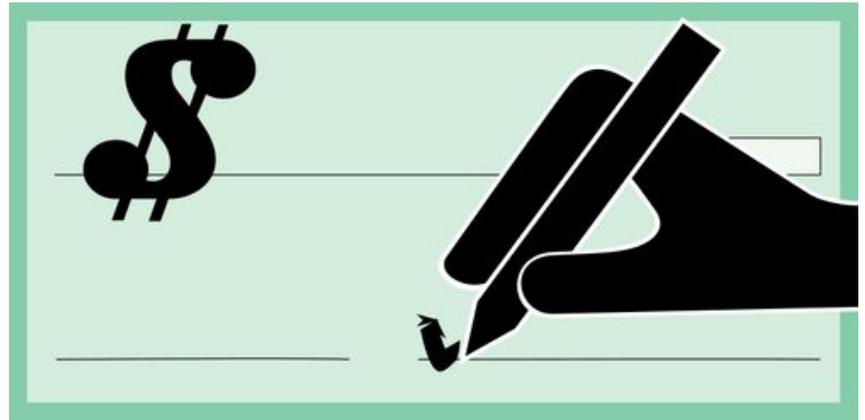
Expenditure Timelines:

Grant	FY21	FY22	FY23	FY24
ESSER 1	\$218,375	\$0	\$0	\$0
ESSER 2	0	\$444,663	\$444,663	\$0
ESSER 3	0	\$399,460	\$998,649	\$599,189
TOTAL	\$218,375	\$844,122	\$1,443,312	\$599,189

ESSER 1 Update: *Crisis Response*

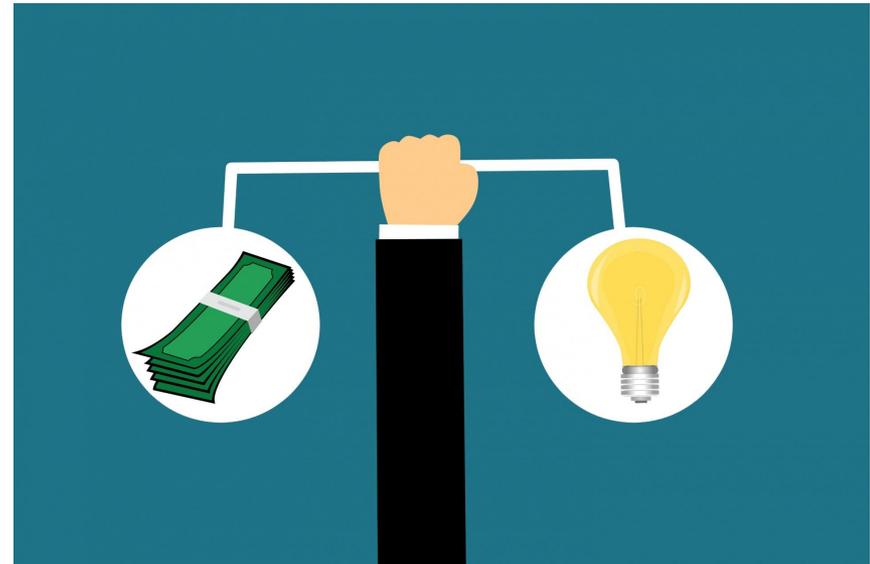
- ✓ **ALLOCATION:** \$218,375
 - ✓ expire 9/30/2022

- ✓ **STATUS:** Expended in FY21
 - ✓ Google Suite
 - ✓ Chromebooks
 - ✓ COVID-19 Response Coordination
 - ✓ Transportation (General & SPED)
 - ✓ Wellness Coordination



ESSER 2 Update: *Resuming/Sustaining In-Person Learning*

- ✓ **ALLOCATION**: \$889,325
 - ✓ expire 9/30/2023
- ✓ **STATUS**: Application Approved & Budgeted



ESSER 2 Update:

- ✓ **EXPENDITURE CATEGORIES:**
- Health Aides
 - Communications Ambassadors
 - Temporary Storage
 - Online Curriculum
 - Google Suite
 - Chromebooks/Devices
 - HVAC Upgrades
 - Air Filters
 - Registration Event
 - Pandemic Response Supplies
 - Grants Accounting Assistance

ESSER 3 Update: *Recovery*

- ✓ **ALLOCATION**: \$1,997,298
 - ✓ expire 9/30/2024
- ✓ **STATUS**: Preliminarily Budgeted, Revision, Application In-Process



ESSER 3 Update:

- ✓ **EXPENDITURE CATEGORIES:** (Currently Budgeted)
 - ✓ Academic Intervention (beyond staffing formula)
 - ✓ Additional contract days
 - ✓ Summer School & Jump Start
 - ✓ Before/After School Tutoring & Supervision
 - ✓ Mental Health Coordination
 - ✓ ESY/IEP Student Support
 - ✓ Needs Ambassadors

ESSER 3 Update:

- ✓ **EXPENDITURE CATEGORIES:** (Additional Proposals)
 - ✓ Staff Recruitment & Retention
 - ✓ Staff Professional Development
 - ✓ Paperwork & Process Digitization
 - ✓ Staff & Student Wellness Supplies
 - ✓ Student Co-Curricular Engagement
 - ✓ Expansion of After-School Activities

ESSER 3 “The 20%”: Addressing Learning Loss

✓ THE QUESTION:

“How will WPSD ensure that the interventions it implements, including but not limited to the interventions 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 and youth in foster care, and migratory students?”

Previous Suggestions:

- *Continue to consider teachers working with special needs programs*
- *Very valuable having targeted mental health addressed with smaller populations within the schools (smaller caseloads)*
- *Advocate for Outdoor Classrooms and learning environments*
- *Allow teachers to provide input on use of ESSER funds (in general, specifically, etc.)*
 - *provide room for individuality*
- *Continue to give consideration to parent input*
- *Concerns about reintegration of online & remote students*
 - *habits of 'doing school,' etc.*
 - *Remote and Online distribution plans worked great in FY 21*

Previous Suggestions:

- *Challenge to think about sustainability of any ESSER-related expenditures*
- *Emphasize PD opportunities*
 - *Collaboration for teachers... this population has really missed connecting with colleagues*
 - *Be strategic about filling learning gaps while still moving learning forward*
- *More opportunities for Teacher/Parent interviews especially early in the year. This happened weekly during quarantine and was effective.*

Feedback & Suggestions 11/3/2021:

- *The existing Strategic Plan pillars encompassed many important items and steps to address priorities pre-pandemic.*
- *Must consider stamina of students (more solutions vs. more effective and more efficient practices).*
- *Use funding to invest in teachers both new and experienced. Consider assisting with costs for certifications, etc.*
- *Consider additional paraeducator support and invest in early-childhood areas.*
- *Continue to invest in relationships with parents. 'Parents to paras' idea.*
- *Use sub-pools for instructional blocks to help teaching staff collaborate.*
- *Use funds for writing learning plans*
- *How will R.O.I. be measured?*



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**FEEDBACK
&
NEXT STEPS**