ESSER III Learning Loss Meetings

General Education
December 7, 2021
6:00pm
Haysville High School

Special Education
November 30, 2021
January 25, 2022
6:00pm
Administration Building

Participants

District Administration
Building Administration
Secondary Staff
Elementary Staff
Students (Middle School & High School)
Parents (All Levels)
BOE Members

Purpose

The purpose of these committees are to discuss the impact of the pandemic on learning and work together to come up with recommendations on the use of ESSER III funds for the Board of Education.

Gallup Student Poll
% of Hopeful
Students
2017 - 48%
2020 - 36%



Gallup Student Poll
% of Engaged
Students
2017 - 53%
2020 - 43%

Data Sources for 261

SAEBRS Student
Screener
68% Low Risk
27% Some Risk
5% High Risk

35
Mental Health
Association (MHA)
referrals and climbing

Special Education Data

- Identified Special Education Students: 2019-977, 2020-965, 2021- 994
- Referrals/Evaluations: Over 40 special education referrals for the 21-22 school year (18 parent requests). Significant number of students being referred for general education intervention which lead to special education referrals due to students demonstrating low academic skills.
- Social/Emotional Support: Over 33 elementary students receiving services through MHA, Lee Herring, or Comcare. Fourteen request for assistance from the behavioral school psychologist for already identified students and 12 for students with behavioral concerns. Approximately 5 students have moved to a more restrictive placement in a special program. Three students referred for services at TCDS. Two CHS students expelled and several students with multiple suspensions.
- Social Work Services: Over 22% of elementary students being served. Approximately ¼ of the time spent working directly with special education students.
- Academic: Many teachers report that progress has not been made on IEP goals and some students with significant regression.

What are ESSER III Funds?

- History: The Coronavirus Aid, Relief, and Economic Security (CARES) Act was enacted on March 27, 2020, and included Elementary and Secondary School Emergency Relief (ESSER) Funds for K-12 schools.
- Each LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions.
- Engagement in Meaningful Consultation with Stakeholders

What Amount Are We Working With?

Funding Update	Revenue	Expenditure	Encumbrance	Proposed	Available
ESSER III Funds	$4,959,581.00	$509,576.57	$621,351.13	$2,294,527.43	$1,534,125.87
ESSER III - Sped Allocation	$144,690.00	$0.00	$0.00	$0.00	$144,690.00
Total	**$8,482,834.00**	**$3,245,133.25**	**$1,121,769.19**	**$2,294,527.43**	**$1,821,404.13**

What do we have in place?

1. After School Academic Support Program (K-12)
2. Social Workers (4)
3. CKH Premium
4. Professional Learning Support - Mobile Mind
5. Updated Curriculum (Secondary Science & Elementary Math)
6. myPath (Elementary Math)

Recommendations for the Board of Education

Academic

- Updated digital curriculum
- Additional staff to provide targeted interventions for students who need support (teachers, paras, specialists)
- Fund Summer School/After School Tutoring & provide transportation, include scholarships for families that are free/reduced lunch and 50% reimbursement for those that do not qualify for scholarships when they complete the course during the summer session.
- myPath - individual math learning (mentioned 4 times)
- Individualized reading curriculum
- Resources to meet needs for tiered supports (mentioned 2 times)
- Programs that address specific gaps like myPath for both Math & Reading
- Decrease class sizes across the board (mentioned 2 times)
- Pay high schools students in good standing to help with lower level classroom interventions
  - Internships for those interested in elementary ed.
- More bodies in classrooms for interventions
- More academic professional development for teachers
- Increase funding for support staff to allow for levelizing/enrichment/interventions for top & bottom performing students.
- Support staff that can run interventions during Guided Study/Club time for students that need gaps filled (paras, CHS students)
- Interactive ways to close gaps (not computer-based), students are tired of always being on the computer (intervention ideas)

Recommendations for the Board of Education

Social-Emotional

- Increase mental health liaisons
- Hire more counselors and social workers (mentioned 4 times)
- Hire more security at the bigger schools for safety & train the security staff to connect with students
- More Professional Development for staff around social-emotional learning & behavior support
- Assistant Principals for the elementary schools
- Stipend for youth sponsors for clubs
- Additional support staff
- Recruitment for subs so teachers can go to trainings or take personal days
- Add a "safe spot" room for secondary students
- Better classroom environment for secondary students (flexible seating, warm, welcoming, more "homey")
- Increase funding for social workers & support staff for mental health
- Specials & extra-curricular activity funding (ie: outdated music curriculum)
- Figure out ways to get kids together to interact safely
- To help develop pride in the community, get schools together as we all feed into one, do joint activities with the two middle schools and sort out differences

Special Education Specific Recommendations

- Important to identify what learning loss is.
  - PreK-look at where they were and where they are when they came back. Are we starting back over? Focus on what school is prior to starting academics again.
  - Elem-Relearning expectations when they come back to school. Phonics skill loss based upon assessment. The holes are a big concern as well. More pronounced with special education students who already demonstrate holes.
  - Life Skills-Do not have as much integration with general education peers. Do not feel a lot of learning loss has occurred since they were onsite.
  - Should we utilize individualized standardized testing to measure learning loss? This would be for students that would be "flagged" as needed to determine the loss. This is individualized rather than a sped cohort group.
  - Utilize CBM's, QPS, PAST, screening with Fastbridge, to determine data that demonstrates learning growth and loss?
  - Social emotional data can be obtained by office discipline referrals, suspension data, IEP goal data, etc.
  - Considerations of multiple measures rather than one assessment. Identify for each individual student.

Special Education Specific Recommendations

- Ideas to help prevent regression:
  - Utilize technology to assist special education students to continue to receive special education services.
  - Have additional special education staff, school psychologist for example to assist with interventions and progress monitoring (both academic and behavioral)

Special Education Specific Recommendations

- Consistent paraeducators
- Professional development for paraeducators (consider having paraeducators attend a collaboration day)/Online learning modules for professional learning
- Paraeducators understanding the IEP - the goals and accommodations-for students they are working with
- Consider differentiated pay for special education paraeducators (especially special programs)
- Access to technology over the summer months (checkout?)
- Direct interventions beyond what is currently being provided (after school?)
- Contract with WSU for SLP services throughout the summer
- MANDT training for staff over the summer (doesn't have to include technical)
- Sensory or calm down room (trauma supports)
- AESOP for paraeducators (to obtain substitutes)
- Mobile Mind/Infinitec for substitute teachers
- Parent Training (consider online, childcare, etc.)

Next Steps

- Survey Community
- Survey Staff
- Bring narrowed recommendations back to the Board of Education in March.

Thank you!!!