

WINDSOR SOUTHEAST SUPERVISORY UNION

RECOVERY PLAN and ESSER I and II FUNDING GRANT FACT SHEET: What You Need to Know

Recovery Plan Information and ESSER (Elementary and Secondary School Education Relief) Funding Breakdown

Recovery/ Strategic Plan Goal Area	Pandemic Problem	How we will address it	Resources Needed (not an exhaustive list)	Funding Source
Recovery Plan Goal: Engagement and Truancy	Attendance declined during the pandemic.	Improve engagement among all students by providing autonomy, competency and belonging by: -Reducing class sizes -Utilizing the Leader In Me Framework to engage student leaders and improve attendance -Increasing mental health supports -Providing teacher training and collaboration so they can develop and implement highly engaging units	Academic Support: -Interventionists to provide individualized instruction through our Multi-Tiered System of Support process -Summer Academy -Additional classroom teachers to reduce class sizes	ESSER I and II Funding Title I Funding Local District Budget Special Education
Strategic Plan Goal: Student Success and Engagement			System Improvement: -Leader In Me Training (see definitions for more information) for staff -Assistant Recovery Coordinator to manage the recovery plan and MTSS process across the SU	ESSER I and II Funding
			Social Emotional Supports: -School- Based Clinicians -Behavior Analysts -We R Hope Coaching	ESSER I and II Funding Title I Funding Special Education
Recovery Plan Goal: Academic Achievement	Data collected shows that academic achievement across the SU is variable due to a variety of factors as a result of the pandemic.	Improve our Multi-Tiered System of Support (MTSS) in the areas of universal instruction and personalized learning for all by: -Developing a Recovery Leadership Team -Reducing class sizes -Implementing and reviewing the Summer Academy program -Implementing a transitional Kindergarten program -Staff training and collaboration around student data and intervention	Academic Support: -Summer Academy Coordinator, teachers, support staff and materials -Interventionists -Transitional Kindergarten staff, materials and transportation	ESSER I and II Funding Special Education Title I Funding Local District Budget
Strategic Plan Goal: Student Success and Engagement			Systems Improvement: -Multi-Tiered System of Support Leadership Team -Assistant Recovery Coordinator -Data Collection Tools	ESSER I and II Funding Local District Budget
Recovery Plan Goal: Social Emotional Learning, Mental Health and Wellbeing	There has been an increase in mental health risk factors among students as a result of the pandemic. During the pandemic behavioral incidence among students decreased due to smaller class sizes, less transitions, increased staff and shortened school day.	Improve relationships among students, staff and families by: -Providing training in the Leader In Me framework and implementing Leader In Me to support student, staff and family leadership and voice -Improving mental health supports and utilizing data collection tools -Reducing class sizes to support personalized relationships -Improving family engagement	Social Emotional/ Mental Health Support: -Classroom Teachers and Interventionists -Social Emotional Screening Tool -Mental Health Support including School Based Clinician and We R Hope Coaching	ESSER I and II Funding Local District Budget
Strategic Plan Goal: Culture and Student Wellness			Systems Improvement: -Leader In Me Framework Training	ESSER I and II Funding

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IMPORTANT DEFINITIONS

Recovery Plan: Each school district or SU was required to develop a Recovery Plan focused on three goal areas (Engagement and Truancy; Academic Achievement and Success; Social Emotional Learning, Mental Health and Wellbeing) in order to support students in addressing areas of need that were impacted or worsened by the pandemic. The recovery plan for the WSESU was designed intentionally to align with our Portrait of a Graduate and our Strategic Plan.

ESSER Funding: ESSER (Elementary and Secondary School Emergency Relief) Funding is grant money that was given by the federal government to support the recovery efforts of schools. In order to qualify for this grant money, schools had to collect data on areas of need, develop a recovery plan and ensure that the money was being used appropriately based on the requirements set forth by the state. These grants are considered one-time funds. The funding timeline runs between **March 2020- September 30th, 2024.**

Leader In Me: Leader In Me is the framework we will use to achieve the goals of our Strategic Plan and Recovery Plan. Leader In Me is an evidence-based learning process that empowers students with leadership skills they need to thrive in the 21st century and supports a stronger connection among the school and community. Staff will be trained to support this process, improve their own leadership skills and model effective leadership practices for our students. Leader In Me aligns with trauma informed practices and collaborative problem solving. Schools that engaged in the Leader In Me process have demonstrated improved student engagement, attendance, academic achievement and social emotional well being which align with the goals of our recovery plan.

ESSER III Funding Fact Sheet: What you need to know

What is ESSER III?

ESSER stands for Elementary and Secondary School Emergency Relief. This grant is awarded to Supervisory Unions across the state to meet a wide range of needs arising from the pandemic including reopening schools safely, sustaining their safe operations and addressing students' social, emotional, mental health and academic needs resulting from the pandemic. ESSER III funding may be used to support the recovery plan including those interventions funded by ESSER I and II.

What is the major area required for spending ESSER III funds?

20% of funds are reserved to address "learning loss"

- Through the use of evidence-based interventions
- To address the social, emotional and academic needs of our students
- To address the disproportionate impact of the pandemic on identified subgroups of students (ex: racial and ethnic groups, low income families, disabilities, ELL, gender, migrant students, etc.)

What are the other areas allowable for ESSER III funds?

Facilities

- Preparing for safe reopening, school building projects around air quality and sanitation, improving facilities to prevent the spread of the virus

Academic

- Address learning loss, purchase education technology, summer learning and afterschool programs, hiring new staff

Social Emotional

- Address the needs of underrepresented student subgroups, planning for long-term closures, provide mental health services and supports

Continuing to fund resources needed in the recovery plan that was originally funded by ESSER I and II