

PASADENA INDEPENDENT SCHOOL DISTRICT SPECIAL PROGRAMS DEPARTMENT

**Behavior Response Team
ESSER III Overview Meeting
Thursday, May 17, 2021
3:00 PM – 4:00 PM**

AGENDA

Welcome Parents

Purpose of ESSER III Program

Total Funds Allocated

Allowable Activities and Use of Funds

Stakeholders' Input in the Development of the PISD ESSER III Plan

ESSER II Feedback Survey

www.surveymonkey.com/r/BHH7RS3

Your Turn

Adjourn

Monday 5.17.21
3:00 - 4:00

15:03:01 From 1 Priscilla Gutierrez : Hi everyone
15:03:20 From 2 Oraleyda Rivas : Hey, everyone! :)
15:03:38 From 3 Michael Kaemmer : Michael Kaemmer
15:03:48 From 4 Oraleyda Rivas : Oraleyda Rivas
15:03:55 From 5 Christina Garcia : Christina Garcia
15:03:55 From 6 Andrea Curry : Andrea Curry
15:03:56 From 7 Priscilla Gutierrez : Priscilla Gutierrez
15:03:57 From 8 Brittany Bates : Brittany Bates
15:04:01 From 9 Tina Cardona : Tina Cardona
15:07:02 From 10 Demetrius Scott : Demetrius Scott
15:08:07 From 11 Oraleyda Rivas to Amany Khalil(Privately) : Are you sharing
that with us, Amany?
15:08:35 From Christina Garcia : Me too. I was looking through my emails
15:23:58 From Andrea Curry to Amany Khalil(Privately) : Promoting School
Engagement activities
15:25:28 From Andrea Curry to Amany Khalil(Privately) : Teen parenting or
adult parenting classes/summer school money/empowerment programs for positive body
image, self-care, social media awareness, healthy relationships, academic success
16:09:09 From 12 Maricela Escamilla to Amany Khalil(Privately) : I have to
go pick up the kids by 4:30 today. I am going to leave and join my phone. Will you
accept me when I try to rejoin from my phone?
16:10:18 From 13 Amany Khalil to Maricela Escamilla(Privately) : be safe --
you are good
16:14:35 From Maricela Escamilla : DESSA is another SEL screener that
Melissa and I liked.
16:15:12 From 14 Sandra Thomas : Sandra Thomas
16:15:15 From Maricela Escamilla : Maricela Escamilla

Items to Consider:

- Truancy Prevention & Intervention
- Reintegration of Students/Staff
- RTI
 - Screeners
 - Intervention Chairs (academic and behavior)
- Tier 1 Supports (Save & Civil/PBIS Training, CD, Restorative Practice, Trauma Informed Care)
 - How can we increase access? Funds for subs, additional personnel, contracting trainers
 - ABA: training for BRT, materials and training/coaching for campuses that align with an FBA model
- Tier 2 Supports
 - Increased small group counseling (on-site) – contract counseling services, additional positions for support counseling
 - Target high-need campuses and provide on-site coach/specialist
- Materials
 - Campus materials (visuals, Circle Forward, lesson based)
 - Safe places on campus/classrooms
- What supports does our team need
 - Training for Behavior Response Team (specialized)
 - Reduced campus assignments
- Access to mental health services (parent transportation)
- Focus on resiliency (integrate)
- Coaches for implementation (of CD, RP, PBIS)
- Building an LPC-Intern program (fund an LPC supervisor) (Mesquite ISD)
- In home training for families or group sessions (support groups) (behavior/SEL supports) stipends, extra-duty pay (after-hours/weekends) extend the BIP into the home

| Need | Program Activity | Years | Total Amount Requested |
|------|------------------|-------|------------------------|
| | | | |

2020-2023 ARP ESSER III Federal Grant Program

~ Planning Meeting (Behavior Response Team) ~ May 17, 2021 (3:00p – 4:00p) ~

Pasadena ISD Awarded \$147 million



ESSER Grants Funding Timeline



20% must be allocated to close the gap



Sample Planning Process

To Catch Students Up, Schools Must Make Significant Changes



Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year



Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus



More time for the students most in need, including in the summer and with targeted **tutoring**



Work to **empower parents** as a child's first teacher must be expanded

Multiple Potential Uses of Funds to Drive Learning Acceleration

| Learning Acceleration Framework | Potential Uses of Funds |
|----------------------------------|--|
| Supported Teachers | <ul style="list-style-type: none"> Professional Development: comprehensive Reading Academies, dyslexia training, professional development stipends, technology integration training Staffing: tutors, reduced class sizes, small group instruction, staff retention and recruitment incentive pay, after school enrichment programs, instructional coaching and leadership Mental Health and Behavioral Supports: teacher training and programming |
| Rigorous Instructional Materials | <ul style="list-style-type: none"> Materials, Technology, and Training: Instructional materials to help address areas of need for COVID learning loss, learning management systems, training on materials and LMS |
| More Time | <ul style="list-style-type: none"> Extended Instructional Time: extended day, extended year, high-dosage tutoring, summer learning |
| Empowered Parents | <ul style="list-style-type: none"> Mental Health and Behavioral Supports: social workers, At-risk coordinators, additional counseling services, wrap-around and community partnerships |
| Other Supports | <ul style="list-style-type: none"> Facilities: ventilation, cleaning, HVAC systems, specialized instructional spaces Technology: devices, infrastructure upgrades, learning management systems, digital tools, educational application |

Differences in ESSER Uses

| | CARES ESSER I | CRRSA ESSER II | ARP ESSER III |
|----------------|----------------------|--|--|
| Allowable Uses | Other statutory uses | Added: <ul style="list-style-type: none"> addressing learning loss preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings | Added: <ul style="list-style-type: none"> Evidence-based interventions, such as summer learning or enrichment, extended day comprehensive after-school programs, or extended school year programs; and Ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations |

Differences and Tweaking Wording

| | CARES ESSER I | CRRSA ESSER II | ARP ESSER III |
|-----------------------|--|--|---|
| Allowable Uses | Planning for, and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Planning for, and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Planning for, and coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. |

Differences and Tweaking Wording

| | CARES ESSER I | CRRSA ESSER II | ARP ESSER III |
|-----------------------|--|--|---|
| Allowable Uses | Providing mental health services and supports. | Providing mental health services and supports. | Providing mental health services and supports, including through the implementation of evidenced based full-service community schools. |

Homeless Program Sample

Proposal Budget

Program: ESSER Close the Gap (20% of Grant = 29,400,000)

School Year: 2021-2022

Total Proposed Budget: **\$500,000**

Less than 2% of Available Grant funds

| Activity | Purpose | Amount (Per school year) |
|--------------|---|--------------------------|
| Activity 1 | Temporary Professional Tutors/Mentors | \$425,000 |
| Activity 2 | Provide Saturday Academic State Assessment Support for homeless students in Intermediate to High School | \$30,000 |
| Activity 3 | Provide college and Career Guidance/Counseling | \$45,000 |
| Total | | \$500,000 |