



AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

Presentation
to the
School
Board and
Community

June 17, 2021

Elementary and Secondary School Emergency Relief Fund (ESSER III)

Presented by:

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David Robledo
Mary Garza

Dr. Rene Gutierrez, Superintendent of Schools

Dr. Nellie Cantu, Deputy Superintendent, Business and Operations

Purpose of the Program

Is to help **safely reopen and sustain the safe operation** of schools and address the impact of the coronavirus pandemic on students

District **Use of Funds Plan** must:

- **Engage stakeholders** in meaningful consultation
- Give the public notice and opportunity to comment – June 17, 2021.
- Feedback opportunity June 21-25, 2021
- Uniform format
- Be written in a language that parents can understand or if not practicable, be orally translated (English and Spanish)
- Upon request by a parent who is an individual with a disability, be provided in an alternative format accessible to that parent
- Be posted to the District's website within 30 days of receiving its ESSER III NOGA

A person wearing a white lab coat is shown from the chest down, pointing their right index finger towards the right side of the frame. The background is slightly blurred, showing what appears to be a computer screen or a similar device.

Overview

The American Rescue Plan

Initial Allocation (2/3) =	\$123,567,318
Remaining Allocation (1/3) =	\$ 61,783,659
Total =	\$185,350,977



Section 2001:

- Distribution to LEAs is formula same as ESSER I formula
- **Maintenance of Effort (MOE)** requirement; maintain at least the proportional levels of effort for elementary and secondary in FYs 2022 and 2023 when compared to the average of FYs 2017, 2018, and 2019.
- **Maintenance of Equity (MOQ)**; spend the same amount of overall per-pupil allocation for the next 3 years.

New Plan Requirements:

- Use of Funds Plan must be submitted to TEA within 90 days (part of application)
- Must post plan for safe return to in-person instruction and continuity of services
- Must expend a minimum of 20% of their grant funds to address learning loss and academic impact of loss of instructional time





District Initiatives

Priorities for our school district based on data



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INDEPENDENT SCHOOL DISTRICT

Priorities to Impact ALL Students

- 1) Instruction
- 2) Personal Protective Equipment
- 3) Improve Air Quality (HVAC and Bipolarization Kits)
- 4) Technology & Other
- 5) Retention Stipend

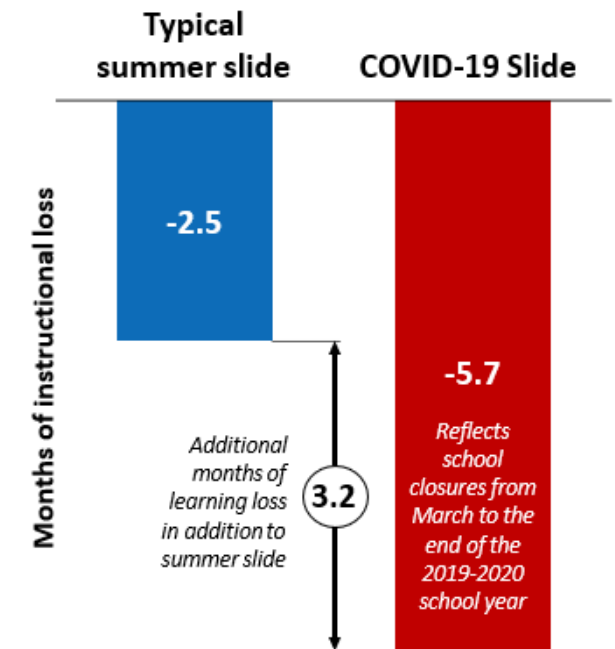


Priority 1: Instruction: Closing the Achievement Gap

Given Beginning-Of-Year Data, We Are Facing **Larger Challenges Than Ever Before**— Texas Education Agency Requirement: Minimum of 20% of the ESSER III Funds need

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
Empower 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

With COVID, the number of students below grade level is likely to increase dramatically.





Instruction – Proposed Activities



ALL STUDENTS

- ❑ **Supplemental core curriculum resources** to address learning loss including materials, professional development, teacher stipends, and software applications for all elementary and secondary grade levels. (Examples of software and training include: Neuhaus training, resources addressing Listening, Speaking, Reading, and Writing (ELPS), Mentoring Minds Think UP Math, and more)
- ❑ District and campus **upgrades and expansion of software applications** including Nearpod, SeeSaw, and GoGuardian, along with continuing and expansion of professional development for teachers, staff, and parents.
- ❑ District and campus **data dashboard software application** to address Multi-tiered Systems of Support, RtI, help prevent drop outs, monitor discipline trends, provide reports for Board Goals, and track progress on indicators.
- ❑ District supplemental **test bank** to be used to upgrade formative assessments, monitor student progress, and provide technology-enhanced assessment items like those used for on-line state assessments.
- ❑ Curriculum to address the **social and emotional needs** of students
- ❑ Afterschool **Health and Nutrition programs** for secondary campuses and Afterschool Social and Emotional Learning activities for all grades at campus library sites.

To Catch Kids Up, Our System Must Make Significant Changes
- TEA

Instruction – Proposed Activities (continued)

Measurable
Outcomes

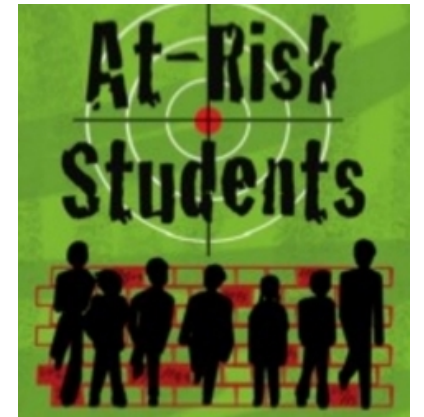
SPECIAL EDUCATION

- ❑ **Saturday Academies, afterschool, and summer programs** for special education served students with highly individualized needs including deaf, Life Skills, and other challenges.
- ❑ **Trauma-Informed classrooms, CPR, and core content area training** for all special education program teachers (Training, stipends, and resources).
- ❑ **Technology upgrades** for teachers and district-wide evaluation staff including **new software to replace IEP-Plus** student management system, support tracking of individual student performance, conduct virtual ARDs, and digital resources to address speech and related disabilities.



AT-RISK

- ❑ **Jumpstart July 2021 and 2022** for students in grades 3-8 in need of accelerated instruction prior to start of school year in math and reading offered at all elementary and middle school campuses.



Instruction – Proposed Activities (continued)

Measurable
Outcomes



CTE

- Saturday and Summer sessions** to support more students attaining Industry-based certifications



Targeted Schools

- Professional Development and coaching** for campus faculty and staff at schools identified for school improvement to provide additional supports.

Families

- Afterschool home visits to follow up on at-risk students and discuss support services with parents/guardians, **Parent Family Academies** to provide academic and support program information and as well as parenting skills, Special Education Family Center Academies to provide additional supports and services to parents—especially parents new to Special Education services, weekly district-wide Social and Emotional Learning presentations for families, and afterschool counseling services for families in evenings at sites around the district.



Heating, Ventilation, and Air Conditioning (HVAC)

2021-2022

- ❑ **Bipolarization Kits** installed district-wide
- ❑ HVAC units that are at 50%-99% deteriorated - need replacement or upgrades
 - 11 elementary schools
 - 4 middle schools
 - 3 ECHS

2022-2023

- ❑ HVAC units requiring replacement or upgrades
 - 23 elementary schools
 - 6 middle schools
 - 2 ECHS



What is Bipolar ionization?

Bipolar ionization technology creates and releases ions into the airstream using your existing HVAC system as the delivery method. Bipolar ionization technology releases charged atoms that attach to and deactivate harmful substances like bacteria, mold, allergens, and viruses.



Technology Overview

Resources (supplies, materials)

- Upgrade “older” devices
- Replace lost, stolen, damaged devices
- Continue support maintenance
- Upgrade servers, licensing, and maintenance of current programs



Infrastructure

- Increase access controllers
- Increase wireless bandwidth, capacity, speed and concurrent connections
- Introduce additional uninterruptible power supplies to district equipment
- Introduce newer and faster content-filtering districtwide



Other Support Systems Districtwide

Adult Education

- Purchase electronic devices to support adult education students



CTE

- Provide on-line tutoring
- Upgrade Technology



Health Related Supplies

- COVID Testing
- Vaccine Clinics
- Content 360 Software



Sanitize and Clean

- Restock Clorox 360 disinfectant chemicals



Support to Parents and Family

- Saturday Family Academies
 - 1 x month



Student Attendance

- Purchase the Optional Flexible School Day Program App
- Purchase Docusign



School Facilities/Maintenance

- Flooring for mini-gyms*
- Flooring for libraries*
- Window Glazing (50%)*



Continue to employ existing staff

- Retention stipend



Mental Health Employee Visits

- 5 sessions per employee



Note: Requires pre-approval from the Texas Education Agency

Personal Protective Equipment

- ❑ Replenish inventory of Clorox 360 disinfectant chemical
- ❑ COVID-19 Kits for all instructional staff
 - Hand sanitizer
 - Disinfectant wipes
 - Disinfectant spray
 - Roll of towels
 - Disposable masks
- ❑ Washable masks (3 for staff/2 students)
- ❑ Face shields for ALL secondary students (Middle and High School)
- ❑ Additional desk shields for elementary music, art, and library



Allocation of Funds

Pre-Award

March 13 – Dec. 2020

Year 1

2021-2022

Year 2

2022-2023

\$123,567,318

Year 3

2023-2024

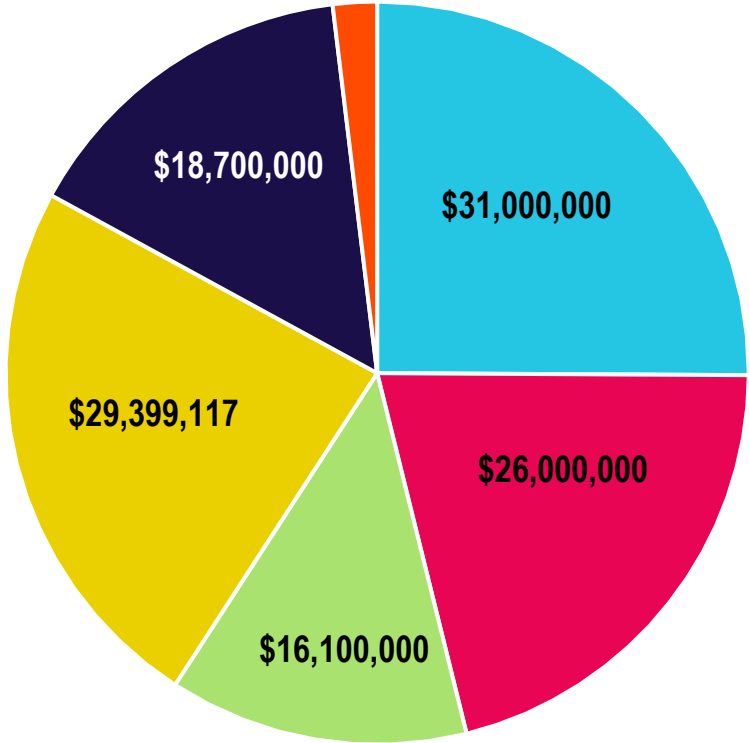
\$61,783,659



1. Instruction (25%) =	\$31M
• Social and Emotional Learning Curriculum	
2. Reimbursement (Pre-Award) =	\$26M
3. COVID Retention Stipend =	\$16.1M
Total Allocation =	\$73.1M
Remaining Allocation =	\$50.4M
1. <u>Personal Protective Equipment</u>	\$2,368,201
2. <u>HVAC</u>	\$29,399,117
• Bipolar Ionization Units	
• HVAC Replacements	
3. <u>Technology & Other</u>	\$18.7M
• Replenish/upgrade district-wide	

1. Instruction (25%) =	\$15.5M
2. Retention Stipend =	\$ 6.2M
Remaining Allocation =	\$40,083,659
2. Personal Protective Equipment=	\$2,500,000
3. HVAC =	\$21,669,671
4. Technology & Other =	\$15,913,988

Distribution of Allocations for Pre-Award, Year 1 and Year 2

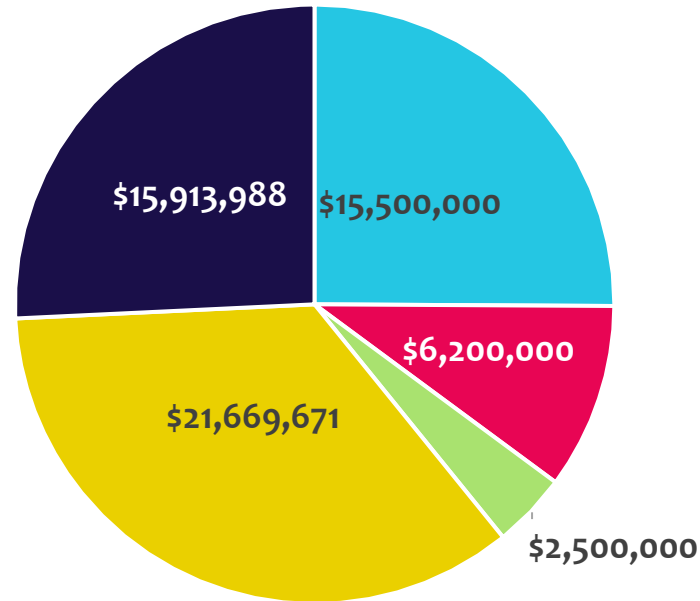


- Instruction
- Reimbursement (Pre-Award)
- Retention Stipend
- Bipolar Ionization Units + HVAC
- Technology & Other
- Personal Protective Equipment

Data Table

Instruction	\$31,000,000
Reimbursement (Pre-Award)	\$26,000,000
Retention Stipend	\$16,100,000
Bipolar Ionization Units + HVAC	\$29,399,117
Technology & Other	\$18,700,000
Personal Protective Equipment	\$2,368,201
Grand Total	\$123,567,318

Distribution of Allocations for Year 3



Data Table

Instruction (25%)	\$15,500,000
Retention Stipend	\$6,200,000
Personal Protective Equipment	\$2,500,000
HVAC	\$21,669,671
Technology & Other	\$15,913,988
Total	\$61,783,659

■ Instruction ■ Retention Stipend ■ Personal Protective Equipment ■ HVAC ■ Technology & Other



All Hands on Deck

28 Allowable Initiatives



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Process

- Identified team leaders for 28 allowable initiatives
- Each presentation shared a “one pager” overview –
 - Stakeholder Overview,
 - Supporting Data, and
 - Estimated Cost per Year (Grant extends to a 3 year period)
- Each team included a team of staff, administrators, parents, students, and community members.
- Teams met weekly to discuss data, evaluate programs and/or initiatives
- Teams prioritized areas of highest needs
- Completed the TEA Planning Template and Budget Template

Submitted Initiatives

- Shared with Cabinet, June 15, 2021
- Discussion of presentations
- Prioritized areas of highest needs
- Sharing presentation with community, June 17, 2021

Meaningful Consultations

Students, Teachers, Administrators, Community and Business Partners

**Committee
Members = 268**

Committee Members

Team Leaders met weekly with the following teams:

- Students
- Teachers
- Administrators
- Department Leaders
- Community and
- Business Partners

Allowable Use	Team Leader	Students	Parents	Admin.	Teachers	Community/ Business	Depts.	Nurses/ LVNs	Totals
Assessment	B. Hernandez		1	4	1	1	2		9
Bilingual, Sp. Ed., Homeless	Olvera, Lippa, Clough	1	1	11			3		16
C & I	Dr. Norma IbarraCantu /D. Emerson	4	2	8	1	2	8		25
C & I	Legault, Alvarado, Tamayo, Urbina	2	1	5	2	1	6		17
C & I Math Specialist	Dr. Saenz	1	2	3	2		4		12
Career & Tech	Erika Sikes	3	2	3	3		10		21
Computer Services	Robert Fisher/Todd Nichols			3					3
Facilities/Maintenance	Manuel Hinojosa			4		2	3		9
Food and Nutrition Services	Jackie Cruz								
Guidance & Counseling	D. Garcia/Sara Garza	5	4	12	4	11	8		44
Health Services	Alonso Guerrero		3	5		3		6	17
Parent & Family Engagement	R. Larrasquitu		8	12		2	13		35
Prof. Devel.	Cynthia Castro	2	2	3		1	6		14
Special Ed.	Adriana Lippa	1	3	3	4	10	2		23
Technology Dept.	Luis Martinez	3		4	6		7		20
Warehouse				3					3
TOTALS		22	29	80	23	33	72	6	268

The following department administrators worked cross-functionally to support various initiatives:

- Maintenance
- Transportation
- Employee Benefits
- Public Information Office
- Finance
- Policy
- Adult Education
- CTE

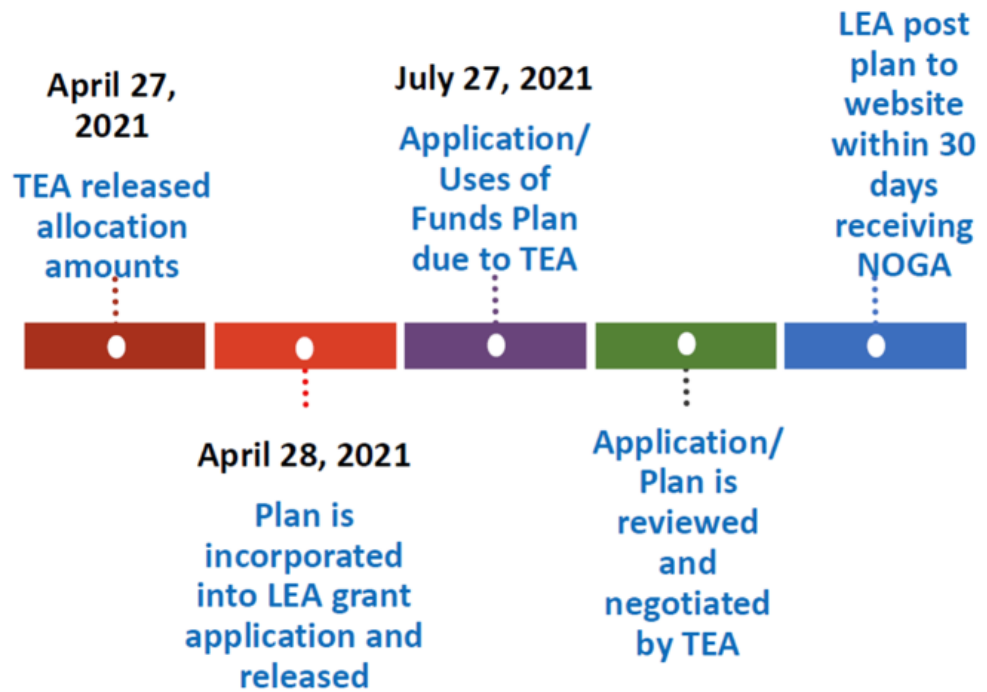
A total of 300+ committee members worked on this plan.



Goal: Submit Application July 1, 2021

Our Timeline

Goal: Submit completed application July 1, 2021



Next Steps



	Description	Timeline
1	Discussion and allocation with team leaders of how funds will be spent to implement prevention and mitigation strategies to continuously safely open and operate schools for in-person learning	May-27-June 14, 2021
2	Written in understandable format and uniform format (English and Spanish)	May 27-June 14, 2021
3	Post DRAFT Plan for Community Feedback	June 21-25, 2021
4	Review feedback, complete revisions of Plan of Action	June 28-30, 2021
5	Submit Plan of Action to TEA for review and approval	July 1, 2021
6	Post APPROVED Plan of Action on the district website within 30 days of receiving grant Notice of Grant (NOGA)	TBD

[Link for community to provide feedback on the Re-Entering Plan](https://www.bisd.us/covid-19)

<https://www.bisd.us/covid-19>

Thank you Team Leaders and Committee Members!

Questions?

Thank You

Dr. Rene Gutierrez

Dr. Nellie Cantu

Dr. Anysia Trevino

David Robledo

Mary D. Garza

BISD Re-Entry Plan

<https://www.bisd.us/covid-19>