



WE ARE BOERNE

Helping Students Focus on Learning Safely

Boerne ISD's Use of Elementary & Secondary School Emergency Relief Funds (ESSER III) Under the American Rescue Plan (ARP)

April 25, 2023, 6-Month Review

Boerne ISD's ESSER III Allocation



ARP ESSER III funding intent and purpose

- help schools safely reopen
- sustain safe school operation
- address impact of the coronavirus pandemic on students



The current COVID-19 Protocols associated with the Safe Return and Continuity of Services Plan can be viewed here [Current COVID-19 Protocols](#)



Final allocation: **\$4,149,379**

Allowable expenditures are those related to preventing, preparing for, and responding to the COVID-19 pandemic



ESSER III

Spending Plan

First Priority: Student Learning Loss

Expenditures to address learning loss must exceed 20% of the total grant funds.

BISD's plan is to spend 60% of the total allocation on learning loss.



Class Size Reductions

- Additional teachers in Grade 1
- Additional teachers in other high enrollment elementary grades



Implementation of **Middle School Instructional Coaches** in 2021-2022 and **High School Instructional Coaches** in 22-23



Bilingual Coaches/Interventionists to address Emerging Bilingual student learning loss



Expanded Summer School opportunities to address student learning loss in summers 2022, 2023, 2024 to include learning opportunities for economically disadvantaged and at-risk students.



Provide **high quality professional development and other services** focusing on evidence-based activities to meet the comprehensive needs of students, **to include school safety and security**



Allow for continuity of educational services by continuing to employ existing teachers




Address student learning, student learning loss, and increasing student proficiency in technology by adding interactive whiteboards into classrooms




Other Planned Uses of Funds

Prevention and Mitigation Strategy


-  **Employ a COVID-19 Administrator** to:
 - oversee/coordinate district safety protocols **(SY21-22, only)**
 - align district practices to state and local health guidelines
 - provide continued parent and staff notifications of confirmed COVID-19 cases within a classroom or workspace
 - stay abreast of [CDC](#) and [State](#) mandates, recommendations, and guidelines.

Student Social Emotional Learning

-  Combine ESSER and Title IV grant funds to provide for the continued use of the **Devereaux Student Strength Assessment (DESSA)** to:
 - assess a student's social emotional learning skills
 - enable school staff to design an intervention plans for students who need additional instruction in a particular skill
 - assess risk and provide intervention for students at risk of violence




Methodology

 **Executive leadership**, through consideration of public input, financial data, and consultation with the Board of Trustees, **came to consensus that student learning loss was the priority** for the use of funds. Maintaining lower student/teacher ratios was the primary selected strategy.


 BISD **reviewed student performance data and stakeholder input** through the District Education Improvement Committee ([DEIC](#)) meetings in [April 2021](#) and [May 2021](#).

The DEIC is comprised of representative stakeholders including teachers, administrators, district leadership, paraprofessional staff, parents, business and community members, and students.
[2020-2021 DEIC Membership Roster](#)
[2021-2022 DEIC Membership Roster](#)


The **proposed use of funds was presented to the Board of Trustees** in [June 2021](#) and was made available for public comment.

 A review of the Use of Funds Plan was conducted with stakeholders in the DEIC meetings in [February 2022](#) and [April 2022](#), [October 2022](#). Subsequent reviews are scheduled for April 2023, October 2023, and April 2024. Meeting agendas and presentation information can be located here [DEIC](#).

Summary

 **The strategy will be implemented by**

- continuing to **employ current teachers** to provide continuity of services
- hiring **supplementary teachers at the elementary level** to reduce class size, with Grade 1 being targeted first
- hiring **instructional coaches at the middle schools**, including bilingual instructional coaches, to address learning loss through increasing teacher effectiveness

 Additionally, LEA **prioritized the use of grant funds to continue**

- implementing strategies/tools that **address the Social Emotional Learning** of students
- addressing **student/staff COVID-19 safety protocols** by the ESSER-funded COVID-19 Administrator
- Incorporating technology in the classroom to address student learning, student learning loss needs, and proficiency in the use of technology



Informational Links

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ESSER III Plan Review/Revision Dates:

February 10, 2022

April 21, 2022

October 11, 2022

April 25, 2023

