

DISCUSSION ITEMS:

1. Discussion on Elementary and Secondary School Emergency Relief (ESSER) III Funds.
 - Chiefs of Student and School Support, Dr. Cherie Washington and Dr. Raúl Peña, shared

information about ESSER funding and requested feedback from the PSC

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- As part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, enacted on March 27, 2020, ESSER III funds will provide school districts with emergency funds to address the impact of COVID-19 on schools. \$12,418,588,778 is available for school districts in Texas and \$261,555,722 is the total amount allocated to FWISD.
- The funding will be distributed in two phases. The District must submit a grant application to the Texas Education Agency (TEA) by July 27, 2021. It is a one-time fund allotment; therefore, FWISD will need to ensure sustainability after funding ends. The funds will go from March 13, 2020 through September 30, 2024.

Requirements to receive the funds:

- (1) the District must engage in conversations with stakeholders and give the public an opportunity to provide input in the development of the plan;

and must be developed for the safe return to in-person instruction and activities.

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Comments & Suggestions from REC Members:

- Since differentiating and scaffolding will be key to help our students in their learning recovery, ESSER Funds could fund additional instructional coaches on campus to help assist teachers in differentiating and scaffolding.
- Could class sizes be reduced using ESSER Funds? And equitably? How are we identifying the schools for more significant disparities in student learning?
In the elementary schools, the District lost 6,000 students, 4,800 being elementary. The District did not eliminate any elementary positions so class sizes were reduced. This helped elementary teachers with synchronous, asynchronous, and dual classrooms

In the middle schools, math and reading are opportunities for learning recovery for

students. We have identified 10 of our 26 middle schools to add additional

math and reading enhancements as well as additional math and reading teachers which decreases the class sizes also.

In the high schools with students who are behind in credit and/or behind in CCMR, we are supporting teachers by adding teachers and teaming teachers to help students get back on track.

mental health and well-being services for students, families, and staff.

- What is being done for our students who are not behind, but their classmates are behind?

Teachers will use data to tier their students and differentiate for each student

Tiering instruction and the grouping of students will help all students. In additi

- Training hiring managers: training for Principals began in February 2021 with a specified training each month throughout 2021.
- HCM aligned organizational structure for operational efficiency.
- Enhanced technology systems: Frontline (job application tracking system) was updated in April 2021; Talent Experience Kit; off-peak Leadership and Retention

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