

**Addendum**

**Washoe County School District's**

# ***Response*** ***to Recovery***

**Strategic Plan**

**School Years 2021–2022 and 2022–2023**

***Use of  
American Rescue Plan  
Elementary and Secondary Emergency Relief  
(ESSER III) Funds***

***August 2021***



**Washoe County School District**  
Every Child, By Name And Face, To Graduation™

## ESSER III Grant Summary

Washoe County School District's (WCSD) American Rescue Plan (ARP) for Elementary and Secondary School Emergency Relief (ESSER) III plan is responsive to the unique academic, social, and emotional needs of all students and especially students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, and children in foster care.

The process to determine the use of ARP ESSER III funds began with a community-wide survey in Spring 2021 in which more than 9,300 community members, parents, students, and staff voiced their opinion on use of funds. Top survey results included: 1) more instructional staff in classrooms; 2) increased social and emotional support for students; and 3) more education technology.

Based on survey results, WCSD Departments submitted programming requests. These requests were then reviewed by an ESSER III Review Panel of 22 community members comprised of students, parents, and principals, along with representatives from the following organizations: Department of Health of Human Services – Foster Care and Homelessness, Department of Juvenile Services, Education Alliance, NDE Special Education Advisory Committee, Office of Workforce Innovation, Pyramid Lake Paiute Tribe, Reno-Sparks Chamber of Commerce, Reno Sparks Indian Colony, WCSD's Equity & Diversity Task Force, WCSD's School Police Department, and the University of Nevada College of Education. The Review Panel scored requests based on a rubric and gave feedback to Departments.

Departments were able to modify their requests based on Review Panel feedback. WCSD Chiefs of each Division (Academics, Accountability, Business, Capital Projects, Facilities, Human Resources, Information Technology, Strategies) then ranked proposals from highest priority to lowest (Tier 1, 2, 3). All Tier 1 requests were presented to the Board of Trustees at the July 27<sup>th</sup> meeting. Trustees voted unanimously to approve the Tier 1 requests. In the pages that follow is a detailed explanation of these Tier 1 requests and how they align to WCSD's *Response to Recovery Strategic Plan*.

As per ARP federal guidelines, WCSD will review its ESSER III plan every six months and seek community feedback for progress being made. If warranted, ESSER III programs may change to best fit the needs of students, staff, and families. In addition, WCSD has established an ESSER III committee that will review data and fiscal spending monthly. This work will drive the topics for community feedback and input.

All WCSD ESSER III programming aligns to its *Response to Recovery Strategic Plan for School Years 2021-2022 and 2022-2023*. The ARP ESSER III plan also aligns to many of Nevada's Educational Agency Priorities:

- *Closing opportunity gaps for students who have been traditionally underserved*
  - Additional core classroom teachers to reduce class size
  - English Language Arts and Mathematics intervention software for grades K-8
  - Additional intervention teachers
  - Additional PreK teachers and classroom aides

- Additional Special Education teachers
- Summer School
- Tutoring (i.e., before/after school, Saturday School, teacher prep buy-out for additional class period for instruction)
- *Safe, efficient, and equitable reopening of school buildings*
  - Cleaning equipment
  - Mechanical technicians
- *Social and emotional support of students, educators, and staff*
  - Additional attendance personnel
  - Additional school counselors
  - An additional school psychologist
  - Additional social workers
- *Access to high-quality professional development for educators*
  - Equity and Diversity training
  - Professional development for elementary teachers in best practices in English Language Arts and Mathematics
  - Professional Learning Communities
  - Scholarships for aspiring Special Education teachers
  - Incentives for guest teachers (substitutes)
- *Access to high-quality instructional materials for educators and students*
  - Instructional curriculum in English Language Arts, Science, and Social Studies
- *Support for parents, families, and communities*
  - Family Graduation Advocates
  - Native American Student Graduation Advocate

As WCSD implements programming funded through ESSER III, it is the intent to help students, staff, and families recover from the effects of the COVID-19 pandemic by accelerating learning and building strong, resilient youth prepared to graduate college and career ready.

###

**(1) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

Washoe County School District (WCSD) will continue to follow Nevada Governor Sisolak's current directives as well as guidance from local, state, and federal health officials:

- **Use of face masks:** All students, staff and visitors are required to wear masks inside WCSD schools and buildings regardless of vaccination status, following Governor's Directive 048. Masks are not required outdoors or while eating or drinking. In accordance with federal guidelines, staff and students will be required to wear face coverings while riding the school bus, regardless of vaccination status.

Face coverings must be worn over both the nose and mouth and should fit snugly against the face. Additionally, staff will be encouraged to find innovative ways to allow for mask breaks for all students. As per the Governor's Directive, students and staff may request a medical exemption from wearing a cloth face covering. Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or, students or staff who can produce documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024: "Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Person exempted under this provision should wear a non-restrictive alternative, such as a face shield."

Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions will not be permitted on school buses, in school buildings, or on school campuses.

- **Self-screening:** All WCSD employees and students must use the screening tool daily before entering a WCSD facility to determine if they should come to school. If an individual or anyone in their household is experiencing COVID-19 symptoms, has tested positive for COVID-19, or is waiting for test results, they should not enter a WCSD building. Students and staff must use WCSD's self-screening every morning before coming into school, available at [www.washoeschools.net/selfscreening](http://www.washoeschools.net/selfscreening).
- **Handwashing:** Students will be encouraged to wash their hands several times throughout the day with warm water and soap for at least 20 seconds. Staff should also maintain good hygiene and wash their hands frequently. Hand sanitizer will be made available in every classroom for students and staff to use throughout the day but should only be used when it is not possible to wash hands in warm, soapy water. If hand sanitizer is used, hands should still be washed in warm, soapy water when it is reasonable to do so.
- **Exclusions:** WCSD is working with the Washoe County Health District on protocols for handling students who may become ill at school and exclusions for when students and staff must remain home from school.

Exclusion of ill individuals from school premises is necessary to ensure the safety and protect the wellness of students, staff, and the community. The period of the exclusion

depends on the specific illness and time it takes for recovery, followed by the contagious period of the illness. Additionally, the extent of exclusion depends on the illness and the number of individuals exposed. Close contacts identified through contact tracing may require further exclusion, which will be determined by the Washoe County Health District.

Close contacts who are unvaccinated will be quarantined for a minimum of 10 days. Close contacts who are vaccinated and who are showing no symptoms will not be asked to quarantine. Vaccination status will be verified through Web IZ [https://webiz.nv.gov/webiznet\\_nv/Login.aspx](https://webiz.nv.gov/webiznet_nv/Login.aspx) and until it is validated the individual will need to be excluded. For general information about student health guidelines, immunization requirements, food allergy procedures, and more, please visit [www.washoeschools.net/studenthealth](http://www.washoeschools.net/studenthealth).

- **Efforts to provide vaccinations to school communities:** The District is working in collaboration with the Washoe County Health District and other community partners to provide COVID-19 vaccination opportunities for students, staff, and the school community after school hours at our school facilities. Currently, COVID-19 vaccinations are not required for students or staff.

Under the category of mitigating the spread of COVID, WCSD will use ESSER III Funds for the following:



**Under Goal 4, Objective 4.4 (p. 17 - *Response to Recovery*), funds will be used for:**

- Replacing custodial equipment that has worn out (riding scrubber, auto scrubbers, swing arm buffer, wet/dry vac, backpack vac, and carpet extractor) so that school buildings can stay clean.
- Two mechanical technicians to restore proper staffing for maintaining WCSD's facilities. This may include general oversight of mechanical systems as it pertains to HVAC.

**(2) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year; (20%)**

The majority of WCSD ESSER III funding is being used to support ESSA evidence-based programs focused on regaining learning loss and supporting social and emotional concerns. WCSD will focus on two main areas: 1) academic recovery and accelerated learning using evidence-based initiatives, and 2) social and emotional supports. The following describes programs that will support one of WCSD's Response to Recovery Strategic Plan goals and objectives.



**Under Goal 1, Objective 1.1, 1.2 (p. 7 - *Response to Recovery*), funds will be used for:**

- **K-12 High-Dosage Tutoring - ESSA Evidence Tier 2 - Moderate:** To provide the following types of tutoring to help students who have experienced learning loss: Tutoring before and after school either in-person or remotely; 8th period, prep buy out for teachers to hold tutoring sessions, and/or intersession tutoring (fall, winter and/spring) in core content areas (i.e. English Language Arts, Mathematics, Science, Social Studies and other core subjects); long-term intervention substitute teachers for elementary schools; and/or school counselors to conduct check-in visits with students and targeting families of students who are falling behind or absent and working out a tutoring schedule for them and/or conduct small-group sessions for students who need social and emotional support due to the effects of the pandemic. Transportation will be provided if needed. (See ESSA Evidence Appendix A – pgs. A-8-9).
- **Building Learning Facilitator Teachers - ESSA Evidence Tier 2-3 - Moderate to Promising - (45 FTE):** Provide direct intervention services to students in English Language Arts and Mathematics for 45 elementary schools. These teachers will also work with classroom teachers on examining and improving intervention instruction, reviewing student data, and modeling classroom intervention instruction. (See ESSA Evidence Appendix A – pgs. A-6-7).
- **Web-based Intervention Software:** The District will purchase web-based programming for elementary and middle schools in English Language Arts and Mathematics. These are intervention programs students can access online and in the classroom. Targeted students will include those in the lowest 25th percentile in reading and mathematics, elementary and middle school students behind in reading and/or math, English Learners, students eligible to receive Free and Reduced Lunch, and lowest 10th percentile in elementary and middle school students. Funds for these supports are currently covered for FY22 and FY23 by ESSER II funds. ESSER III will fund these supports in FY 24.
  - **Reading A-Z - ESSA Evidence Tier 1 - Strong:** Reading A to Z has more than 2,000 books at 29 levels of reading difficulty and includes resources to enhance instruction and strengthen reading skills. (See ESSA Evidence Appendix A – pg. A-17).

- **Lexia Power-Up - ESSA Evidence Tier 1 - Strong:** Designed to enhance English Language Arts instruction for struggling and non-proficient readers in grades 6-12. WCSD will use Lexia Power-Up for all 17 middle schools and eight elementary schools serving grade 6. (See ESSA Evidence Appendix A – pg. A-10).
- **Dreambox - ESSA Evidence Tier 3 - Promising:** Provides an online math program that is engaging and effective in boosting math performance for grades K-8. WCSD will use Dreambox for all 67 elementary and 17 middle schools. (See ESSA Evidence Appendix A – pg. A-4).
- **Instructional Curriculum - Common Core State Standards - ESSA Evidence Tier 3 – Promising:** High-quality curriculum that is standards-aligned is needed to support student learning needs in the areas of **grades 6-12 Science, grades Kindergarten-12 Social Studies, and grades 6-12 English Language Arts.** The current curriculum is outdated, not standards-aligned, and offer little online support to students. Due to identified needs, curriculum will be adopted in the following order: grades 6-12 Science, grades K-12 Social Studies, and grades 6-12 English Language Arts spaced out over the three-year grant period. The adoption of new curriculum for grades 6-12 English Language Arts, 6-12 Science, and Kindergarten-12 Social Studies will go through a formal adoption process, which is guided by WCSD Board Policy and Nevada Revised Statutes. Once materials are reviewed (for standards alignment and ESSA Evidence) and approved by NDE, WCSD will issue a Request for Proposal to approved vendors to submit materials for review. A committee of teachers, administrators, parents, and community members is created for a Phase 1 review to evaluate all materials based on a WCSD developed rubric. (See ESSA Evidence Appendix A – pgs. A-2-3).
- **Re-Engagement and Accelerated Learning for Local Youth (RALLY) -** The following are the positions funded under the RALLY Program. Every middle and high school is participating in this program. Initial funding for RALLY programs is under ESSER II. ESSER III will fund RALLY in SY 2022-23. Allocations were based on enrollment size ranging from \$120,000 for schools with less than 1,000 students to \$480,000 for schools with more than 2,000 students. Principals were able to select positions based on *learning loss* or *Social and Emotional Learning* categories tailored to meet the needs of students at their schools.
- **RALLY - Learning Loss:**
  - **Core Teachers - ESSA Evidence Tier 3 - Promising (47 FTE):** To provide direct instruction in English Language Arts, Mathematics, and/or Science to mitigate learning loss and reduce class size for smaller group instruction. (See ESSA Evidence Appendix A – pgs. A-2-3).
  - **Intervention Teachers - ESSA Evidence Tier 2-3 - Moderate - Promising (17.5 FTE):** To provide academic interventions in English Language Arts, Mathematics, and Science to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-6-7).
  - **Certified Special Education Teachers - ESSA Evidence Tier 2-3 - Moderate - Promising (5.5 FTE):** To provide special education services to students to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-2-3).

- **Extra Duty Pay Prep-Buy Out - ESSA Evidence Tier 2 - Moderate (77.25 prep buy outs):** Buy out teacher preparation period to extend the learning day for extra tutoring for students to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-2-3).
- **Classified Teacher Assistants (> 35 hrs/week) - ESSA Evidence Tier 2-3 - Moderate - Promising (7 FTE):** To provide instructional support in English Language Arts, Mathematics, and/or Science to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-2-3).
- **Classified Teacher Assistants (< 27 hrs/week) - ESSA Evidence Tier 2-3 - Moderate - Promising (6 FTE):** To provide instructional support in English Language Arts, Mathematics, and/or Science to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-2-3).
- **Classified Teacher Aides (> 35 hrs/week) - ESSA Evidence Tier 2-3 - Moderate - Promising (8 FTE):** To provide instructional support in English Language Arts, Mathematics, and/or Science to mitigate learning loss. (See ESSA Evidence Appendix A – pgs. A-2-3).



**Under Goal 1, Objective 1.3 (p. 8 - *Response to Recovery*), funds will be used for:**

- **PreK Teachers and Aides - ESSA Evidence Tier 1 - Strong (10 FTE Teachers, 2.025 FTE Aides):** PreK teachers and paraprofessionals will be funded to continue at early childhood programs at higher risk elementary schools. Teacher Aides will also support these programs. Research continues to show the importance of early intervention for at-risk students’ school success that supports critical social-emotional, behavioral, and academic growth. This initiative also supports improvements in family engagement by providing families many opportunities to become an active members in their school community starting at age three. Parents will be supported through their child’s early childhood development years and understand the importance of school involvement. Early childhood programs address both student learning and social-emotional needs for our youngest learners. (See ESSA Evidence Appendix A – pg. A-16).



**Under Goal 3, Objective 3.2 (p. 13 - *Response to Recovery*), funds will be used for:**

- **Family Graduation Advocates (FGAs) (4 FTES and Native American Student Graduation Advocates (1 FTE) – ESSA Evidence Tier 1 - Strong:** Family Graduation Advocates (FGA) and the Native American Student Graduation Advocate (NA/SGA) in secondary schools support families and their students who are considered at “moderate and high risk” of dropping out of high school according to WCSD’s Early Warning Index. The FGAs and the NA/SGA builds positive, culturally responsive relationships with families, often speak the same language as families in our community, and support families with navigating high school to graduation, including communicating with teachers, monitoring grades and attendance on Infinite Campus, and credit recovery. The

NA/SGA will directly support American Indian and Alaskan Native (AI/AN) students. The NA/SGAs work with school staff, tribal staff, and the Title VI Native Education & Culture program to be at designated secondary schools providing additional support for AI/AN students. Computers needed for these positions. (See ESSA Evidence Appendix A – pg. A-5).

- **CIT Homeless Liaisons ESSA Evidence Tier 1- Strong (4 FTE):** This staff will support children who have been identified as homeless. Staff will do outreach to families to identify needs include basic needs, mental and physical health services, work with district transportation and Nutrition Services for services needed. Staff will also ensure students have academic supplies (uniforms, education fees, tutoring). Mileage and computers are needed. (See ESSA Evidence Appendix A – pg. A-5, A-21).



**Under Goal 5, Objectives 5.1, 5.2 (p. 19 *Response to Recovery*) funds will be used for:**

**RALLY Social and Emotion Learning (Also see RALLY Learning Loss p. 6-7)**

- **Social Workers - ESSA Evidence Tier 1 - Strong (2.5 FTE):** Social workers to work with students and families affected by the COVID-19 pandemic by connecting families to wraparound services and additional academic services. (See ESSA Evidence Appendix A – pg. A-21).
- **School Counselor - ESSA Evidence Tier 1 - Strong (4 FTE):** School Counselors to reduce the counselor to student ratio to better address the social and emotional needs of students. (See ESSA Evidence Appendix A – pgs. A-19-20).
- **Classified - Campus Monitor - ESSA Evidence Tier 2 - Moderate (4 FTE):** To help reduce chronic absenteeism by working with students to eliminate barriers to attending school and eliminate instances of being present on-campus but not going to class. (See ESSA Evidence Appendix A – pg. A-5).
- **Classified - Attendance Officer - ESSA Evidence Tier 2 - Moderate (2 FTE):** To reduce chronic absenteeism by working with families, making sure students get to school, daily calls to students and families for those students who are chronically absent, and home visits if necessary. (See ESSA Evidence Appendix A – pg. A-5).
- **Classified Attendance Clerk - ESSA Evidence Tier 2 - (7.5 FTE):** To work with families to reduce chronic absenteeism by making daily calls to families and students and communicating with teachers about absent students. (See ESSA Evidence Appendix A – pg. A-5).
- **Family Graduation Specialist - ESSA Evidence Tier 2 - Moderate (2.7 FTE):** Works with students and families to understand graduation requirements and help them monitor progress towards graduation. Identifies barriers that may keep a student from going to class and connects students to services they may need such as enhanced social and emotional support. (See ESSA Evidence Appendix A – pg. A-5).

- **Student Voice Advocate - ESSA Evidence Tier 2 - Moderate (2 FTE):** Student Voice Advocates to work with the Student Voice Coordinator in implementing engagement of student voice from all students (including those who are traditionally underserved or who may not regularly participate in school activities). (See ESSA Evidence Appendix A – pgs. A-22-23).
- **Student Voice Convening - ESSA Evidence Tier 2 - Moderate (1 FTE):** The Student Voice Design Project, led by the Design Team Facilitator (1.0 FTE), convenes groups of students and selects school staff members to form Design Teams who participate in Design Team Convenings. These Design Team Convenings will address pressing challenges to education (e.g., reducing chronic absenteeism, supporting students’ mental health needs, creating fair behavior policies, developing alternative options for students). The Design Teams will work through these challenges within facilitated and purposeful dynamic activities to (a) develop creative solutions to remedy challenges, (b) reimagine approaches to education, (c) create a plan to implement and evaluate the effectiveness of the solutions, and (d) secure commitments from participating school staff to ensure action and follow-through. Focus challenges will be selected from a list of challenges described by students in a series of student-led virtual Town Halls in SY 2020-21. District leadership will be invited to attend so they can be privy to students’ conversations about these issues.

Student participants will be recruited using equitable selection strategies to ensure a diverse population is represented. Design Teams will examine challenges and create solutions using the Equity Lens. Ongoing challenges, along with emerging challenges, will be prioritized using available District data, in which disparities in outcomes will be used to indicate need. Funds will also be used for teacher hourly pay for staff members who serve as a Student Voice Advocate to support Design Team activities. Supplies are also needed for this project. (See ESSA Evidence Appendix A – pgs. A-22-23).

- **Teens Mental Health First Aid (TMHFA) and Mental Health First Aid - ESSA Evidence Tier 1 - Strong:** Using this funding, a train the trainer model is proposed using the existing school counselor, social worker, and Safe Schools Professional to ensure schools can build capacity to support Teens Mental Health First Aid (TMHFA) and Mental Health First Aid (MHFA). One counselor and one social worker from the counseling department will train the school-based mental health staff during counselor meetings. This will help sustain the training and support long after the funding has ended. For FY 22 and FY 23 a minimum of 20 school counselors will be trained each year. Funds will be used to pay two staff to be certified trainers in these programs and hourly pay for school counselors to attend trainings. (See ESSA Evidence Appendix A – pgs. A-12-13).
- **Suicide Prevention Living Ideation Program - ESSA Evidence Tier 4 – Demonstrates Rational:** Suicide prevention, intervention and supports for students promote a sense of belonging and connectedness by reducing disproportionality in areas of academics, attendance, and behavior. Proactively supporting student mental health through prevention intervention/post-intervention practices with integrated community supports increases family engagement, builds positive relationships with the school community, reduces stigma, and increases academic performance. Living Ideation

provides prevention supports to families through site-based focus groups that encourage constructive conversations and exchanges while also maintaining an awareness for the common risk factors associated with teen self-harm and suicide. Traditional harm reduction methods can isolate and exclude marginalized populations. This funding will expand Living Ideation to support three high schools for two years. (See ESSA Evidence Appendix A – pg. A-11).

- **Signs of Suicide - ESSA Evidence Tier 2 – Moderate -** WCSD implements Signs of Suicide (S.O.S) in all middle schools. Seventh grade students are targeted for both suicide prevention and screening. The screening is provided with parent permission. Suicide prevention, intervention, and supports for students promote a sense of belonging and connectedness by reducing disproportionality in areas of academics, attendance, and behavior. Proactively supporting student mental health through prevention intervention/post-intervention practices with integrated community supports increases family engagement, builds positive relationships with the school community, reduces stigma, and increases academic performance. Suicide prevention intervention and post-intervention through S.O.S. screening and targeted family engagement address the needs of marginalized students, including all racial and ethnic minorities and LGBTQ+ communities. The pandemic created the need to build a virtual S.O.S. delivery model and flexible screening. Many students were on and will continue to be on Distance Learning. This requires extra resources dedicated to SY 2021-22 to reach last year's (SY 2020-21) 7th grade students and this year's (SY 2021-22) 7th grade students. S.O.S license renewals for screening this group of students is critical. Funds will be used to purchase licenses. (See ESSA Evidence Appendix A – pg. A-18).
- **Substance Misuse Prevention Specialist - ESSA Evidence Tier 1 - Strong (1 FTE):** The Substance Misuse Prevention Specialist will support strategic goals related to school safety and family engagement in supporting the health and well-being of their students by organizing, promoting, and delivering evidence-based substance-misuse prevention and intervention services. The COVID-19 pandemic has increased substance use issues among both students and staff. Student attendance and academic success are negatively impacted by substance misuse. Substance misuse also poses a significant threat to the safety and well-being of students and their peers when drugs are brought to school, and parents struggle to effectively intervene and engage with community resources to help their children. The Substance Misuse Prevention Specialist will provide essential leadership and direct services to students to address short-term strategic objectives related to mental health supports and equitable student and family access to services. Specifically, the prevention and intervention strategies directed through this position will assist in reducing threats to student safety related to drug activity at and around school campuses and by improving student and family access to prevention and intervention services. These strategies will also increase the connectedness between District and families when students are struggling with drug problems to improve access to services. This will impact attendance and credit attainment. The development and facilitation of improved systems of support for substance use will be an additional benefit of this work. Finally, substance abuse affects all socio-economic groups and data reflects an increased impact on minority communities. (See ESSA Evidence Appendix A – pgs. A-19-20).

- **Psychologist - Mental Health Services - ESSA Evidence Tier 1 - Strong (1 FTE):** The mental health division of WCSD's School Psychology Department helps families access information and resources regarding their student's mental health needs and supports families' ability to access supports via community partners both within and outside the school environment. Student academic performance is dependent on their basic needs and social-emotional needs being met. An additional mental health administrator will: a) increase the District's capacity to serve students and the number of community partnerships to support mental health services in the school, b) will assist in working with other departments to create a streamlined mental health referral process, and c) will support data collection regarding the effectiveness of the direct mental health services provided by the District and those provided by community partners. Increased support for the mental health division will increase schools' and the District's ability to meet increased mental health needs impacted by the COVID-19 pandemic. Computer needed for this position. (See ESSA Evidence Appendix A – pg. A-19-20).

**(3) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; address the academic impact of lost instructional time (80%)**

WCSD will spend its remaining ESSER III funds on teacher professional development, building the teacher pipeline, reducing class sizes, support of guest (substitute) teachers and ESSER III grants management.



**Under Goal 1, Objective 1.1, 1.2 (p.7 *Response to Recovery*), funds will be used for:**

- **Summer School – ESSA Evidence Tier 2-3-Moderate - Promising:** WCSD will hold summer school in June-July 2022 to provide high school students an opportunity for credit recovery; provide middle school students Jump Start, a program to help students transition from middle to high school; and support for K-12 students in core subject areas. This includes teachers, aids, assistants, clerks, counselors, site and zone facilitators, nurses, and Special Education staff. (See ESSA Evidence Appendix A – pgs. A-6-7).



**Under Goal 2, Objective 2.2 (p. 10 - *Response to Recovery*), funds will be used for:**

- **Aspiring Special Education Teacher Scholarships** - This employee scholarship program, targeted at current education support professionals serving in Special Education classrooms, will provide numerous short- and long-term benefits by increasing the number of highly qualified and highly effective Special Education licensed educators, which will result in increased academic growth. This program will add an additional 15 Special Education educators by the end of the grant period. Scholarship recipients already working in Special Education classrooms while completing coursework toward their teacher preparation program experience the benefit of being able to apply learning in real time in their work environment. Additionally, this program provides:
  - A Mentor Teacher who will provide real time mentoring in the classroom and 150 hours of mentoring and preparatory experiences outside of contract hours per year for each scholarship recipient.
  - Each Mentor Teacher will receive a stipend to compensate for time spent outside the regular instructional day to support the scholarship recipient.
  - Professional learning will be provided to both the Mentor Teacher and school principal to whom the scholarship recipient is assigned to work. This professional learning will be focused on strategies for providing and supporting an intensive development experience for their Aspiring Special Education Teacher that builds skill and experience in addressing academic, social and emotional needs, equity for learners, professional learning communities, and other areas of professional practice.
  - The program will benefit a minimum of 15 individuals in total with an award of \$10,000 per person, each year, for three years. Depending on the coursework needed for degree completion, the program selected, and any other discounts or scholarships

that can be applied, the program may be able to accept additional participants and provide similar funding opportunities.

- **Building Learning Facilitator Coordinator – ESSA Evidence Tier 2-3 – Moderate to Promising (1 FTE):** Provides support and training to all Building Learning Facilitators in the areas of English Language Arts and Mathematics. Training may include demonstration of direct instruction for interventions, understanding pedagogy of core subjects, coaching techniques, and modeling classroom instruction. (Also see **Building Learning Facilitator Teachers**, p. 5 of this Addendum). (See ESSA Evidence Appendix A – pgs. A-14-15).
- **Curriculum Facilitators - Implementation Specialist – ESSA Evidence Tier 2-3 – Moderate to Promising (Two 0.5 FTEs):** Two positions will be increased from part-time to full time to support the increased needs of teachers, librarians and other school staff, curriculum support, and professional development. One position will support school librarians through professional development to become a link to literacy that allows all learners access to literacy and additional instructional opportunities. This will support bridging achievement gaps for students who may need extra literacy support due to the COVID-19 pandemic. The other position will support secondary schools in the areas of curriculum alignment, grading reform, and elective support. The COVID-19 pandemic has created a need for schools to provide additional support to students during the school day, which has decreased time available for elective courses. This position will assist schools in problem solving alternatives to providing the needed electives via independent study. (See ESSA Evidence Appendix A – pg. A-14-15).
- **Equity & Diversity (1 FTE):** Equity and Diversity Specialist - Equity and Diversity Specialist position aligns with Goal 2 of WCSD's Strategic Plan by developing strategies and implementing policies, programs, and practices to raise the academic achievement levels of all underrepresented students by providing sites with tools, professional development, and resources. Specialists work to identify barriers to educational equity, reach out to and support schools involving all elements of diversity, and include parents and community members in school activities, opportunities, programs, and committees. Specialists also work on incorporating multicultural and equity education proficiency and awareness into the curriculum, supporting, and coordinating special programs, and using data to identify disparities in achievement and access to opportunities. These funds will expand the number and consistency of Specialists by adding one additional Equity and Diversity Specialist to focus on curriculum and professional learning. The primary work of the Equity and Diversity Specialists is to build capacity among site-based personnel to carry out equitable and culturally responsive practices. The additional Specialist means that each area for schools will have a dedicated specialist, and this will include non-traditional schools and programs. Computer needed for this position.
- **Professional Learning Communities (PLC) Lead Teachers/Teacher Collaboration - ESSA Evidence Tier 2-3 – Moderate to Promising:** WCSD has committed to establishing a District-wide PLC culture as the most promising pathway to ensure inclusive and equitable access to rigorous grade-level content for all students and improve student outcomes. An investment in PLC Leads funds an effective process designed to implement a District-wide guaranteed and viable English Language Arts and

Mathematics curriculum in all grades 6-9 and directly supports classroom teachers as they ensure all students receive equitable access to grade level content. The PLC Leads' primary function will be to enhance teacher and team capacity and collaboration to improve student learning by providing targeted and timely student interventions. PLC Leads will also assist teams in setting learning-based goals to monitor student achievement. Finally, PLC Leads will work closely with the District content staff and colleagues to ensure site teams address the four PLC questions and implement WCSD curriculum scope and sequence. At the school site, the PLC Leads will facilitate recursive team reviews of student learning data, analysis of student work, and lead the site team in reflective practices to assess the effectiveness of instructional strategies as evidenced by student learning. PLC Leads will have access to *Global PD* from *Solution Tree*, whose playlist of videos will be used to inspire discussions among the PLC leads. (See ESSA Evidence Appendix A – pg. A-14-15).

- **Teacher Design Teams (K-12 teachers) - ESSA Evidence Tier 2-3 – Moderate to Promising:** Under the Office of Deputy Superintendent and working with the PLC Design Team of administrators, the Teacher Design Teams will engage in work such as, but not limited to 1) teaching and learning, 2) MTSS process, 3) student assessments, 4) data-based decision making, and 5) COVID-19 mitigation, to improve structures for student learning. These groups would remain flexible (virtually) for more frequent/pressing needs to be advised upon for outside content for teacher input, as needed. (See ESSA Evidence Appendix A – pg. A-14-15).



### **Under Goal 2, Objective 2.3 (p. 10 - *Response to Recovery*), funds will be used for:**

- **Guest Teachers (Substitute Teachers) Increasing Daily Rate of Pay** - This initiative is focused on providing additional compensation to Guest Teachers to incentivize them to work more days during the year and to provide an “allocated” Guest Teacher to each school that has faced a chronic shortage of unfilled absences during the last three years. The goal of this program is to increase the average number of days worked per guest teacher by 10%. This is an investment in a compensation pilot program intended to improve the percentage of absences that are filled by Guest Teachers. Adequate coverage for teacher absences is critical to ensuring continuity of learning and to support students in recovering from pandemic impacts. Consistent feedback from a variety of stakeholders indicates that unfilled absences have a substantial impact to student learning and on building staff who are tasked with providing coverage in lieu of their normal responsibilities.

This funding will assist WCSD in reducing unfilled teaching positions when a regular classroom teacher is absent. The increase in compensation will assist WCSD in attracting and retaining Guest Teachers. WCSD is increasing the daily rate of pay from \$100 to \$130. Based on the past three years of Guest Teacher data, WCSD estimates providing 80 allocated guest teachers to schools. These positions will help meet the demands of teacher absences and maintain a consistent support for the students and the staff of each of these

schools. The General Fund will pay the daily rate base of \$100 per day and ESSER III funds will pay the additional \$30 per day for these allocated Guest Teachers.

- **Bridge Compensation for Guest Teachers (Substitute Teachers):** To reduce or eliminate situations of unfilled absences, attract, and retain more Guest Teachers, compete with neighboring school districts, and to provide bridge compensation to retain Guest Teachers over summer break, WCSD will provide an end-of-the-year bonus of \$1,200 - \$5,550 for itinerant guest teachers who work 120-185 days/year, depending on the total number of days worked.



**Under Goal 4, Objective 4.1 (p. 16 - *Response to Recovery*) funds will be used for:**

- **Unemployment Insurance** - In March, Nevada Governor Sisolak signed emergency regulations to extend unemployment eligibility to people who work from 9-11 months of the year. It is estimated 1,833 employees will receive this benefit.



**Under Goal 4, Objective 4.2 (p. 16 - *Response to Recovery*) funds will be used for:**

- **Class Size Reduction (54 FTEs):** Teachers to reduce the number of students in each classroom to assist with learning loss and social and emotional support due to the pandemic and to assist with social distancing requirements.
- **ESSER Project Manager (1 FTE):** Reports to the Deputy Superintendent and will oversee all facets of ESSER III. This includes collaborating with school leaders and departments to carry out the work described in the application, oversee program reporting (evaluation), and ensure compliance with federal law in carrying out the work of ESSER III.
- **Grant Senior Accountant (.5 FTE):** To assist with fiscal management of ESSER III grant.
- **Grant Coordinator (.5 FTE):** To assist with administration and management of this grant.
- **Program Evaluator (1.5 FTE):** To work with all WCSD schools and departments to collect and analyze program data and report on performance measures as required by ESSER III.

**(4) How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID—19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

WCSD has created a thoughtful *Response to Recovery Strategic Plan for SY 2021-22 and SY 2022-23* with recovery from the COVID-19 pandemic in mind. This document lists the five goals:

1. Academic Growth
2. Developing, Recruiting, and Training Highly Effective Personnel
3. Family and Community Engagement
4. Continuous Improvement
5. Safe and Welcoming Schools

Each goal has objectives with metrics to help WCSD achieve its goals.

The majority of programming outlined in WCSD’s ESSER III plan serves students who may be experiencing learning loss or suffering from social and/or emotional concerns compounded by the COVID-19 pandemic. The majority of funding in WCSD’s first two-thirds of its allocated ESSER III funds is devoted to students regaining or accelerating learning and support of social and emotional concerns.

WCSD has also hired an ESSER Project Manager who will oversee the day-to-day programming of all ESSER funds (I, II, III). WCSD has established an in-house ESSER Committee comprised of the Superintendent, Deputy Superintendent, Chiefs from Academics, Accountability, Business, Facilities Management, Human Resources, Information Technology, Operations, and Strategies, and also the Director of Grants, Grant Fiscal Administrator, Director of Evaluation, and ESSER Project Manager. This ESSER Committee meets at least monthly to review progress of all ESSER grants including review of program data and fiscal spend down.

The WCSD Office of Accountability, Department of Research and Evaluation will develop a comprehensive program evaluation plan in collaboration with the program coordinator, ESSER III Committee, and community stakeholders. The evaluation plan will be used to guide program activities and will consist of both a formative and summative evaluation. The formative evaluation plan will be reviewed monthly by the program evaluator, project coordinator, and the ESSER III Committee to ensure the needs of students, families, and staff are being addressed, and if warranted, changes will be implemented in a timely manner. The summative evaluation plan will be reviewed every six months to ensure program activities are consistently aligned with the goals of the grant:

Goal 1: Close the academic achievement gap for students impacted by lost learning time.

Goal 2: Safely open and operate schools for in-person learning for all students.

Goal 3: Improve social, emotional, and mental health for students and staff

The formative evaluation will begin in year 1, will continue for the duration of each project, and will include implementation and process evaluations to aid in the project structure. Typical questions include, but are not limited to, the following:

- To what extent do the activities and strategies match those described in the evaluation plan? If they do not match, are the changes in the activities justified and described?
- To what extent are the activities conducted according to the proposed timeline?
- To what extent are the actual costs of project implementation in line with initial budget expectations?
- To what extent are the participants moving toward the anticipated goals of the project?
- What barriers are encountered? How and to what extent are they overcome?

The summative evaluation will be performed in Years 2 and 3 and will focus on answering the following questions:

- To what extent did the project meet its overall goals?
- Were program components equally effective for all participants?
- What components had positive benefits on student social and emotional and academic outcomes?
- Which components need improvement to have a positive impact on students?
- What significant unintended impacts did the project have?
- Is the project replicable and transportable?
- Were the results worth the project's cost?
- Which components should or can be sustained after the grant evaluation?

The data for the formative and summative components of the project evaluation will be both quantitative and qualitative in nature and will include, but are not limited to, attitudinal questionnaires, student assessments, existing databases (e.g., attendance, climate, graduation, reading, math, and science assessments), observations, one-on-one interviews, focus groups, and demographics. This mixed-method approach will allow multivariate and descriptive analyses.

Annual reports will be prepared by the program coordinator and program evaluator to provide feedback to the ESSER III Committee and community stakeholders on which interventions worked well, and which did not. Results will also be reported on the WCSD's Department of Research and Evaluation webpage.