



Elementary and Secondary School Emergency Relief Fund (ESSER)

Use of Funds Plan

Dates of available use: 2020 through September 2024

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262-268-6080

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Dear Families, Staff, Students and Community Members:

I am excited and humbled to present you with a plan for the use of ESSER funds. This district has earned an excellent reputation for academic success. In the short time that I have had the privilege of working here, I have found this district and community to be one of togetherness, support, positive reinforcement and inclusiveness. I believe this shows in the latest DPI school report card, as the District received a rating of “significantly exceed expectations.” Our achievements put us very near the top five percent of school districts in Wisconsin!

There are a great number of celebrations happening, but we also have to address some truth that this pandemic has added a unique element of stress and manifested itself in various ways at various times for each of us. The one thing that has rung true in nearly every one of my conversations is that families want the best for their children. We had the honor of hearing firsthand from families and community members by reviewing data through various modes of identification, including surveys and one-on-one conversations about the district’s successes and areas of growth.

Through this information gathering process, the District has identified areas of growth, and subsequently created a plan to address the unprecedented learning lag and interruption of academics that the pandemic has caused for students. This plan also addresses the social, emotional and mental challenges that have emerged in our schools and community as a result of the pandemic. The plan addresses all of these challenges by enhancing practices we have historically had success in, as well as adding programs, processes and practices to specifically address these challenges. The plan incorporates the use of the ESSER funding to help budget for these additional resources. The District built this plan through listening, even when the message was hard to hear, and through data dives, even when the data was hard to decipher.

This plan would not be complete without further input from the community. We welcome the opportunity to hear from each of you on **March 7 at 4:30pm at the Port Washington High School Lighthouse Room**. If you cannot make it to the in-person meeting, please feel free to provide feedback using the following **feedback form** [here](#).

We truly appreciate the opportunity to work with each of you. We look forward to many many more years of success and growth.

Sincerely,

A handwritten signature in black ink, appearing to read "Mel Nettlesheim". The signature is fluid and cursive, with a large initial "M" and a long, sweeping tail.

Mel Nettlesheim
Director of Finance and HR

Introduction

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law providing the U.S. Department of Education an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Wisconsin will receive \$1,540,784,854 in ESSER III funds from the Act, with 90 percent being awarded to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020 from funds under the Every Student Succeeds Act (ESSA). The remaining funds will be used for state-level activities to address issues caused by COVID-19.

This plan describes how the LEA or district will provide a safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.

Maintaining Health and Safety

The Port Washington-Saukville School District worked hard to maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies or practices and a description of any such policies or practices on each of the CDC's safety recommendations. The below listed resources are the District's learning plan, staff resource guide, protocols and other information found on the district website.

[2021-2022 Covid-19 Learning Plan](#)

[2021-2022 Covid-19 Reentry Toolkit - Staff](#)

[2021-2022 Absence Protocol](#)

[Port Washington-Saukville School District Covid-19 Website](#)

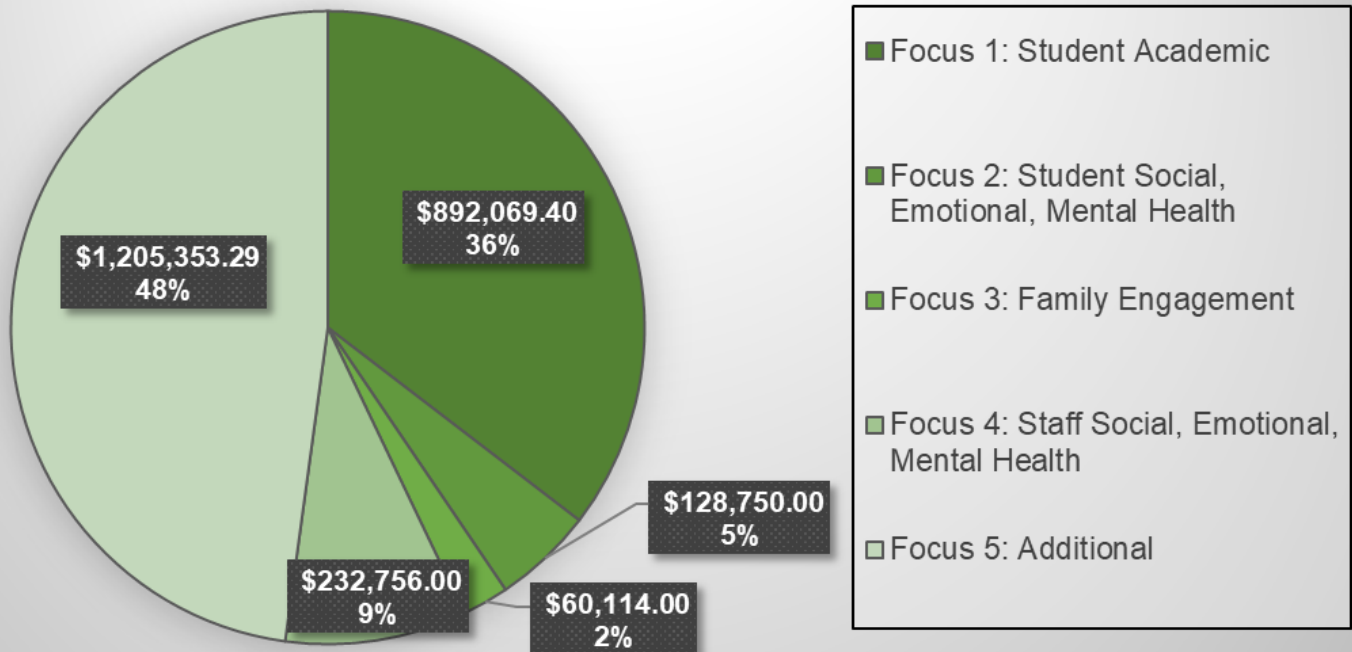
Funding

The Port Washington-Saukville School District was fiscally conscious as it pertained to pandemic spending. The District allocated funding into technology enhancements to allow a variety of options for families to receive instruction.

The District is focused on strategically planning for learning lag, along with the focus areas outlined in the plan, to better accommodate our families' needs moving forward. A breakdown of the funds and the remaining balance can be found in the table below:

	ESSER I	ESSER II	ESSER III	Total
Awarded	\$127,091.25	\$1,097,781.00	\$1,302,487.00	\$2,527,359.25
Less: Private School set-aside	\$8,316.56	\$0.00	\$0.00	\$8,316.56
Available	\$118,774.69	\$1,097,781.00	\$1,302,487.00	\$2,519,042.69
Claims (thus far)	\$118,774.69	\$578,578.60	\$0.00	\$697,353.29
Balance	\$0.00	\$519,202.40	\$1,302,487.00	\$1,821,689.40

Distribution of ESSER Funds



Continuity of Services

Overview

The Port Washington-Saukville School District will ensure continuity of services. Details of each area of **focus** is provided in this plan.

The District will provide for continuity of services in the following five (5) focus areas:

Student Academic Focus

The School District has collected data throughout the last year and a half supported by ACT, Forward, and i-Ready assessments, as well as District Common Assessments, walkthrough data and grade data. This information gathered through the use of eduCLIMBER, SIS/LMS and the Educator Effectiveness evaluation assessment has driven the recommendations in additional FTE staff, data collection software systems, additional training and curriculum content resources. PWSSD has also worked hard to enhance summer school offerings, teacher support and navigation/attendance.

Student Social, Emotional, and Mental Health Focus

Additional counseling staff days have been added as well as local partnerships to enhance the mental health, social and emotional learning needs of our students.

Family Engagement, Health and Food Service Focus

PWSSD is upgrading platforms and software to enhance communication with families and students. The health and safety of our students depends upon keeping students in person as much as possible. Food services will continue to provide meals under the community provision for as long as the USDA continues the allowance. Meals will be provided for summer school attendees as well as all eligible youth during the school year.

Staff Social, Emotional, and Mental Health Focus

The District will continue to provide staff with opportunities for social and emotional support through the use of additional leave days beyond the days of Covid leave days. Sub coverage to allow time off for the staff's social, emotional, and mental health needs. The district is committed to providing social, emotional and mental health for our staff so they can continue to do their best in the classroom with their students.

Additional Staff and Student Focus

The District will provide technology enhancements to best deliver instruction to students in various formats as needed.

Development

The Port Washington-Saukville School District will strategically utilize information from a variety of sources to develop the plan proposed here. Below is a list of those sources:

- Student Performance Data (Forward Exam, ACT, iReady, PALS)**
- Community Survey**
- Walkthrough Data**
- Grade Data**
- Progress Monitoring**
- Student Attendance**
- Behavior Referrals**
- Individuals Educational Plan Data**
- Committee/In-Touch Group (Internal and External) Feedback**

Each proposed focus in the plan has key determining characteristics that are outlined in detail for each recommendation. Each focus area proposed with ESSER funds correlates with the high level themes identified through the community vision survey. Each focus area addresses the following themes identified in the community vision survey which the District is diving further into through the community engagement sessions.

- Student and Staff Expectations/Guidelines**
- College and Career Readiness**
- Communication**
- School Safety and Facilities**
- Technology Enhancements**
- Social/Emotional Learning**

Upon reviewing the sources of data and the common themes identified through the use of the community vision survey, the five (5) focus areas were identified as needing refinement on the who, what, why, where, and how.

Who	Who does this impact; who needs this focus?
What	What are the causes, outcomes expected, what data is used to identify success/failure?
Why	Why this program/change? Is it clearly defined?
Where	Where does this take the need/program/practice; where does it need to go further?
How	How much time/funding/energy?

FOCUS 1: STUDENT ACADEMIC FOCUS

Improve student learning through identification and implementation efforts to address learning lag by identifying gaps early and regularly.

Building Leadership Teams (BLT)

Objective: Close achievement gaps among all students through the use of instructional data dives and research.

Proposal A: Introduce Building Leadership Team (BLT) positions in each of our sites. These BLT positions will be opened in the spring of each year for application.

Supporting Documents (if any): [BLT Outline](#)

Who	These positions provide opportunities for teachers and other licensed professionals to broaden their influence on the teaching profession, help shape the vision of the district, and develop the SCIP work for their site. Teachers, students and families will be positively impacted by learning about various points of data earlier.
What	Our district's BLT model reflects our commitment to site-based leadership to support the implementation and monitoring of the district vision and each SCIP.
Why	Develop, implement, monitor, and evaluate the SCIP as it relates to student learning initiatives. Learn about, implement and support the identified district focus areas. Reflect on the data to see improvements in achievement gap, student data scores and learning lag improvements.
Where	The BLT will have two summer BLT Workshop days that will be determined by the site administrator with input from the BLT members. BLT may be asked to participate in a new teacher orientation day during workshop week in August. BLT may be asked to participate in facilitation or the presentation of PD during the August workshop week .
How	Elementary buildings will have 5 per site, secondary buildings (High School and Middle School) will have 7 per site. A \$2,500 stipend for each BLT member will be provided for 2022/2023 school year.

Summary	Total Expenditure	Area of Funding
29 BLT members with \$2,500 stipend each	\$72,500 each year	ESSER III for 22/23 school year and 23/24 school year

Gifted and Talented Coordinator (.15 FTE)

Objective: Improve services and engagement efforts to address learning lag in the district, specific to our advanced or gifted and talented students.

Proposal B: Identify and re-engage academically gifted or advanced students into more advanced programming. Identify advanced students not already identified and address the learning loss/lag experienced.

Supporting Documents (if any): [TAG/Gifted and Talented/Advanced learning website](#)

Who	Academically gifted and talented or advanced placement students are the focal point. Focus on any delayed advancement that may have taken place for students identified in this specific area. The Gifted and Talented Coordinator will oversee the advanced placement and initiatives for these students.
What	The GT Coordinator will assist GT or advanced students identified for advanced instructional areas and see they get the placement and intervention they need.
Why	The increase or specific direction of this role is to provide services more specifically identified in this area and identify students sooner who need these advanced services.
Where	The GT Coordinator will collaborate with the curriculum director, principals and teachers to provide in classroom enrichments and advanced learning opportunities.
How	ELL Coordinator's existing contract will be extended to include GT/Advanced services for students as identified as such.

Summary	Total Expenditure	Area of Funding
Existing school year contract extended to incorporate additional 10 days	\$3,000-\$5,000 increase	ESSER II funding

Academic Specialists (4.0 FTE)

Objective: Increase the success of our students through academic support and growth in ELA, reading, writing and math for all grade levels.

Proposal C: Hire 4.0 FTE specialists for math and ELA intervention. Math and ELA intervention specialists will assist teachers in addressing learning loss in specific topics of math and ELA through tier 1, 2 and 3 instruction.

Supporting Documents (if any): [Supporting Academic Data \(Math and ELA\)](#)

<p>Who</p>	<p>Students in need of academic interventions or additional classroom instruction in the areas of reading and math are the student groups impacted with the additional full time staff. The District did not have systems or specialists in place to address non-special education identified students. The tools and intervention strategies (ie: programming, entrance and exit criteria) to recognize these needs were lacking. Due to the lack of staff, processes and tools, inequities exist as it relates to student intervention or advanced support. Additionally, when students are dismissed from intervention support, some students are recommended again in future data review cycles. The specialists will be pivotal in working with classroom teachers, interventionists, and principals in developing and executing transition plans for identified students in need of more specialized services as it pertains to math and ELA.</p>
<p>What</p>	<p>Data will show a decrease in students needing intervention or specialist assistance in the future. The district will strive to make advancements in tier 1, 2 and 3 instruction to support non-special education students impacted by a learning lag. Data will support an elimination of entrance back into this programming.</p>
<p>Why</p>	<p>The full-time staff will assist with identifying non-special education students earlier and establish plans with the teaching staff earlier before tier 2 and 3 intervention would be needed. This will further help eliminate the need for one-on-one intervention and time away from the classroom for students with a lag in non-special education.</p>
<p>Where</p>	<p>The support provided by these individuals will assist in the classroom. These specialists provide guidance and collaboration with the teaching staff. There may be a short time to pull out tier 2 and 3 intervention.</p>
<p>How</p>	<p>Math and ELA specialists that were part-time in the district are now part of the teacher salary contract and full-time. This will also</p>

	expand the district's recruitment capabilities.
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Summary	Total Expenditure	Area of Funding
Part-time \$25/hour positions will be full-time, teacher contracts with benefits	\$120,000-\$200,000 (salary and benefits) each year	ESSER II and ESSER III funding (ESSER II for the 21/22 school year (\$80,000); ESSER III for 22/23/24 school year (remaining))

Data Collection and Implementation Software

Objective: Use various sources of data to establish the foundation and groundwork to enhance student success. Continue to refine and address relevant and unconscious norms in each of our buildings to reach specific student groups outside the traditional norms.

Proposal D: Create a seamless and strategic software system that allows communication and data tracking to become readily available between students, families, teachers, specialists and administrators.

Supporting Documents (if any): [Infinite Campus Website](#); [Skyward SIS Website](#); [Canvas LMS website](#)

Who	This would be a district wide implementation that would impact and involve students, families, teaching staff, support staff and administrators.
What	The district is evaluating a new learning management system (LMS) and student information system (SIS) that will work in conjunction with eduCLIMBER (data tracking system), Google classroom and OASYS (Special Education tracking system). The SIS/LMS would be a brand new system which would replace PowerSchool/PowerSchool Learning.
Why	The current LMS/SIS, PowerSchool, is outdated and does not communicate well with Google and OASYS. This leaves inconsistencies from building to building in how instruction is delivered, communicated and followed up on. eduCLIMBER is a great data tool for our teaching staff to identify students in various ways and continue to foster an environment of relationship building. eduCLIMBER would communicate with the LMS/SIS and create one system to streamline the programs and instructional tools throughout the district.
Where	The new LMS/SIS would be established and fully functioning by the start of the 2022/2023 school year. Communication, training opportunities and informational meetings will be conducted in May/June/July/August of 2022. There would be follow up training conducted throughout the 2022/2023 school year for students, staff and families.
How	There is currently an LMS/SIS committee consisting of a variety of teaching positions, administrative staff, administrators that are demo'ing infinite campus, skyward, canvas and our current system. A recommendation will be

	brought forward to the board in March, and the transfer will start behind the scenes immediately.
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Summary	Total Expenditure	Area of Funding
One time startup costs and additional training for LMS/SIS/EduClimber	\$135,000-\$150,000 for system \$25,000-\$50,000 paid training/committee work days for staff	ESSER II (\$45,238.40) and III (remaining)

Professional Development Surrounding Transition Grades

Objective: Improve student learning through various transition periods during their school career. Increase the achievement levels and decrease the gap in learning between transition periods.

Proposal E: Create additional training opportunities and professional development days specifically for 4th, 5th, 6th, 8th and 9th grade staff, along with guidance counselors, psychologists, special education staff and specialists.

Supporting Documents (if any): [District Wide In-Touch Group Feedback on Grade Level Transitions](#)

Who	The students and families in 4th, 5th, 6th, 8th and 9th grades. The teaching staff for these same grade levels.
What	The district recognizes these grades are major transition years. Data is showing dips in academic success during these transition years. This dip was increased during the pandemic.
Why	Time and funding needs to be provided to staff to allow them the opportunity to work together as groups to bridge these transition years and maintain or enhance achievement data.
Where	Summer time transition plans and future planning to bridge transition.
How	Host 2-3 development days specific to transition and training, what work can specialists assist with in the classroom to bridge this transition. Further expand summer programming to assist with this work.

Summary	Total Expenditure	Area of Funding
2-3 training days for these grade levels along with the summer programming enhancements.	\$13,000-\$15,000	ESSER III

Additional Tools and Content in Math/ELA/Science

Objective: Increase the success of our students through academic support and growth in ELA, reading, writing, science and math for all grade levels.

Proposal F: Add additional tools and content items to enhance specific areas in math, ELA and science. This could include additional workbooks, guides, programs, online programming, manipulatives

Supporting Documents (if any):

Who	The entire student population is specific to math, ELA and science.
What	Additional math, ELA and science kits, manipulatives, online programming, guides, expert guidance, etc. to individualize each student's experience. Additional supplies, tools, professional development to assist teachers on how to best build relationships and reach all students at a greater level.
Why	Teachers need additional support in professional development, general supplies and programs that they have in their toolbelt to better be able to reach all students.
Where	All schools specific to math, ELA and science.
How	Purchase the online subscription, implement the professional development, purchase the supplies/kits/manipulatives.

Summary	Total Expenditure	Area of Funding
Online subscriptions, professional development, supplies/kits/manipulatives	Not to exceed \$200,000	ESSER II (\$102,000) for some of the supplies/manipulatives/subscriptions and continue with ESSER III (remaining) for continued services, kits and subscriptions for one more year.

FOCUS 2: STUDENT SOCIAL, EMOTIONAL, MENTAL HEALTH FOCUS

Create an enhanced efficient approach toward behavior, guidance and improved school culture

Additional Guidance Counselor FTE (.25)

Objective: Improve identification and guidance for all students at the secondary levels in enhancements in their social, emotional and mental health

Proposal G: Add FTE to existing counselor contracts for further professional development to better approach and reach our students. Guide them in social, emotional, mental health concerns. Team up with local providers and other specialists within the district who are already on extra FTE days.

Supporting Documents (if any): [Mental Health Data](#)

Who	Populations of students who are struggling with behavior guidelines, reduced academic success due to learning lag, and emotional needs. Principals will benefit through the support in behavioral needs and referrals within our district.
What	Provide proactive support to students through the ongoing professional learning and training conducted during the summer months. The additional communication during the summer will help navigate the start of the next school year and allow for more collaboration with other team members.
Why	Allow all students more time in the classroom. This will allow the teaching staff the ability to have more instructional time with their students and close the achievement gaps and lags due to the pandemic. Counselors will also have time to come up with strategic ways to coach teaching staff on engagement tools and practices to help all students remain engaged in the classroom.
Where	Summer carried into the following school year
How	Work with the District's Pupil Services Director on additional trainings, communications and data dives with school psychologists to come up with a strategic plan and implementation for the 22/23 school year.

Summary	Total Expenditure	Area of Funding
.05 FTE (additional 10 days) for all guidance counselors	\$32,500	ESSER II (\$15,000) for 21/22 contract and ESSER III (Remaining) for 22/23/24 contract.

Social Workers through partnership with Ozaukee County Department of Human Services (1.0 FTE)

Objective: Improve prevention, identification and implementation efforts to address social, emotional and mental health of students.

Proposal H: Partner with Ozaukee County Department of Human Services to provide the equivalent of 1.0 FTE in services specific to social worker support.

Supporting Documents (if any): [Ozaukee County Department of Human Services](#)

Who	Populations of students and staff who need assistance with their social-emotional and mental health needs. This would also be available for families who would need the support. This would be in support of our regular education students.
What	Partner with Ozaukee County Department of Human Services to provide additional support in the focus area of social health. To identify and support resilience in students, provide trauma-informed development, assist the district in creating a comprehensive mental health strategic plan.
Why	The district is in need of support in engagement of students in the classroom that have a history of behavior concerns. In an effort to minimize the time outside the classroom for all students due to behavior-related concerns, working with the social worker will avoid the dismissal of behavior concerns in the classroom. The district needs to meet the needs of the students and continue to support engagement in the classroom, with tier 1 support.
Where	Bringing services to the district as needed to support each building.
How	Work with the District's Pupil Services Director on building a relationship and agreement with Ozaukee County Department of Human Services to provide social worker services.

Summary	Total Expenditure	Area of Funding
Social worker support through Ozaukee County (1.0 FTE)	No more than \$65,000	ESSER III

Summer School Enhancements

Objective: Increase the achievement level and growth for all students through continued services beyond the traditional school year. Offer more comprehensive programming that includes social, emotional and mental health initiatives.

Proposal I: Offer a wider range of summer school offerings including a more rigorous curriculum focused on math and ELA incorporating social, emotional and mental health. Actively recruit existing teaching staff by offering a higher hourly rate in an effort to continue services with existing students and staff.

Supporting Documents (if any): [Summer School Job Description](#)

Who	Students and families interested in continuing their education through the summer months. Current teaching staff who are interested in maintaining relationships throughout the summer with their students and nurturing a culture of continuous growth.
What	The district will see a higher attendance of summer school participants. The district will see a higher participation in math and ELA courses due to active recruitment of students/families who are identified as needing additional support in math and ELA.
Why	The district can maintain and focus specifically on learning lag or loss throughout the summer, and utilize this time to advance students in need of support identified in the areas of GT/Advanced placement and intervention. Enhance the students' confidence levels by utilizing a time that is available to further educate, grow and invigorate students.
Where	Summer School at Elementary, Middle and High School levels.
How	Offering the summer school curriculum and additional staff.

Summary	Total Expenditure	Area of Funding
Additional summer school staff of 6.0 summer school teachers and \$30/hour versus \$26/hour	\$16,000-\$18,000 increase	ESSER II (\$16,250) funding from summer school 2021 and for summer school 2022

5th, 7th and 9th Grade Retreats

Objective: Improve social, emotional and mental health of students entering the 5th and 9th grades (transition periods).

Proposal J: Offer a retreat at the start of the school year for each transition grade that focuses on courage, respect and kindness. Retreat that builds character and compassion for where each student is at.

Supporting Documents (if any): [Youth Frontiers Website](#)

Who	All students in 5th, 7th and 9th grade. This will also benefit parents and teachers when it comes to building relationships and making connections with each student.
What	Partner with an outside motivational retreat provider that focuses on education and students. Have them come speak to the group.
Why	A retreat that allows everyone to focus on accepting each other and their feelings. Teaching students how to be vulnerable with their emotions and express their feelings.
Where	Each school (Middle School and High School) hosted by the guidance, psychologist and social workers.
How	Motivational speakers will host a retreat in conjunction with a team at each building, and provide a day's worth of support and activities. This will occur at the beginning of the school year and be revisited at the semester time.

Summary	Total Expenditure	Area of Funding
Outside provider to host a retreat for 5th and 9th graders	Not to exceed \$15,000	ESSER III

FOCUS 3: Family Engagement, Health and Food Service Focus

Create a District approach to engagement for all families, caregivers, community members, students, staff and outside stakeholders.

Skyward Financial and Human Resources Software

Objective: Improve communication and notices to the community about food service, free and reduced, budget focused items, job openings and student fees.

Proposal K: Convert the district’s current financial and human resources software Alio over to Skyward Qmaltiv.

Supporting Documents (if any): [Skyward Qmaltiv Quote/Description](#)

Who	All families with students in the district. Principals and building staff.
What	Skyward Qmaltiv creates software that allows the district to better manage and deliver services to families surrounding student fees, hiring/recruitment, food service totals, free and reduced lunch applications and transparency of reports for the community on what the funding goes towards. Specific program suites were added to make this process easier and more transparent for all families.
Why	The District recognized the need for a more seamless and transparent system for fees, applications on various topics listed above and transparency with the funding.
Where	This implementation was approved on February 14, 2022. There is a one-time installation fee for the specified suite options pertaining to the engagement of families. The remaining portion of the quote will be covered by operating funds.
How	Starting in February 2022, the District will work with Skyward to start building the program in the background. The change over and transition will occur in October 2022.

Summary	Total Expenditure	Area of Funding
Skyward Qmaltiv package specific to student fees, hiring/recruitment, food service, free and reduced lunch applications and budget.	One time fee of \$37,714	ESSER II

New District Website

Objective: Improve and promote communication and voice to and from all stakeholders through a new and improved website.

Proposal L: Create a new district website with CSM4Schools

Supporting Documents (if any): [New Website Quote](#)

Who	All stakeholders
What	Increase communication efforts about all components in the district in a transparent, quick and efficient manner. Enhance the reputation of the district's communication protocols and timely delivery of information.
Why	All stakeholders deserve to have timely and transparent information. In times during a pandemic or critical incidents, a well communicated website can improve trust and relationships. The district also needed to find a way to include a more mobile-friendly way to reach all stakeholders.
Where	This implementation will impact the entire district website including individual building landing pages as well as create a district-wide app.
How	Starting in February 2022, the District will work with CSM4Schools to build a new website and work on a timeline to get this up and running by start of 22/23 school year.

Summary	Total Expenditure	Area of Funding
New District Website	One time fee of \$7,400	ESSER III

Live Streaming School Board Meetings

Objective: Improve and promote communication and voice to and from all stakeholders through more accessible board meetings.

Proposal M: Design and bid live streaming equipment for board meetings.

Supporting Documents (if any): [Unofficial Parent Survey Results](#)

Who	All stakeholders
What	Increase communication efforts about all components in the district in a transparent, quick and efficient manner. Enhance the reputation of the district's communication protocols and timely delivery of information. Create a design and obtain quotes to live stream board meetings
Why	Stakeholders have communicated to the district that they believe this will enhance participation in Board meetings and provide more transparent information. This will create an additional communication tool about pandemic initiatives and responses to learning lag instructional services, as well as other emotional, mental health initiatives.
Where	Board meetings hosted in the district.
How	In the process of obtaining designs and costs for live streaming equipment. Implemented as soon as the supply chain and design team align and order is placed.

Summary	Total Expenditure	Area of Funding
Live Streaming Equipment	Not to exceed \$15,000	ESSER III

FOCUS 4: STAFF SOCIAL, EMOTIONAL, MENTAL HEALTH FOCUS

Create an enhanced, efficient approach toward the overall well-being of the district staff to allow for improved classroom management and instruction.

COVID Leave Days

Objective: Retain district teaching and support staff by providing additional paid days off for COVID-related leave.

Proposal N: Create guidelines and protocols for staff surrounding time off specific to COVID. An additional 10 days were provided to staff, above and beyond their sick leave days, to accommodate their time off for COVID related illness or positive COVID test result.

Supporting Documents (if any): [COVID-19 PWSSD Leave Guidelines](#)

Who	All District employees who were vaccinated could utilize up to 10 COVID leave days if they became positive or showed 2 or more symptoms of COVID.
What	Employees who were vaccinated could utilize up to 10 COVID leave days if they became positive or showed 2 or more symptoms of COVID.
Why	This additional leave is provided to help retain staff and provide them an assurance that they had paid leave if they became sick. This also encouraged staff to follow CDC guidelines in terms of vaccination and remain home during specific periods based on test results and symptoms.
Where	For the 2021/2022 school year
How	Employees would fill out a form created by the Business Office and Human Resources to track who was off and when for COVID. Time was allocated based on the information provided by the employee and tracking against the COVID leave tracking data provided by the District nurse.

Summary	Total Expenditure	Area of Funding
Additional 10 Covid leave days for all employees who qualified and needed time off	Not to exceed \$25,000	ESSER III

Substitute Coverage

Objective: Retain district teaching and support staff by providing high-quality substitute coverage as needed throughout the year due to COVID-19 related absences or family absences.

Proposal O: Create an innovative recruitment strategy to bring in high-quality substitutes to cover our permanent teaching and educational assistant staff as needed due to COVID-19 related leaves.

Supporting Documents (if any):

Who	All District teaching and educational assistant staff. Students will also be impacted in a positive way by receiving an improved instructional environment should a teacher or teaching assistant be out of the classroom.
What	Substitute coverage of greater caliber to cover for permanent teaching staff should they need time off for COVID-19.
Why	The District staff need to feel comfortable with taking time off due to COVID-19 related symptoms, positive test and/or mental health. A substitute helps cover the classroom needs; however, a high-quality substitute helps alleviate this stress by knowing someone can take over from where the teacher left off. Substitute coverage has been needed in a great capacity with a greater number of substitutes due to COVID-19.
Where	For the 2021/2022 school year and 2022/2023 school year.
How	Work with our Human Resource Department to partner with local universities, colleges and recruitment agencies along with recently retired teachers. Offer a competitive wage as well as a hiring bonus after a specific amount of classes are covered.

Summary	Total Expenditure	Area of Funding
Substitute coverage for staff needing off due to COVID related time off.	\$198,300	ESSER II (\$100,000) and ESSER III (Remaining)

CALM app purchase

Objective: Provide a unique and innovative way for staff to work on their mental health inside and outside of work.

Proposal P: Purchase a subscription to the CALM app for any staff member that is interested in a subscription.

Supporting Documents (if any): [CALM App Website](#); [Science behind CALM](#)

Who	All District employees. This could also positively impact students if staff choose to use parts of the CALM app in their classrooms.
What	CALM app is the world's #1 brand for mental fitness and can help staff find mental wellness. The CALM app offers opportunities to improve sleep quality, stress and anxiety, focus, self-improvement and relaxation.
Why	The CALM app is well known and has great reviews. The app also works with the district health insurance provided Vitality Fitness Program. CALM can add vitality points that can be redeemed for gift cards for improving physical, mental and nutritional health. This is provided through the District's health care provider, WEA Trust.
Where	For the 2022/2023/2024 school year
How	Obtain an updated quote from CALM company for access to their app. Have staff sign up that are interested, and purchase the subscription according to how many total people are interested. The subscription would roll out to our staff immediately. CALM will also provide tutorials to the staff on how they can use it for personal use and in the classroom.

Summary	Total Expenditure	Area of Funding
CALM app subscription	\$9,456	ESSER III

FOCUS 5: ADDITIONAL STAFF AND STUDENT FOCUS

Provide additional health, hygiene, technology and food service support to ensure all students continue to reach their full potential during the pandemic and regain ground from learning lag.

Technology Purchases

Objective: Close learning lag among all students through the use of instructional technology.

Proposal Q: Purchase staff laptops, student Chromebooks, classroom cameras and microphones and classroom digital displays.

Supporting Documents (if any):

Who	All students, staff, principals and families in the PWSSD.
What	Integrate technology to enhance the instructional delivery throughout the pandemic and beyond. Teachers, students and families needed technology devices and programming, one-to-one, in order to have flexibility to learn when and where needed.
Why	Teacher laptops continue delivery of instruction in and outside the classroom. Student Chromebooks (one-to-one) to participate in all models of learning that took place inside and outside the classroom. Classroom cameras and microphones to see and hear teachers, educational assistants and students/families. Classroom digital displays to broadcast virtual classrooms, students, teachers as needed during various models of instruction. The district needed flexibility in the models of instruction, including virtual and in person. This also helped students who needed to be home for some time to receive instruction and/or submit homework/assignments as needed, and allowed students and teachers to connect with other individuals in and outside the building as needed for collaboration/group time.
Where	At every school throughout the PWSSD, impacting all classrooms, teachers and students.
How	Purchase, obtain and calibrate all technology for staff, students and families during the 2020/2021/2022/2023/2024 school year

Summary	Total Expenditure	Area of Funding
Teacher laptops	\$118,749	ESSER I
Student Chromebooks	\$324,000	ESSER II
Cameras, Microphones,	\$220,000	ESSER II

Digital Displays		
Student Chromebooks (replace oldest ones 6 years old)	\$224,000	ESSER III

HVAC/Building Upgrades

Objective: Create a safer, healthier and improved learning environment through upgrades in the current heating, ventilation, air conditioning (HVAC) systems.

Proposal R: Design, bid and install updated HVAC systems, specifically at Thomas Jefferson, Saukville and Lincoln to better move all air through the system. The HVAC improvements consist of filter improvements, data capturing of CO2/Humidity and air filtration improvements including, but not limited to: boiler, chiller, piping, air handling units, univent and damper replacements or upgrades. Update building components that are past their useful life and replace with cleaner/healthier options that are best for the student environment and for preventing the spread of COVID-19. Add or replace furniture to maintain the recommended physical distancing during a potential pandemic.

Supporting Documents (if any): [EPA standards for HVAC](#)

Who	All students, staff, principals and families in the PWSSD.
What	Start with filter improvements and necessary biofiltration systems to minimize the spread of COVID-19. Partner with a mechanical and electrical engineering firm to prioritize improvements to the systems, specifically relating to the air handling units, pipes, univents, dampers, monitoring (DDC control) systems and boiler/chillers. The district will investigate minor improvements at the High School and Dunwiddie. Additional, more extensive improvements will be investigated at Thomas Jefferson, Saukville and Lincoln. Furniture improvements or additions will also be included to replace outdated furniture that does not allow for CDC recommended physical distancing.
Why	The mechanical systems and building components we have are at the end of their useful life and need to be replaced to minimize the spread of COVID-19. These improvements help prevent the spread of COVID-19 based on CDC recommendations and will help keep our students in-person more.
Where	Saukville Elementary, Lincoln Elementary, Thomas Jefferson. Minor improvements at Dunwiddie and Port Washington High School.
How	Partner with mechanical engineers to create preliminary designs, bid work out and award according to District policy. Partner with filtration company, furniture company and

	building component vendors to provide minor improvements throughout the district specific to the buildings mentioned above.
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Summary	Total Expenditure	Area of Funding
Filter upgrades (more often/higher filtration rating)	\$16,385.55	ESSER II
HVAC upgrade design fees	\$50,000	ESSER III
Building upgrades including furniture	Not to exceed \$100,000	ESSER III

Lunch for Summer School

Objective: Provide a lunch meal for summer school attendees to improve learning and participation.

Proposal S: Provide the staff and food for summer school lunch. This would be available to any students who attend summer school.

Supporting Documents (if any):

Who	All summer school students
What	Provide lunch for summer school students by bringing on two food service workers a few hours a day Monday-Thursday for the duration of summer school. Lunch will be provided to students for no cost.
Why	This will encourage students to participate in summer school, specifically the core classes related to ELA and math.
Where	Elementary and Middle Summer School
How	Utilize our existing food service staff during the summer, and staff accordingly. Purchase food and create a menu so families know ahead of time what to expect for options.

Summary	Total Expenditure	Area of Funding
Staff Summer Lunch	\$3,000 each year	ESSER III
Food purchases for lunch	Not to exceed \$5,000	ESSER III

Cleaning and Disinfecting Supplies

Objective: Provide additional cleaning and disinfecting supplies to maintain a healthy environment for students to learn in-person.

Proposal T: Purchase supplies, disinfectant, hand sanitizer, equipment to maintain a healthy learning environment based on CDC recommendations.

Supporting Documents (if any):

Who	All stakeholders
What	Purchase fog machines, sprayers, cleaning supplies, hand sanitizer, bottles, rags and other cleaning incidentals to protect our staff, students and community from the spread of COVID-19.
Why	Preventing the spread of COVID-19 allowed our students to stay in-person more often and longer.
Where	All buildings
How	Purchase through our current vendors or where supply chain management would allow.

Summary	Total Expenditure	Area of Funding
Cleaning and disinfecting supplies	No to exceed \$115,000	ESSER II