




FY22:
ESSER, ARPA, &
Reallocation Funds

Summary of Use of Funds
Draft 5/4/22



Purpose of Presentation

- Summarize FY22 use of ESSER, ARPA, & Reallocated Funds
 - How was the money spent? What positions and resources did the money fund?
 - What was the impact of those funds? How were positions and resources leveraged to support student outcomes?



Funding Context

- ❖ For 2021-2022 and 2022-2023, the district is benefitting from one-time use federal funds.
 - \$1.4 million in ESSER II and ESSER III
 - \$1 million in Town ARPA funds
- ❖ In August of 2021, the district presented a 2-year plan to utilize these funds to support COVID-related academic and mental health recovery services for students.



Belmont High School

- ❖ Added 1.0 Transition Room Educator in Bridge Program (ESSER/ARPA)
 - Bridge Program currently serves about 23 students (and growing)
 - Bridge Program is for students who...
 - require Social-Emotional Learning supports (i.e. re-entry from hospital, school refusal)
 - are recovering from injuries (i.e. severe concussion)
- ❖ Added 2.0 Social Workers (ESSER/ARPA)



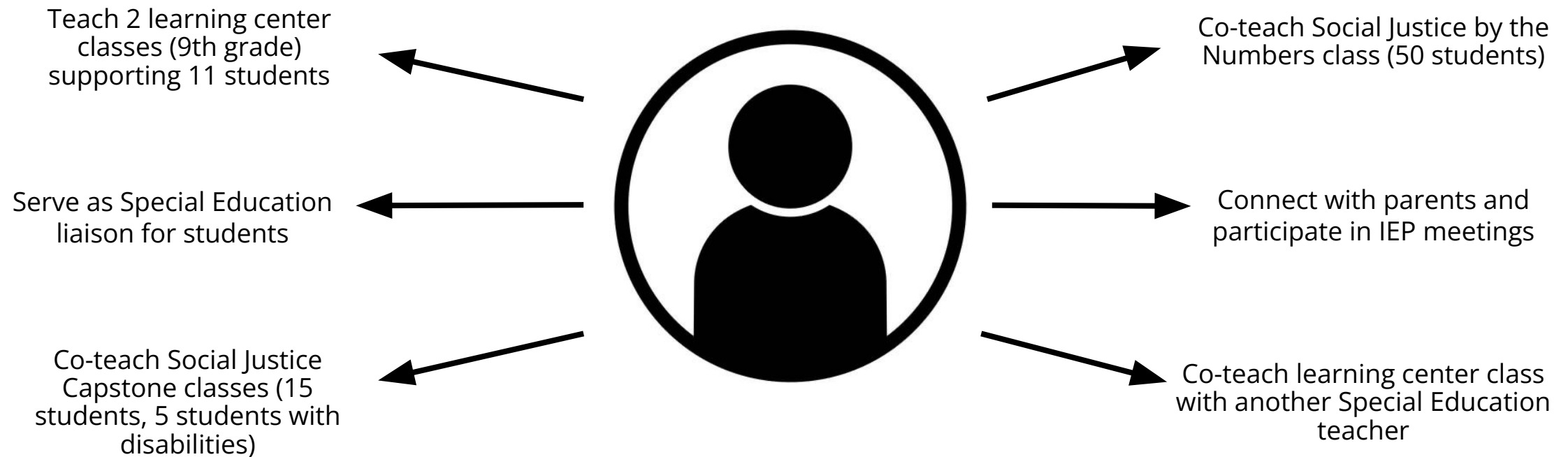
1.0 social worker engages directly with students who are referred for SEL support.
Caseload: 50+ students.



1.0 social worker engages with the Bridge Program.
Caseload: 23 students in Bridge;
10+ additional students.

Belmont High School

❖ Added 1.0 Special Education Teacher (IDEA)



Belmont High School

❖ Added 1.0 Campus Monitor (Reallocated FY22 General Fund)

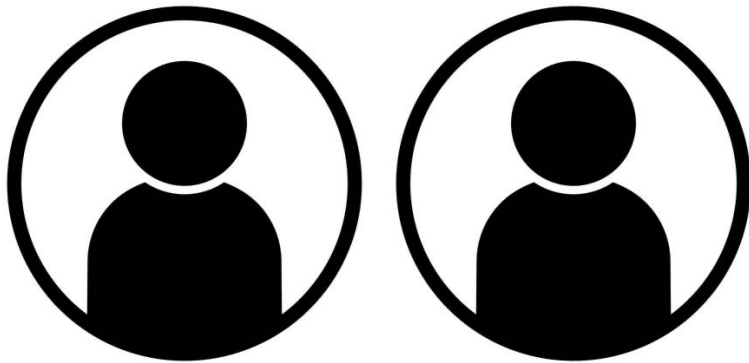
- Now able to have one monitor stationed on floors 2-4
- Support with lunch duty
- Monitor front door access
- Added adult presence and supervision to support student safety on a daily basis



Chenery Middle School

❖ Added 3.0 Social Workers

- 2.0 Social Workers (ESSER/ARPA) in September 2021
- 1.0 Social Worker (Reallocation of FY22 General Fund) in February 2022



2.0 Social Workers (ESSER/ARPA)

- In the wake of COVID-19, student need has grown
- Service additional ~50 students (~25/each)
- Regularly interact with guidance counselors, teachers, & administrators to support students with varying needs



1.0 Social Worker (Reallocation of FY22 General Fund)

- Servicing additional ~25 students
- Creates team approach to social work programming for students and the school

Chenery Middle School

- ❖ Added 1.0 Math Specialists (Reallocated FY22 General Fund)



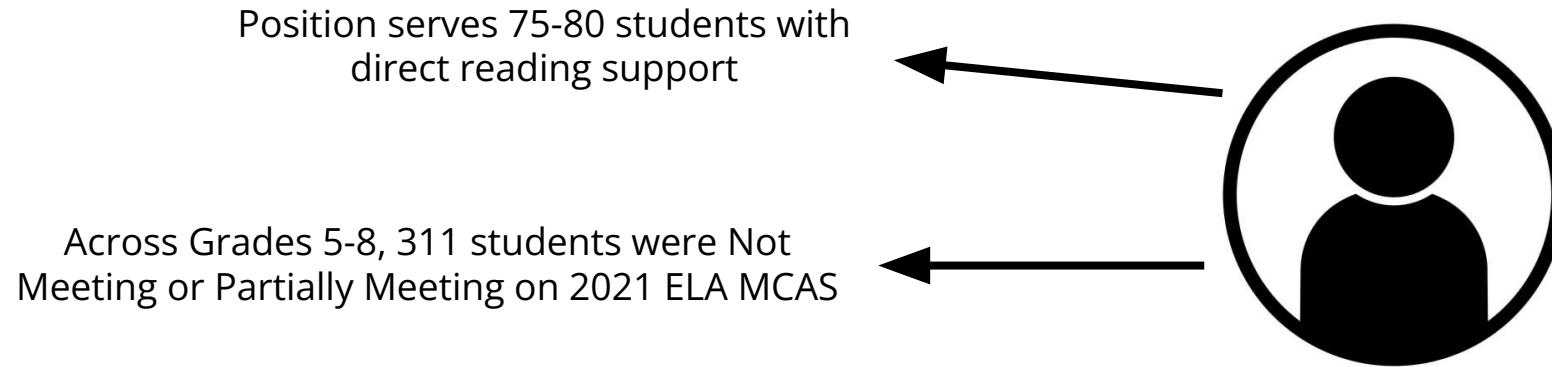
Focus on Grades 5, 6, and 7, where 283 students were Not Meeting or Partially Meeting on 2021 Math MCAS

Position supports 50+ additional students on rotating, targeted basis

- ❖ Added 0.4 Math Specialist for Challenger Math Program (FY22 General Fund)
 - Teach ~200 students divided into three ninety-minute sessions each week
 - Select and modify curriculum and learning experiences for students using online platform
 - Monitor student learning and growth through work completed in online platform
 - Communicate progress report updates with families

Chenery Middle School

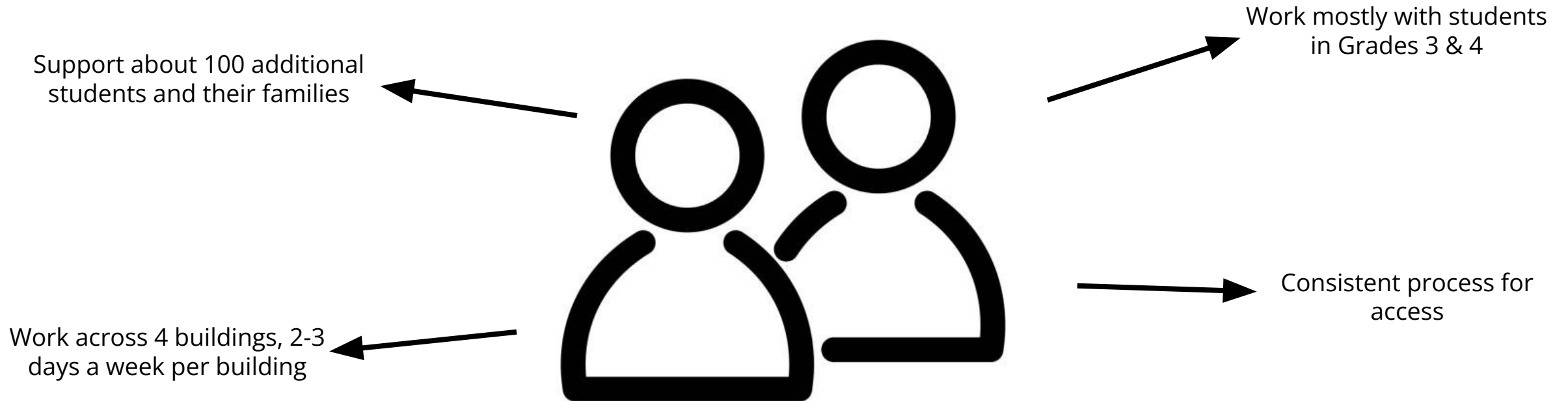
- ❖ Added 1.6 ELA Teacher (Reallocated FY22 General Fund)



- ❖ Added 0.2 Chorus Teacher (Reallocated FY22 General Fund)
 - This year, 12 chorus classes were oversized
 - Addition of 0.2 chorus teacher reduced size of ~10 classes

Elementary Schools

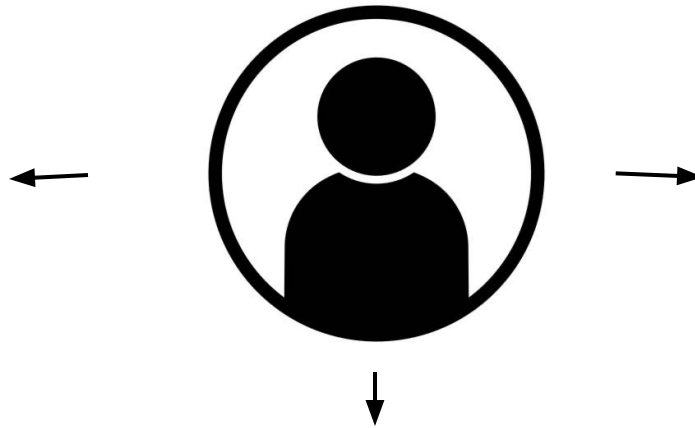
❖ Added 2.0 Math Coaches (ESSER/ARPA)



Elementary Schools

- ❖ Added 0.4 Assistant Principal (ESSER/ARPA)
 - Added to existing 0.6 to create 1.0 Assistant Principal who supports three schools

- Student support**
- help students who struggle with regulation
 - attend TAT meetings to develop individual student plans
 - address behavioral concerns

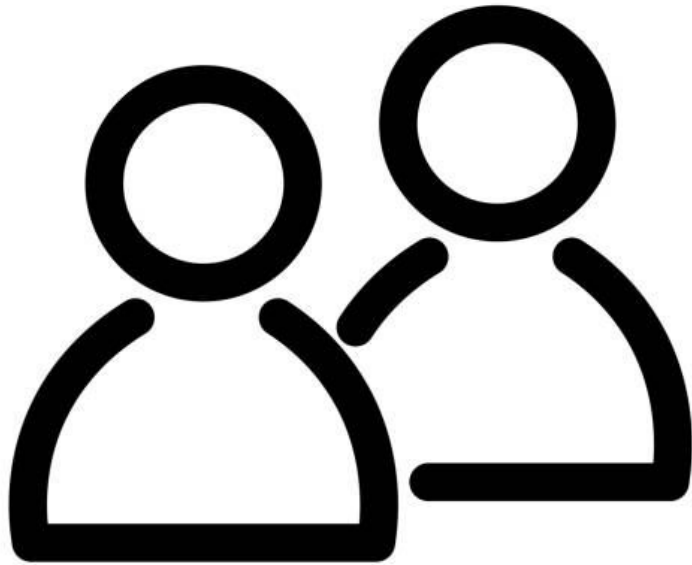


- Principal support**
- collaborate with hiring
 - help with evaluation
 - lead day to day operations
 - provide thought partnership

- Staff support**
- consulting with them to address student and scheduling issues
 - providing feedback through teacher evaluation

Elementary Schools

- ❖ Added 2.0 Special Education Team Chairs (IDEA / FY22 General Fund)

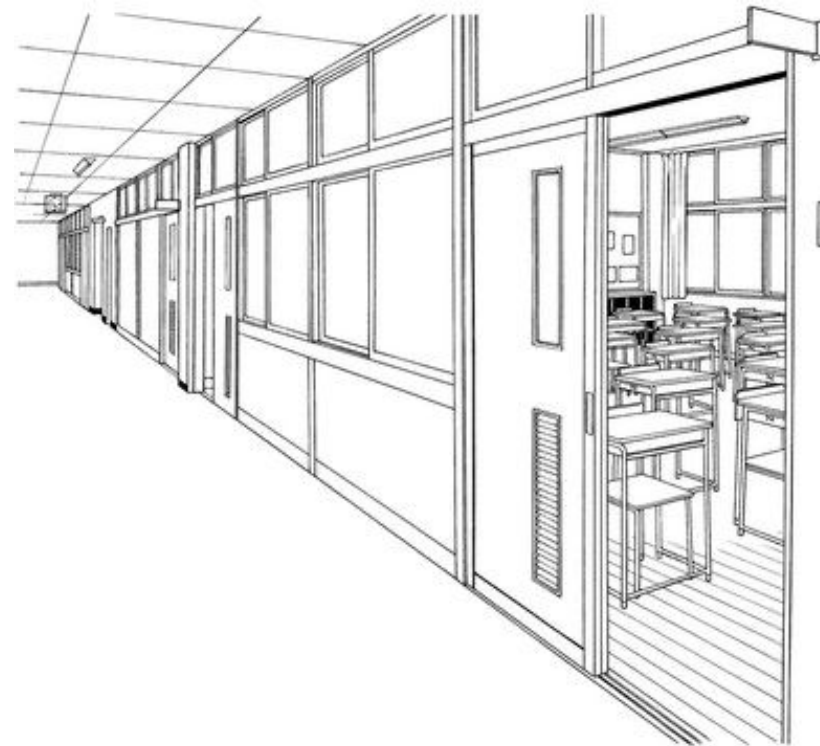


- ❖ Work with over 100 students and families
- ❖ Schedule and lead all initial and 3-year IEP meetings
- ❖ Support goal of increased consistency
- ❖ Support goal of allowing mental health staff and Special Education staff to provide increased support for students

All Levels: Building Substitutes

❖ Added 6.0 Building Substitutes (ESSER/ARPA; Reallocation FY22 General Fund)

- 1.0 building substitute for each school (4.0 elementary, 1.0 middle, 1.0 high)
- Dedicated building-based professionals to support work on daily basis
- Cover classes without needing to pull Special Education Professional Aides or cancel required student services
- Ensure that the substitute knows the nuances of the building



District-level Funds



1.6 Floating Nurses
(ESSER/ARPA)



2.0 METCO Aides
(ESSER/ARPA)



Varsity Tutoring
Services
(ESSER/ARPA)



Summer Academic
Recovery
(ESSER/ARPA)



Professional
Development with
McLean
(ESSER/ARPA)

Summary

❖ Belmont High School

- 1.0 Transition Room Educator in The Bridge Program (ESSER/ARPA)
- 2.0 Social Workers (ESSER/ARPA)
- 1.0 Special Education Teacher (IDEA)
- 1.0 Campus Monitor (Reallocated FY22 General Fund)

❖ Chenery Middle School

- 3.0 Social Workers (2.0 ESSER/ARPA; 1.0 Reallocated FY22 General Fund)
- 1.0 Math Specialist (Reallocated FY22 General Fund)
- 1.6 ELA Teacher (Reallocated FY22 General Fund)
- 0.2 Chorus Teacher (Reallocated FY22 General Fund)

❖ Elementary Schools

- 2.0 Math Coaches (ESSER/ARPA)
- 0.4 Assistant Principal (ESSER/ARPA)
- 2.0 Special Education Team Chair (IDEA / FY22 General Fund)

❖ All levels

- 6.0 Building Substitutes (ESSER/ARPA; Reallocation of FY22 General Fund)

❖ District level

- 1.6 Floating Nurses (ESSER/ARPA)
- 2.0 METCO Aides (ESSER/ARPA)
- Varsity Tutors (ESSER/ARPA)
- Summer Academic Recovery (ESSER/ARPA)
- Professional Development with McLean (ESSER/ARPA)