

## ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (March 1 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

## ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

### **General Information**

LEA Name: Weakley County Schools

Director of Schools (Name): Randy Frazier

ESSER Director (Name): Angie Rushing

Address: 8319 Highway 22 Suite A Dresden, TN 38225

Phone #: (731)364-2247 District Website: https://www.weakleyschools.com/;

Addendum Date: March 1, 2023

Total Student Enrollment:	<u>4002</u>
Grades Served:	<u>Pre-K - 12</u>
Number of Schools:	<u>10</u>

### **Funding**

ESSER 2.0 Remaining Funds:	<u>\$1,264,427.13</u>
ESSER 3.0 Remaining Funds:	<u>\$6,443,632.17</u>
<b>Total Remaining Funds:</b>	<b><u>\$7,708,059.30</u></b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		<u>1,075,626.42</u>
	Summer Programming		
	Early Reading		<u>25,000.70</u>
	Interventionists	<u>116,000.00</u>	
	Other	<u>898,055.40</u>	<u>102,258.56</u>
	Sub-Total	<u>1,014,055.40</u>	<u>1,202,885.68</u>
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations	<u>138,436.00</u>	<u>320,238.00</u>
	Mental Health	<u>29,927.00</u>	<u>433,061.92</u>
	Other	<u>12,501.00</u>	<u>408,794.77</u>
	Sub-Total	<u>180,864.00</u>	<u>1,162,094.69</u>
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction	<u>50,000.00</u>	
	Other		
	Sub-Total	<u>50,000.00</u>	
Foundations	Technology	<u>10,492.73</u>	<u>131,795.00</u>
	High-Speed Internet		
	Academic Space (facilities)		<u>3,587,179.29</u>
	Auditing and Reporting	<u>5000.00</u>	<u>359,678.01</u>
	Other	<u>4015.00</u>	
	Sub-Total	<u>19,507.73</u>	<u>4,078,652.00</u>
<b>Total</b>		<u>1,264,427.13</u>	<u>6,443,632.17</u>

### **Academics**

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

We identified that our students suffered learning loss as a result of COVID -19. We are offering tutoring and additional EAs for small groups during the school day. In an effort to combat this loss, we are offering tutoring 3 hours/week. In tutoring, we offer homework help, help on deficits discovered through a diagnostic screener, such as Aims Web. We also had teachers proclaiming that they are in need of instructional materials and supplies which we have budgeted. We have also had teachers attend the early literacy training. We have 1:1 small group intervention instructors.

2. Describe initiatives included in the "other" category.

We have hired an Instructional Technology Coach to train teachers in new and helpful instructional materials over the next two years. We have budgeted for supplemental materials for the interventionists and tutors.

### **Student Readiness**

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Needs assessment shows a tremendous need for a behavior intervention classroom for students K- 5 who are not ready for a regular education classroom. We have also assessed a need for mental health/social workers in our district to serve our students and faculty. We have hired Speech Language Pathologist Assistants to help with students who are having speech therapy needs.

2. Describe initiatives included in the "other" category.

We have budgeted some money to help with cleaning supplies for our buildings and purchase PPE to avoid the spread of germs.

### **Educators**

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

We have provided our principals and instructional leaders with Professional Development with NIET that has been extremely helpful with retention in our District.

2. Describe initiatives included in the “other” category.

We are incentivizing our teachers to become bus drivers. This will help our problem with finding qualified drivers to sporting events, academic contests after school, and field trips.

**Foundations**

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Our buildings and current furnishings are not conducive to socially distancing, screening visitors, and collaborating while maintaining space apart. We have budgeted monies to renovate and purchase new equipment that will be up to date, clean, easy to clean, and mobile so we can mitigate the spread of the virus.

We have also budgeted money for hardware, software and server refreshing.

We have provided salaries for summer workers and provided PPE for them as they prepare lunches for summer feeding.

2. Describe initiatives included in the “other” category.

We hired a Director for the ESSER Grant. We also hired a bookkeeper for the grant.

**Monitoring, Auditing, and Reporting**

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

We are following all purchasing guidelines outlined in ESSER 3.0. We have a Grant Director, bookkeeper, Director of Schools and Finance Director overseeing all expenditure requests.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

We have budgeted 20 percent of the total amount of the grant and we are following our budget.

**Family and Community Engagement**

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

We have met with various groups of stakeholders and recorded their feedback. We give regular updates in our administrative monthly meetings and record feedback. We post updates on our school social media regularly as well as post the updated addendum every 6 months.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

We sent home a survey with all students and posted it on-line in English and Spanish. We collected the responses and used those to revise our plan. We also have an email address posted for comments on our plan.

The LEA collaborated with the Special Education Director and teachers about student needs in relation to the projects in ESSER. For instance, the playground project at our elementary schools in our District, we wanted them to be ADA compliant so as to include all of our students when at recess. We have also worked together with the WCS Special Education Director and teachers on the design and implementation of our new behavior classroom to ensure the needs of all populations are met.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

The LEA gives regular reports on ESSER happenings at its monthly administration meetings, monthly board meetings and County Commission meetings. The board and Commission meetings are covered by local press which includes: social media, newspapers, local radio stations, and sometimes our local TV station. The reports are always followed by opening the floor to questions and concerns about the grant which are recorded and kept for later reference.

The ESSER Director consults with a group of diverse stakeholders at least once a month to ask about needs, concerns, and opinions. The close relationship with the stakeholders is a key element in moving forward with the procurement of the grant. For instance, with the playground project at Sharon School-CDC, we have involved the principal, the teachers, the students, the parents, the Sped Director for the district and therapists such as occupational and speech. By having this broad group contribute to what is needed in the space; we have come up with a viable plan with which everyone is happy.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

The LEA has held many small meetings of stakeholders, published information on Social Media, and talked with teachers throughout the district to gain insight and input on what is needed. All of this information was compiled as we looked at our revised plan.