**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, LEAsmust 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: West Carroll Special School District

Director of Schools (Name): Preston Caldwell

ESSER Director (Name): Kellie Medina Rollins

Address: 1415 Hwy. 77 Atwood, TN 38220

Phone #: (731)662-4200 District Website: wcssd.org

Addendum Date: September 6, 2023

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| --- | --- |
| Total Student Enrollment: | 800 |
| Grades Served: | PreK-12 |
| Number of Schools: | 3 |

## Funding

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| --- | --- |
| ESSER 2.0 Remaining Funds: | 0 |
| ESSER 3.0 Remaining Funds: | 1,035,284.15 |
| **Total Remaining Funds:** | 1,035,284.15 |

## Budget Summary

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|  |  | **ESSER 2.0 Remaining Funds** | **ESSER 3.0 Remaining Funds** |
| Academics | Tutoring |  |  |
| Summer Programming |  | 40,832.00 |
| Early Reading |  |  |
| Interventionists |  | 37,954.09 |
| Other |  | 97,002.93 |
| Sub-Total |  | 175,789.02 |
|  |  |  |  |
| Student Readiness | AP and Dual Credit/ Enrollment Courses |  |  |
| High School Innovation |  |  |
| Academic Advising |  |  |
| Special Populations |  |  |
| Mental Health |  |  |
| Other |  | 258,701.07 |
| Sub-Total |  | 258,701.07 |
|  |  |  |  |
| Educators | Strategic Teacher Retention |  |  |
| Grow Your Own |  |  |
| Class Size Reduction |  | 151,005.31 |
| Other |  | 40,749.66 |
| Sub-Total |  | 191,754.97 |
|  |  |  |  |
| Foundations | Technology |  | 86,666.84 |
| High-Speed Internet |  |  |
| Academic Space (facilities) |  |  |
| Auditing and Reporting |  | 10,000.00 |
| Other |  | 312,372.25 |
| Sub-Total |  | 409,039.09 |
|  |  |  |  |
| **Total** | |  | **1,035,284.15** |

## Academics

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

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| ESSER 3.0 funds continue to be used to provide after school tutoring, credit recovery, highly effective assessment tools to identify levels of learning loss, and high quality materials to support teachers in core instruction and tiered intervention |

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

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| Initiatives in ESSER 3.0 in the “other” category— a portion of the ESSER director’s salary and fringe benefits; fringe benefits for educational assistants |

## 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.

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| We continue to utilize ESSER 3.0 funding to meet the increased health referrals as a result of COVID, provide supports for those who do have means otherwise, and provide various academic and health resources as identified by the district needs assessment. |

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

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| |  | | --- | | Initiatives in the “other” category include salaries and fringe benefits for three nurses and two student security officers. | |

## 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.

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| ESSER 3.0 funding will continue to be utilized to ensure class sizes are smaller for better social distancing and better teacher/student ratio in order to better address loss of learning, a more competitive pay for substitute teachers in order to ensure academic priorities are met, and technology programs are easily accessible for virtual learning, differentiation, and learning loss. These initiatives will address various needs that were identified in the needs assessment. |

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

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| There are several initiatives in ESSER 3 in the “other” category-Salaries for certified and non-certified substitute teachers; fringe benefits for technology coaches and class size reduction teachers. |

## Foundations

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

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| WCSSD strives to provide a safe, enriching educational environment for all students in order to help mold them into knowledgeable, productive members of society. ESSER funding is allowing WCSSD the opportunity to fulfill our needs and obligations to our students and the community. Funding is being utilized to provide cleaner, safer areas for better social distancing and to provide and equipment in order to best meet the needs of students. |

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

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| Funding in the ESSER 3.0 “other” category is being utilized to purchases cleaning items such as a floor scrubber and other custodial supplies; multi-purpose platform space that is portable which will assist in the ability to host outdoor events such as graduation. |

## 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.

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| A team of stakeholders meets regularly to assess the progress on the use of ESSER 3.0 funding and the efficiency and effectiveness of the meeting of the needs of students with these funds. Additionally, West Carroll Special School District’s ESSER director is responsible for overseeing all aspects of the ESSER 3.0 application and ensuring implementation and reporting with fidelity. The ESSER director is involved in all correspondence and training regarding ESSER allocations, budgeting, allowability, spending, and reporting. The director receives monthly expenditure reports, which are reconciled with the budget and allowability. The Director of Schools and the Director of Finance review these expenditure reports. The WCSSD finance director conducts internal audits monthly to ensure allowability and balanced books. ESSER budget reports are made to the school board at various monthly board meetings. These meetings are public and covered by local media including our local newspapers. Additionally, public surveys will continue to assess any new concerns or input regarding ESSER expenditures and spending plans. The ESSER 3.0 director collects data elements required to be reported with assistance from other district and school level staff and an outside auditing agency where appropriate. WCSSD's Federal Programs Director works closely with the ESSER 3.0 director to ensure that all data and reporting are completed. |

1. 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.

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| In order to meet the requirements to spend 20 % of ESSER 3.0 on direct services to students to address learning loss, WCSSD has and will continue to fund several initiatives. Summer school and after-school tutoring will address students’ learning loss by allowing them to receive extra help, instruction, and credits. Classroom reductions by adding additional teachers/classrooms has also allowed for smaller class sizes and smaller teacher/student ratios. Educational assistant positions have been and continue to be added in order to supply students with additional help. |

## 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.

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| WCSSD meaningfully engages with all stakeholders through various forms of outlets including but not limited to social media, in-person/virtual family engagement meetings, virtual/in-person office hours, and community gatherings. WCSSD will continue to provide all of these avenues of stakeholder involvement for federal funding. Some additional groups we will continue to target include but are not limited to minority families, families that include students with disabilities or who are incarcerated, or who are homeless represented within our district and community businesses such as banks, eateries, etc. WCSSD will continue to meaningfully include all stakeholders by providing ongoing communication with all groups through digital means such as social media and online platforms where surveys, updated information, and other communication will be provided in reader-friendly, native language avenues. WCSSD will continue to utilize other means of seeking input from all groups of stakeholders by providing an avenue for input and communication through Parent Reach and the all call system. |

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

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| WCSSD engaged and continues to engage stakeholders and receive responses from them at minimum 10 %. Students, families, elected officials and school board members, school and district administrators, principals, school leaders, other educators, school staff, and students with disabilities all supply responses to our communication about ESSER funding. Digital surveys have been taken during school hours and community surveys have been and continue to be completed via school website, email, and open house. Open office hours provide time for feedback from stockholders. School board meeting discussions, leadership meetings, PLCs, district administrator meetings, faculty and staff meetings, and district meetings with special education supervisors and teachers all provide various avenues for responses by stakeholders. |

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

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| The ESSER team of stakeholders meet regularly to study past and current input from stakeholders. After looking at the demographics and general make up of WCSSD and the community, the ESSER team determines various modes of contact to reach the diverse population of stakeholders. In the event an area of stakeholders was not properly represented with responses, the team devises plans to reach out with other forms of communication in order to seek feedback. For example, our ESL director has translated ESSER documents into other languages to engage parents of ESL students and our special education director has reached out for input from students and parents in our special education programs. |

1. 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.

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| West Carroll Special School District has devoted a space on the website and social media page for the ESSER grants. We have uploaded the Needs Assessment, Community Engagement Plan, Safe Return to In-Person Instruction and the Public Plan -Federal Relief Spending when directed. We are giving updates at regular meetings such as School Board Meetings and Administrator Meetings. WCSSD will continue to meaningfully engage with all stakeholders through various forms of outlets including but not limited to social media, in-person/virtual family engagement meetings, virtual/in-person office hours, and community gatherings. WCSSD continues to provide all of these avenues of stakeholder involvement for federal funding. Some additional groups we will target include but are not limited to minority families, families that include students with disabilities or who are incarcerated, or who are homeless represented within our district and community businesses such as banks, eateries, etc. WCSSD will continue to meaningfully include all stakeholders by providing ongoing communication with all groups through digital means such as social media and online platforms where surveys, updated information, and other communication will be provided in reader-friendly avenues. WCSSD will continue to utilize other means of seeking input from all groups of stakeholders by providing an avenue for input and communication through Parent Reach and the all call system as well. |