

ESSER 3.0 Public Plan-Federal Relief Spending Addendum

Addendum Guidance

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 (February 1 and August 27). 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 intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used 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.
- 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, if 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-Federal Relief Spending Addendum

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) help 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 _____

Address: 1415 Highway 77 Atwood TN 38220 _____

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

Addendum Date: 1/31/22 _____

Total Student Enrollment:	940
Grades Served:	PreK-12
Number of Schools:	3

Funding

ESSER 1.0 Allocation:	\$234,252.75
ESSER 2.0 Allocation:	\$1,038,244.33
ESSER 3.0 Allocation:	\$2,331,749.28
Total Allocation:	\$3,604,246.36

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$72,635.57
	Summer Programming	\$9,433.60	\$142,048.97	\$84,305.78
	Early Reading			
	Interventionists			\$75,000
	Other		\$5,000	\$200,000
	Sub-Total	\$9,433.60	\$147,048.97	\$431,941.35
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Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	\$3,537.60	\$5,000	\$4,642.05
	Mental Health	\$10,000		
	Other		\$93,900	
	Sub-Total	\$13,537.60	\$98,900	\$4,642.05
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Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			\$263,954.25
	Other		\$4,851	\$1,346,211.63
	Sub-Total		\$4,851	\$1,610,165.88
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Foundations	Technology	\$116,781.55	\$582,400	
	High Speed Internet	\$4,500		
	Academic Space (facilities)			
	Auditing and Reporting			
	Other	\$90,000	\$205,044.36	\$285,000
	Sub-Total	\$211,281.55	\$787,444.36	\$285,000
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Total		\$234,252.75	\$1,038,244.33	\$2,331,749.28

Academics

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

WCSSD will allocate ESSER funds to provide summer school, after school tutoring, credit recovery, and highly effective assessment tools to identify levels of learning loss. Funds will be allocated for the purchase of high quality materials to support teachers in core instruction, tiered intervention, and tutoring.

2. Describe initiatives included in the "other" category

In the Academics "Other" category, several initiatives are listed. Edmentum is a software that helps identify students' skill deficits, increase student engagement, provide instruction virtually, assess mastery of standards, and provide resources for instruction. CASE Benchmark Assessments are given 2-3 times a year to gauge students' progress and standards mastery. Wilson Language, STREAM, and other RTI programs/materials will target gaps in students' learning. New math textbooks, district wide, will provide curriculum that aligns with the new state standards in math.

Student Readiness

1. Description of 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:

West Carroll Special School District has been proactive in its effort to give high-quality instruction to its students in light of Covid-19. Due to frequent absences, students were able to use platforms such as Google Classroom, Zoom, Google Meets, and Edmentum to facilitate at home learning in times of quarantine and sickness on the part of the teacher and/or student. With these programs, instructors were able to differentiate instruction for all students. To address student readiness, WCSSD purchased a rigorous curriculum in ELA for the all grade levels and added EAs to the staff in which to provide support for the instruction. We continue to use formative assessments such as Case benchmarks to guide instruction and differentiate when appropriate.

2. Describe initiatives included in the "other" category

Initiatives included in the "other" category under Student Readiness include such things as Tier II and Tier III intervention materials (Orton Gillingham, Moving with Math, etc.), ACT Prep materials, supplies such as paper, pencil, folders, and binders, and STEM/STEAM materials such as Structural Design Camp, K'Nex Bridge Building Camp, Pirate Camp, and Cart Maker 2.0/.

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:

West Carroll Special School District provides and promotes supportive leadership pathways, professional collaboration, and active mentoring programs, keeps up to date with technological advances, and uses community resources to recruit, retain, and support educators and school personnel.

2. Describe initiatives included in the “other” category

There are several initiatives included in the Educators “other” category. Ink for copiers will be utilized for things such as early grades depend on copies of instructional packets during quarantine times. Since PreK-2 does paper packet instruction during times of quarantine, large amounts of ink are used to make these packets. Additionally, any other student in the district with no internet access at home is provided with paper packets for instructional purposes during quarantine. Technology coaches provide support to teachers with newly acquired technology equipment and learning programs. Funds will be utilized to help with salaries of various faculty and staff such as additional placements for custodial staff to clean/sanitize buildings and nurses' salaries to provide students access to medical care during and after the pandemic and to provide screening processes for COVID and contact tracing, ESSER funds director, assistant principal position and student security officers all of which will have a positive impact on student achievement, staff satisfaction and retention, and to serve as a liaison between home and school. Substitutes' salaries will also be included in order to allow the students to stay in school and receive in-person learning in the event regular faculty/staff members are absent.

Foundations

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

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 will allow WCSSD the opportunity to fulfill our needs and obligations to our students and the community. One of the most critical areas for our students and teachers is the need for better technology. Upgraded technology will allow students and teachers to continue in the learning and teaching process during times of quarantine and/or school closure. Additionally, other parts of the district's infrastructure are critical in the ensuring the health and well-being of our students.

2. Describe initiatives included in the “other” category

The initiatives included in Foundations “other” are as follows: Digital signs will be installed in front of each school building. The signs will display procedures for traffic control, social distancing guidelines, and COVID protocols. Intercom system and walkie talkies will be used in order to enable mass communication throughout the school which includes communication, much of which may be COVID-related. Student Security Officer vehicles will be used in order to make home visits for wellness check and chronic absentee offenders, to deliver work to students who may be quarantined and have not reliable transportation at home, or to transport home symptomatic students who may not have reliable transportation. Non-porous desk will be purchased. Non-porous desks are easily disinfected which will help with germ transmission.

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.

West Carroll Special School District has hired a full-time ESSER 3.0 director. This director has been responsible for overseeing all aspects of the ESSER 3.0 application and will ensure implementation and reporting with fidelity. The ESSER director will be involved in all correspondence and training regarding ESSER allocations, budgeting, allowability, spending, and reporting. The director will receive monthly expenditure reports, which will be reconciled with the budget and allowability. These expenditure reports are also reviewed by the Director

of Schools and the Director of Finance. The WCSSD finance director will conduct internal audits monthly to ensure allowability and balanced books. Once a budget has been approved, reports will be 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 be taken at the close of each fiscal year to assess any new concerns or input regarding ESSER 3.0 expenditures and spending plans. Data elements required to be reported will be collected by the ESSER 3.0 director with assistance from other district and school level staff where appropriate. WCSSD's Federal Programs Director will work closely with the ESSER 3.0 director to ensure that all data and reporting are completed.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

In order to meet the requirements to spend 20 % of ESSER 3.0 on direct services to students to address learning loss, WCSSD will 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 will also allow for smaller class sizes and teacher/student ratios. Educational assistant positions will also be added in order to supply students with additional help.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

WCSSD meaningfully engaged 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 targeted 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.

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

WCSSD engaged stakeholders and received 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 supplied responses to our communication about ESSER funding. Digital surveys were taken during school hours and community surveys were completed via school website, email. Open house, open office hours provided 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 provided various avenues for responses by stakeholders.

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

After looking at the demographics and general make up of WCSSD and the community, the ESSER team came together to determine various modes of contact to reach the diverse population of stakeholders. In the event an area of stakeholders were not properly represented with responses, the team would reach out with other forms of communication in order to seek feedback.

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

West Carroll Special School District has devoted a space on the website and social media page for the ESSER grant. We are uploading the Needs Assessment, Community Engagement Plan, Safe Return to In-Person Instruction and the Public Plan -Federal Relief Spending. We are giving updates at regular meetings each month or bi-monthly 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 will continue 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.