**ESSER 3.0 Public Plan for Remaining Funds**  
Addendum Guidance

2022-23

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 (Feb. 15 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: Dyersburg City Schools

Director of Schools (Name): Kim Worley

ESSER Director (Name): Julie Norville

Address: 509 Lake Road, Dyersburg, TN 38024

Phone #: 731-286-3600 District Website: dyersburgcityschools.org

Addendum Date: Sept 2022

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| --- | --- |
| Total Student Enrollment: | 2,463 |
| Grades Served: | K-12 |
| Number of Schools: | 4 |

## Funding

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| ESSER 2.0 Remaining Funds: | 244,090.20 |
| ESSER 3.0 Remaining Funds: | 7,431,231.22 |
| **Total Remaining Funds:** | 7,675,321.42 |

## Budget Summary

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|  |  | **ESSER 2.0 Remaining Funds** | **ESSER 3.0 Remaining Funds** |
| Academics | Tutoring |  |  |
| Summer Programming |  | $187,200 |
| Early Reading |  | $931,514 |
| Interventionists |  | $153,897 |
| Other | $77,094 | $1,218,051 |
| Sub-Total |  | $2,490,662 |
|  |  |  |  |
| Student Readiness | AP and Dual Credit/ Enrollment Courses |  |  |
| High School Innovation |  |  |
| Academic Advising |  | $17,200 |
| Special Populations |  |  |
| Mental Health |  | $979,035 |
| Other |  |  |
| Sub-Total |  | $996,235 |
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| Educators | Strategic Teacher Retention |  | $729,282.22 |
| Grow Your Own |  | $960,684 |
| Class Size Reduction |  |  |
| Other |  |  |
| Sub-Total |  | $1,689,966.22 |
|  |  |  |  |
| Foundations | Technology |  | $994,500 |
| High-Speed Internet |  |  |
| Academic Space (facilities) | $159,500.20 | $979,086 |
| Auditing and Reporting |  | $238,047 |
| Other | $7496 | $42,735 |
| Sub-Total |  | $2,254,368 |
|  |  |  |  |
| **Total** | | **$244,090.20** | **$7,431,231.22** |

## 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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| Additional teachers were hired to reduce class size in grades K-5. This will allow for more intense instruction with high rigor in their smaller groups. An additional intervention teacher is being funded this year with ESSER 3 funds. This program will offer additional one on one, or small group instruction, for the struggling students. Stipends for teachers and assistants working summer school will be funded for needs above what the summer school grant provides. |

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

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| High quality instructional supplies and materials, additional library books and textbook adoption materials will be provided. Intervention programs and assessment platforms are being purchased with these funds. |

## 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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| Our district employs behavior specialists, and guidance / counselors to support our students and help them with mental health / behavioral issues or any problems they are dealing with. Franklin Covey yearly fees are provided for DIS as they continue to implement this character building program. |

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

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| N/A |

## 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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| Literacy Coaches and Instructional Supervisors are funded for each grade span in order to support instructional staff. Additional professional development opportunities were offered and teachers received stipends for attending. Employees receive a bonus as a retention incentive, and for the additional work that has been required during this time. All these strategies support teachers and help them to remain highly effective, which in turn affect our students’ achievement. |

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

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| N/A |

## 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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| The district’s needs assessment has always shown the need for more technology to be used by teachers for instructional purposes, and for students to use. Additional student chromebooks and teacher devices will be replenished and updated to continue instruction with a one-to-one ratio. In order to maintain safety and updated facilities, security access doors will be replaced as needed, raptor security system will be purchased, and dvr’s for the security cameras will be updated. Painting due to repairs will be completed this year. Some HVAC units, chillers and cooling towers will be replaced. |

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

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| Indirect costs, those costs not readily identified with a specific project but incurred for the joint benefit of both a project and other activities. i.e. electricity, air conditioning. |

## 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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| The district employed an additional staff member to aide in overseeing the implementation of all purchases made with these funds. This person will also collect data from each school on student achievement in order to monitor the effectiveness of platforms that are purchased, and other programs that are implemented. Monthly financial audits continue to monitor for allowable purchases and processes. This information continues to be shared with the community through emails, survey, articles, school board minutes, advisory meetings, stakeholder input requests, and information shared with the faculty and staff. Stipends for administrative staff will be provided for additional support while implementing and documenting ESSER. |

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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| ***Our district is participating in TN ALL Corps, and more than meet the 20% on learning loss.*** |

## 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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| We share information and ask for input from our stakeholders in several formats. We have held in person meetings, shared info on social media, and with our school board -which is then documented in the newspaper. We get input from our staff, teacher leader groups, parent advisory groups, PTO’s, P/T conferences, and administrative staff. All subgroups are represented. |

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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| The LEA distributed surveys to our entire staff, family groups, school board, and through in-person public meetings. We requested responses using several means to push information, and made multiple attempts to gain responses. The district received 381 responses, 57% from families, 32% from teachers and staff, and 5.4% representing special education, civil rights, homeless, foster, and EL students. The responses were use in the continuing development of the ESSER budget. |

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

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| The LEA seeks feedback from a variety of stakeholders who represent the diverse groups of our population, including students with disabilities, EL students, homeless, foster, civil rights organizations, and underserved students. Further, the district reached out to all parents across student groups and responses indicate a diversity of perspectives were collected. The special education department was involved in order to provide a perspective from their student group. Our local parent liaison translated all English documents into Spanish for our community. This was posted on the website. Also, one of our EL teachers made personal contact with parents to be sure they would offer feedback if needed. |

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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| The LEA included information regarding our ESSER plan in a survey, shared it in-person meetings, and emailed out information as well as sharing it on our website. |