

## 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 FY24 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: September 2023

Total Student Enrollment:	2420
Grades Served:	K-12
Number of Schools:	4

### **Funding**

ESSER 2.0 Remaining Funds:	\$75,395.25
ESSER 3.0 Remaining Funds:	\$2,733,337.92
<b>Total Remaining Funds:</b>	<b>\$2,808,733.17</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming		\$44,772.18
	Early Reading		
	Interventionists		
	Other		\$313,039.00
	Sub-Total		\$357,811.18
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$280,962.00
	Other		
	Sub-Total		\$280,962.00
Educators	Strategic Teacher Retention		\$251,415.00
	Grow Your Own		
	Class Size Reduction		
	Other		\$114,768.00
	Sub-Total		\$366,183.00
Foundations	Technology		\$356,275.00
	High-Speed Internet		
	Academic Space (facilities)	\$75,395.25	\$1,239,866.82
	Auditing and Reporting		
	Other		\$132,239.92
	Sub-Total		\$1,728,381.74
<b>Total</b>		<b>\$75,395.25</b>	<b>\$2,733,337.92</b>

### **Academics**

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

Funds are budgeted for summer school stipends for teachers, assistants and for supplies and materials for summer 2024

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

Instructional materials, software, contracted services and science text materials to enhance effective instruction.

### **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.

Behavior Specialists are funded in each school for 2023-24 from ESSER 3. The specialists work with students and staff to better handle emotional / behavioral issues and remove these barriers from their time in school.

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

NA

### **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.

The district employs Lit Coaches to support are schools and their salaries are budgeted for 2023-24 in ESSER 3. These coaches support teachers and indirectly effect student achievement through more effective teaching with rigor correlated to high quality instructional materials. We have other support personnel who are funded via other resources.

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

A Federal Program Support person is funded through ESSER to oversee the TN All Corps program at DIS, and to support other federal program requirements. Other central office staff are being provided a supplemental stipend for the additional requirements due to the implementation of ESSER funds.

### **Foundations**

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

ESSER funds are being used to fund technology (Chromebooks and teacher computers), and several projects for safety reasons. These include: Access doors, Raptor, Navigate 360 , LineWise and Bull Phish internet safety systems, a cooling tower and chiller for Dyersburg Primary School. These projects will keep our faculty and students safe, while allowing them to continue to highest level of instruction with no safety barriers.

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

The district hired a PR & Marketing Director to keep stakeholders involved and up to date, and also to serve as the CTE student / community connection. 50% of her salary is funded from ESSER 3. Indirect costs are also included in this category.

### **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.

The district employed an additional staff member to aide in overseeing the implementation of all purchases made with these funds. 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.

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.

Our district is participating in TN ALL Corps, and more than meets the 20% on learning loss for the three years of TN ALL Corps.

### **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 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.

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.

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 initially 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.

We continue to meet with as many stakeholders as possible in a variety of ways in order to share information and obtain their input.

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

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.

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 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.