

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: 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: www.dyersburgcityschools.org

Addendum Date: February 1, 2022

Total Student Enrollment:	2443
Grades Served:	K-12
Number of Schools:	4

Funding

ESSER 1.0 Allocation:	\$ 880,152.70
ESSER 2.0 Allocation:	\$ 3,999,463.40
ESSER 3.0 Allocation:	\$ 8,982,226.70
Total Allocation:	\$13,861,842.80

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$58,725
	Summer Programming		\$1,080,491.43	\$363,127.00
	Early Reading	\$97,637.76	\$106,845.18	\$1,280,293
	Interventionists			\$258,104
	Other			
	Sub-Total	\$97,637.76	\$1,187,336.61	\$1,960,249
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising		\$8,500	\$17,000
	Special Populations	\$38,513.00	\$80,000	\$396,057
	Mental Health	\$130,466.00	\$151,181	\$595,608.17
	Other			
	Sub-Total	\$168,979.00	\$243,681	\$1,008,665.17
Educators	Strategic Teacher Retention		\$27,226.31	\$1,528,716.03
	Grow Your Own			
	Class Size Reduction			\$1,304,804.80
	Other			
	Sub-Total		\$27,226.31	\$2,833,520.83
Foundations	Technology	\$316,343.55	\$177,494.75	\$968,966
	High Speed Internet			
	Academic Space (facilities)	\$196,062.80	\$2,313,379	\$1,751,876
	Auditing and Reporting			\$338,308
	Other	\$101,129.59	\$50,345.73	\$120,641.70
	Sub-Total	\$613,535.94	\$2,541,219.48	\$3,179,791.70
Total		\$880,152.70	\$3,999,463.40	\$8,982,226.70

Academics

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

The district’s needs assessment identified needs in ELA and math achievement, and in College & Career Readiness. Allocations budgeted to accelerate Academic Achievement include: Before / After school tutoring, expenses for summer programs, stipends for teachers who taught students who were temporarily virtual, salaries for interventionists, programs used by interventionists including the platforms and any instructional materials needed.

2. Describe initiatives included in the “other” category

N/A

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:

Our district employed four Behavior Specialists to support our students and help them with mental health / behavioral issues or any problems brought on during Covid. We also provided a portion of the salary for the Whole Child Director to oversee the needs of our special needs population. Instructional materials and appropriate professional development were also provided to help implement the most intensive interventions for students with disabilities that have also incurred academic learning loss during the pandemic.

2. Describe initiatives included in the “other” category

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:

Literacy Training was funded to assist teachers in remaining the most effective reading teachers. Two Literacy Coaches were hired to work with new teachers and teachers who need extra support. 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 the pandemic. Additional teachers were hired to reduce class size in the lower grades. All these strategies support teachers and help them to remain highly effective, which in turn affect our students’ achievement.

2. Describe initiatives included in the “other” category

N/A

Foundations

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

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. This was especially important while students have had to be out during the pandemic, therefore funds were allocated for additional technology. We made necessary improvements to our facilities to allow students to spread out while still able to receive instruction, and to remain safe in all areas of our campuses.

2. Describe initiatives included in the "other" category

Healthy at Work Coordinators were funded to serve on the Covid task force. They provide medical support via the lead nurse, and coordinate efforts between the district and the health department, local physicians, and local and state government officials regarding Covid guidelines. These employees led the charge in updating the district on the latest guidelines and requirements, and also provided medical services to our students and staff. Also included in this category is Indirect Costs, those costs not readily identified with a specific project but incurred for the joint benefit of both a project and other activities.

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. 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.

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.

Our district is already participating in TN ALL Corps, and we have met this requirement.

Family and Community Engagement

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

The LEA held meetings with administrative staff, teacher leader groups, and other educators to represent the diverse members of our population. Information was sent out to parent groups and community members regarding the proposed revision.

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

The LEA distributed surveys to our entire staff and family groups. We requested responses using several means to push information, and made multiple attempts to gain responses.

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, and underserved students.

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.

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.