**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, 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 (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: \_\_\_\_\_\_\_\_DeKalb County

Director of Schools (Name):\_\_\_\_\_\_Patrick Cripps

ESSER Director (Name): Kathy Bryant

Address: \_\_\_\_\_\_110 South Public Sq Smithville TN 37166

Phone #:\_\_\_\_615-597-4084 District Website:\_\_\_\_dekalbschools.net

Addendum Date: January 24, 2022

|  |  |
| --- | --- |
| Total Student Enrollment: | 2943 |
| Grades Served: | PreK - 12 |
| Number of Schools: | 5 |

## Funding

|  |  |
| --- | --- |
| ESSER 1.0 Allocation: | $788,287.53 |
| ESSER 2.0 Allocation: | $2,980,856.22 |
| ESSER 3.0 Allocation: | $6,694,579.64 |
| **Total Allocation:** | $10,463,723.39 |

## Budget Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **ESSER 1.0** | **ESSER 2.0** | **ESSER 3.0** |
| Academics | Tutoring | $0 | 59,231.00 | 888,868.64 |
| Summer Programming | $49,500 | 215,753 | 617,578.00 |
| Early Reading | $0 | 0 | 0 |
| Interventionists | $0 | 0 | 0 |
| Other | $243,653.98 | 0 | 1,340,684.00 |
| Sub-Total | $303,500.00 | 588,037.85 | 2,847,130.64 |
|  |  |  |  |  |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | $0 | 0 | 0 |
| High School Innovation | $0 | 0 | 0 |
| Academic Advising | $0 | 0 | 0 |
| Special Populations | $80,000.00 | 100,000 | 0 |
| Mental Health | $500.00 | 510.22 | 184,950.00 |
| Other | $0 | 0 | 0 |
| Sub-Total | $80,500.00 | 100,510.22 | 184,950.00 |
|  |  |  |  |  |
| Educators | Strategic Teacher Retention | $0 | 0 | 205,000.00 |
| Grow Your Own | $0 | 0 | 0 |
| Class Size Reduction | $0 | 0 | 0 |
| Other | $26,000.00 | 20,000 | 2,113,499.00 |
| Sub-Total | $26,000.00 | 20,000 | 2,318,499.00 |
|  |  |  |  |  |
| Foundations | Technology | $231,234.26 | 321,000 | 1,250,000 |
| High Speed Internet | 0 | 0 | 0 |
| Academic Space (facilities) | 0 | 592,000 | 0 |
| Auditing and Reporting | 0 | 0 | 75,000 |
| Other | $147,053.27 | 275,197.50 | 9,000 |
| Sub-Total | $378,287.53 | 1,188,197.50 | 1,334,000 |
|  |  |  |  |  |
| **Total** | **$788,287.53** | **1,896,745.57** | **6,694,579.64** |

## 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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| --- |
| Funding a salary for ALLCorps tutor coordinator HC 1 FTE 1 (2 years) $100,000.00Instructional supplies and materials to support ALLCorps tutoring for 2 years, such as but not limited to supplemental programs, Smarty Ants, Success Maker Math, Success Maker Reading, supplemental books, Reading Mastery, SRA Reading, Corrective Reading, copy paper in order to produce Tennessee Foundational Skills curriculum, decodables, Achieve 3000 etc.Funding for approximately 18 (head count per year) salaries for ALLCorps tutors (2 years) FTE 5.5 $338,000.00Instructional supplies and materials to support Summer Learning Camps in grades K-8 to close the learning loss gap for 3 years, such as but not limited to STREAM materials, manipulatives, etc."Funding for approximately 16 (head count per year) stipends summer camp educators (3 years) FTE 5.3 $353,000.00Approximately 27 Bus drivers for summer learning camps for 3 years at a daily rate of pay is $100 Year 1 $18,950 at $100 rate of pay per day for 210 days with 9 drivers after school and summer schoolYear 2 $18,950 at $100 rate of pay per day for 210 days with 9 drivers after school and summer schoolYear 3 $18,950 at $100 rate of pay per day for 210 days with 9 drivers after school and summer school"Matching benefits for bus driversSchool Year 2021-2022District will identify expectations for math curriculum committee members and recruit committee members to participate. Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc.$25,000School Year 2022-23Est. FundingDistrict math curriculum committee members will participate in 5 days of training around identifying and evaluating high quality instructional materials in summer/fall 2022.$25,000District math curriculum committee members, with district leadership, will develop plan for curriculum rollout$25,0000School Year 2023-24Est. FundingDistrict math curriculum committee members will participate in 5 days of training around identifying and evaluating high quality instructional materials in summer/fall 2022.$25,000District math curriculum committee members, with district leadership, will develop plan for curriculum rollout$25,0000School Year 2023-2024Training for all teachers on utilizing math curriculum to differentiate instruction for diverse learners, especially students with disabilities and English learners$50,000"Stipends for the administration of the ESSER grant for administrator, resource specialist and grant director. This will be systemwide administration for three years. Head count: 3 FTE: 0.2 $5,000 per yearSchool Year 2021-2022Each of the five schools will identify at least one instructional coach.($2,500 stipend per instructional coach for each school). $25,000District and school leaders will identify expectations and selection criteria for mentor teachers and instructional coaches and create application process. $10,000District will recruit and identify math mentor teacher in each grade/grade band for each school. Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc.$5,000District will recruit and identify ELA mentor teacher in each grade/grade band for each school. Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc. $5,000School Year 2022-2023Stipends for mentor teachers 2 K-5 teachers, 2 6-8 Math, 2 6-8 ELA, 2 9-12 Math, 2 9-12 English $50,000Stipend for 6 ELA mentor teachers $30,000School Year 2023-2024Stipends for mentor teachers 2 K-5 teachers, 2 6-8 Math, 2 6-8 ELA, 2 9-12 Math, 2 9-12 English $50,000Stipend for 6 ELA mentor teachers $30,000"Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four hundred (400) substitutes or 50 days (approximately 8 substitutes per professional development day)$10,000 per year (133 substitutes per year or 17 days)Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four thousand five hundred (4500) substitutes or 450 days (approximately 10 substitutes per professional development day)$90,000 per year for 3 yearsMatching benefits for instructional coaches, mentoring teachers and substitutesMatching benefits for administration |

1. Describe initiatives included in the “other” category

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| --- |
| Funding will be used to purchase/maintain yearly fees for online platforms to use, such as but not limited to Edgenuity, Education Galaxy, Lexia, Freckle, Achieve 3000 for Tier I instruction, learning loss and remediation for students. This purchase will ensure that students will be able to participate in meaningful learning. These resources will provide regular academic programs, summer learning and supplemental after school digital resources. Funding a salary for full time contracted for data analyst to oversee collection and reporting of district data, especially related to ESSER for 3 years - $209,000.00 with matching benefitsGrades 6-12 electronic copy of Math textbook adoption Estimated number of students: 1450 K-5 Bound Math textbook adoption Estimated number of students: 1600 |

## 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:

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| Professional development for district leadership and school leadership to identify and explore programs to adopt and structure for delivery for each grade band to support social and emotional learning.Social Emotional Learning/Check In-Check Out stipend - a total of 14 employees among 5 schools will monitor student level data for potential early warning signs of needs for social and emotional support and implement responses. $1500 per year per person for 50 hours Head count: 14 FTE: 1.5Matching benefits for SEL stipendsPurchase social, emotional, and mental health program materials and training, such as but not limited to Leader in Me, Capturing Kids' Hearts, NIET ACED. |

1. Describe initiatives included in the “other” category

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| 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:

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| School Year 2021-22Host focus group with new teachers to the district to understand challenges they did or did not face in beginning their career in DeKalb - include inexperienced teachers who were new to the district, experienced teachers new to the district, and new teachers hired on waiver.Develop content for new teacher induction based on feedback from new teachers and school leadersSchool Year 2022-23Implement new teacher induction program during the summer before the school year.Hold monthly professional development meetings with new teachers throughout the year led by teachers leaders / school leaders aimed delivering professional development to new teachersHost focus group of new teachers to collect feedback on new teacher induction programSchool Year 2023-24Implement new teacher induction program during the summer before the school year.Hold monthly professional development meetings with new teachers throughout the year led by teachers leaders / school leaders aimed delivering professional development to new teachersConduct survey of new teachers to collect feedback on new teacher induction program |

1. Describe initiatives included in the “other” category

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| --- |
| School Year 2021-2022District will identify expectations for math curriculum committee members and recruit committee members to participate. Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc.$25,000School Year 2022-23Est. FundingDistrict math curriculum committee members will participate in 5 days of training around identifying and evaluating high quality instructional materials in summer/fall 2022.$25,000District math curriculum committee members, with district leadership, will develop plan for curriculum rollout$25,0000School Year 2023-24Est. FundingDistrict math curriculum committee members will participate in 5 days of training around identifying and evaluating high quality instructional materials in summer/fall 2022.$25,000District math curriculum committee members, with district leadership, will develop plan for curriculum rollout$25,0000School Year 2023-2024Training for all teachers on utilizing math curriculum to differentiate instruction for diverse learners, especially students with disabilities and English learners$50,000School Year 2021-2022Each of the five schools will identify at least one instructional coach.($2,500 stipend per instructional coach for each school). $25,000District and school leaders will identify expectations and selection criteria for mentor teachers and instructional coaches and create application process. $10,000District will recruit and identify math mentor teacher in each grade/grade band for each school. Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc.$5,000District will recruit and identify ELA mentor teacher in each grade/grade band for each school. Mentor teachers will continue to have classroom responsibilities but will receive a stipend to support 15 hours/week of expected coaching/coaching planning time.Recruitment efforts could include: district-wide communications, interest meetings, flyers, etc. $5,000School Year 2022-2023Stipends for mentor teachers 2 K-5 teachers, 2 6-8 Math, 2 6-8 ELA, 2 9-12 Math, 2 9-12 English $50,000Stipend for 6 ELA mentor teachers $30,000School Year 2023-2024Stipends for mentor teachers 2 K-5 teachers, 2 6-8 Math, 2 6-8 ELA, 2 9-12 Math, 2 9-12 English $50,000Stipend for 6 ELA mentor teachers $30,000Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four hundred (400) substitutes or 50 days (approximately 8 substitutes per professional development day)$10,000 per year (133 substitutes per year or 17 days)Funding for substitutes to provide release time for math curriculum committee members to collaboratively review and identify curriculum for district to adopt. Four thousand five hundred (4500) substitutes or 450 days (approximately 10 substitutes per professional development day)$90,000 per year for 3 yearsTraining for all teachers on utilizing existing curriculum to differentiate and strengthen core instruction, especially ELA curriculum, to reach diverse learners, especially students with disabilities and English learners $330,000DOK PD: $272,500.00School Year 2021-22All instructional coaches/teacher leaders will participate in 8 days of standard and DOK analysis training. This training could include additional component connecting standard/DOK analysis to district's ELA curriculum implementation $40,000School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing standards and DOK in ELA curriculum and utilizing this in classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. $25,000School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing math standards and DOK and utilizing this in structuring classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback.$25,000District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)$25,000District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)$25,000School Year 2022-23School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing standards and DOK in ELA curriculum and utilizing this in classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. $25,000School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing math standards and DOK and utilizing this in structuring classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. $10,000District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) $25,000District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) $25,000School Year 2023-24School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing standards and DOK in ELA curriculum and utilizing this in classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. $12,500 School leadership teams (mentor teachers, instructional coaches, school leaders) will create long-range plan for on-going support for analyzing math standards and DOK and utilizing this in structuring classroom practice. This plan will include both PLC session topics and classroom walkthroughs and feedback. $10,000District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) $12,500District and school leadership will conduct of at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE) $12,5005 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) $25,000PLC PD: $260,000.00School Year 2021-22School leadership teams, in collaboration with district leaders, will adopt uniform structures for PLCs (i.e. 5-step process, meeting at least 2x per month), identify PLC groups, and identify expectations for teachers and leaders in participating in PLCs. $50,000District and school leadership will conduct of at least one walkthrough of PLCs and provide feedback to principals/teacher leaders to strengthen PLCS. (1 day of coaching support for PLC Learning Walks) $25,00010 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) $50,000School Year 2022-23Review and update adopted uniform structures, PLCs groups, and expectations for teachers and leaders in participating in PLCs. (2 days of coaching and support) $10,000All instructional coaches and mentor teachers will participate in training on implementing strong PLCs $15,000District and school leadership will conduct of at least one walkthrough of PLCs and provide feedback to principals/teacher leaders to strengthen PLCS. $25,0005 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) $25,000School Year 2023-24Review and update adopted uniform structures, PLCs groups, and expectations for teacher and leaders in participating in PLCs. $5,0000All instructional coaches and mentor teachers will participate in training on implementing strong PLCs $5,000District and school leadership will conduct at least one walkthrough of PLCs and provide feedback to principals/teacher leaders to strengthen PLCS.$25,0005 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) of PLCs and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers) $25,000Classroom Walk Thru PD: $50,000District and school leadership will conduct at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around ELA curriculum implementation. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools) $25,000District and school leadership will conduct at least two series of classroom walkthroughs at each school and provide feedback to identify specific school-level and district-level needs around math instruction. At least two series of walkthroughs will be done collaboratively with outside partners (i.e. NIET/CORE)(10 days broken into half days in schools)$25,000School Year 2021-22 $170,000District leaders conduct walkthroughs of classrooms and pull-out services with an outside partner (i.e. CORE, NIET, etc.) with a focus on instruction for students with disabilities at each school. $50,000District leaders conduct walkthroughs of classrooms and pull-out services with an outside partner (i.e. CORE, NIET, etc.) with a focus on instruction for English learners at each school. $50,000District leaders conduct walkthroughs of RTI interventions with an outside partner (i.e. CORE, NIET, etc.) $50,000District leaders conduct focus groups with special education and core instruction classroom teachers regarding needs of students with disabilities$10,000District leaders conduct focus groups with special education and core instruction classroom teachers regarding needs of English learners$10,000Instructional Coach PD: $95,000School Year 2022-23District and/or school leaders will provide feedback to teacher leaders on coaching at least 2x per year. $10,00020 days collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) focused on observing coaching and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers)$50,000School Year 2023-24District and/or school leaders will provide feedback to teacher leaders on coaching at least 2x per year. $10,000010 collaborative walkthroughs and debriefs with outside support (i.e. NIET/CORE) focused on observing coaching and providing feedback to instructional leaders (principals, instructional coaches, mentor teachers)$25,000District leaders contract with external vendor to evaluate and propose recommendations for math intervention curriculum/materials. $50,000District leaders contract with external vendor to evaluate and propose recommendations for ELA intervention curriculum/materials. $50,000District and school leaders will identify expectations and selection criteria for mentor teachers and instructional coaches and create application process. $10,000Matching benefits are funded within this category.  |

## 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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| --- |
| School Year 2021-2022Investments in new technology and materials to support strong instruction including but not limited to items such as new devices for students/teachers, classroom technology, communications technology, etc. $250,000 Update server 650 devicesSchool Year 2022-2023Investments in new technology and materials to support strong instruction including but not limited to items such as new devices for students/teachers, classroom technology, communications technology, etc. $400,000 = $100,000 for 325 devices, $300,000 for 200 display boardsSchool Year 2023-2024Investments in new technology and materials to support strong instruction including but not limited to items such as new devices for students/teachers, classroom technology, communications technology, etc. $600,000 Chromebook devices are approximately $305.00 for an estimated 3000 studentsLaptop devices are approximately $900.00 for an estimated 250 teachersDisplay boards are approximately - $1,500.00 for an estimated 60 teachers |

1. Describe initiatives included in the “other” category

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| --- |
| NA |

## 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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| Platform for data collection and tracking and program effectiveness for school year:2021-2022 $25,0002022-2023 $25,0002023-2024 $25,000"Bookkeeping for the administration of the finances for three years Head count: 2 FTE: .1Each Monday our ESSER team meets to monitor allocations and review purchase orders to ensure funding lines are appropriate. The team created a detailed Excel spreadsheet for tracking expenditures. The lead ESSER coordinator will be collecting data when it is available. Live links of ESSER 3 are posted and updated regularly along with monthly updates at the board meetings which are aired live and can be accessed via social media.  |

1. 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.

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| Our students will be participating in TN ALL Corps January 2022 and moving forward.  |

## Family and Community Engagement

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

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| The district conducted multiple stakeholder meetings with county leaders and surveys of parents (in English and Spanish), students, and educators. The district received a diversity of responses that were all reviewed by district leaders and used to inform the district's planning. The district reached out to community organizations for additional feedback, including disability rights organizations, but there is no civil rights organization in the district. Further, the district outreached to all parents and students across student groups and responses indicate a diversity of perspectives were collected. That being said, the district did not ask parents and students to self-identify into specific student groups, particularly groups such as children in foster care, migratory students, and students who are incarcerated, in order to prevent the responses from being identifiable given the size of the district and specific schools. |

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

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| The district reached out to stakeholders by use of survey and district meetings. On the website there is a space provided for stakeholders to add additional comments or suggestions. In order to gather more responses from specific populations, our bilingual parent liaison reached out to our Hispanic community, either by phone or in person, in order to gather their input on the revised plan. The special education department conducted a brief survey during the IEP meetings in order to gather additional feedback from this population. This step ensured that the aforementioned subgroups had a space and opportunity to share their voices/responses.  |

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

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| --- |
| The district reached out to community organizations for additional feedback, including disability rights organizations, but there is no civil rights organization in the district. Further, the district outreached to all parents and students across student groups and responses indicate a diversity of perspectives were collected. Our local parent liaison translated all English documents into Spanish for our community and posted on the website.  |

1. 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.

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| The district used a variety of modes of engagement, such as surveys, district meetings, public workshops and board meetings. Our local parent liaison translated all English surveys into Spanish for our community or she made personal phone calls or small meetings in order to gather data. The Director of Schools and Attendance supervisor visited the local radio station in order to encourage participation at meetings or completion of the surveys.  |