

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 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: Bradford Special School District

Director of Schools (Name): Dan Black

ESSER Director (Name): Jerry Diviney

Address: 152 E. Main Street Bradford, TN 38316

Phone #: (731) 742-3180 District Website: bradfordssd@schoolinsites.com

Addendum Date: 2/10/2023

Total Student Enrollment:	<u>615</u>
Grades Served:	<u>PK – 12th</u>
Number of Schools:	<u>2</u>

Funding

ESSER 2.0 Remaining Funds:	<u>\$27,613.31</u>
ESSER 3.0 Remaining Funds:	<u>\$542,925.70</u>
Total Remaining Funds:	<u>\$570,539.01</u>

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	<u>\$19,137.70</u>	<u>\$31,850.84</u>
	Summer Programming	<u>\$5,244.30</u>	<u>\$20,977.20</u>
	Early Reading		
	Interventionists		<u>\$66,453.10</u>
	Other		
	Sub-Total	<u>\$24,382.00</u>	<u>\$119,281.14</u>
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		<u>\$2,126.86</u>
	Other		
	Sub-Total		<u>\$2,126.86</u>
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)		<u>\$398,819.70</u>
	Auditing and Reporting	<u>\$2,171.00</u>	<u>\$22,698.00</u>
	Other	<u>\$1,060.31</u>	
	Sub-Total	<u>\$3,231.31</u>	<u>\$421,517.70</u>
Total		<u>\$27,613.31</u>	<u>\$542,925.70</u>

Academics

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

Based on the district's needs assessment, ESSER 2.0 and 3.0 funds are being utilized to provide high-quality remediation/tutoring for after-school during the school year (8.9% of funding) and summer remediation (4.5% of funding) designed to combat learning loss, specifically in the area of literacy. This will increase the time on task to assist with learning loss. Our district has also retained an Early Learning Loss Instructional Coach for the current school year to coordinate and provide intervention services to students in K – 3rd grade at Bradford Elementary School with a focus on early literacy. The funding for this position is ESSER 3.0, and we are utilizing 11.6% of our allocated funds.

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

N/A

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.

Our district plans to utilize our School Social Worker after regular school hours and during the summer to provide social/emotional support services to students and families in our district. She will be paid \$36.50 per hour to provide these social/emotional and mental health services to our students and families who are experiencing issues as a result of the COVID 19 pandemic. These funds will be paid from ESSER 3.0.

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.

We utilize strategic compensation (bonuses) to help retain teachers based on individual TVAAS and school scores/designation. We offer sign-on bonuses to recruit teachers in hard-to-staff areas when we have openings. All teachers and staff receive a Christmas bonus. We are participating in the Grow Your Own Program for teachers that want to add an endorsement and for people who want to join the teaching profession. We provide high-quality professional development to support teachers in the classroom setting. The PD is aligned to the TIGER evaluation model. None of these are funded through ESSER funds.

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.

We plan to utilize ESSER 3.0 funds to add two classrooms to our existing elementary school. These two classrooms will be used for students from special populations. Our student numbers have increased to the point that we have no space for small classes such as RTI and Special Education.

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

N/A

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.

Bradford Special School District is allocating 5% of our ESSER 3.0 funds for grant monitoring, auditing, and reporting. These funds will be utilized to pay two supervisors, one Office Manager, and one EIS/SIS Coordinator. These employees will be responsible for monitoring, auditing, and reporting all grant information/documentation as required by the state and federal government. Two supervisors of instruction will actively monitor the grant and data elements for reporting purposes. They will work with our data teams to identify focus areas from learning loss, collect and analyze data, monitor academic progress for grant activities, collect time sheets, and monitor and observe remediation/intervention. Our office manager will be responsible for overseeing the monetary components of the grant, and she will provide monthly financial reports detailing expenditures. She will also be responsible for reimbursement requests from the grant and allocating funds for grant activities. She will work with local and state auditors to ensure proper auditing procedures have been followed. Our EIS/SIS coordinator will check attendance and participation daily for remediation/intervention activities. We will meet monthly as a team to view and discuss grant activities. She will communicate with the principals at each school to share attendance data for remediation/intervention activities. The principals will then contact parents to ensure we are serving all students that have demonstrated an academic area of need due to learning loss. The grant coordinators (supervisors) will work with our Family Engagement Committees and school and community stakeholders to report progress made as a result of the grant to community members, parents and students, and to all staff members. The grant coordinators will also order and inventory all technology equipment purchased with grant funds. They will collect extended learning plans monthly, documentation from teachers, and monthly time sheets.

Our Director of Schools will work with the architect and building project manager to ensure all specifications for public schools are met during our construction phase. He will provide all billing documents for construction costs from the construction firm to the Office Manager for payment. Ongoing information regarding grant funds will be available on the district website. When the construction is complete, we will plan an Open House for all stakeholders to view the completed project.

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 has hired an Early Learning Loss Instructional Coach from ESSER 3.0 funds for two years to coordinate and provide intervention services to students in Kindergarten-3rd grade at Bradford Elementary School with a focus on early literacy. The Early Learning Loss Instructional Coach has been retained during the 2022-2023 school year for the second year of this grant funded position. In addition, we have allocated funds for after school and summer school intervention to directly address learning loss with students. These academic focused areas exceed the 20% of required ESSER 3.0 funds.

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.

Our district has posted a survey on our district website and social media outlets. We continue to gather ongoing feedback regarding the activities funded through ESSER. Our district will continue to monitor and re-evaluate the planned activities to combat learning loss during the 2022-2023 school year.

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.

Bradford Special School District still continues to collect survey responses. In addition, we are including feedback times involving ESSER in other school activities and committees to seek input from a larger number of students, parents, teachers, staff, and community stakeholders. It is our goal to engage as many stakeholders as possible

We provided grant funding details at our Open House in July to gain feedback from multiple stakeholders. We had approximately 90% of families that attended this event. In addition, we had approximately 28% of our total community population in attendance at Open House. This provided stakeholders with opportunities to provide feedback for ESSER 3.0 planning purposes.

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

Our Family Engagement Committee and District/School Improvement Committee is made up of a diverse population of stakeholders. We specifically tried to get ESSER input from a variety of subgroups. Including students with disabilities, foster care, homeless, EL, and economically disadvantaged. We will continue to gain

feedback that represents our school demographics to ensure everyone has the opportunity to provide feedback.

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.

Our district has attempted to engage multiple stakeholders throughout the ESSER funding process. Our district has posted a survey on the website and social media for all stakeholders to complete. We have engaged students, parents, teachers, staff, and community stakeholders through in-person meetings to gain feedback through Orientation night, Family Engagement meetings, and Parent-Teacher conferences. We will continue to seek ongoing feedback throughout the funding process.