

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, 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 (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: MCKENZIE SPECIAL SCHOOL DISTRICT

Director of Schools (Name): K. LYNN WATKINS

ESSER Director (Name): LADONA HERRIN

Address: 114 BELL AVE

Phone #: (731) 352-2246 District Website: WWW.MCKENZIESCHOOLS.ORG

Addendum Date: SEPTEMBER 15, 2022

Total Student Enrollment:	1238
Grades Served:	PK-12
Number of Schools:	3

Funding

ESSER 2.0 Remaining Funds:	\$283,880.82
ESSER 3.0 Remaining Funds:	\$1,510,119.34
Total Remaining Funds:	\$1,794,000.16

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$55,000.00
	Summer Programming	\$1,266.98	
	Early Reading		
	Interventionists	\$52,322.41	\$178,621.00
	Other	\$34,211.00	\$214,670.38
	Sub-Total	\$87,800.39	\$448,291.38
			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		\$39,500.02
	Academic Advising		
	Special Populations	\$77,852.27	\$81,822.62
	Mental Health		
	Other		
	Sub-Total	\$77,852.27	\$121,322.64
			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$259,550.80
	Other		
	Sub-Total		\$259,550.80
			
Foundations	Technology	\$15,167.35	\$6,425.89
	High-Speed Internet		
	Academic Space (facilities)	\$103,060.81	\$648,526.38
	Auditing and Reporting		\$26,002.25
	Other		
	Sub-Total	\$118,228.16	\$680,954.52
			
Total		\$283,880.82	\$1,510,119.34

Academics

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

Addressing learning loss ranked 4th in our stakeholder survey; therefore, a large portion of our remaining funds will continue to focus students’ academic needs. We will provide Extended Contracts for teachers to provide before/after school tutoring. Funds will provide McKenzie Elementary School with one full-time interventionist, one part-time interventionist, and one teacher’s assistant to support interventions for those most vulnerable. The work of these personnel is to close gaps in unfinished learning due to COVID-19.

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

Our other initiatives include:

- *skills and standards based assessments such as AimsWeb and CASE
- *online instructional materials such as IXL, Renaissance, Starfall, Vocab.com, Mystery Science, etc.
- *additional physical and online textbooks and gap math textbooks
- *additional instructional equipment for McKenzie Elementary School such as rolling easels, both magnetic and whiteboard, horseshoe tables, mini dry-erase boards, student desks and chairs, etc. to increase the social distancing of small groups for interventions.
- *stipends for three Parent/Family Coordinators to plan academic Family Nights and to communicate all things school related with parents.

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.

An earlier survey of high school students indicated an interest in our adding a STEM program at McKenzie High School. We will use funds to equip a STEM lab. An increase in speech/language referrals in the elementary school has indicated a need for an additional SLP. We will employ an additional SLP to serve McKenzie Elementary,

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

None

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 believe strongly in the state’s focus on early literacy, and our 2nd grade scores indicate that we have much work to do. Therefore, we will employ for two years 2.0 FTE class-size reduction teachers – one in first grade

and one in second grade – at MES to lower the pupil-teacher ratio so that our youngest students get the most attention and have every opportunity to finish the grades reading on grade level.

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

None

Foundations

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

Purchasing Educational Technology ranked 3rd on our stakeholder survey and School Facility Repairs and Addressing Facility Needs and Deferred Maintenance/Infrastructure were 1st and 2nd; therefore, the majority of our ESSER funds will be spent in these categories. We will purchase a few remaining needed Chromebooks, Edgenuity software for 8th grade and high school students needing credit recovery, Google Enterprise and Screencastify for teachers to use for both synchronous and asynchronous learning, and a full projector system for the McKenzie High School auditorium. Facility wise, we will continue to replace HVACs throughout the district, install HVAC units in the elementary and middle school gyms, remodel middle school gym locker rooms, and provide other incidental repairs and maintenance at all three schools.

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

None

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.

Existing district staff will perform the reasonable and necessary administrative activities for grant planning, reporting, administration, compliance, auditing, and monitoring of the various components of ESSER funds.

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.

According to our Spending Plan in ePlan, our minimum spending is \$500,116.76 and we are spending \$1,056,700.65; therefore, it is safe to say that addressing learning loss is a priority for us. We will benchmark, both skills and standards three times per year, assign and provide intervention as needed and monitor progress on an ongoing basis. We will provide before/after school tutoring. We will use a variety of instructional supplies and materials and strategies to help students close gaps. We have had two outstanding summer school experiences the past two years and will hopefully continue to grow that program.

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 created an electronic community survey to include feedback about our ESSER spending plan. In addition, we held an advertised meeting for community stakeholders. We also involved teacher feedback through PLC meetings, committee meetings, and surveys. It is our intention to continue meaningful involvement and engagement of our public stakeholders through board meeting updates, information published in the local newspapers from board meetings, information published on district and school websites, and through necessary community and school level surveys. We have stipends for three Parent/Family Engagement Coordinators, who function as the liaison for parents who have questions or concerns.

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.

For revised plans, we simply send out one-page summaries of where we are on ESSER spending to every teacher, parent, and listed community member, both through email and social media. For new school year updates, we survey and provide public meetings for input as we make new budgets with carry-over funds.

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

Because we are small and have a small subgroup population, it is easy for the ESSER Director, with the help of the SPED Director, teachers and counselors, to target identified subgroup families for feedback. We have all materials in Spanish and our ESL teacher can contact our few EL families individually. Once survey results are in, we contact others by phone to ensure a diversity of responses.

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.

For revised plans, we simply send out one-page summaries of where we are on ESSER spending to every teacher, parent, and community member, both, through email and social media. For new school year updates, we use diverse methods of contact, including accepting open comments through our ESSER3 email and sending out a Google Sheet survey, so that results are easily tabulated. We also present at school board meetings, hold public meetings, both in-person and virtually, on three different days at three different times at three different locations across the town, etc. We continue to seek out best practices from both our TDOE Directors and other school districts.