

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: Chester County Schools

Director of Schools (Name): Troy Kilzer, II

ESSER Director (Name): Randle Fenimore

Address: 970 E. Main St., Henderson, TN 38340

Phone #: 731-9809-5134 District Website: chestercountyschools.org

Addendum Date: September 10, 2022

Total Student Enrollment:	<u>2759</u>
Grades Served:	<u>PK-12</u>
Number of Schools:	<u>6</u>

Funding

ESSER 2.0 Remaining Funds:	<u>\$535,367.13</u>
ESSER 3.0 Remaining Funds:	<u>\$3,007,142.93</u>
Total Remaining Funds:	<u>\$3,542,510.06</u>

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	<u>\$20,000.00</u>	<u>\$662,461.09</u>
	Summer Programming		<u>\$86,515.20</u>
	Early Reading		
	Interventionists		<u>\$436,887.95</u>
	Other	<u>\$23,963.13</u>	<u>\$132,000.00</u>
	Sub-Total	<u>\$43,963.13</u>	<u>\$1,317,864.24</u>
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		<u>\$607,747.00</u>
	Mental Health		<u>\$177,984.96</u>
	Other	<u>\$6,000.00</u>	<u>\$107,147.94</u>
	Sub-Total	<u>\$6,000.00</u>	<u>\$892,879.90</u>
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
Foundations	Technology		<u>\$20,000.00</u>
	High-Speed Internet		
	Academic Space (facilities)		<u>\$316,000.00</u>
	Auditing and Reporting		
	Other	<u>\$485,404.00</u>	<u>\$460,398.78</u>
	Sub-Total	<u>\$485,404.00</u>	<u>\$796,398.78</u>
Total		<u>\$535,367.13</u>	<u>\$3,007,142.93</u>

Academics

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

<p><u>Teacher wages for before and after-school tutoring during FY23 & FY24 (\$369,600.00)</u> <u>Parapro wages for before and after-school tutoring during FY23 & FY24 (\$174,548.40)</u> <u>Teacher and Parapro benefits or before and after-school tutoring during FY23 & FY24 (\$88,312.69)</u></p> <p><u>Chester Co. Schools will utilize ESSER 3 funds over the next two school years to provide before and after-school tutoring for students who have experienced learning loss which may be attributed to the COVID-19 pandemic. Both licensed teachers and paraprofessionals will be utilized to work with the students. Individual student TCAP and CASE Benchmark assessments data will be used to determine students who are exhibiting learning loss. Those students identified will be prioritized and invited to participate in the tutoring. Before-school tutoring will be conducted primarily at the high school level. After-school tutoring will be conducted in all grade spans. In order to provide transportation for after-school and summer programs, ESSER 2 funds in the amount of \$20,000.00 are being budgeted to cover the additional cost of diesel fuel. Tutoring was by far the highest supported intervention mentioned during the needs assessment process.</u></p> <p><u>An instructional facilitator at Jack’s Creek Elementary school over the next two years. The IF will work to improve individual student interventions for students who have suffered learning loss which could be attributed to COVID-19. (\$39,606.00) Jack’s Creek is a small school which is more distantly located from the district center than other schools. The school also has the highest poverty rate in the district.</u></p> <p><u>RTI Coordinators at East Chester Elementary, Chester County Middle School, Chester Co. Junior High School, & Chester Co. High School. The RTI Coordinators will manage the RTI program at each school. The RTI Program is specifically designed to determine areas of learning loss and address those needs for the identified students in standards-focused small group settings. (\$204,718.00) Tutoring was by far the highest supported intervention mentioned during the needs assessment process. The coordination of during the school day small group interventions is vital to addressing student learning loss.</u></p> <p><u>School-Based Learning Loss Instructional Coaches for Chester Co. Junior High and West Chester Elementary School. The coaches will work with teachers to better address COVID-19 learning loss through high-quality instructional practices and individual/small group student interventions. (\$108,769.00) Teachers have indicated that support is needed in addressing the academic needs of all students.</u></p> <p><u>Benefits for Jack’s Creek instructional facilitator, RTI Coordinators, and School-Based Learning Loss Instructional Coaches as described above. (\$86,928.67)</u></p> <p><u>Wages and benefits for school nurses to work during the district summer school program. The four-week district summer school program is geared to address the learning loss of students who have been identified through benchmark testing in 2023 and 2024. Providing health services during those sessions will support overall student, faculty, and staff health, including COVID-19 concerns. (\$70,406.25) Stakeholder input has consistently supported basic steps to address health concerns on campuses. The additional school nurse initiative has received very positive stakeholder feedback. Providing these same services during the summer program provides a highly, supported extra layer of protection for student health.</u></p> <p><u>Wages and benefits for cafeteria workers to prepare student meals during the district summer school program. The four-week district summer school program is geared to address the learning loss of students who have been identified through benchmark testing in 2023 and 2024. Providing healthy meals during those sessions will support overall student health, including COVID-19 concerns. (\$16,108.95) Providing healthy meals during the summer school program not only is a supported strategy to meet the nutritional needs of students, but it also has the added benefit of encouraging student regular attendance in the program.</u></p> <p><u>Contracted costs of transporting students home from the district learning loss after-school program. (\$30,000.00) Stakeholders have indicated that providing transportation for interventions outside of the regular school hours is very</u></p>

important. Providing transportation has the added benefit of encouraging regular attendance and is most important for the participation of students who tend to fall in the historically underserved areas.

ESSER 2 funds in the amount of \$23,963.13 are being budgeted during the current fiscal year to be utilized to purchase instructional supplies geared to assist in addressing learning loss as assessed by the above process. Stakeholders often express a concern about adequate funding for instructional supplies.

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

Contracted services to address learning loss due in part to COVID-19 including:

<u>Per Year</u>	<u>Total</u>
-----------------	--------------

<u>CASE Testing \$66,000.00</u>	<u>\$132,000.00</u>
---------------------------------	---------------------

CASE Testing will be utilized three times per year as a benchmark to determine individual student progress and individual and group learning loss. The effectiveness of the initiative will be assessed by reviewing the number of students exhibiting learning loss who qualify for tutoring based on assessment results and how that compares to classroom teacher assessment of student learning loss needs.

3. Determining the learning loss needs of individual students is vital for planning interventions to address student learning needs.

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.

One psychological examiner will be contracted for the FY23 & FY24 school years to evaluate students to determine deficits and disabilities to address student learning loss. (\$220,000). Three Special education buses will be purchased during the FY23 and/or FY24 school years to meet the transportation needs of students with disabilities. (\$387,747.00) Several responses from stakeholders during the needs assessment process expressed concerns about meeting the needs of students with special needs.

One district-wide trauma counselor will rotate between campuses to address student mental, emotional, and academic needs. (\$177,984.96)

Funds to cover the cost of maintenance contracts six copier machines to be purchased with ESSER 2 funds for the purpose of providing teachers and students with better access to machines in our larger educational facilities. Copied materials will be utilized to address student learning loss. (\$20,000)

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

Wages and benefits for three part-time school nurses for two years. (\$101,147.94) Two of the nurses will serve students in our two smallest schools which do not have a regular school nurse. The third will rotate working at all six district campuses to add support to the nurses of the schools and develop a familiarity with the students served and procedures at each campus in anticipation of filling in at a school when the regular nurse is absent from work. All three nurses will add student health support during the COVID-19 pandemic. Effectiveness of the activity will be assessed by the number of students, faculty, and staff who are served by each nurse over the course of the initiative. Stakeholder input has consistently supported basic steps to address health concerns on campuses. The additional school nurse initiative has received very positive stakeholder feedback.

Disposable Cafeteria Trays over the next 2 years. (\$12,000.00) Our Food Service Department has not been using washable cafeteria trays since the beginning of the pandemic in an effort to lessen the spread of germs including COVID-19. Effectiveness of the activity will be assessed by observation of the number of students diagnosed with COVID-19. Stakeholders have expressed support for steps to minimize student exposure to pathogens.

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.

NA

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

NA

Foundations

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

Replacing the prefabricated buildings at Jack’s Creek Elementary which have exceeded their expected span of viability with three new prefabricated buildings has yet to be completed. The completed project will allow for significantly improved ventilation and for greater social distancing. These funds will cover the remaining expenses of the project which was budgeted and began during the FY22 school year under ESSER. (\$150,000.00)

Expand the awnings at the east entrance to Chester Co. Junior High School to allow for greater social distancing as students await being picked up in car line. (\$30,000.00)

Expand the awnings at the main entrance to Chester Co. Junior High School to allow for greater social distancing as students are waiting in bus line. (\$79,000.00)

Expand the awnings at the main entrance to West Chester Elementary School to allow for greater social distancing as students await being picked up in car line. (\$57,000.00)

2. Appropriate social distancing was supported by stakeholder feedback in the needs assessment.

3-2. Describe initiatives included in the “other” category.

Seven buses will be acquired over the next 2 years to provide transportation services for students. The addition of the buses will allow for greater social distancing in times of health outbreaks such as COVID 19. (\$827,582.00)

\$27,500 will be used to cover administrative costs for the two grants.

4. \$90,720.78 will be utilized toward the Indirect Costs accrued by the district.

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.

Chester County Schools will report to stakeholders and the Tennessee Department of Education based on the timeline required by the Tennessee Department of Education. Public ESSER reports will be updated every six months with stakeholder input.

For the academic (learning loss) aspects of the district program, student data will be the key ingredient for monitoring the progress of the program. Benchmark testing will be conducted three times per year with students experiencing learning loss be identified to be served based on the data produced by the assessments. The results of individual benchmark testing will also determine the objectives focused on during the next intervention segment.

For other expenditures annual updates and reviews of inventories will be conducted. Continuous observation and monitoring will assess the effectiveness of the health and social distancing initiatives.

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.

Based on the initial grant amount, \$974,344.20 is required to be utilized to address learning loss over the three-year life of the grant. During the FY22 school year \$135,573.41 was expended, mostly through student tutoring costs, to address learning loss. For the remaining two years, \$1,495,849.21 has been budgeted. It is the intention to spend the learning loss funds in the following manner:

- Teacher wages for before and after-school tutoring during FY23 & FY24 (\$369,600.00)
- Parapro wages for before and after-school tutoring during FY23 & FY24 (\$174,548.40)
- Teacher and Parapro benefits or before and after-school tutoring during FY23 & FY24 (\$88,312.69)

Chester Co. Schools will utilize ESSER 3 funds over the next two school years to provide before and after-school tutoring for students. Individual student TCAP and CASE Benchmark assessments data will be used to determine students who are exhibiting learning loss. After-school tutoring will be conducted in all grade spans. The effectiveness of the initiative will be assessed by review of CAS

Contracted services to address learning loss due in part to COVID-19 including:

Per Year Total

CASE Testing \$66,000.00 \$132,000.00

CASE Testing will be utilized three times per year as a benchmark to determine individual student progress and individual and group learning loss assessment results and how that compares to classroom teacher assessment of student learning loss needs.

An instructional facilitator at Jack's Creek Elementary school over the next two years. The IF will work to improve individual student and FY24 school years) (\$39,606.00) The effectiveness of the initiative will be assessed by bi-weekly progress monitoring of individu

RTI Coordinators at East Chester Elementary, Chester County Middle School, Chester Co. Junior High School, & Chester Co. High Sc address those needs for the identified students in standards-focused small group settings. (FTE-4.00 during the FY23 year) (\$204,718.0

School-Based Learning Loss Instructional Coaches for Chester Co. Junior High and West Chester Elementary School. The coaches w (FTE-2.00 during the FY23 year) (\$108,769.00) The effectiveness of the initiative will be assessed by review of CASE Benchmark as

Benefits for Jack's Creek instructional facilitator, RTI Coordinators, and School-Based Learning Loss Instructional Coaches as describ TCAP assessments which follow implementation.

Wages and benefits for school nurses to work during the district summer school program. The four week district summer school progr those sessions will support overall student, faculty, and staff health, including COVID-19 concerns. (\$70,406.25) The effectiveness o at a higher rate.

Wages and benefits for cafeteria workers to prepare student meals during the district summer school program. The four week district s healthy meals during those sessions will support overall student health, including COVID-19 concerns. (\$16,108.95) The effectiveness students should progress at a higher rate.

Wages and benefits for one district-wide crisis counselor for two years to provide mental health support to address the learning loss ne effectiveness of the initiative will be assessed by review of student situations addressed by the counselor.

Contracted costs of transporting students home from the district learning loss after-school program. (\$30,000.00) The effectiveness of rates for students who would not be able to participate had transportation not been provided.

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.

Chester Co. Schools has and will continue to engage stakeholders in meaningful consultation through the following manners:

Students - Grades 6-12 students were surveyed via a digital survey which included open ended responses allowing the individual to express ideas. In grades 6-8 a specific time slot was set aside by the school administration to allow the students to participate. Students at all schools were allowed to participate in surveys with a \$25 prize awarded at each school for each of two separate surveys for participation.

Families - Two digital surveys were conducted which included open ended responses allowing the individual to express ideas. All stakeholders on the district contact list received links to the surveys, and participants were allowed to enter a student from the school of their choice in two \$25 prize drawings at each school. Also, family members were recruited and chose to participate in in person meetings to discuss the expenditure of funds.

Those who chose to participate on the District Planning Team also have received, and will continue to receive, updated ESSER related information including information summarizing student benchmark testing results.

School and District Administrators (including SPED and EL) - Each school in the district was represented by at least one school level administrator on the District Planning Team. All district administrators were offered access to complete both digital surveys.

Teachers, principals, school leaders, other educators, school staff, teacher union reps - Each grade band was represented by at least one teacher on the District Planning Team. Non-licensed school staff were also included on the District Planning Team. All school employees were offered access to complete both digital surveys.

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.

To reach the bulk of the district stakeholders the district utilized the Remind App to message all stakeholders who have expressed interest in receiving updates. Experience has taught that many stakeholders fail to respond so the district included in the survey the opportunity for participants to enter the Chester County student of their choice who would be entered into a \$25 drawing at each campus. This has greatly increased responses. 741 responses were received for the first survey, and 442 responses to the second survey. Also, in grades 6-12, time was provided at the schools to allow students to complete the first survey. For the first survey 69.6% of respondents were students. On the first survey, 25.9% of respondents were parents. The remaining respondents self-identified as teachers, community members, or other school employees. For the second survey, 82.6% of respondents were parents. Students made up the second largest part with 7.2%. Around 6,000 stakeholders were contacted for each survey.

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

The survey did not identify respondents by race or gender, but the individuals contacted to complete the survey did reflect the diverse makeup of district stakeholders.

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.

Stakeholders were engaged through an in-person meeting with stakeholders representing diverse groups and through the two digital surveys which reached representatives of all sub-groups.