

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, 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 (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: Chester County Schools _____
 Director of Schools (Name): Troy Kilzer, II _____
 ESSER Director (Name): Randle Fenimore _____
 Address: 970 E. Main St., Henderson, TN 38340 _____
 Phone #: 731-989-5134 District Website: www.chestercountyschools.org _____
 Addendum Date: January 20, 2022 _____

Total Student Enrollment:	2,851
Grades Served:	PK-12
Number of Schools:	6

Funding

ESSER 1.0 Allocation:	\$535,860.30
ESSER 2.0 Allocation:	\$2,169,202.65
ESSER 3.0 Allocation:	\$4,871,721.01
Total Allocation:	\$7,576,783.96

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$229,114.86	\$96,255.74	\$700,449.84
	Summer Programming			
	Early Reading			
	Interventionists			
	Other	\$34,936.95	\$595,227.70	\$578,932.60
	Sub-Total	\$264,051.81	\$691,483.44	\$1,279,382.44
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			\$729,000.00
	Mental Health		\$141,452.00	\$197,592.00
	Other	\$21,850.00	\$58,879.17	\$114,264.94
	Sub-Total	\$21,850.00	\$200,331.17	\$1,040,856.94
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other			
	Sub-Total			
Foundations	Technology	\$67,027.45	\$528,232.00	\$836,000.00
	High Speed Internet			
	Academic Space (facilities)			\$500,000.00
	Auditing and Reporting			
	Other	\$182,931.04	\$749,156.04	\$1,215,481.63
	Sub-Total	\$249,958.49	\$1,277,388.04	\$2,551,481.63
Total		\$535,860.30	\$2,169,202.65	\$4,871,721.01

Academics

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

That students were not able to progress academically at the historical rate during the pandemic was an obvious finding. Across the three grants \$2,234,917.69 has been budgeted to directly address student academic progress. (In reality, other funds within this report which were categorized outside of the Academic Achievement category will also make at least some positive contribution to student academic growth.) Funds within this category budgeted to provide after-school tutoring at all our campuses throughout the school year for four years. These funds cover the payroll costs of licensed educators and paraprofessionals to work with students in a low ratio/high intensity manner. Also, being that a significant number of our students who have suffered the most learning loss due to the pandemic are economically disadvantaged, funds for payroll costs to cover transportation are also budgeted. Funds are included for any academic supplies needed during after school programs.

The district is working to put in place additional low ratio/high intensity tutoring opportunities for those exhibiting learning loss during the regular school day. Funds will be utilized as needed to support this effort.

2. Describe initiatives included in the “other” category

Instructional materials and supplies to be utilized in tutoring programs such as math manipulatives, ELA texts, etc.

Instructional Facilitator to lead in efforts at the district’s lowest achieving, highest poverty school to address learning loss during the school day through intervention programs. (\$50,932.60)

CASE Benchmark Testing to be utilized to analyze individual and group progress with findings to be used as a leading indicator in making educational strategies to address student needs. (\$198,000.00)

HQIM Math Curricula to upgrade tier 1 instruction. (\$300,000.00)

Chemistry Materials, Supplies, & Equipment: Scientific Balances, Hot Plates w/Magnetic Stir, Separatory Funnels, pH Meters, Spectroscopes, Flasks, Chemistry Activity Kits, Chemicals, etc. (\$8,492.86)

Agricultural Sciences Materials, Supplies, & Equipment \$12,544.95 Students utilizing the materials will be expected to advance at a higher rate in academic achievement. Success will be determined by analyzing the results of regular classroom assessments both traditional and project based for student mastery Hydroculture/Aquaponic Equipment, Refrigeration System for Greenhouse Produce, Commercial Sink Cleaning Station, Mobile Grow System, Grow Wall Hydroponics System, pH, EC & TDS Testing Kit, Hen Model, Soil Horizons Display, Leaf Shapes & Arrangements Display, Grow Matts, Commercial Crops Identification Mount, Commercial Grains Mount, Leaves & Seeds of Common Trees ID Mounts, Principles of Ag. Food & Natural Resources Book, Handbook of Ag. Entomology, Art & Science of Livestock Evaluation, Practice Livestock Judging DVD, Greenhouse Management: Intro DVD, Poultry Judging DVD, Parliamentary Procedure Guidelines DVD

Nursing Equipment Medical Diagnostics Wall System \$900.00 Students utilizing the materials will be expected to advance at a higher rate in academic achievement. Success will be determined by analyzing the results of regular classroom assessments both traditional and project based for student mastery CTE program equipment \$86,000.00 Students utilizing the materials will be expected to advance at a higher rate in academic achievement. Success will be determined by analyzing the results of regular classroom assessments both traditional and project based for student mastery PMI Certification Kit-Precious Measurement Instruments, Box, Curriculum Plus, SIMRIG Classroom Ambulance Trainer, Master Tool Set - Auto Mechanics

Biology \$8,631.00 Students utilizing the materials will be expected to advance at a higher rate in academic achievement. Success will be determined by analyzing the results of regular classroom assessments both traditional and project based for student mastery Microscopes, Biology Glass Slides, Biology Solutions Comprehensive Educational Resources \$30,000.00 Partnering in the consortium allows the district to share educational resources and collaborate with other Tennessee districts through a research-based approach. Students benefit by having greater academic progress and growth. The effectiveness of the activity will be assessed by monitoring the usage of the CER materials, classroom visits by administrators during the utilization of the resources, and by evaluating the efficacy of teachers using the resources using benchmark and TCAP testing results. CER (Comprehensive Educational Resources) is an organization of school districts in the State of Tennessee which develop resources such as video lessons of key Tennessee State Standards which may be presented to students to help address learning deficits or be used by the teacher to hone pedagogical skills related to particular standards.

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:

One of the most obvious needs presented by the COVID pandemic is the need for more school nurses. Additional nurses will be hired to work during the regular school year and during our summer programs. As identified during team discussions during the needs assessment process, more students are needing to be screened and tested for SPED services there is a need for an additional psychological examiner in the district to increase efficiency in the process of providing services to Students With Disabilities in a timely and legal manner in order that those students may be better prepared when they have to leave our system and become productive members of society. ESSER funds will be utilized to employ a qualified person to fill this position.

Also, in relation to SPED students, the findings of our needs assessment indicate that there is a need to purchase three Special Education Buses over the next 2.5 years to provide transportation services for students with disabilities with the option of greater social distancing if needed.

SPED students appear to have suffered from learning loss at a higher rate than the general population of students during the pandemic. Tutoring services will be provided for these students (Teaching costs covered under ACADEMICS). Some SPED students have specific transportation needs. Funds will be utilized to meet those transportation needs.

The Crisis Counselor will rotate weekly through our six schools with four schools having the services for a full day each week and our two smallest schools receiving services for a half day per week. The counselor will provide mental health support for students related to COVID-19 or other mental/emotional issues. Effectiveness will be determined by documentation of services provided and the counseling supervisor's analysis.

2. Describe initiatives included in the "other" category

School Nurses Wages and Benefits \$154,844.12 Help to address the health needs of students and employees, often brought on by COVID. Effectiveness will be judged through the analysis of documentation of services provided.

ADHD student supplies \$300.00 Address the needs of ADHD students in the classroom to be kinesthetically active, which allows the student to focus educationally, in a non-disruptive manner.

EL Students Equipment and Educational Materials \$9,680.00 Students utilizing the materials will be expected to advance at a higher rate in English Language skills.

Thermometers \$1,014.00 Students will be prevented from COVID exposure as student exhibiting a fever are removed from the classroom setting.

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:

No funds utilized in this category

2. Describe initiatives included in the "other" category

No funds utilized in this category

Foundations

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

An update in educational technology will provide educators with a higher level of tools to better serve our students. The intent is to purchase all teachers, who have not already been upgraded, new large touch screen monitors with interactive features. This will assist educators in accelerating the achievement of students. Also, it has been found that the greater utilization of chromebooks by students, in large part due to isolation and quarantine due to the pandemic, has increased the wear and tear on those machines. Chromebooks may be down for a time for repair or replacement. Replacement chromebooks will be purchased with ESSER funds. Student classroom calculators will be purchased to help address learning loss. Hotspots have become essential during the pandemic for providing distance learning services to students in quarantine or homebound for other reasons who do not have sufficient internet access.

Three prefabricated buildings at Jack's Creek Elementary have been in service in excess of thirty years. The school has been challenged to provide appropriately socially distanced settings in which to address small groups of students which need such instruction in part due to learning loss due to COVID 19. Another complication is that accessing one of the buildings requires students to pass through a hallway which only minimally meets the fire code standard of being at least 36 inches wide causing the students to be very much in close contact with others. The three new prefab facilities which are proposed will provide more space for social distancing, new state-of-the-art ventilation systems, and will be placed to eliminate passage through the narrow hallway.

2. Describe initiatives included in the "other" category

Social Distance Awning Proj. \$300,000.00 Construction of new awnings in student loading areas at four campuses (North Chester School, East Chester Elementary School, Chester County Junior High School, & Chester County High School) in order to provide more social distancing in consideration of COVID 19 while students are waiting to be picked up when dismissed from school. Effectiveness will be determined by monitoring social distancing.

Rekeying \$60,000.00 Higher level of student, faculty, and staff security When all access points have been appropriately rekeyed the installation portion of the program will be complete. The district is conducting a running inventory of all keys which will continue into perpetuity. A basic piece in the security plan is simply the locking of facility doors. The district key system lost secure control several years ago. Year by year the district has been allocating funds to gradually rectify the situation. The rekeying will allow for a secure building that prevents outsiders, who may have COVID, from accessing the students and employees thus limiting the spread of the virus in the school setting.

vision screening equipment \$25,000.00 (ESSER 2) Funds to purchase school level vision screening equipment to be utilized at the school level during the COVID-19 pandemic. The units utilize cameras which allow the students to be screened while maintaining social distancing. Effectiveness will be assessed by records of usage maintained by the Coordinated School Health Director.

Ovens \$20,000.00 Students will be provided with healthy, hot meals. Good nutrition has been shown to increase readiness to learn. Confirmation from the District School Nutrition Supervisor that the ovens have been purchased, installed, and are functional. Another deferred maintenance item included is the replacement of two ovens in school cafeterias. The current ovens are aged, inefficient, and unreliable. The new ovens will allow for more dependable delivery of healthy, hot meals. Healthy nutrition is a protection for students from COVID 19 in that a higher level of physical health has been indicated by medical experiences during the pandemic to lessen the chances of the more severe results of experiencing a COVID 19 infection. Healthy meals also have been shown to increase student readiness to learn. This increase in learning readiness should contribute to more effectively addressing student learning loss which has been contributed to by COVID 19. In relation to "learning loss" the effects are extended beyond the school setting when students who are in quarantine due to COVID 19 have hot meals picked up from school cafeterias. In many situations in our relatively poor community the only healthy, hot meals that our students receive are from school cafeterias. These hot meals can become even more vital for those in quarantine who may not be able to access such meals in their home setting. The new gas ovens will also provide added safety advantages. With the new and more efficient gas burners an improvement in air quality for all in the cafeteria/kitchen area and especially benefiting cooks who are in the environment for extended periods of time. Also, the possibility of gas leaks will be reduced with the new appliances. Finally, delays which may occur with the out-of-date equipment should be eliminated by the new equipment thus allowing the more efficient on-schedule flow of students through the serving line which will assist in the assurance of proper social distancing.

Cafeteria Paper Supplies \$18,000.00 Food will be served in a more sanitary manner since there will be no individual handling of the dining supplies until the individual students take them from the line supply thus preventing the spread of illness including COVID. Past and continuing provision of the supplies. Assuring germ free surfaces reduces the risk of the transfer of COVID 19 from person to person. The handling of trays in a school cafeteria provides an opportunity for the transfer of COVID 19 germs. Since the beginning of the pandemic our cafeteria program has also experienced an unforeseen expense in that we now, for the reasons stated above, use disposable plates and utensils which reduce multiple handlings of the serving trays. Funds are included in the proposal to assist with this need.

Transportation equipment The district is working to provide safe and, if need be, social distanced transportation for all students. The three vehicles to be purchased will 1) provide students and families with items that are necessary for living in today's world. 2) Provide more efficient transportation of technological equipment to school campuses for eventual student use or

educational benefit. 3) Provide educator transportation to staff development events and to possibly be used, if the need were to arise, to transport foster students needing to attend school outside of the district in which they have been placed by state foster programs. Nine regular school buses will be purchased over three years. Also, funds will be utilized to purchase vehicles to be utilized for district business only. One vehicle will be utilized by the Technology Department to transport computers and other technical equipment, which are key in addressing COVID related learning loss, to schools after the initial purchase, to the Technology Office for servicing when needed and then back to a school, from school to school when technological equipment is needed at various campuses, and for disposal when appropriate. One vehicle will be utilized by the Eagles Edge (Family Resource Center/Consolidated School Health) to conduct family support and school activities including transporting donated food stuffs to the Eagle's Edge to be later distributed to families in need during and after the pandemic. One vehicle will be utilized by district personnel to attend distant educational events as approved by the Director of Schools and District Level Supervisors.

Technology Department covered trailer \$5,000.00 Used to transport computers and other technical equipment to schools after the initial purchase, to the Technology Office for servicing when needed and then back to a school, from school to school when technological equipment is needed at various campuses, and for disposal when appropriate. Technology has become more vital during the COVID and, at the same time, the demand for technology maintenance and replacement has increased. Effectiveness of the initiative will be determined by the amount of trailer usage and increases in the efficiency of deliveries.

HVAC systems in schools \$373,408.00 Provide a high air quality, including filtering of germs, in our facilities. Effectiveness analyzed by the number of illness, including COVID, traced back to school facilities HVAC systems in schools

cafeteria workers wages and benefit costs \$20,836.00 Providing "pick-up" meals during the spring 2020 COVID school closures. Proven successful by the very high public participation rates in the program. cafeteria workers wages and benefit costs to provide school closure meal pick up services

School Bus Cameras \$18,816.00 Cameras utilized to contract trace COVID cases while students are in transit. Effectiveness measured by the number of COVID close contacts identified.

ozone treatments \$20,000.00 Sanitization of facilities to prevent the spread of COVID 19. Success established by the low number of student COVID cases at the beginning of the return to classrooms and other school facilities.

On-Line Student Registration \$6,982.00 Provide students and families with the option of registering for school on-line rather than risking COVID exposure by registering in-person and in cases when registration is at school providing a socially distanced kiosk for registration on-line at the school. Success measured by on-line registration participation rate On-Line registration Software & Kiosk set up equipment and materials

The combined indirect costs in budgets is \$209,144.67.

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.

Active monitoring of allocations - ESSER funded programs will be monitored in the following manners under the purview of the district Federal Program’s Director: Adherence to the established district procedures and detailed in the district’s adopted Unified Grant Guidelines. Adherence to the guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. Conducting interim audits: As detailed in the District Uniform Grant Guidelines, all financial dealings and inventories are audited on a regular basis within the district. These procedures may be adjusted after guidance from the state and federal levels is published. Overseeing auditing of finances falls within the responsibilities of the District Financial Supervisor and the District Federal Programs Director.

Collect and manage data elements: Chester County Schools will adhere to published guidelines issued by the Tennessee State Department of Education which should reflect federal government requirements. Report information to the community: Chester County Schools will post information relating to the ESSER grants on the district website to at least the level required by guidelines from the Tennessee Department of Education.

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.

Academics-Tutoring	\$700,449.84	
Academics-Other	\$578,932.60	
Total:	\$1,279,382.44	

ESSER 3 Grant Total: \$4,871,721.01 Percentage: 26.3%

Funded Activities

Funds within this category budgeted to provide after-school tutoring at all our campuses throughout the school year for four years. These funds cover the payroll costs of licensed educators and paraprofessionals to work with students in a low ratio/high intensity manner. The district is working to put in place additional low ratio/high intensity tutoring opportunities for those exhibiting learning loss during the regular school day. Funds may also be utilized as needed to support this effort. (\$700,449.84)

Funds for an Instructional Facilitator to lead in efforts at the district’s lowest achieving, highest poverty school to address learning loss during the school day through intervention programs. (\$50,932.60)

CASE Benchmark Testing to be utilized to analyze individual and group progress with findings to be used as a leading indicator in making educational strategies to address student needs. (\$198,000.00)

HQIM Math Curricula to upgrade tier 1 instruction. (\$300,000.00)

Comprehensive Educational Resources: Partnering in the consortium allows the district to share educational resources and collaborate with other Tennessee districts through a research-based approach. Students benefit by having greater academic progress and growth. The effectiveness of the activity will be assessed by monitoring the usage of the CER materials, classroom visits by administrators during the utilization of the resources, and by evaluating the efficacy of teachers using the resources using benchmark and TCAP testing results. CER (Comprehensive Educational Resources) is an organization of school districts in the State of Tennessee which develop resources such as video lessons of key Tennessee State Standards which may be presented to students to help address learning deficits or be used by the teacher to hone pedagogical skills related to standards. (\$30,000.00)

Family and Community Engagement

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

Chester County Schools has posted and will continue to post information relating to the ESSER grants on the district website (<https://www.chestercountyschools.org/esser>) to at least the level required by guidelines from the Tennessee Department of Education. Any major changes in the program will be reviewed and approved by the District ESSER Stakeholders Team and in public meetings of the Chester County Board of Education.

During the annual process of forming fiscal year budgets, public comments will be sought.

<https://www.chestercountyschools.org/esser>

Our schools and district will continue to offer opportunities for all stakeholders to be involved in our programs. Each school has school improvement teams which include a variety of stakeholders including administrators, teachers, parents, and community leaders. Parent involvement and PTO meetings will continue to be held throughout the school years. (COVID could well determine whether those meetings will be in-person or virtual.) Our high school has established an alumni association which allows graduates to participate in school improvement activities.

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

Frankly, initial efforts fell far short of the 10%. A strategy of offering the opportunity for survey respondents to enter the student of their choice in a drawing greatly increased participation. One student from each campus who had been entered into to drawing by a respondent (a student could only be entered two times) was awarded a check for \$25.00 which was funded through our general purpose budget.

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

First, a survey was sent to all stakeholders through our REMIND program. The anonymous survey did include an item which allowed participants to identify their membership in specific stakeholder subgroups. Stakeholders were able to list any suggestions for utilization of the funds. Responses were organized into categories and the data shared with the District Planning Team which includes representatives from our stakeholder groups via email. Team members were allowed days to review the information.

Sessions were held with our District Planning Team. The initial session was in a brainstorming format where ideas suggested in the survey and any team member ideas were collected and discussed by the group. When the most popular suggestions were compiled into a draft budget and those details shared digitally with all team members, sessions for the team were scheduled on two days at different times to make attendance more convenient for all members. In those sessions the items were again openly discussed and adjustments to the draft budget were incorporated. As a third step, the edited draft budget was shared electronically with team members who were surveyed for approval or disapproval of the draft. There was 100% approval by the team.

The Teams ESSER Proposal was then shared electronically with all stakeholders who participate in the district REMIND program. A survey was included to solicit feedback from the wider group of stakeholders. The anonymous survey did include an item which allowed participants to identify their membership in specific stakeholder subgroups. Participants could respond concerning items or make new suggestions.

Participation in that survey was limited. The process described in the response to the previous question was utilized for a similar second survey. On all surveys an email address was provided for direct communication with the Federal Programs Director if there were specific questions that need be addressed. The results of this survey were shared with the District Planning Team electronically who were asked to provide feedback if the individual felt that the plan should be adjusted based on the survey results. Suggestions from the survey were very few and tended to be in the nature of “spend more on special education students”, which the plan does and “spend the funds on sports facilities” which the team did not feel was an appropriate way to address the needs generated by the pandemic. One on one, face to face meetings were set up several educators who were not on the planning team to seek their classroom educationally focused needs. All the funds budgeted from ESSER 1 carryover were utilized to address these needs.

The plan was approved by the team and posted on the district website.

In addition, in January 2022 a report summarizing ESSER expenditures to date was produced. The document was shared via email with all District Planning Team members. It was also posted on the district website with the direct link shared with all REMIND stakeholders. The document included the email address of the Federal Programs Director and an encouragement to address any questions or comments concerning the document or expenditures to the FPD. The document has been posted in ePlan at LEA Document Library>ESSER 1.0, 2.0, 3.0 Documents>Stakeholder Consultation Participants with the title *ESSER January 2022 Public Report*.

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.

Modes of engagement utilized:

Digital Surveys

Digital Updates on utilization of funds to all REMIND stakeholders and District Planning Team members

Group Meetings

One on one, face to face meetings