

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: Warren County Schools _____

Director of Schools (Name): Dr. Grant Swallows _____

ESSER Director (Name): Vickie Dodd and Dr. Shea Panter _____

Address: 2548 Morrison Street, McMinnville, TN 37110 _____

Phone #:931-668-4022 District Website: www.warrenschools.com _____

Addendum Date: January 31, 2022 _____

Total Student Enrollment:	6108
Grades Served:	PreK - 12
Number of Schools:	12

Funding

ESSER 1.0 Allocation:	\$1,631,071.44
ESSER 2.0 Allocation:	\$8,338,012.45
ESSER 3.0 Allocation:	\$18,725,991.53
Total Allocation:	\$28,695,075.42

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$447,800.00
	Summer Programming	\$362,473.00		\$705,200.00
	Early Reading			\$38,275.00
	Interventionists		\$223,100.00	\$322,300.00
	Other			\$1,289,634.53
	Sub-Total	\$362,473.00	\$223,100.00	\$2,803,209.53
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			\$399,740.00
	Academic Advising			
	Special Populations	\$15,377.00		\$1,296,600.00
	Mental Health	\$18,000.00		\$843,000.00
	Other	\$68,044.64	\$295,025.00	\$1,350,000.00
	Sub-Total	\$101,421.64	\$295,025.00	\$3,889,340.00
Educators	Strategic Teacher Retention	\$453,397.00	\$788,240.00	\$551,800.00
	Grow Your Own		\$85,000.00	
	Class Size Reduction			
	Other	\$220,546.84		
	Sub-Total	\$673,943.84	\$873,240.00	\$551,800.00
Foundations	Technology	\$491,732.96	\$727,872.45	\$405,500.00
	High Speed Internet			
	Academic Space (facilities)		\$6,213,920.00	\$10,916,350.00
	Auditing and Reporting	\$1500.00	\$4855.00	\$159,792.00
	Other			
	Sub-Total	\$493,232.96	\$6,946,647.45	\$11,481,642.00
Total		\$1,631,071.44	\$8,338,012.45	\$18,725,991.53

Academics

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

The district saw a need for more support in the subject area of math. Also, through alternative settings, there was a need to support students through virtual instruction, afterschool tutoring, and summer school. The district has planned to fund more advising, virtual options, support math teachers through coaching, better connectivity, and more training in curriculum and differentiation for teachers.

2. Describe initiatives included in the “other” category

- Upgraded platform to assist in access to library books, and add to meet the need to have options for different grade particularly the older students
- District wide strategic planning to combat learning loss and prioritize goal setting
- Supply air purifiers and cleaning supplies
- Differentiated curriculum to decrease skill gaps for students at their instructional level
- Upgraded curriculum to align standards taught to the revised state curriculum
- Supervisor level position to Lead data study with administration to address learning loss and acceleration

Student Readiness

• 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:

Distance Learning school will be able to interact and work with students in real-time classroom settings virtually. In order to promote high school innovation, boxlights were purchased as this school is not a title I school and all other schools received that equipment from that pool of money. We also plan to partner with NIET to provide training to all administrators, coaches, and teachers on best practices in the classroom in all subject areas. This partnership will help us with student readiness as we work to provide all students at the high school level with high-quality instruction.

• Describe initiatives included in the “other” category

- Programs to combat learning loss, SEL strategy implementation to increase culture and climate. implementation to increase and improve culture and climate in schools
- Curriculum and instruction, teacher evaluation training, and SEL Support

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:

Warren County Schools provided \$1000 stipend/bonus to all employees for added responsibilities above their regular duties, supplemented summer work, and after school tutoring. Nursing staff was also compensated for after-hours work with contact tracing and other Covid related issues.

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:

Based on the needs assessment, several of our facilities needed major upgrades to provide students and teachers a safer and more accessible learning environment. To improve air quality, new HVACS and roofing systems will be addressed. Expansion of current spaces will allow more social distancing. Also, devices are crucial to access the number of components of instruction and interventions along with added safety measures by preventing the need for students to share equipment.

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.

Weekly meetings are being held at the finance department to review current expenditures, reimbursements, and planned expenditures. A spreadsheet is created and shared to track expenditures with a review taking place on a weekly basis. There are financial personnel assigned specifically to handle ESSER funds. Based on input from various stakeholders and on needs aligned with district priorities, WCS leadership will continue to ensure that expenses funded by ESSER 3.0 are reasonable, allowable (based on possible categories), and necessary. We will continue to adhere to our established internal controls, remain updated on related federal and state requirements and guidance, evaluate efficacy, contact TDOE Staff with questions and more. The plan and any

amendments will be shared at board meetings, parent/teacher conference nights, and will be reflected on the district website.

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.

The district has planned to support students and staff by investing in tiered interventions, math coaches, and educational technology to continue to close the gap.

Family and Community Engagement

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

WCS will engage families in the community by continuing to gather information from all stakeholders. More in person meetings are planned to take place, as well as more rounds of surveys sent out to gage the pulse of the public.

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

The LEA worked to include a minimum of 10% of the total stakeholders engaged by adding the survey opportunity to in school IEP Team meetings, parent conferences, all parent meetings held at schools, and working with the parent advisory council to engage all parents in the process.

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

The LEA made it a priority to have all communication translated into a language parents understood. All parents and community members were encouraged through media and website postings to become involved in the process by commenting on each survey that was completed.

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.

Warren County Schools provided multiple opportunities for public input during regularly scheduled and advertised board meetings. During board meetings, the district discussed proposed areas of expenditures and sought feedback from the attendees. Following board meetings, the district created a survey for all community members. The survey asked responders to indicate spending priorities from a list of proposed items gathered through board meetings and stakeholder meetings.

Community members were also provided opportunities to list additional items in the free response sections. All district level staff members were emailed the survey for additional avenues of feedback. Public input matched up with district core initiatives to 1) Increase small group instruction, 2) Increase teacher effectiveness, 3) Address facility needs and 4) to provide mental health and student supports. WCS is continuing to share data through open labs at parent teacher conference night, links to the survey in the monthly newsletters sent home, IEP Team meetings, and paper copies of the survey sent to interest groups.