

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 FY24 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: Warren County Schools

Director of Schools (Name): Dr. Grant Swallows

ESSER Director (Name): Kathy Bryant

Address: 2548 Morrison St., McMinnville, TN 37110

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

Addendum Date: September 15, 2023

Total Student Enrollment:	6,278
Grades Served:	K-12
Number of Schools:	12

Funding

ESSER 2.0 Remaining Funds:	78,677.34
ESSER 3.0 Remaining Funds:	7,649,976.02
Total Remaining Funds:	7,728,653.36

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0.00	908,575.00
	Summer Programming	0.00	0.00
	Early Reading	0.00	28,600.00
	Interventionists	0.00	248,321.00
	Other	0.00	1,750,123.60
	Sub-Total	0.00	2,936,618.60
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses	0.00	0.00
	High School Innovation	0.00	0.00
	Academic Advising	0.00	91,828.00
	Special Populations	0.00	139,220.00
	Mental Health	0.00	100,000.00
	Other	0.00	0.00
	Sub-Total	0.00	331,048.00
 			
Educators	Strategic Teacher Retention	0.00	513,286.00
	Grow Your Own	0.00	0.00
	Class Size Reduction	0.00	0.00
	Other	0.00	0.00
	Sub-Total	0.00	513,286.00
 			
Foundations	Technology	78,677.34	912,921.48
	High-Speed Internet	0.00	156,000.00
	Academic Space (facilities)	0.00	2,155,000.00
	Auditing and Reporting	0.00	135,479.99
	Other	0.00	510,621.95
	Sub-Total	78,677.34	3,869,023.42
Total		78,677.34	7,649,976.02

Academics

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

Allocations will be utilized to support tutoring sessions for all academic areas for students in grades K-12. Tutoring will be offered for students before, after and during the school day. The tutoring sessions will provide opportunities to accelerate academic achievement and to mitigate learning loss. Teacher Interventionists will provide interventions for students who need assistance with foundational skills in reading and math. Funding will also be used to purchase materials, supplies, and curriculum for early reading and tutoring for all schools in the district.

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

Funds will support our textbook purchases as well as intervention materials needed to increase student achievement and growth. Upon data analysis and our needs assessment, many students in the district are not demonstrating proficiency on grade-level assessments. The issue is often compounded in the middle and high school grades as students lack the prerequisite content knowledge to access grade-level standards. As a result, our focus is to utilize funds for staff, curriculum and interventions that target students in the approaching and below proficiency categories. Ongoing professional development for our teachers provided by our Instructional Coaches will assist with math and reading instruction in order to improve student growth and achievement.

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.

For all students to access high-quality instruction, funding for student readiness and school-related supports includes an emphasis on special populations such as special education and English language learners. These funds will be utilized to purchase software, materials, supplies and curriculum for students in special populations. Funding will provide the district with mental health supports for students by utilizing guidance counseling and the Capturing Kids Hearts program.

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

Not Applicable

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.

The district will partner with National Institute for Excellence in Teaching (NIET) to strengthen our educational practices for teachers and leaders. Based on NIET's approach, instructional leadership teams formed across the district will increase instructional excellence, collaborative teacher learning, and collective

leadership. By building the capacity of teacher leaders and instructional coaches, the district will retain, recruit and support our educators and school personnel.

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

Not applicable

Foundations

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

Based on stakeholder survey results, the data indicates that addressing learning loss and upgrading facilities are of utmost importance. Funding will be utilized to continue with building upgrades and repairs that provide students and teachers a safer and more accessible learning environment. Projects continue at Irving College Elementary, Bobby Ray Elementary and Centertown Elementary. Additional student Chromebooks will be purchased to complete the one-to-one student device initiative. As more devices are added, continued funding will be needed for Internet connectivity and servers.

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

In order to support and manage the building upgrades, funding will be utilized to ensure that the projects are completed in a timely manner with proper improvements and expenditures. Additional classroom technology will be purchased to maintain updated equipment needed for instruction.

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.

The district’s ESSER relief coordinator will oversee all ESSER projects. Weekly meetings are held with the finance department to review current expenditures, reimbursements, and planned expenditures. A spreadsheet is shared to track expenditures with a review taking place on a weekly basis. Financial personnel are specifically assigned for ESSER funding and expenditures. The district plans to contract with a service to provide a software license and deliverables to assist with budgeting, managing, evaluating and tracking learning loss funding from ESSER spending to determine the effectiveness of expenditures. Based on input from various stakeholders and aligned district priorities, the district leadership will continue to ensure that expenses funded by ESSER are reasonable, allowable (based on possible categories), and necessary. The district 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.

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.

The district will meet the 20% of the total ESSER 3.0 allocation requirement by supporting students and staff. As indicated by the survey results from the district's stakeholders, learning loss continues to be addressed and needed. The district will invest the funding for tiered interventions for all learners, educational technology to enhance instruction and student assessment, reading and math instructional coaches to support teachers, and tutoring during and after school for identified students.

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.

Warren County Schools will engage families in the community by continuing to gather information from all stakeholders. Consultation with stakeholders includes in-person meetings and parent 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.

Warren County Schools 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. Surveys were emailed directly to all families of students within the district.

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

The LEA made it a priority to have all the 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, and town halls) to gain input from stakeholders in the 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 teachers' effectiveness, 3) address facility needs and 4) to provide mental health and student supports. Warren County School District 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, and an active survey link on the district's webpage.