

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 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: Washington County Schools

Director of Schools (Name): Jerry Boyd

ESSER Director (Name): Jerry Whitaker

Address: 405 West College Street, Jonesborough, TN 37659

Phone #: 423-753-1100 District Website: www.wcde.org

Addendum Date: 2/21/2023

Total Student Enrollment:	8,138
Grades Served:	PreK-12
Number of Schools:	16

Funding

ESSER 2.0 Remaining Funds:	\$1,589,377.80
ESSER 3.0 Remaining Funds:	\$9,970,640.17
Total Remaining Funds:	\$11,560,017.97

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$1,010,000.00
	Summer Programming	\$77,281.17	\$45,372.60
	Early Reading		
	Interventionists		
	Other	\$370,790.18	\$2,885,699.29
	Sub-Total	\$448,071.35	\$3,941,071.89
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$109,509.40	
	High School Innovation		
	Academic Advising		\$411,120.40
	Special Populations	\$58,492.88	\$88,897.53
	Mental Health	\$240,000.00	\$722,987.36
	Other	\$128,526.32	\$90,000.00
	Sub-Total	\$536,528.60	\$1,313,005.29
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$276,502.63
	Other		
	Sub-Total		\$276,502.63
Foundations	Technology	\$72,221.00	\$5,153.44
	High-Speed Internet	\$48,928.57	\$50,000.00
	Academic Space (facilities)		\$4,384,906.92
	Auditing and Reporting		
	Other	\$483,628.28	
	Sub-Total	\$604,777.85	\$4,440,060.36
Total		\$1,589,377.80	\$9,970,640.17

Academics

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

Washington County Schools (WCS) strategically allocated funds to provide tutors. This allocation will satisfy the 20% requirement for TN ALL Corps. Utilizing ESSER funds, WCS will support a district-wide summer program.

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

ESSER 2.0 – Science Resources, TN History for Kids, extended day instructional materials and supplies, CASE benchmark, GradPoint curriculum software

ESSER 3.0 – HQ intervention materials, Upfront, Scholastic, books, Heinemann, Amplify, Benchmark, Gallopade, Kesler, Generation Genius, math textbooks, IXL, Achieve 3000, Lexia, SAVVAS Successmaker, CASE benchmark, PD such as Orton-Gillingham, Kagan, 95% Group, NIET and conferences focused on math and literacy.

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.

WCS will allocate ESSER **2.0** funds to AP students by supplying funding in support of AP and CLEP testing and AP teachers through AP training for the students' honor program and AP Capstone. Mental health supports will be continued for students with the aid of behavioral health specialists.

Under Special Populations in **ESSER 2.0**, contracted services such as school psychologists for assessments and may also contract for OT, PT, and some speech services to students. The services will be provided based on compensatory needs and IEP requirements for students in comprehensive programs. Purchases of reading and math intervention materials for students with disabilities, such as Making Connections, SPIRE, Moving with Math, etc. to support SWD. Scanners will be provided to upload all documents in EasyIEP. For the ESL population, the ELlevation platform for LEP students will be purchased to support student data analysis, reporting, collaboration, instruction, and monitoring. Professional development will also be funded for data implementation and training. ESL instructional materials and supplies will also be purchased.

In **ESSER 3.0**, Career Counselors will advise middle school and high school students to become concentrators in specific CTE programs. These programs provide opportunities to earn Early Post-Secondary Opportunities such as credit hours toward college, certificates, and/or badges. For the ESL population, the ELlevation platform for LEP students supports student data analysis, reporting, collaboration, instruction, and monitoring. It also includes data implementation and training. Summer learning supports for SWD will also be funded. Social workers, contracted behavior health specialists and a contracted counselor for University School will be funded for social emotional and mental health services. Calming areas/self regulation tools will also be put in the schools.

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

ESSER 2.0 - Provide mental health supports for faculty and staff. A team will attend the National Drop Out Prevention Conference in Atlanta.

ESSER 3.0 – Focused Fitness and Second Step.

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.

With an increase in the ESL population across the district, **ESSER 3.0** funds will provide two additional ESL teachers.

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.

ESSER 2.0 Provide technologies to support ESL students and parents in translating and interpreting various languages. Continue to provide connectivity for students without access to the internet to perform blending learning. Also, provide interactive panels to teachers for blending teaching.

ESSER 3.0 Update high schools’ HVAC to improve air quality for students amid COVID. Continue to provide continual connectivity for students without access to the internet to perform blending learning. Provide interactive panels to teachers who serve the ESL populations.

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

ESSER 2.0- The door access card system limits who may enter the building and allow for better control of the ongoing concerns of COVID and the tracing of COVID when the need arises.

In response to COVID, quick and efficient communication is necessary due to health-related situations. Therefore, the State allows bus drivers to use two-way radios for emergency communication. 2021 TN Code Title 55 Chapter 8 Part 1 - 55-8-192.

Two-way radio communications or any device used similarly as two-way radio communications, made to and from a central dispatch, school transportation department, or its equivalent; or the use of a device capable of voice communication to report an emergency to the 911 system, a law enforcement agency, fire department, or emergency medical provider.

School buses are an arm of the school building where the student is in an enclosed environment for a certain length of time. Providing air quality superior to the current conditions is very similar in what we are doing for the High Schools’ HVAC systems. In response to COVID, the units will inactivate indoor pathogens with air purification units on school buses. (Bipolar Ionization creates plasma of electrical charges, which removes allergens and other pathogens from the breathing space.)

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 Chief Financial Officer will be responsible for the fiscal grant administration with help from the Deputy Chief of Business and Finance. Chiefs and Department Directors will administer the program components of the grant. Additionally, they will work with the public communication liaison within the system.

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.

WCS is participating in the second year of TN All Corps. The direct services that support students are high-quality intervention and instructional materials such as Gallopade, Heinemann, Amplify and Benchmark. Software, such as IXL, Achieve 3000, and Lexia. Professional development and supplies such as Orton-Gillingham, Kagan Strategies, 95% Group, NIET and to attend and bring back best practices from conferences focused on math and literacy. Also, professional development for ESL teachers and general education teachers with the content to be focused around student language development, academic growth and learning loss for LEP students.

To meet the Best For All District requirements, WCS will also demonstrate using 50% of ESSER funds towards academic achievement.

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.

WCS will communicate with its families and communities through district and school websites, other platforms such as, Class Dojo, Bright Arrow, and Remind. WCS created a webpage for ESSER and a unique email address for communication concerning ESSER. ESSER updates will be discussed in advisory council meetings. In addition, all school board meetings are virtually accessible through the WCS YouTube channel.

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.

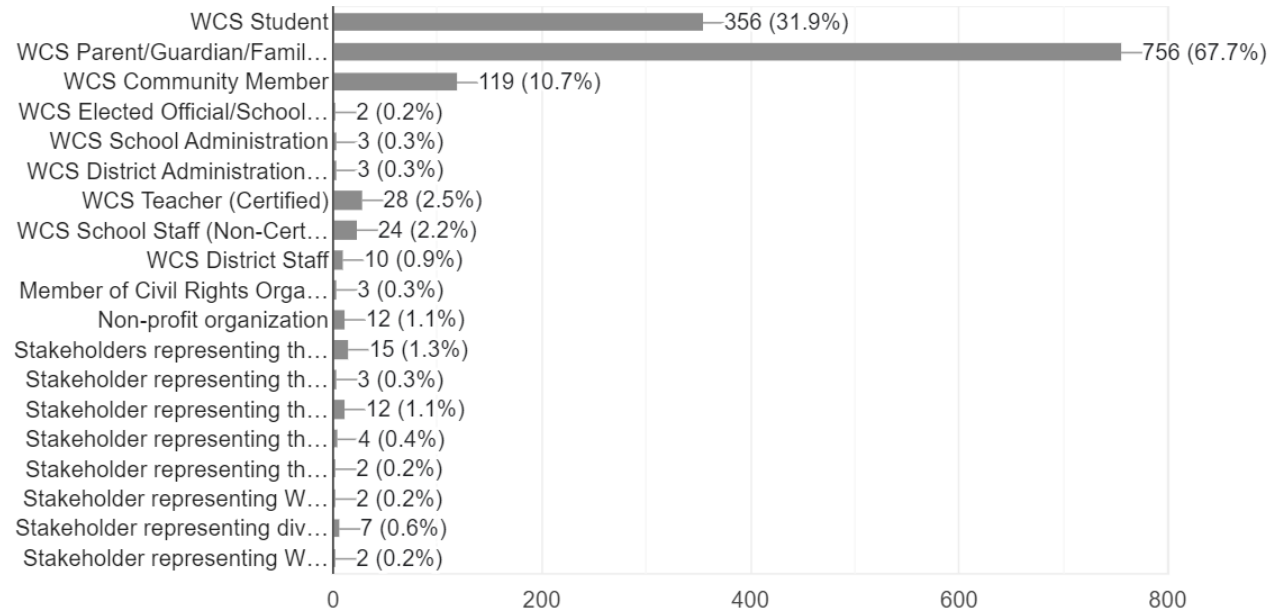
WCS created a webpage for communication concerning ESSER. This website is open to all stakeholders and has a dedicated email. Versus the beginning of ESSER WCS has updated one of their communication process with Bright Arrow which recently a stakeholder survey has been sent out to receive responses. The number of responses as of February 21, 2023 is 1116, this is greater than our initial participating experience. ESSER updates will be discussed in advisory council meetings. As mentioned, all school board meetings are live streamed for public knowledge. All revisions will be Board approved.

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

District survey invites are sent out through mass texts and mass emails to the Washington County District population, which includes a diverse population, to communicate the plan. ESSER is represented on a specific webpage created by the district which contains a targeted email address for any questions and comments

regarding ESSER. The website also has a stakeholder survey. WCS have 1116 responses from the current survey. This chart represents the diversity of participation. *The stakeholder representing the interest of* include special services or unique needs, English language Learners, students with disabilities, student in foster care, migratory students, incarcerated youth, diversity, equity, and inclusion, and experiencing homelessness.

1,116 responses



ESSER updates will be discussed in advisory council meetings. Additionally, major purchases are reviewed and approved at the Board of Education (BOE) meetings. The BOE meetings are live streamed for public knowledge.

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.

In the beginning, the district used surveys, town hall meetings, mass emails, ClassDoJo and BAND which was utilized in the development of the initial plan. Since that time, an ESSER specific webpage was created for the district which contains a targeted email address for any questions and comments regarding ESSER. The website also has a stakeholder survey. The district has updated to Bright Arrow, a mass communication system which was used to communicate the current stakeholder survey. ESSER updates will be discussed in advisory council meetings. Additionally, major purchases are reviewed and approved at the Board of Education (BOE) meetings. The BOE meetings are live streamed for public knowledge.