

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: 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: 9/14/2023

Total Student Enrollment:	8,146
Grades Served:	Pre-K-12
Number of Schools:	15

Funding

ESSER 2.0 Remaining Funds:	\$77,333.24
ESSER 3.0 Remaining Funds:	\$4,235,653.26
Total Remaining Funds:	\$4,312,986.50

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$700,761.13
	Summer Programming		
	Early Reading		
	Interventionists		\$62,232.00
	Other	\$69,763.01	\$1,540,400.93
	Sub-Total		\$2,303,394.06
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		\$191,956.00
	Special Populations		\$110,793.12
	Mental Health		\$663,336.89
	Other		\$477,082.20
	Sub-Total		\$1,443,168.21
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$161,091.00
	Other		
	Sub-Total		\$161,091.00
Foundations	Technology	\$7,570.23	
	High-Speed Internet		\$9,999.99
	Academic Space (facilities)		
	Auditing and Reporting		
	Other		\$318,000.00
	Sub-Total		\$327,999.99
Total		\$77,333.24	\$4,235,653.26

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, will support a high school interventionist.

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

ESSER 2.0 -

Math Movement materials <https://mathandmovement.com/> use a kinesthetic way of learning and fully engaging in math. These items are associated with learning loss due to COVID, and now that we are back in school having family engagement activities for math nights.

Supporting an at home environment with an activity that promotes socialization through reading and interacting with all family members will be the goal of this project. This project is designed to create a shared reading experience within the district and community. A chapter book is chosen, every student receives a copy. Activities at school coordinate promote and enrich the shared reading experience.

ESSER 3.0 –

High quality intervention and instructional supplies materials such as

Scholastic Book Sets

Picture books

Heinemann Instructional Materials

Amplify

Read to Them

The Library Store- (headphones)

Zones of Regulation-

Academic materials (math, ELA, Science, SS)

Math Movement

Providing School Allocations to provide such as these but not limited to:

Software in school allocation such as listed below.

IXL

Achieve

Educational software for math, ELA, SS, Science

ESGI

MIND Education

LiveSchool

Block Creator

Lexia

Certica TE 21 CASE

Imagine Learning - Edgenuity seats will be purchased for students that will be enrolled in an alternative learning experience. This is a 6-12 learning management system (LMS), supporting student engagement and communication, student encouragement and self-assessment, and other

tools to support student learning and progress.

Generation Genius

Kesler Science

BookBreak Program: Bestselling Children's Author Talk Notes & Resources

Professional Development opportunities such as; Orton-Gillingham, Kagan Strategies, 95% Group Training, NIET, Casa and Associates, Capturing Kids Hears, Math, Literacy, Science, SEL, Leadership, Computer Science, conferences and trainings, and Solution Tree.

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.

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. Professional development and professional development materials for ESL teachers and general education teachers. The content will be around student language development, academic growth and learning loss for LEP students. WIDA Planning with the WIDA ELD Standards. Summer learning supports for SWD will also be funded. Socials workers, contracted behavior health specialists and a contracted counselor for University School will be funded for social emotional and mental health services. Also, the district will contract six mental health professionals, such as Student Assist Counselors (SAC) (social and emotional assistance with direct counseling). Calming areas/self-regulation tools will also be put in the schools.

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

In **ESSER 3.0** - AMP Summit 2027 for rising high school freshman students will be held at 2 locations in Washington County. One at each high school. Approximately 10 certified instructional teachers will work across the district at the two locations for 5 days. Approximately 16 high school students will work as student leaders across the district at the two locations for 5 days. Approximately 8 college/young adult leaders will work as student team leaders across the district at the two locations for 5 days.

Calming areas/self-regulation tools will also be put in the schools. Also, Welnet will be purchased to support Focused Fitness and Second Step for Social Emotional support.

Washington County schools have seen above a 10% rise in behavior referrals across the district since the start of COVID-19. In response to the rise of behavioral referrals, Washington County will contract services to Hazelden Publishing for their Olweus bullying prevention program. Please refer to related documents for scope and sequence.

iPads, Apple pencils, magic keyboards for iPads will align with our safety plans and will connect with the car rider pro, Raptor, and other safety needs.

With an increase in safety issues and behavioral concerns that have been evident since the start of COVID,

improving safety measures and being proactive will be in alignment with the safety plans within the school system.

When COVID started visual awareness of who is in contact with who increased. Improvement in the current system by providing a new security system such as cameras, monitors, a recording system, and any other component which helps the function of the new system. This system can help with contract tracing and other safety measures that come with running a school campus. Installation of the system will be included.

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.

ESSER 3.0 – Providing two ESL teachers supporting the increased number of ESL population.

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 interactive panels to teachers for blending teaching.

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

While COVID keeps being of focus of Health and Safety also Public Safety has become a focal point across the State. The need for hand held two-way radios have become an increased necessity for communication across school campuses, with the various situations of increasing smaller groupings or spreading out the student population when necessary.

Indirect Costs

Monitoring, Auditing, and Reporting N/A

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 third year of TN All Corps. The direct services that support students are high quality intervention and instructional materials such as 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.

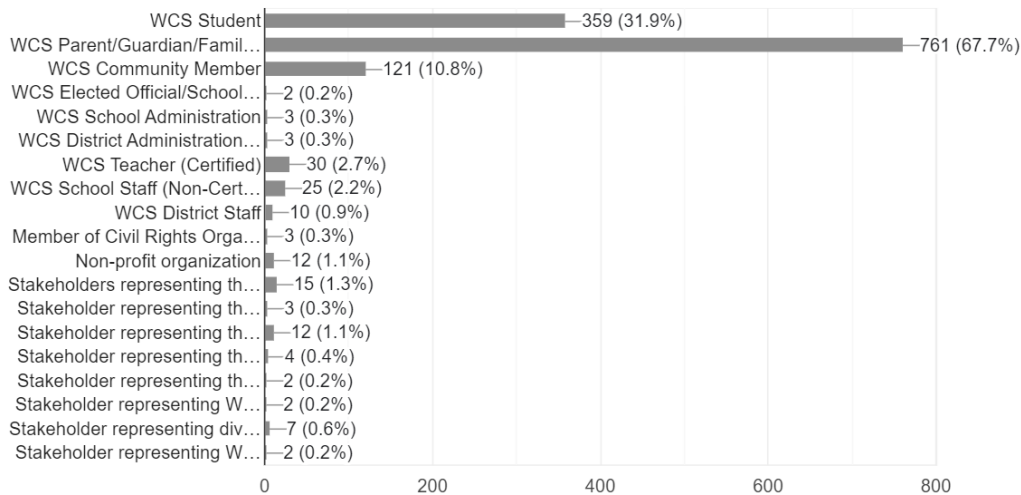
2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

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 processes with Bright Arrow (started in SY 22-23) in which a stakeholder survey has been sent out to receive responses. The number of responses as of September 13, 2023 is 902 participants, and in the last year's survey we concluded with 1,124 participants. 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.

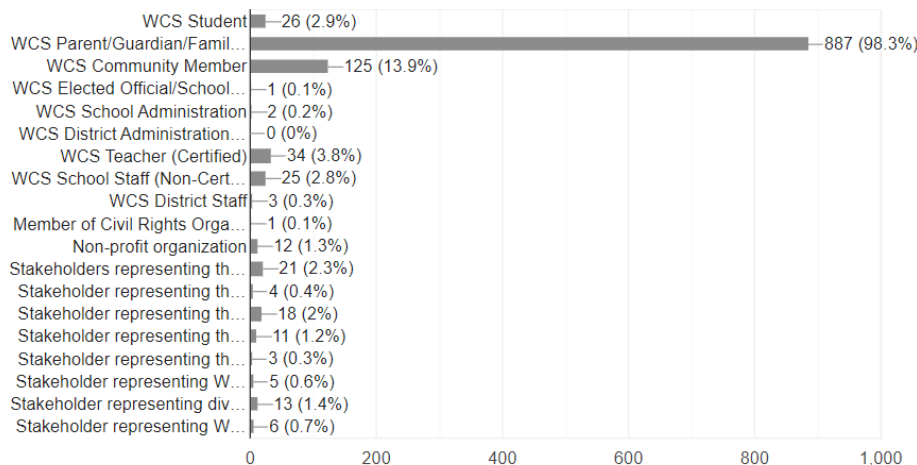
District survey invites are sent out through mass texts and mass emails to the Washington County District population, which includes a diverse population, to communicate the plan. ESSER is represented on a specific webpage created by the district which contains a targeted email address for any questions and comments regarding ESSER. The website also has a stakeholder survey. WCS have 902 responses from the current survey. This chart represents the diversity of participation. The stakeholder representing the interest of include as you see in sequence within the bar graphs: 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.

SY 2022-23 (winter)



SY 2023-23 (FALL)

902 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, Bright Arrow, ClassDoJo and BAND which is utilized in the development of the plan. WCS has an ESSER specific on the district's which contains a targeted email address for any questions and comments regarding ESSER. The website also has a 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.