

## **ESSER 3.0 Public Plan for Remaining Funds**

### **Addendum Guidance**

### **2022-23**

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 (Feb. 15 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: Lewis County

Director of Schools (Name): Tracy McAbee

ESSER Director (Name): Mylie McKissack

Address: 206 South Court Street Hohenwald, TN 38462

Phone #: 931-796-3264 District Website: lewisk12.org

Addendum Date: August 23, 2022

Total Student Enrollment:	1681
Grades Served:	K-12
Number of Schools:	4

### Funding

ESSER 2.0 Remaining Funds:	370,304.80
ESSER 3.0 Remaining Funds:	3,229,699.63
<b>Total Remaining Funds:</b>	<b>3,600,004.43</b>

### Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	8,595.00	337,666.24
	Summer Programming		438,623.91
	Early Reading		
	Interventionists		
	Other		21,600.00
	Sub-Total	8,595.00	797,890.15
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		11,425.00
	Mental Health		
	Other	20,867.00	35,738.86
	Sub-Total	20,867.00	47,163.86
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction	182,262.00	187,340.00
	Other	114,266.00	119,145.00
	Sub-Total	296,528.00	306,485.00
Foundations	Technology	37,538.00	60,920.00
	High-Speed Internet		
	Academic Space (facilities)		1,724,450.00
	Auditing and Reporting		
	Other	6,776.80	292,740.62
	Sub-Total	44,314.80	2,078,160.62
<b>Total</b>		<b>370,304.80</b>	<b>3,229.699.63</b>

## Academics

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

\*A minimum of 20% of ESSER 3.0 will be used to support tutoring and summer learning. High Dosage, Low Ratio Tutoring is the model for the students with the largest skill gaps. Funds are also being used to serve larger groups such as 1:7 for students that have a gap caused by quarantine for positive or contact to assure students stay current with class in house instruction.

\*Funds for summer learning will be used to address students that score a 1 or 2 (Below or Approaching Mastery in the prior year and have continued to score at the same level on our benchmark assessment – CASE). Classes will be small with no more than 4 in a classroom for grades K-4, no more than 7 in grades 5-7 and no more than 10 in grades 9-12. Credit Recovery will be an online option at the high school for students that have failed a course during the previous year or have missed school for medical reasons and need to make up missed work. Attendance will be recorded with the state database. Curriculum is located on Best for All Central.

\*Funds used for instructional materials for after school tutoring to close gaps caused by quarantine for positive COVID or contact. Materials include but are not limited to copy paper, envelopes, crayons, markers, glue, cardstock, supplemental workbooks, subscription to Remind, Reflex Math, and Generation Science Genius, and supplemental curriculum. Other materials include STEM kits, robotics, and intervention manipulatives. Materials will be used in grades K-12 covering four schools – Lewis County Elementary School, Lewis County Intermediate School, Lewis County Middle School, and Lewis County High School.

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

\*Funds will be used for 3 copiers to aid in printing, copying, and creating materials to be used to address learning loss, and remediation due to COVID.

## 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.

\*Funding is to support our special populations, students with disabilities.

\*Funding will be used to build a CDC playground located at the middle school. This equipment will support these students by providing a safe and healthy space for them during the school day.

\*Funds will be used to purchase a SPED assessment – Stanford Binet 5 Intelligence Test - complete test kit and interpreter manual.

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

\*Funds were used to pay 1 FTE clerical personnel for Coordinated School Health Program. Duties include collecting and organizing data, refilling supplies for COVID tests and PPEs, monitoring school usage of PPEs, collecting nurses’ data and COVID positive/contact reports, and contacting parents for follow up support during COVID quarantine.

\*Funds will be used to hire a Teacher Center Coordinator .5 FTE to aid in gathering, copying, and creating materials to aid in remote learning, learning loss, and remediation due to COVID.

### **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.

\*Funds were used for class size reduction – 3 FTE teachers to transition increasing enrollment in grades K, 1, and 3. A lot of students pulled out to homeschool during the 2021-22 school year and are returning for the 2022-23 and 2023-24 school year. In addition, enrollment has increased due to people moving into the county from heavily populated areas.

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

\*Funds were used for 1 FTE Assistant Principal to aid and assist principal in the Middle school in additional COVID related duties. Duties may include but are not limited to screening of students, supervising remote learning, contacting parents, and other duties as needed.

\*Funds were used for professional development provided by the state department to develop a qualified team to complete the selection and adoption process for new books.

### **Foundations**

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

Funds will be used for 1 FTE IT assistant to aid Technology Coordinator across the district in COVID related duties. Duties include but are not limited to coordinating remote learning, troubleshooting technological issues with equipment or digital platforms used to support increasing distance between students in the classroom to aid in preventing the spread of COVID for the 2022-23 and 2023-24 school year.

\*Funds will be used for capital outlay projects including replacement of windows in the Intermediate School, replacement of old existing HVAC units, air conditioning installed in 2 gymnasiums – Lewis County Middle School and Lewis County High School – to improve air quality, to remove carpet and replace with tile in eight kindergarten classrooms, replace desks, tables, and chairs at the high school, construct two shelters on the elementary playground to aid in social distancing.

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

\*Funds are for 4 FTE daytime custodians for each school for two years and 1 FTE custodian for summer school for two years. Custodians will be responsible for disinfecting doors, restrooms, classrooms, and mopping floors to reduce the spread of COVID germs.

\*Funds are for indirect cost.

### **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.

Multiple people are involved in monitoring spending of all funds. Requisitions are required for each purchase stating who requested the item, how much, where it will be located and what line item the purchase will come from. Once the requisition is turned into the ESSER Director, the Director will assure that the purchase is allowable, reasonable, aligns with the plan, and is necessary. Once the Director approves the requisition, it moves to bookkeeping and accounting. There, the purchase is given a purchase order and ordered through bookkeeping. The accounting specialist will cost center the purchase and assure that all items are received and checked. This requires all shipping invoices to be signed by the person who opens the delivery. Once items are checked, they will be sorted, inventoried if necessary, and sent to the department or person that requested them. Each month, financial meetings are held to assure that purchases, outstanding and past, align with the plan and have been spent as planned. It is during these meetings, that discussions may be held about necessary revisions and amendments. Revisions and amendments are done with state approval.

#### 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.

\*A minimum of 20% of ESSER 3 will be used to support tutoring and summer learning. High Dosage, Low Ratio Tutoring is the model for students with the largest skill gaps. Funds are also being used to serve larger groups such as 1:7 for students that have a gap caused by quarantine for positive COVID or contact to assure students stay current with class in house instruction.

### **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.

Lewis County Schools communicated and engaged families and community members of federal dollars through ESSER funding through multiple means. First, our district newsletter went home with each student with an overall summary of ESSER funding, the plan is posted on the school website, discussions

and public input came from board meetings, leadership meetings, Family and Community Advisory meetings, Extended Learning Meetings, PTO meetings, and Family Resource Advisory meetings.

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.

Lewis County Schools reached out to our stakeholders and asked for input through our Family Advisory Councils, School Improvement Committees, Extended Learning Meetings, Family Resource Advisory meetings, PTO meetings, leadership meetings and board meetings. Plans and addenda are/will be posted on the district website.

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

Lewis County Schools engaged a diverse population of stakeholders as represented in the Family Advisory Council, School Improvement Committees, Extended Learning Family Meetings, Family Resource Advisory meetings, PTO meetings, leadership meetings and board meetings. Plans and addenda are/will be posted on the district website.

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.

Lewis County Schools used the following modes of engagement to gain input from stakeholders:

- In-person and virtual Family Advisory Council meetings
- In-person Extended Learning Family meetings and monthly newsletters
- District newsletter
- In-person and virtual School Improvement Committee meetings
- In-person Family Resource Advisory meeting
- PTO meetings
- Leadership meetings
- Board meetings
- Emails with stakeholders due to increased COVID cases
- Plans and addenda are/will be placed on the district website