

## **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: **Dyer County School System** \_\_\_\_\_

Director of Schools (Name): **Cheryl Mathis** \_\_\_\_\_

ESSER Director (Name): **Greg Cherry** \_\_\_\_\_

Address: **159 Everett Ave.** \_\_\_\_\_

Phone #: **731-285-6712** District Website: <https://www.dycrcs.net> \_\_\_\_\_

Addendum Date: **February 27, 2023** \_\_\_\_\_

Total Student Enrollment:	3,627
Grades Served:	PreK – 12
Number of Schools:	8

### Funding

ESSER 2.0 Remaining Funds:	\$486,452.73
ESSER 3.0 Remaining Funds:	\$5,972,818.33
<b>Total Remaining Funds:</b>	<b>\$6,459,271.06</b>

### Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming	\$25,101.21	\$410,904.02
	Early Reading		
	Interventionists		\$724,383.15
	Other	\$115,206.97	
	Sub-Total	\$140,308.18	\$1,135,287.17
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations	\$6,300.00	
	Mental Health	\$23,523.84	
	Other		
	Sub-Total	\$29,823.84	
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$42,500.00	
	Sub-Total	\$42,500.00	
Foundations	Technology	\$2,800.00	
	High-Speed Internet		
	Academic Space (facilities)	\$66,900.00	\$4,651,386.50
	Auditing and Reporting	\$98,730.80	\$113,644.13
	Other	\$105,389.91	\$72,500.53
	Sub-Total	\$273,820.71	\$4,837,531.16
<b>Total</b>		<b>\$486,452.73</b>	<b>\$5,972,818.33</b>

## Academics

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

Dyer County Schools will continue to invest in academic material and academic and attendance recognition for our Summer Learning Camps to address summer learning loss at all grade levels. Funds will be used to encourage participation through daily attendance and recognize students' academic growth and progress achievement. The effectiveness of the material purchased will be evaluated by summer attendance, state assessments, universal screeners, and district benchmarks.

The district invests in the TN ALL Corps tutoring program and provides high-quality Reading and Math instruction to close learning gaps and address learning gaps. Tutoring through the TN ALL Corps will be available before and after school and embedded into the school day for grades 1-8 to address ELA and math deficits due to the educational setbacks experienced due to the COVID-19 pandemic. Interventionists will continue to provide additional academic support to address learning loss through additional tutoring opportunities. The district will continue offering Summer Learning Camps to address summer learning loss, emphasizing ELA and Math for grades 1-8.

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

The Edgenuity platform is being used as an online intervention instructional program to address credit recovery needs. Special populations are addressed within the online platform so that equitable services are provided. Learning and learning loss closures will also be assessed through district benchmarks, universal screeners, optional assessments from the state, and state testing.

Due to the pandemic, Dyer County Schools is addressing learning loss needs in reading and math related explicitly to ACT. In addition to Tier I instruction, tutoring, and intervention will be provided. Two separate ACT workshops will be offered to juniors and seniors. These workshops will give specific instruction, materials, and tutoring. Jane Ross Tutoring will provide the workshop.

DreamBox Learning- Reading Plus for all 3-12 students to be utilized in ELA and RTI programs. Reading Plus will connect rich assessment data to personalized digital learning and teacher-led instruction. Reading Plus will provide tools to support a culture of literacy. The Reading Plus experience is personalized to each student's interests and academic strengths and builds cross-curricular content-area knowledge.

Dyer County Schools will utilize Renaissance Learning's instructional programs, Star Phonics and Lalilo. These programs provide instructional practice focusing on phonological awareness, phonics, word recognition, comprehension, and grammar for students in K-3. Additionally, it will provide support in foundational skills for all students to address deficit areas in reading skills

## 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.

Dyer County Schools has purchased supplemental instructional material for students with disabilities to address deficit areas that were negatively impacted due to the pandemic. These instructional materials include research-based reading programs that use a systematic and cumulative approach to teach total word structure for decoding and encoding. Additionally, the system will purchase sensory items for students who continue to be affected by the effects of COVID. These items will be used for students' emotional needs, reduce anxiety, and provide a calming place when needed.

Dyer County Schools will utilize funds to contract with a local mental health agency to add additional school counselors to our staff. These counselors will be used within the system to provide emotional support to students and staff. The counselors will also be a liaison between parents and outside mental health agencies. Data collected by the counselors will measure the effectiveness of this program. This data will include mental health surveys completed by staff and self-assessments completed by students. The data will also include results from the climate survey.

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

No funds were allocated on this revision for the focus area.

## 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.

No funds were allocated on this revision for the focus area.

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

The NIET Teacher Leadership Series training program is being implemented in our system. This program aims to help identify, equip, and empower teachers, schools, and system leaders to drive instruction and growth. This program empowers teachers to leverage instructional expertise, make data-driven decisions, create collaborative partnerships and advocate for the profession. The five-part series helps schools, districts, and states put teacher leadership at the center of efforts to improve instruction and retention, accelerate learning, and keep the best teachers in the classroom where they are most needed. As instruction is improved, learning loss deficits will lessen. The effectiveness of this leadership program will be evaluated through teacher use of high-quality instructional materials and growth in student learning. Leadership participants will collaborate with teachers and the administration.

## **Foundations**

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

Two wide-format printers will be purchased to assist in teaching students valuable skills in graphic design, communications, multimedia design, art, photography, architectural, and engineering designs. Wide-format printing is standard in many industries, such as in producing architectural and engineering blueprints. Introducing students to this technology helps get them excited about these potential careers by creating beautiful and professional projects. During the pandemic, it also became apparent that a wide-format printer can be used to print various media, including durable vinyl material that can supply things such as custom stickers for social distancing.

An HVAC unit has been purchased for the ROTC Armory, providing extra learning space for students to be socially distanced. This installation will give a cleaner, healthier, and more efficient space in which learning can occur.

Adding a new wing at Fifth Consolidated Elementary School will allow students and staff to engage in meaningful learning opportunities safely. These additions will provide a cleaner, healthier, and more efficient space in which learning can occur.

Federal programs staff were hired to oversee and review all purchasing documentation and ensure that EDGAR and TN ALL Corps guidelines are being followed. The district staff will ensure that data collection and reporting are submitted on time each month.

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

In response to learning loss due to the COVID-19 pandemic, our system has identified the need for additional staff to offer services and support to our students and families in the form of an additional Truancy Prevention Officer and a Public Relations Coordinator. Adding a Public Relations coordinator allows us to focus on communicating with students and families about learning opportunities to address the learning loss during the pandemic. A Truancy Intervention Officer has been hired to monitor attendance for each school in the Dyer County School District. This position monitors student attendance and addresses truancy issues through monthly contact with each active student or parent regarding the student's truancy concerns, making home visits if necessary. These contacts shall include prevention services to meet the anticipated outcomes of the program, which is to keep students in school and close learning gaps.

## **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.

Dyer County Schools will continue to conduct interim audits to review, monitor, and document grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with the District's Uniform Grants Guidance Policy and Procedures Manual. The Finance Director will monitor and document internal controls throughout the grant cycle.

Once final guidance is received, Dyer County Schools makes any necessary adjustments to monitoring, auditing, collecting, managing, and reporting information from the plans based on feedback and set guidelines.

Updated information will be shared with stakeholders through communications that include school board meetings, advisory panel meetings, parent-teacher conferences, PTO meetings, and our district website.

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.

Dyer County Schools is addressing learning loss by investing in the TN ALL Corps tutoring program and providing high-quality Reading and Math instruction to address learning gaps.

### ***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.

All ESSER related planning documents are available on the Dyer County School System district website; this includes translated documents for those who need them. During regularly scheduled meetings, information will continue to be shared with our school board, student leaders, parent advisory committees, county commissioners, and community organizations. Dyer County Schools will continue to offer opportunities for all stakeholders to stay fully engaged in the ESSER grants' progress as we work to obtain feedback and collect data. Schools will continue to host family engagement activities periodically throughout the school year to keep stakeholders informed of the progress of the ESSER spending plan and receive feedback.

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.

Dyer County Schools attempts to engage as many stakeholders as possible and seeks feedback through various methods during all phases of the planning process. Surveys were posted online, and school personnel provided literature regarding the planning process that included a QR code that stakeholders could scan and take the surveys. Dyer County Schools utilized our text messaging system to stress the importance of public feedback regarding the planning process. In-person meetings continue to be conducted, where information is shared, and feedback is collected, evaluated, and considered for the use of funds. These conversations occur during PTO meetings, family engagement opportunities, parent-teacher conferences, and in-person meetings. Translated ESSER planning documents are posted on the district website for those who need them.

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

The Dyer County School System has solicited meaningful consultation from a diverse population of stakeholders from the start of the federal relief spending initial planning period. Stakeholder groups included educators and school staff members, administrative staff members, school board members,

parent advisory committees, students, and civil rights organizations. The district utilized a variety of surveys and public meetings to reach a broad range of stakeholders. In-person meetings continue to be held to capture the input of stakeholders representing advisory and administrative groups. Teachers and administrators continue to communicate the progress of our plan with our SWD population during parent-teacher conference events and parent engagement opportunities. Dyer County does not have an interest group representing English Language Learners, children experiencing homelessness, or an interest group for children in foster care. There are no identified Tribes within our district, nor are there migratory students or children who are incarcerated.

3. 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.

Dyer County Schools continues to gain input from stakeholders through in-person meetings, social media sites, district and individual school websites, and community meetings. Dyer County Schools also received feedback from school leadership teams, teacher advisory boards, and parent advisory committees. Translated planning documents and information are shared through our system website and social media channels.