

## ESSER 3.0 Public Plan-Federal Relief Spending Addendum Addendum Guidance

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 (February 1 and August 27). 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 intent of the plan is to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total for each relief fund: ESSER 1.0, ESSER 2.0, and ESSER 3.0. and equal the allocation amounts.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align to the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it used 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.
- 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, if 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-Federal Relief Spending Addendum

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) help 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: Collierville Municipal Schools

Director of Schools (Name): Dr. Gary Lilly

ESSER Director (Name): Dionne W. Cole

Address: 145 W. Poplar Avenue Collierville, TN 38017

Phone #: (901) 861-7000 District Website: <https://www.colliervilleschools.org/>

Addendum Date: February 1, 2022

Total Student Enrollment:	9157
Grades Served:	PreK-12 <sup>th</sup>
Number of Schools:	10

### ***Funding***

ESSER 1.0 Allocation:	\$2,093,807.58
ESSER 2.0 Allocation:	\$7,130,725.02
ESSER 3.0 Allocation:	\$16,014,595.45
<b>Total Allocation:</b>	<b>\$25,239,128.05</b>

**Budget Summary**

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$12,676.41	\$83,196.39	\$841,671.41
	Summer Programming			\$120,000
	Early Reading			
	Interventionists			2,693,370.24
	Other	\$154,524.52	\$116,803.61	\$90,968.04
	Sub-Total	\$167,200.93	\$200,000	\$3,746,009.69
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	\$247,100	\$560,000	\$19,500
	Mental Health	\$5,334.54		\$213,352.11
	Other			
	Sub-Total	\$252,434.54	\$560,000	\$232,852.17
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other			\$995,925
	Sub-Total			\$995,925
Foundations	Technology	\$965,288.65		
	High Speed Internet			
	Academic Space (facilities)		\$5,855,000	\$10,297,136
	Auditing and Reporting			
	Other	\$708,883.46	\$515,725.02	\$742,672.59
	Sub-Total	\$1,674,172.11	\$6,370,725.02	\$11,039,808.59
<b>Total</b>		<b>\$2,093,807.58</b>	<b>\$7,130,725.02</b>	<b>\$16,014,595.45</b>

## *Academics*

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

Throughout the duration of ESSER provided funding, the needs of the Collierville School have evolved. With the provision of ESSER 1.0, the largest proportion of funding was dedicated to the maintenance of PPE for staff, students and administration and providing a 1:1 technology district-wide solution to school closures. Recovery from the closures of all district schools in March of 2020 and the subsequent COVID-19 mitigation strategy of offering a full virtual platform to all K-12 students in Collierville Schools for the 2020-2021 school year was also a focus. This allowed parents to choose the best education scenario for their children and their households. Funding was also dedicated to tutoring and intervention strategies for all students. Additionally, funding was dedicated to services for special populations of students with disabilities including maintenance of occupational, speech, and physical therapy, as well as ESL services in a safe and mitigated fashion. With the provision of ESSER 2.0 funding, the focus was turned to the mitigation of COVID-19 through HVAC and foundational upgrades at multiple schools, support for nutrition services for all students, continued services and materials for special populations mentioned above, increased tutoring and support for learning loss both during the school year and during the summer months, as well as continued maintenance of the virtual option for students during the state of emergency in Tennessee. The focus of ESSER 3.0 is to continue with mitigation strategies, as well as to address learning loss through many avenues. A heavy investment in additional staffing including interventionists in all schools, as well as the following: summer programming for all students showing learning deficits related to COVID closures, foundational reading training and materials for K-5 teachers, continued focus on special populations, and expansion of facilities showing large growth pockets. Utilizing city planners to assist in reducing class size and space has assisted in meeting the needs of the growing Town of Collierville and aligns with the community input and needs assessments of the district. The needs assessment of the district for academics aligns with the budgeting outline for ESSER 3.0 through stakeholder input. Summer programming was offered to students in grades K-4 and grades 5-7 at two campuses for 4 weeks in accordance with the TN Learning Loss and Student Acceleration Act. This programming utilized current Collierville Schools curriculum and identified the weakest standards by grade as evidenced by benchmark testing throughout the 2020-2021 school year in both math and ELA. A scope and sequence utilizing these standards was then created by district facilitators to address each area of need. Students also utilized individualized plans for their specific skills deficits through the RTI approved programming for the district. A total of 320 Kindergarten-4th grade students participated and a total of 97 5th-7th grade students participated. The interest in the program has already increased and we are making plans for a larger participation rate for the summers of 2022 and 2023. State provided funding, in addition to the state transportation grant, was leveraged to fund student participation. In addition, the summer programming at the high school was expanded utilizing ESSER funding to allow for 131 students to participate for credit recovery options. This will continue to be expanded utilizing ESSER 3.0 funds for the next three summers and exiting 8th graders (rising 9th grade) will be added to the

summer programming options for the summer of 2022 utilizing district ESSER funds. ESSER funds were strategically allocated to increase academic achievement. These allocations support the investments identified in the district's needs assessment. Collierville Schools identified gaps in academic opportunities for students in historically underserved subgroups. Collierville Schools provided before/after school tutoring and provided every k-8<sup>th</sup> grade student an opportunity to participate in summer learning academies. By adding additional interventionists and interventionist assistants in each school, we were able to address lost instructional time, especially for students most impacted by the pandemic. Tutoring support is to be contracted through for TN ALL Corps program, with the goal of improving student proficiency, closing gaps in learning, and remediating learning loss due to COVID-19. The purpose is to ensure that those interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

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

Initiatives included in the "other" category are supplies and materials purchased by area private schools to support learning environments and social and emotional learning. First Assembly Christian School (FACS) purchased the IXL Math Program to remediate math skills deficits that occurred as a result of school closures during COVID-19. Additionally, FACS purchased materials and supplies to support such as ink, art supplies, and batteries. St. Mary's Episcopal School purchased materials to support mental health and counseling with students in response to increased stressors due to the pandemic.

## *Student Readiness*

### 1. Description of 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:

According to both the district needs assessment as well as overwhelming response to the community and stakeholder survey, student mental health and support for special populations of students are identified as a key investment pieces for the funding provided to the district. A total of \$1,147,904.00 has been invested in providing services and materials to students with disabilities, 504s and ESL. These students are provided with occupational therapy services as well as with speech and language services in a virtual setting where needed. Collierville Schools utilizes the Panorama Socio-emotional learning platform to support students with their mental health because of the pandemic. This program will serve as a front-line defense for our educators to assist with being pro-active and identifying at-risk students with a point in time mechanism. Utilizing the ELC grant, additional funding will also be supplied for COVID specific nurses and clerical staff to assist with contact tracing. ESSER funds were strategically allocated to special populations and mental health in an effort to support Student Readiness and the School-Related Supports necessary to access high-quality instruction identified in the district's needs assessment. To create a strong foundation for students' academic success Collierville Schools prioritized students' social, emotional, and mental health by providing professional development for educators and staff to address these needs. Collierville Schools took steps to build school communities and support students' social, emotional, and mental health this academic year by investing in a school counselor.

2. Describe initiatives included in the “other” category

There are no initiatives in the “other” category.

**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:

Collierville Schools has allocated money in ESSER 3.0 to provide a permanent, school substitute teacher at each building in order to provide for assistance in cases of teacher quarantine or exposure to the COVID-19 virus, resulting in teacher isolation from school. These substitutes will be trained to the school-specific needs and will also be trained to assist in an online/remote setting if needed in that capacity. Additionally, the district will provide professional development focused on academic rigor aligned to TN Academic Standards to assist in retention of high-quality educators and school personnel.

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

Each school will be equipped with a permanent substitute teacher that will serve daily in the school setting for 3 years from FY22-FY24. Funds will also pay for the permanent substitute teachers’ benefits. These individuals will serve primarily as an academic support by working with students across the school campus to ensure that if a regular classroom teacher is not available for instruction that the learning will continue, thus limiting learning loss.

**Foundations**

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

Throughout the COVID-19 Pandemic, Collierville Schools has invested money and personnel in the protection of our staff and students at all levels. Initial investments from ESSER 1.0 included personal protective equipment for staff and students, cleaning equipment including disinfectant machines, disinfectant wipes and hand sanitizer for all classes, masks for all students and staff, face shields, desk shields and replacing tables with individual seats for social distancing. Touchless sinks and restrooms were installed as well as touchless hand sanitizers in common areas. Touchless paper towel dispensers and water bottle fillers were installed in all buildings to provide mitigation strategies for all students. HVAC units were replaced with MERV-13 filters to ensure further mitigation strategies for all air systems and to meet HEPA standards for air filtration. The district secured a Connectivity Grant to provide “hot spots” for students with no access to high-speed internet at their home. The district also invested a large amount of money to secure and add to the number of district issued devices for student use for all students in Collierville Schools. ESSER funding was used to complete this deployment to all. Additionally, in conjunction with the Town of Collierville and district and county planners, expansion space has been proposed at our two most densely populated schools to provide much needed space relief and more spacing for common areas.

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

ESSER funds were utilized to purchase custodial supplies for all schools and buildings to mitigate the spread of the COVID-19 virus. Funds were also used to purchase transportation, food supplies, and other supplies and materials. ESSER funds were utilized from ESSER 1.0 and 2.0 to accommodate food shortages encumbered throughout the school closures from March 2020 to August 2020, allowing families that relied on school-provided meals to not succumb to food insecurity or scarcity. ESSER 3.0 funds were allocated for provide an ESSER Director and an ESSER Accountant to oversee grants and lead compliance for ESSER initiatives.

***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 Director of Federal Programs and the ESSER Accountant were hired to maintain the systems, reporting and data collection for the ESSER grant funding over the three-year expenditure/maturation of the grant. As funds are allocated to the district from the State and Federal government, Collierville Schools prepares budgets in accordance with the guidelines set forth by the funding body to properly achieve the goals originally outlined for the funds. The grant funds received are allocated separately at the district level for each program by assigning unique cost centers and project numbers to each program. All grant funds are included on the Monthly Financial Reports which are presented on a monthly basis to the Director of Schools and the Collierville Schools Board of Education.

The Federal Programs Director and the Chief Financial Officer conduct bi-weekly meetings to review the budgets and expenditures for all these projects to ensure all costs are allowable and are in alignment with the funding goals and plans. In these meetings, we also seek the input of other stakeholders in the grants, for example, the Chief of Operations. This ensures compliance in allowable costs for more specific areas such as construction; for example, Davis-Bacon compliance.

These meetings will in essence be a sort of self-monitoring by the district and will alert us to any compliance issues as well as the timing of spending and drawdowns made from the State. The State will be conducting fiscal monitoring as well. Collierville Schools is audited annually by Dixon Hughes Goodman, LLP. This annual audit includes a single audit of all federal funds as well as federal funds passed through the State of Tennessee.

Additionally, the Federal Programs Department will report information to the community through monthly school board meetings, district and school websites and communications, and other community news outlets.

Community activities such as PTA Meetings, Family Engagement activities and the like will provide opportunities to share updates as to how federal funds are being utilized to support the district initiatives.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

A total of \$439,673.97 out of \$16,014,595.45 was allocated in ESSER 3.0 on direct services to students to address learning loss through the implementation of evidence-based interventions. These funds match the funds provided by the TN ALL Corps Grant. Tutoring support is to be contracted through EasyStaffing for TN ALL Corps program, with the goal of improving student proficiency, closing gaps in learning, and remediating learning loss due to COVID-19. The purpose is to ensure that those interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

***Family and Community Engagement***

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

Collierville Schools utilized multiple modes of engagement to meaningfully consult with a diverse group of stakeholders in the development of the Safe Return to In-Person Instruction and Continuity of Services Plan Addendum. Methods of engagement include in-person meetings, surveys, and public postings with opportunities for two-way communication. The combined stakeholder input across the multiple engagement opportunities, in-person meetings, surveys, and public meetings, represents the composition of Collierville Schools student groups. The superintendent recently discussed the use of ESSER funds during his weekly update to the Board Members.

In addition, the superintendent shares updates regarding the status of the COVID-19 pandemic and applicable protocols with the Board of Education at every monthly meeting. Monthly leadership team and administrative meetings give multiple stakeholders the opportunity to provide feedback on current COVID-19 protocols and procedures.

Due to the specialized instruction required for students with disabilities, special education administrators meet regularly with all special education educators and support staff to identify safety accommodations necessary to meet the individual needs of special education students. Additional data regarding safety measures for special education students are gathered through regular informal classroom observations. Similar meetings are held with ESL teachers to ensure small group instruction can be facilitated with safety procedures in place.

Stakeholders were surveyed in January 2022 to gather feedback regarding COVID-19 mitigation strategies currently implemented throughout the district. Survey responses include a diverse representation of the stakeholder groups within Collierville System. Survey responses overwhelmingly approved of the health and safety procedures implemented throughout the district. Ongoing public input will inform the need to re-engage stakeholders and revise the health and safety measures in response to the most current COVID-19 data.

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

Stakeholders were surveyed in January 2022 to gather feedback in the development of the revised plan. Survey responses include a diverse representation of the stakeholder groups within Collierville School.



Survey responses approved of the health and safety procedures implemented throughout the district. Ongoing public input will inform the need to re-engage stakeholders and revise the health and safety measures in response to the most current COVID-19 data.

The total stakeholders from Collierville High School, Collierville Middle School, West Collierville Middle School and Collierville Virtual Academy account for 12,370 total recipients of our on-line survey. Six elementary schools accounted for 6,279 recipients. A total of 18,649 stakeholders are from the ten Collierville Schools. The percentage of survey respondents by stakeholder group are as follows: parents-2%, parent of a student with special needs-4%, parent of an English learner-2%, teacher-16%, community member-80%, district administrator-41%, other school staff-11%, student-2%, elected official and school board-17%, principal-100%, school leaders-26%, civil rights organization member-0%, disability rights organization-1%, and central office staff-26%.

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

Multiple models of engagement were utilized to ensure all applicable stakeholders were provided an opportunity to have a voice on how Collierville Schools would continue to use ESSER funds. Surveys, in-person, and town hall meetings occurred to ensure all applicable groups were represented and they represented the composite of students.

### 4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

Survey links were sent to all school principals to post on their school website and the survey was also posted on the district's main webpage. Results were compiled and analyzed for further discussion at the school board business meetings and at the weekly executive staff meeting. The Director of Schools, Assistant Superintendent, and Federal Programs staff met with all PTA presidents to discuss the development of the revised plan.