

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: Clarksville-Montgomery County Schools

Director of Schools (Name): Dr. Jean Luna-Vedder

ESSER Director (Name): Laura Nichols OR Dr. Kimi Sucharski

Address: 621 Gracey Ave., Clarksville TN 37040

Phone #: 931-648-5600 District Website: www.cmcss.net

Addendum Date: September 2023

Total Student Enrollment:	39,449
Grades Served:	Pre-K – 12 and Adult High School
Number of Schools:	45

Funding

ESSER 2.0 Remaining Funds:	\$1,550,841.91
ESSER 3.0 Remaining Funds:	\$24,840,238.99
Total Remaining Funds:	\$26,391,080.90

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$20,000	\$294,875
	Summer Programming	0	\$4,513,043.26
	Early Reading	0	0
	Interventionists	0	\$670,840.70
	Other	\$274.48	\$396,220.30
	Sub-Total	\$20,274.48	\$5,874,979.26
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	0
	Special Populations	0	\$161,451.20
	Mental Health	\$10,000	\$1,273,657.21
	Other	0	\$12,115
	Sub-Total	\$10,000	\$1,447,223.41
Educators	Strategic Teacher Retention	0	\$34,333.50
	Grow Your Own	0	0
	Class Size Reduction	0	\$2,552,383.41
	Other	0	\$94,232
	Sub-Total	0	\$2,680,948.91
Foundations	Technology	\$857,096.99	\$1,107,271.77
	High-Speed Internet	0	0
	Academic Space (facilities)	\$628,430.66	\$9,935,532.89
	Auditing and Reporting	0	\$389,661.90
	Other	\$35,039.78	\$3,404,620.85
	Sub-Total	\$1,520,567.43	\$14,837,087.41
Total		\$1,550,841.91	\$24,840,238.99

Academics

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

Providing students with multiple opportunities to engage with academic content is important to CMCSS and its stakeholders, as expressed in our survey results. The district is taking advantage of access to relief funding to expand student access to not only afterschool and summer academic enrichment opportunities but to also provide students with a variety of digital tools such as Imagine Learning, economics, social studies/government and foreign language curricula and online calculators. Additionally, the district is expanding opportunities that re-engage students with the learning environment while accelerating learning in STEM curriculum such as Scholastic eSport, Vex Robotics, AEOP Solar Sprint, Drones, and Cyber Patriot. All CMCSS students will engage with newly adopted, high-quality literacy/ELA and mathematics curricula.

The district is increasing the number of RTI coaches to ensure the Tier II and Tier III needs of middle school students are being addressed at sufficient intensity to mitigate learning loss. The RTI coaches will facilitate professional development on content knowledge and instructional delivery, will support school staff in the review of data to identify areas of need and develop a plan of action, and will collaborate on progress monitoring.

As a method of increasing our workforce in a hard to fill areas, CMCSS will partner with Lipscomb University and Austin Peay State University to offer educational assistants the opportunity to participate the teacher residency program to become special education teachers. Participants will receive on the job training and mentoring with a highly qualified teacher while completing required coursework to earn a teaching license with endorsements in hard to fill areas.

The district will continue to provide before/afterschool and summer learning opportunities for students who need additional support to be ready for the next steps in their education at the elementary and middle school level as well as offer acceleration opportunities for students needing a challenge. Credit recovery options will be offered to high school students to facilitate on-time graduation. Funding will be used to purchase the ClassKick College Readiness Assessment to better track progress toward students’ college and career readiness goals and the Innovative High Schools grant will provide high school students access to additional workforce development skills.

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

- iAutomation
- Curriculum & Innovation Director
- Virtual Learning
- Adult HS
- Instructional Materials
- Family Engagement Resources

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.

The district uses the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and FastBridge skills and standards screeners, that are administered at the beginning, mid-year, late Spring points of the school year; this data is analyzed by grade level, subgroup, and school. Trend data is analyzed to identify learning loss, skill support needs, standards support needs, and social emotional needs. Based on stakeholder feedback, the district will utilize the following interventions for addressing students’ academic and social emotional needs:

- Offering summer learning opportunities for students who need additional support to be ready for the next steps in their education at the elementary and middle school level as well as offer acceleration opportunities for students needing a challenge.
- Purchasing Imagine Learning for all students and to address the needs of struggling subgroups as well as offer acceleration opportunities for students needing a challenge.
- Implementing digital learning tools (i.e. EverFi, eSports, etc.) to improve students’ communication, data analysis, problem-solving and statistical thinking skills leading to stronger academic performance and job readiness.
- Purchasing ClassKick assessment to better track progress toward students’ college and career readiness goals and utilizing the Innovative High Schools grant to provide access to additional workforce development skills.
- Hiring additional RTI and instructional coaches and an assistant curriculum director to ensure teachers have the supports needed to provide high-quality instruction and intervention for all students.
- Offering additional professional development opportunities for all staff including Thinking Maps PLC, family engagement, MTSS, STEM, literacy and mathematics.
- Expanding a Social and Emotional Learning division and implementing research based SEL curriculum grades K-12 to address students’ social emotional needs as well as collaborating with Mental Health Coop to address students’ mental health needs.

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

Social Emotional Learning
 Interventions
 Family Engagement Professional Development

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.

Through consultation with stakeholders, the district plan includes the following supports for staff:

- Building multiple Pathways to Teaching to include: Early Learning Teacher Residency [ELTR] for classified employees and graduating high school seniors, Lipscomb Teacher Residency [LTR], and the Academy of Teaching and Learning at West Creek HS.
- Continuing an Educator Diversity Mentoring program by pairing veteran teachers with beginning minority teachers through their first three years of teaching to increase success and retention ensuring the district has fewer vacancies and is developing the skills of the workforce.
- Providing EAP/mental health services to help employees identify and resolve personal concerns that affect job performance (including COVID fatigue) as a result, the district will see enhanced employee and workplace effectiveness; improved staff health and productivity; and, increased staff retention.
- Providing a consulting teacher to work with district substitutes to better prepare them to navigate the literacy rich and intensive curriculum of CMCSS PreK-12 classrooms to ensure that students continue to receive high-quality core content during the regular teacher’s absence.
- Creating multiple professional development opportunities for certified and classified staff – ENGAGE, Thinking Maps PLC, Early Learning Literacy Training, Early Literacy HQIM Implementation Network, HQIM Literacy Implementation Network, Math Implementation and PLAN On-line Learning.

NOTE: In 2022-23, district personnel earned over 103,000 hours of professional learning. June 2022 saw 1403 participants earn 8103 hours of professional learning credits. More than 130 new learning courses were created and offered to classified staff having direct contact with students.

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

Consulting Teacher
Permanent Nursing Substitutes

Foundations

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

The bulk of the funds allocated to the foundations category will be used to address parent, staff and community concerns around building safety and addressing healthy learning conditions for students to have a successful school year in school buildings. These investments include such things as:

- Building renovations: HVAC repairs/replacement; roof, door and window repairs/replacement; space redesign to allow for social distancing.

NOTE: *Since the original plan, some renovation projects have been eliminated due to lack of availability of supplies/materials, lack of work crews/contractors, or concern about meeting the timeline. Funding from the eliminated projects has been reallocated to address other needs identified by stakeholders.*

- Technology: Providing devices for all students and staff including hotspots as needed; retrofitting buses with Wifi capabilities; upgrading servers and firewalls to ensure districtwide capacity and security; purchasing replacement devices/supplies and hiring additional desktop support/temporary staff for the Tech First Aid Center;
- Custodial training and supplies: Purchasing additional cleaning supplies to ensure buildings are reducing student/staff exposure to environmental health hazards consistent with CDC guidelines and recommendations;
- Health Staffing: Increasing the capacity of nursing staff by providing permanent nursing substitutes; expanding the footprint of the On-Site Clinics to accommodate increase in patients and social distancing; providing onsite screening.

District plans also include purchase of additional family communication tools; TransAct translation services (the district has over 70 languages spoken); digitizing student records for faster accessibility; and funding HR, Finance and Accountability staff to ensure district compliance with relief funding requirements.

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

Digital Tools
 Desktop Support
 Support Staffing (Instructional Platform Specialist, Custodial/Facilities staff, Classified HR Representative, and Employee Relations Specialist)
 PD Stipends for Classified/Support Staff
 COVID-19 Response Expenses

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.

As an ISO 21001:2018 certified organization, the district has strong financial management and procurement systems and implements strong internal controls for a fully compliant grants management system ensuring that students and families will receive necessary resources. District personnel have participated in TDOE office hours, application webinars, TDOE and other agency sponsored Brustein and Manasevit EDGAR training, reviewed ESSER FAQs and recommended account codes to garner the best understanding of how relief funds may be used to ensure the district allocates ESSER dollars compliantly.

The district will:

- Follow all state and federal laws, policies, rules and regulations, including standard procurement processes and Davis-Bacon requirements.

NOTE: *The district will utilize the Pre-monitoring Fiscal Support Grant funds to ensure local policies/procedures are up to date and follow best practices.*

- Align activities with the intent and purpose of the funds and fall within the scope of the needs identified during our stakeholder engagement sessions, and continue to solicit input/feedback from stakeholders via regularly scheduled principal meetings, fishbowl on strategic work, SLT/SIT meetings, board

meetings/work sessions, commission meetings, community presentations, new communication tools and stakeholder meetings: Classified Communication Group, Parent Advisory Council, Student Advisory Group and Teacher Communication Group;

- Align allowable activities (such as SEL, learning loss programs/high dosage tutoring, learning acceleration, virtual learning, professional learning for classified/certified staff to address working with struggling students) with the district's strategic framework focused on: Improving Student Achievement, Maximizing Employee Capacity, Improving Efficiency and Effectiveness, and Engaging the Public in Support of Student Achievement;
- Ensure we are meeting maintenance of equity by not reducing school-level budgets and by planning activities/projects designed for addressing academic and social emotional needs of all 38,889 students and 5100 staff at all district locations - taking care to identify the needs of specific subgroups, possible language barriers (over 70 languages spoken) and sustained levels of support for low-socioeconomic schools.

The Purchasing staff will oversee the procurement of a variety of ESSER-funded materials, equipment, supplies, and services in accordance with prescribed purchasing regulations and procedures including developing bid/RFP documents for all biddable items; distributing bid/RFP documents to vendors; evaluating incoming bids; facilitating RFP evaluation team meetings; making purchase recommendations; and maintaining contract files.

The district Accountability team includes an ESSER funds coordinator and an ESSER accountant who are responsible for managing ESSER 2 and 3 activities. The coordinator will oversee funding application preparation, record keeping, report submission, and attend required TDOE meetings/training. The coordinator also will lead district ESSER monitoring efforts ensuring that the district is following the approved plan and that budget and policy requirements are being met including providing guidance/training to district staff as needed. The Instruction ESSER accountant will provide guidance and support regarding budgets and financial compliance issues, reconciling, monitoring, and budgeting monies received for ESSER programs, entering purchase requisitions using ESSER funds, collaborating with the Business Affairs Department ESSER Accountant, and reviewing/tracking all ESSER payroll related items and inventory.

The Business Affairs department includes an ESSER accountant who will facilitate accurate accounting and payroll records, monthly and quarterly financial reporting (including TDOE reimbursement requests) and verify funding availability and account number assignment related to the ESSER federal funds. The ESSER accountant will ensure the local financial system/codes align with state accounting codes.

The ESSER coordinator and accountants will meet monthly to review district ESSER-funded projects and expenditures, and will complete periodic monitoring and documentation review to ensure funds are utilized appropriately and timely. This team will determine and complete necessary project amendments and addenda.

District Senior Leadership Team (SLT), Senior Instructional Team (SIT), Instructional Team and district administrators meet regularly. These meetings include budget and instructional conversations as well as COVID-19 updates from the Communicable Disease task force and ESSER project status reports.

As the district continues to refine the use of ESSER funding to address the identified needs, all updates to the plan will be posted to a dedicated relief funding page on the district's website. This webpage will ensure transparency in the use of federal funds and provide additional clarification of meeting the needs identified by stakeholders. Also, any adjustments will be communicated to organized stakeholder groups

via their regular monthly news brief and push notifications utilizing new communication tools, Facebook, Instagram and Twitter.

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.

Providing students with multiple opportunities to engage with academic content is important to CMCSS and its stakeholders, as expressed in our survey results. The district is taking advantage of access to relief funding to expand student access to not only afterschool and summer academic enrichment opportunities but to also provide students with a variety of digital tools such as Imagine Learning, economics, social studies/government and foreign language curricula and online calculators. Additionally, the district is expanding opportunities that re-engage students with the learning environment while accelerating learning in STEM curriculum such as Scholastic eSport, Vex Robotics, AEOP Solar Sprint, Drones, and Cyber Patriot. All CMCSS students will engage with newly adopted, high-quality literacy/ELA and mathematics curricula. A director of Curriculum and Innovation has been hired to ensure instructional activities address student needs.

The district is increasing the number of RTI coaches to ensure the Tier II and Tier III needs of middle school students are being addressed at sufficient intensity to mitigate learning loss. The RTI coaches will facilitate professional development on content knowledge and instructional delivery, will support school staff in the review of data to identify areas of need and develop a plan of action, and will collaborate on progress monitoring.

CMCSS before school, afterschool and summer opportunities are geared towards academic enrichment and character development:

- The SY 2023-24 Summer Learning Camp, in association with the TN Learning Loss and Student Acceleration Act, will be scheduled for June-July (SY 2021-22 and SY 2022-23 camps were held June-July at 20 district sites). Families are provided with program schedules when registering and the expectations for student participation/attendance. Programming centers around literacy, math, STEM and physical fitness. Transportation, meals and snacks are provided.
- Army Youth Program in Your Neighborhood (AYPN) programs compliment the Tennessee State Learning Loss and Student Acceleration Act by providing programming focused on remaining on track for graduation and opportunities for career exploration aligned to STEM fields. AYPYN provides high dosage tutoring opportunities in math, ELA and science, Credit Recovery, Career Camps aligned to each of the eight College and Career Academies, Vex Robotics, Cyber Patriot, Solar Sprint, and Camp Invention STEM explorations.
- Austin Peay State University (APSU) sponsored a College-Readiness Camp July 2022. The camp, designed to support high school graduates in the transition to post-secondary, focused on the following areas:
 - study skills
 - applying to college
 - completing the FAFSA, ACCUPLACER, or ACT

- tutoring in math, reading, and writing
- enrichment sessions
- Career Services information for selecting the right major

The district will continue to partner with APSU on opportunities for CMCSS students.

- CMCSS, through local funding, provides additional summer and before/after school programs addressing learning loss (high-dosage tutoring), social emotional needs, and learning acceleration programs. Targeted supports addressing learning loss and skill development are provided for English Language Learners, students with disabilities, and students with Section 504 needs.

NOTE: Prior to the end of SY22-23, an extended learning survey was sent to students, parents, and school staff to help determine the best course of action for providing before/after school and summer programming using FY24 funding. CMCSS has applied for other grant support that will expand/continue programming opportunities past the close of relief funding.

- CMCSS, through IDEA funding, provides Extended School Year (ESY) supports for students with disabilities targeting skill development and learning loss.
- In partnership with the Mental Health Co-op, supports are provided in the summer and before/after school. Topics addressed through grade/age-appropriate supports include coping strategies, self-esteem strength building, bullying awareness, depression/suicide awareness, and transitions from 5th to 6th and 8th to 9th grades.
- CMCSS is utilizing relief funds to expand social distancing spaces and increase the number of nurses in building that will serve to reduce student absences; therefore, addressing lost instructional time.

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.

CMCSS has developed a comprehensive communication and feedback plan. There is webpage on the district website containing planned uses of relief funding with an opportunity to provide feedback. Originally, a survey was developed, and a link to the webpage and survey was dispatched to all parents/guardians and employees via district text and email notification system, posted on social media (Facebook, Instagram, district YouTube channel), district newsletter, the Director’s Friday Courier – a weekly Board brief and placed on the district website homepage. The original survey was made available June 10 – July 19, 2021, and all information was available in a translatable format to accommodate ESL families (district has over 70 languages spoken). **The survey was re-deployed October 2021, August 2022, and again August 2023 and a comment option made available permanently on the website to enable district staff to continuously monitor feedback left on the webpage.** Additionally, the district conducts engagement sessions and continues to solicit input/feedback from stakeholders via: **monthly** principal meetings, **fall** strategic work fishbowl, **weekly** SLT/SIT meetings, **monthly** board meetings/**weekly** work sessions, **monthly** commission meetings, **quarterly** community presentations (i.e., Chamber of Commerce, Leadership Clarksville), **monthly** Education Foundation meetings, **monthly** updates with military liaison, and **monthly** stakeholder meetings: Classified Communication Group (1 rep

per department), Parent Advisory Council (1 rep per school), Student Advisory Group (1 from each school) and Teacher Communication Group (1 rep per school). **Middle/High School students completed a survey ranking a list of resources/services as their top priorities. Prior to the end of SY22-23, an extended learning survey** was sent to students, parents, and school staff to help determine the best course of action for providing before/after school and summer programming using FY24 funding.

Feedback has been collected, analyzed, and reviewed by district leadership to inform updates to the budget – projects were added, adjusted, or eliminated based on this feedback. As the district continues to refine the use of ESSER funding to address the identified needs, all updates to the plan are posted to the dedicated relief funding page on the district’s website. This webpage ensures transparency in the use of federal funds and provides additional clarification of meeting the needs identified by stakeholders. A new **Board subcommittee** was formed in September 2021 and meets weekly to discuss/review relief funding applications/budgets; **stakeholder questions/recommendations can be addressed during these work sessions.**

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.

Relief funding information is dispatched to all parents/guardians and employees via district text and email notification system, posted on social media (Facebook, Instagram, district YouTube channel), district newsletter, the Director’s Friday Courier – a weekly Board brief and placed on the district website homepage. The original funding survey was made available June 10 – July 19, 2021, and all information was available in a translatable format to accommodate ESL families (district has over 70 languages spoken). The survey was re-deployed Oct. 2021, Aug. 2022, and again Aug. 2023, and a comment option made available permanently on the website to enable district staff to continuously monitor feedback left on the webpage. Additionally, the district conducts engagement sessions and continues to solicit input/feedback from stakeholders via: monthly principal meetings, fall strategic work fishbowl, weekly SLT/SIT meetings, monthly board meetings/weekly work sessions, monthly commission meetings, quarterly community presentations (i.e., Chamber of Commerce, Leadership Clarksville), monthly Education Foundation meetings, monthly updates with military liaison, and monthly stakeholder meetings: Classified Communication Group (1 rep per department), Parent Advisory Council (1 rep per school), Student Advisory Group (1 from each school) and Teacher Communication Group (1 rep per school). Middle/High School students completed a survey ranking a list of resources/services as their top priorities.

The district has engaged all of the TDOE identified stakeholder groups plus two additional groups (community partners and military connected). The *response received rate* from 18 of the 20 stakeholder groups exceeded 20%. We continue to collect feedback from all stakeholder groups and use the comments and program data to inform adjustments in the way relief funding is being used to support students and staff.

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

The district conducts engagement sessions and continues to solicit input/feedback from stakeholders via: monthly **principal meetings**, fall strategic work fishbowl, weekly **SLT/SIT** meetings, monthly **school board** meetings/weekly work sessions, monthly **commission** meetings, quarterly **community** presentations (i.e., Chamber of Commerce, Leadership Clarksville), monthly **Education Foundation** meetings, monthly updates with **military liaison**, and monthly stakeholder meetings: **Classified** Communication Group (1 rep per department), **Parent Advisory Council** (1 rep per school), **Student Advisory Group** (1 from each school) and **Teacher** Communication Group (1 rep per school). The survey was re-deployed and comment option made available on the website to enable district staff to continuously monitor feedback left on the webpage. **Middle/High School students** completed a survey ranking a list of resources/services as their top priorities. District leaders met with representatives of the two **teacher organizations** to ensure teacher voices were heard. Prior to the end of SY22-23, an extended learning survey was sent to **students, parents, and school staff** to help determine the best course of action for providing before/after school and summer programming using FY24 funding. A new **Board subcommittee** was formed in September 2021 and meets weekly to discuss/review relief funding applications/budgets; stakeholder questions/recommendations can be addressed during these work sessions. Connections have been made via social media (Facebook, Instagram, district YouTube channel), district newsletter, and local media outlets.

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.

Relief funding information is dispatched to all parents/guardians and employees via **district text and email notification system, posted on social media (Facebook, Instagram, district YouTube channel), district newsletter, the Director's Friday Courier** – a weekly Board brief and placed on the **district website**. The original **funding survey** was made available June 10 – July 19, 2021, and all information was available **in a translatable format to accommodate ESL families** (district has over 70 languages spoken). The **survey was redeployed** Oct. 2021, Aug. 2022, and Aug. 2023, and a **comment option made available permanently on the website** to enable district staff to continuously monitor feedback left on the webpage. Additionally, the district conducts **engagement sessions** and continues to solicit input/feedback from stakeholders via: monthly principal meetings, fall strategic work fishbowl, weekly SLT/SIT meetings, monthly board meetings/weekly work sessions, monthly commission meetings, quarterly community presentations (i.e., Chamber of Commerce, Leadership Clarksville), monthly Education Foundation meetings, monthly updates with military liaison, and monthly stakeholder meetings: **Classified** Communication Group (1 rep per department), **Parent Advisory Council** (1 rep per school), **Student Advisory Group** (1 from each school) and **Teacher** Communication Group (1 rep per school). Middle/High School students completed a **student survey** ranking a list of resources/services as their top priorities. The 900 members of CMCEA teacher association received a separate **educator survey** to identify priorities that were presented to district leadership. **Prior to the end of SY22-23, an extended learning survey** was sent to students, parents, and school staff to help determine the best course of action for providing before/after school and summer programming using FY24 funding.

In Fall 2021 after our original plan submission, **The Walton Family Foundation** through Beacon Research conducted a **family survey** regarding the district's use of relief funding. They solicited feedback from 304 participants over two weeks with a 100% completion rate. Parent/community recommendations included: afterschool/summer tutoring, wifi/technology, high quality instructional materials, SEL/mental health supports, and supports for high need subgroups – all suggestions have been incorporated into subsequent relief funding applications and have been reflected in the current plan.

Also, any plan adjustments are communicated to organized stakeholder groups via their regular monthly news brief and push notifications utilizing new communication tools, Facebook, Instagram, and Twitter. The district will continue to provide regular, monthly updates to **local media outlets** to keep the community informed on the work with ESSER funding and address any concerns the community may note.