

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: Scott County

Director of Schools (Name): Bill Hall

ESSER Director (Name): Amanda Stevens

Address: 208 Court Street Huntsville, Tn 37756

Phone #: 423-663-2159 District Website: www.Scottcounty.net

Addendum Date: February 1, 2022

Total Student Enrollment:	2,623
Grades Served:	PreK-12
Number of Schools:	7

Funding

ESSER 1.0 Allocation:	\$986,929.29
ESSER 2.0 Allocation:	\$3,556,493.21
ESSER 3.0 Allocation:	\$7,987,378.54
Total Allocation:	\$12,530,801.04

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$0	\$0	\$719,950.00
	Summer Programming	\$0	\$137,890.21	\$0
	Early Reading	\$145,196.37	\$0	\$40,083.03
	Interventionists	\$0	\$0	\$0
	Other	\$6,174.55	\$0	\$530,732.45
	Sub-Total	\$151,370.92	\$137,890.21	\$1,290,765.48
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0	\$0	\$0
	High School Innovation	\$0	\$0	\$365,460.00
	Academic Advising	\$0	\$0	\$0
	Special Populations	\$0	\$0	\$203,625.00
	Mental Health	\$0	\$0	\$367,324.00
	Other	\$154,259.52	\$0	\$78,250.00
	Sub-Total	\$154,259.52	\$0	\$1,014,659.00
 				
Educators	Strategic Teacher Retention	\$0	\$0	\$0
	Grow Your Own	\$0	\$0	\$0
	Class Size Reduction	\$0	\$0	\$0
	Other	\$164,193.09	\$392,987.09	\$45,854.06
	Sub-Total	\$164,193.09	\$392,978.09	\$45,854.06
 				
Foundations	Technology	\$517,105.76	\$1,197,405.46	\$1,400,100.00
	High Speed Internet	\$0	\$60,000	\$0
	Academic Space (facilities)	\$0	\$1,714,352.70	\$3,776,000.00
	Auditing and Reporting	\$0	\$0	\$0
	Other	\$0	\$53,866.75	\$460,000.00
	Sub-Total	\$517,105.76	\$3,025,624.91	\$5,636,100.00
 				
Total		\$986,929.29	\$3,556,493.21	\$7,987,378.54

Academics

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

Scott County Schools will purchase high quality Amplify K-2 materials to help students in the Tier I classroom that align with state standards. We will continue progress monitoring weekly and biweekly and will continue with benchmark assessments three times throughout the school year to measure student growth.

We will also be incorporating TN ALL Corps Tutoring for grades 1-5 at four schools, grades 6-8 at one school, and grades 1-8 at one school. The district will be doing tutoring during the school day at a 1:3 ratio with two to three times per week. For the summer of 2021, ESSER funds were used for summer camps for additional staff such as teacher assistants, teachers, secretaries, administrators, and supervisors.

The district provided five weeks of the TN Learning Loss. Summer Learning Camps, Bridge Camps, and STREAM mini camps were embedded into a five-week, four day per week period. Students had access to Math, ELA, RTI, and STREAM materials during each day. Students entering first grade through eighth grade were offered this opportunity and will get the same opportunity in the summer of 2022.

The high school offered summer school for the entire month of June for students. These students had the opportunity to make up class work to ensure they passed their classes for the semester.

The district will continue the Summer Camps, Bridge Camps, and STREAM mini camps for the summer of 2022. The district will also continue high school summer school for the month of June each year.

2. Describe initiatives included in the "other" category

The district has hired a math coach beginning August 2021 and will be going to each of our schools one day per week to work with teachers with standards, lessons, unit tests, etc. to help close the learning gaps with each grade level. She will also be working with teachers with common assessments and breaking down lessons to further help the students.

Special education intervention reading materials are scientifically research-based to teach students with developmental disabilities, autism, and intellectual disabilities to read. The reading programs will help nonreaders learn to read step-by-step through a whole-word visual discrimination approach and then through basic decoding. Students will be taught basic sight words, real world words through a comprehensive system of repetition, hands-on practice, controlled vocabulary reading and high-interest activities.

The district is researching evidence-based interventions for math and ELA to help Tier II and Tier III students.

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:

The district is hiring two additional high school teachers who focus on learning loss with Math and ELA specifically in 11th grade. The high school teaches math on a hybrid of block and traditional scheduling. When school closed in March 2020, 37% of Class of 2023 missed 1/2 of the Algebra 1 content and 40% of class of 2023 missed 1/4 of the Algebra 1 content. Therefore, over 75% of the Class of 2023 did not complete Algebra 1 standards.

Following this complete loss of content, the Fall of 2020 was a hybrid model of virtual (70%) and in-person (30%) instruction. Therefore, half of the class of 2023 also missed some Geometry content in the Fall of 2020.

As the Class of 2023 enters their 3rd year of high school, many of them have never had a full course of high school math. They are now moving into Algebra 2 content with many significant standards gaps in high school math because of missed instruction beyond their control. The level and depth of knowledge required to be successful in Algebra 2 will require additional support.

The Class of 2023, 50% represents student subgroups including low-income students, students in foster care, and students experiencing home insecurity (frequent moving, living with non-relatives, living in different location from parent/guardian, etc.) 67% of these subgroup students have TVAAS projects below 50th percentile for being "on track" in Algebra 2.

For ELA, when school closed in March 2020, 50% of Class of 2023 missed ½ of the English 9 content. Therefore, half of the Class of 2023 did not complete English 9 standards.

Following this complete loss of content, the Fall 2020 was a hybrid model of virtual (70%) and in-person (30%) instruction. Therefore, half of the Class of 2023 also missed some English 10 content in Fall 2020.

As the Class of 2023 enters their 3rd year of high school, many of them have never had a full course of high school English. They are now moving into English 11 content with many significant standards gaps in high school ELA because of missed instruction beyond their control. The level and depth of knowledge required to be successful in advanced ELA writing and literature will require additional support.

The Class of 2023, 50% represents student subgroups including low-income students, students in foster care, and students experiencing home insecurity (frequent moving, living with non-relatives, living in a different location from parent/guardian, etc.) 59% of these subgroup students have TVAAS projections below 50th percentile for being "on track" at the end of English 10.

The district is also using ESSER 3 funds to hire four additional special education assistants which will create small intervention groups to help with learning loss for our SPED students.

We are also hiring two additional counselors that will be providing additional support and mental health support to students.

2. Describe initiatives included in the “other” category

One additional nurse at one school will help students with their health and well-being to ensure they are ready for learning that takes place in the classroom.

Medical supplies such as additional masks were bought in the 2020-2021 school year. This ensured all students had a mask and students riding buses had masks as well.

Additional cleaning supplies were purchased in the 2020-2021 school year to ensure all facilities were cleaned and sanitized.

Food services supplies were purchased in 2020-2021 to help distribute meals to classrooms so students could be in small group setting.

The district also purchased signage for schools related to COVID-19 such as social distancing, masks, etc.

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:

The district did not have any investments in strategic teacher retention, grow your own, or class size reduction. The district did have initiatives in the “other” category.

2. Describe initiatives included in the “other” category

The district has set aside several investments for our educators. Stipends were given to every employee for additional Covid-19 duties and responsibilities.

During the 2020-2021 school year, the district had a virtual academy and we had thirteen lead teachers who was over each grade level and/or class. These lead teachers received stipends at the end of each semester for the additional duties they took on during the school year for the virtual academy.

The district also realized there is a need to set aside funds to pay for additional substitutes that educators need because they are/will be quarantined due to COVID-19.

The district also has hired an OLC, Online Learning Coordinator. The OLC helps train teachers with TEAMS, new classroom technology such as ActivPanels, etc. The teachers stay up-to-date on how to continue teaching class in-person but also continue teaching to students who are joining via TEAMS because of quarantines. The OLC also assists students and families with needs with technology questions/issues with TEAMS, hotspots, etc.

The district was able to hire a part time computer technician to help get new laptops ready for students use.

The special education teachers needed refreshed training for spire and sound sensible trainings. Many teachers are new and some just haven't had the training in a while and the Special Education Director saw this as a need for her teachers.

Foundations

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

The district is investing in many technology components including ActivPanels for every classroom, laptop cycles for students, staff, workstations, and mega labs, software such as Remind, Microsoft 365, Compass, Plato and many other software programs. Hotspot devices will be supplied to students who need internet access at home.

The district is also investing in many facility improvements such as roofs and HVACs. Roof projects were located at BES, FES, and HMS. HVACs were at various schools. The district is also replacing seating in the Little Theater section of the high school which will enable students to social distance because currently all the seats do not work.

Air purifiers were purchased for every classroom in the district as well as the cafeteria and offices. A new gym will be built at FES to provide adequate activity spaces for wellness classes and will be able to provide a space for large-group activities such as family events that will enable social-distancing.

2. Describe initiatives included in the "other" category

The district has also purchased hand sanitizer stations which will allow students to sanitize their hands as they enter the cafeteria. Water bottle filling stations were purchased and will allow students to fill their water bottle in the cafeteria as they need more water. Each school also received floor scrubbers to efficiently and effectively clean floors. Some school also chose to get desk shields for some of their classrooms in the schools.

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 district has the following components to ensure there is consistent reporting, monitoring and auditing procedures:

- Comply with all federal and state regulations for reporting
- Compare the budgets in financials to budget in ePlan
- Monthly requesting of funds through ePlan
- Attend required trainings for ESSER 3.0 and other grant awards
- Review the Administrator's Handbook on EDGAR
- Creating inventory controls
- Inventory sheets for equipment and technology
- Labeling items purchased with federal funds
- Provide documentation to anyone who comes for monitoring

- Developing written procedures for reporting and self-monitoring
- District's Finance Department will prepare required FERs
- Ensure that items have been delivered before invoice is paid
- Provide documentation of expenditures for auditors
- All requisitions must be approved by multiple approvers
- Ensure accuracy of invoices and expenditure reports
- Comply with all policies and procedures in the FSSD UGG (Uniform Grant Guidance)

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.

To address the requirement of 20 percent on direct services to students to address learning loss, Scott County Schools has TN ALL Corp in place at our elementary and middle schools. The math coach began August 2021 working with teachers and students. At the high school, two teachers were hired in August to help address Math and ELA needs. One of the four additional special education assistant has been hired and in place and the other three should be in place by March 2022. Students have access to software such as Compass and Edmentum. Special education students will have access to the supplemental intervention materials at the beginning of the 2022-2023 school year. Intervention materials for ELA and Math will be ready for students at the beginning of the 2022-2023 school year as well.

Family and Community Engagement

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

The LEA hosted a virtual meeting with the ESSER planning committee which consists of board members, supervisors, principals, SCEA president, teachers and parents. The planning committee was presented with the expenditure costs and budgeted amounts from ESSER 1, 2, and 3. They were also presented the upcoming projects that were planned and updates from projects occurring in various schools.

The planning committee discussed the projects currently that have not been bid or that are on a hold. The committee unanimously decided to hold on three projects within ESSER 2 and 3 until we get the bid price returned on the FES gym. Once the bid price is received in late summer of 2022, the committee will meet again to discuss the next steps. For example, the three projects may be completely removed from ESSER 2 and 3 because the price of the FES gym may exceed the budgeted amount.

The power point which included all expenditure and budgeted amounts for ESSER 1, 2, and 3 was posted on our district website and social media page. The community then had the opportunity to click on a link on the district webpage to give feedback.

The information was also shared at our monthly work session where it is live. The information was given to the public and website where they could give feedback to the district was given at the work session.

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

Scott County held virtual meeting to gain input from stakeholders due to the rising number of sicknesses (covid, flu, strep, etc.). The ESSER planning committee consists of board members, supervisors, principals, SCEA president, and parents. Supervisors represent the different departments of the school system so someone was present that represented students with disabilities, foster care, economically disadvantaged, etc. Parents represented high school, elementary and middle school students. Board members are elected officials and represented the community and the SCEA president represented all teachers.

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

The ESSER planning committee consists of board members, supervisors, principals, SCEA president, and parents. Supervisors represent the different departments of the school system so someone was present that represented students with disabilities, foster care, economically disadvantaged, etc. Parents represented high school, elementary and middle school students. Board members are elected officials and represented the community and the SCEA president represented all teachers.

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.

Scott County held virtual meeting to gain input from stakeholders due to the rising number of sicknesses (covid, flu, strep, etc.). The input gathered assisted in the revised plan which was minimal from the original plan.