

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: 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: September 7, 2022

Total Student Enrollment:	2,558
Grades Served:	PreK-12
Number of Schools:	7

Funding

ESSER 2.0 Remaining Funds:	\$977,168.15
ESSER 3.0 Remaining Funds:	\$7,338,778.31
Total Remaining Funds:	\$8,315,946.46

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$526,250
	Summer Programming		
	Early Reading		
	Interventionists		
	Other		\$244,374
	Sub-Total		
 			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		\$234,350
	Academic Advising		
	Special Populations		\$230,750
	Mental Health		\$121,700
	Other		\$49,880
	Sub-Total		
 			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		\$195,425
	Sub-Total		
 			
Foundations	Technology		\$1,264,600
	High-Speed Internet		
	Academic Space (facilities)	\$977,168.15	\$4,214,449.31
	Auditing and Reporting		
	Other		\$257,000
	Sub-Total		
 			
Total		\$977,168.15	\$7,338,778.31

Academics

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

The district is participating in TN ALL Corp for grades 1-8. The district will be doing tutoring during the school day at a 1:3 ratio with two to three times per week.

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

The district is purchasing evidence-based intervention materials for dyslexia, ELA, and Math to help Tier II and Tier III 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.

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.

Additional high school teachers will 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.

Now 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.

50% of Class of 2023 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, ec.) 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 1/2 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.

50% of Class of 2023 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 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 one additional counselor who will be providing additional support and mental health support to students and 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.

2. Describe initiatives included 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.

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

The district also has employed a Distance Learning/Technology Trainer Coordinator. The coordinator will ensure that all staff, teachers, etc. are trained on the newest technology provided by ESSER 1, 2, and/or 3. For example, every classroom received an ActivPanel with distance learning capabilities. The coordinator will ensure that everyone is properly trained so they may use the technology at ease. The coordinator will continue to follow up and provide training as needed with groups and/or individuals. The coordinator will also ensure students who are absent from school for sickness, quarantines, etc can still logon via TEAMS and follow instruction provided by his/her teacher(s). The coordinator will also help with the Math Implementation Grant as the district focuses on grades 9-12. The coordinator will help train teachers and lead them through new standards, curriculum, and IPG's.

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. ESSER 3.0 will also pay for one employee, a hard to staff area, secondary mathematics, to receive Master's through job embedded program. The employee will sign a contract stating that he/she will work with the Scott Co Schools as a secondary math teacher for "x" number of years or he/she will have to pay the district back.

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 IXL Learning for Math, ELA, Science and Social Studies, 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. A new gym will be built 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.

Other small investments are hand sanitizer stations which will allow students to sanitize their hands as they enter the cafeteria. Water bottle filling stations will allow students to fill their water bottle in the cafeteria as they need more water.
Indirect Cost will also be utilized.

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 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.

The district is participating in TN ALL Corp.

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.

The district has had planning committees starting with CARES Act and through ESSER 3 along with other relief funds. In Spring 2020, the district posted a re-opening survey for parents, families, teachers, school personnel, and community members to share their thoughts and concerns. The district took the survey into consideration when re-opening back to in-person and/or virtual. The survey showed that 47% of families and teachers wanted to open back in-person, 26% wanted to be online only, and 27% wanted a mix of in-person and virtual. The district posted re-opening plans on the district website and made phone calls through our parent notification system letting them know the information and where to find it. We continued to update parents throughout the 2020-2021 school year as needed when changes were made to the plan.

For 2021-2022 and ESSER 3.0 funding, the district posted another survey and made phone calls via our parent notification system to gather feedback from parents, students, community members, and other stakeholders about what they felt the biggest needs were for their school such as learning loss, addressing facility needs and maintenance, purchasing educational technology, etc. Our director of schools went to county commission meetings to gather feedback from elected officials and families who were present at those meetings. The planning committee met and discussed survey feedback and took the results into consideration as spending plans were made. The planning committee met several times and discussed needs and spending plans until they were finalized.

As we progress through the life of the ESSER funding, we will continue to seek feedback from our families and community. A survey will be posted in the Spring of what the district has purchased or projects that have been completed so far with ESSER 3 funds and take an assessment of what the community feels like is a need and compare it to spending plan. We will also continue to seek feedback at other events such as Parent/Teacher Conferences, Title I parent engagement meetings, and other family events. The planning committee will meet and decide whether to update plans and spending plans. The district will make sure plans are updated on the district website for all our stakeholders.

When it is time for each six-month addendums, the district has a virtual or in-person meeting discussing the progress for ESSER 1, 2 and 3 and consults the planning committee to see if any changes need to be made.

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.

The district planning committee is made up of teachers, various departments such as Special Ed, Curriculum, Testing, Attendance, CTE, Health, Mental Awareness, Cafeteria, local SCEA representative, principals, and school board members. If someone cannot attend from the above stakeholders, a representative is sent.

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

The district planning committee is made up of teachers, various departments such as Special Ed, Curriculum, Testing, Attendance, CTE, Health, Mental Awareness, Cafeteria, local SCEA representative, principals, and school board members. Representatives attended an in-person meeting to give feedback about the existing plan. The monthly work session is open to the public.

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.

During the 21-22 school year, surveys and multiple meetings were held about how to spend ESSER funds and what was the greatest needs for our students and schools. Once the plan was developed in 21-22, the plan has not changed, and the committee wanted to continue with the plan. The plans and addendums are posted on our district website. The district had an in-person work session that is always open to the public on Tuesday, August 30th. The plan for Health and Safety and Remaining use of Funds were discussed at this meeting. On Wednesday, September 7th, there was an in-person meeting with the planning committee to update the two documents for ESSER 3.