

## 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: Rhea County

Director of Schools (Name): Jesse Messimer

ESSER Director (Name): Lori Derlak

Address: 1385 Broadway Street, Dayton, TN 37321

Phone #: 423-775-7812 District Website: www.rheacounty.org

Addendum Date: 1-24-22

Total Student Enrollment:	4070
Grades Served:	K-12
Number of Schools:	7

### **Funding**

ESSER 1.0 Allocation:	\$1,028,198.70
ESSER 2.0 Allocation:	\$4,332,305.26
ESSER 3.0 Allocation:	\$9,729,742.20
<b>Total Allocation:</b>	<b>\$15,090,246.16</b>

**Budget Summary**

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	101,511.31	343,545.00
	Summer Programming	4103.04	0	327,603.00
	Early Reading	0	0	0
	Interventionists	0	0	1,954,534.00
	Other	245,797.00	1,777,070.44	527,544.00
	Sub-Total	249,900.04	1,878,581.75	3,153,226.00
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	0
	High School Innovation	0	0	0
	Academic Advising	0	0	0
	Special Populations	8,158.50	8,566.46	519,861.00
	Mental Health	0	54,825.60	115,740.00
	Other	59,438.93	29,095.27	126,617.00
	Sub-Total	67,597.43	92,487.33	762,218.00
Educators	Strategic Teacher Retention	0	0	332,500.00
	Grow Your Own	0	0	0
	Class Size Reduction	0	0	0
	Other	0	0	779,379.00
	Sub-Total	0	0	1,111,879.00
Foundations	Technology	504,631.96	453,026.96	51,435.00
	High Speed Internet	49,405.36	15,000.00	0
	Academic Space (facilities)	0	1,671,597.78	4,067,578.00
	Auditing and Reporting			136,028.00
	Other	156,663.91	221,611.44	447,737.20
	Sub-Total	710,701.23	2,361,236.18	4,702,419.20
<b>Total</b>		<b>1,028,198.7</b>	<b>4,332,305.26</b>	<b>9,729,742.20</b>

### **Academics**

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

In Rhea County, we feel that the need for addressing learning loss and accelerating academic achievement is crucial. We have put into place after school tutoring for the second year now with transportation for students, summer school with transportation. An elementary learning loss coordinator and a secondary learning loss coordinator have been hired for the district to direct and manage data for each of the learning loss coaches at schools who are addressing math and language arts.

2. Describe initiatives included in the "other" category

Rhea County is purchasing high quality textbooks in Math and in ELA for grades K-12 to ensure rigor and high-quality standards-based instruction. Supplies and materials for Summer School as well Learning Loss Coaches are provided to ensure high quality instruction. Educational software addressing skills and standards are being purchased to assess, monitor, and provide additional instruction to students in grades K-12. Substitute teachers are being funded to continue the students educational experience when their classroom teachers are out due to COVID.

### **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:

Rhea County has provided our Special Populations additional resources that will help students to reach their full potential. In addition to specialized educational software, we put into place four additional full time special education assistants and four additional parttime special education assistants throughout our schools assisting with providing the best possible instruction during the school day. We have recognized that our students struggle with mental health issues more now than ever before. Therefore, we put into place a counselor that can assist students with their mental health needs in the hopes of helping students and preventing them from reaching a point of hopelessness.

2. Describe initiatives included in the "other" category

Rhea County funded extra nurses due to the heavy load of illness and additional job responsibilities due to COVID. Additional health equipment utilized by the nurses was purchased as well as a vision screener that would eliminate the need for close contact when a student's vision is checked. In an attempt to reduce the spread of germs, additional water bottle filling stations are being installed to prevent students from using the water fountains after each other. Extra bus drivers were hired to accommodate additional routes to lower the numbers of students on each bus in an attempt to lower the spread of COVID which also forced additional fuel to be included. Due to the Food Services attempts to feed students during

quarantine and their attempt to feed in-person students, virtual students, quarantined students, and students sick with COVID, funds were given to help offset their costs during these unprecedented times.

### **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:

Rhea County provided pay for additional duties that were required of our staff during the 2020-21 school year.

2. Describe initiatives included in the "other" category

Money was given to staff as an incentive that returned to school for the 2021-22 school year.

### **Foundations**

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

Rhea County spend a large amount on the one-to-one initiative for students with technology and high-speed internet. Another large amount was allocated for buildings and renovations that would allow for proper social distancing, thus reducing the spread of germs. An administrative secretary was also hired to help manage the ESSER funds and documentation.

2. Describe initiatives included in the "other" category

In conjunction with the one-to-one initiative Rhea County purchased Chromebook carts and covers for each device. Two technology employees were hired to help manage the high load for technology support resulting from the one-to-one initiative and the additional online programs used to encourage social distancing and remote learning. A new school bus is budgeted to allow for social distancing on buses.

### **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.

Due to the vast amount of monitoring of ESSER allocations and the crucial responsibility of collecting and managing data, Rhea County has hired an ESSER administrative secretary. The ESSER administrative secretary's job is to maintain proper records of money spent and money allocated while having the documentation readily available for monitoring and auditing purposes.

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.

Rhea County has spent a large portion of the allocated ESSER funds on after school tutoring, summer school, interventionists, high quality textbooks, educational software, educational supplies, learning loss coordinators and learning loss coaches. When totaled, Rhea County has 35% of the allocated ESSER funds designated to address learning loss, totaling \$5,281,707.79.

### ***Family and Community Engagement***

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

Rhea County consulted on a regular basis with students, teachers, parents, community members, educators, representatives from historically underserved groups within our student population. The ideas and concerns that surfaced during this process and were recorded to investigate the need and consult the groups that would be affected by the change.

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

We heard from our stakeholders that the efforts that we were putting into after school tutoring was truly making a difference in the students that we are serving. In response to those meaningful conversations and in taking our data from the students attending after school tutoring into consideration, we have put more funds into after school tutoring. We have added positions to the after-school program in the effort to assist more students with their learning loss needs. We also included transportation to the after-school tutoring program to accommodate the families that want their students to receive the educational support but are not able to pick their students up in the afternoon. Educational assistants were also added in response to the conversations with stakeholders. The educational assistants will help in providing the students with special needs the support needed to fulfill their Individualized Plans. Our Summer School teachers expressed the need for additional supplies and materials to make their Summer School classrooms function in the best possible way to allow for student learning.

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

Through surveys, Rhea County targeted stakeholders representing diverse populations and with their permission, we planned to have ongoing educational conversations with. The diverse stakeholders were crucial in recognizing the need for additional support in the elementary classrooms to assist with the special needs of certain student groups. We are now looking at needs in other populations 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.

Rhea County consulted on a regular basis with students, teachers, parents, community members, educators, representatives from historically underserved groups within our student population. The method of consultation included phone calls, text messages, emails, meetings, surveys, time allocated during parent teacher conferences days, and open office hours for visits or phone calls.