

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: Bledsoe County Schools

Director of Schools (Name): Selina Sparkman

ESSER Director (Name): Mark Oxner

Address: 478 Spring Street Pikeville, TN 37367

Phone #: 423-447-2914 District Website: <https://www.bledsoecountyschools.org/>

Addendum Date: Sep 14, 2023

Total Student Enrollment:	1564
Grades Served:	K-12
Number of Schools:	5

Funding

ESSER 2.0 Remaining Funds:	\$0.00
ESSER 3.0 Remaining Funds:	\$4,216,851.91
Total Remaining Funds:	\$4,216,851.91

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$75,484.00
	Summer Programming		
	Early Reading		
	Interventionists		
	Other		\$341,104.38
	Sub-Total		
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		
	Other		\$265,330.54
	Sub-Total		
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$159,498.95
	Other		
	Sub-Total		
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)		
	Auditing and Reporting		\$48,586.66
	Other		\$3,326,847.38
	Sub-Total		
Total			\$4,216,851.91

Academics

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

Funds will be used to fund teachers to work in the TN All Corps Program in ELA and math. These activities are focused on increasing student achievement and are in place to alleviate the learning loss that occurred while students were out of school.

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

Funding will be used for Mastery Connect which is a competency-based assessment platform that helps teachers identify levels of understanding around the standards. It helps target students in need of intervention and informs Tier I instruction. Progress will be measured by analyzing student achievement data. Student progress toward the standards will be monitored throughout the school year (4 times) using Mastery Connect.

Funding will be used to provide coaching to principals to provide support around topics such as goal setting, managing time effectively, building a growth mindset, building efficacy in teachers etc. The main goal of this process is to accelerate student achievement.

Funding will be used for a new middle school coding teacher. Currently the district does not teach coding until high school. This will help students gain necessary foundation to compete for good jobs and college applications upon graduation.

Funding will be used for professional development for teachers to address strategies to combat learning loss.

Funding will be used for training specifically for science teachers to address strategies to combat learning loss in science.

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.

Funds will be used to pay for an Attendance Coordinator. The district realizes that for students to achieve better academically, they must be at school. This person would work with families to find solutions to problems they are having in relation to school attendance. This position will help mitigate the learning loss that has occurred due to COVID.

Funds will be used to hire bus assistants to assist with spreading out students and reducing Covid transmissions.

Funds will be used for an updated website service. The goal is to improve communication with parents, students, staff, and our entire school community. This will allow the district to be able to update the site daily.

Funds will be used for recording classes for remote learning. This will allow students infected with Covid to still attend classes remotely to reduce learning loss.

Funds will be used to hire a middle school assistant principal for the elementary schools. This person will concentrate on improving student behavior that needs to be addressed by students returning from absences from the pandemic. This will allow teachers to concentrate more on teaching instead behavioral management to address learning loss.

All these initiatives will reduce absences which lead to learning loss.

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.

Funds will be used to hire additional Math, ELA, and Elementary School teachers to reduce class size to help address learning loss.

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

Foundations

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

Funds will be used to hire an ESSER supervisor (.5 FTE). The supervisor will complete activities related to the ESSER grant such as auditing, reporting, making sure projects are completed in a timely manner and in compliance with federal guidelines, and completing the monthly reimbursement request ensuring all related documentation is included.

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

Funds will be used to cover the indirect costs associated with initiatives stated in the above sections.

Funds will be used to bill back costs from previous years for custodians, nurses and guidance counselors who were involved in the schools COVID response.

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 LEA conducts monthly meetings to discuss the allocation, including any changes or modifications. A database application has been implemented to monitor and report each change and expenditure at budget item levels. All purchases are monitored for appropriate application of funds. ESSER updates are given to the public at monthly school boards meetings as changes and expenditures take place.

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.

In FY22 and FY23, the LEA expenditures from Esser 3.0 to address learning loss totaled 52.9% of all Esser 3.0 expenditures. The current spending plan allocates 13.7% of the remaining funds to address learning loss. With the previous expenditures plus the planned expenditures, 20% of the total Esser 3.0 funds will be spent addressing learning loss. The expenditures include additional teachers to reduce class size, tutoring through TN ALL Corps., analyzing student achievement data using Mastery Connect, new assistant principal to address behavior, addition training for teachers to address learning loss and consulting services to provide support to principals.

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.

Bledsoe County Schools has reached out to stakeholders in multiple ways. The district began the process of gathering feedback through a series of meetings at each school. All teachers (including Special Education teachers & ESL teachers) were invited to attend the meetings. District supervisors also attended these meetings and assisted in the facilitation and collected the data on a Google document.

The Director of Schools invited all community members (students, families, school personnel, business leaders, elected officials and other appropriate groups) to a stakeholder meeting. This meeting was

advertised through the local paper, on social media outlets, the district webpage, by mouth at other meetings, etc.

Surveys have been sent out to students, families, school personnel, business leaders and elected officials to continue to receive feedback on ESSER spending plans

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.

A survey was sent out to all families, both students and parents, to determine current needs. These results were considered as the plan was revised.

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

Additionally, district supervisors who work with special populations have reached out to families to ask about specific needs they had. These needs were considered as the plans were made.

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.

Bledsoe County Schools has reached out to stakeholders in multiple ways: series of meetings at each school, community meetings and surveys.