

## 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**

: Rhea County Public School District  
 Director of Schools (Name): Jesse Messimer  
 ESSER Director (Name): Lori Derlak  
 Address: 1385 Broadway St., Dayton, TN 37321  
 Phone #: 423-775-7812 District Website: https://www.rheacounty.org  
 Addendum Date: 9/1/2023

Total Student Enrollment:	3960
Grades Served:	K-12
Number of Schools:	7

**Funding**

ESSER 2.0 Remaining Funds:	\$0
ESSER 3.0 Remaining Funds:	\$4,228,219.25
<b>Total Remaining Funds:</b>	<b>\$4,228,219.25</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$87,992.69
	Summer Programming		\$94,339.32
	Early Reading		
	Interventionists		\$654,819.77
	Other		
	Sub-Total		\$837,151.78
<b> </b>			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		\$205,412.72
	Mental Health		\$65,563.65
	Other		\$87,215.00
	Sub-Total		\$358,191.37
<b> </b>			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		\$103,728.85
	Sub-Total		\$103,728.85
<b> </b>			
Foundations	Technology		\$437,261.00
	High-Speed Internet		
	Academic Space (facilities)		\$2,341,888.25
	Auditing and Reporting		
	Other		\$149,998.00
	Sub-Total		\$2,929,147.25
			\$437,261.00
<b>Total</b>			<b>\$4,228,219.25</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, addressing learning loss and accelerating academic achievement is crucial. We have put into place after-school tutoring with assistants for students as well as summer school with transportation. A learning loss coordinator manages data and directs the learning loss teachers at schools addressing math and language arts. Rhea County has also funded 8 additional teachers to accelerate the screening process which will allow more time for core instruction.

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

### **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.

Rhea County has provided our Special Populations with 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 is funding an extra fulltime nurse as well as an additional parttime nurse due to a heavy load of illness and additional job responsibilities due to COVID.

### **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 hard to staff positions during the 2023-24 school year.

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

Rhea County is funding one systemwide teacher evaluator to ensure high-quality and rigorous instruction is being given to the students. This evaluator will assist the administrators in the building and help to combat learning loss by helping the teachers to identify possible weakness in the rigor of instruction or weaknesses in differentiation plans. This evaluator is prepared to identify and help to fill the instructional gaps found. Rhea County has placed two Resource Development Coordinators to help ensure that teachers are aware and have access to all of the resources available to them when addressing learning loss.

### **Foundations**

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

Rhea County will be funding the two additional technology employees that will assist teachers and support the one-to-one initiative with the increased technological support. Educational software will also be purchased with the remaining funds in ESSER 3.0. The extra technological support and software will provide support and increase the ability of our schools to bridge the learning gaps caused by the school closures. Cafeteria expansions are underway to support efforts of addressing learning loss and continuing social distancing. Awnings will be placed at RCES and RCHS to allow for students to socially distance when awaiting pickup in the afternoons. Bollards will be placed at each school to keep the students safe when socially distancing. Rhea County will be creating an outdoor classroom at GES to allow students to socially distance during instruction.

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

Rhea County will be purchasing one school bus to increase the ability for students to social distance as much as possible during their transportation to and from school. Outdoor classrooms are and have been built to support efforts of addressing learning loss and continuing social distancing.

### **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 a district team that regularly meets 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 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.

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 spent well over 20% of the allocated ESSER funds designated to address learning loss.

### ***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.

Rhea County consulted on a regular basis with students, teachers, parents, community members, educators, representatives from historically underserved groups within our student population. Surveys were conducted to record the community's input and ideas. 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 percent 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 are continuing after school tutoring. We have added positions to the after-school program in the effort to assist more students with their learning loss needs. 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.

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

Through surveys, Rhea County targeted stakeholders representing diverse populations. We have continued with educational conversations with diverse stakeholders to ensure that all student groups and their educational needs are addressed. The diverse stakeholders have been crucial in recognizing the need for additional support in the elementary classrooms to assist with the special needs of certain student groups.

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.

Rhea County has continued reaching out and consulting stakeholders on a regular basis. We have engaged 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.