

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: Arlington Community Schools

Director of Schools (Name): Jeff Mayo

ESSER Director (Name): Rochelle Douglas

Address: 12060 Arlington Trail, Arlington, TN. 38002

Phone #: (901) 389-2497 District Website: www.acsk-12.org

Addendum Date: January 31, 2022

Total Student Enrollment:	4939
Grades Served:	K-12
Number of Schools:	4

Funding

ESSER 1.0 Allocation:	\$861,928.21
ESSER 2.0 Allocation:	\$2,935,408.38
ESSER 3.0 Allocation:	\$6,592,510.24
Total Allocation:	\$10,389,847.43

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$10,871.00	0	\$593,137.00
	Summer Programming	0	0	\$75,000.00
	Early Reading	0	0	0
	Interventionists	0	0	\$40,445.00
	Other	\$7,000.00	\$80,620.00	\$977,881.00
	Sub-Total	\$17,871.00	\$80,620.00	\$1,686,463.00
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	0
	High School Innovation	0	0	0
	Academic Advising	0	0	\$15,000.00
	Special Populations	\$39,784.00	0	\$14,750.00
	Mental Health	0	0	\$14,585.00
	Other	\$305,723.21	\$205,878.38	\$363,410.00
	Sub-Total	\$345,507.21	\$205,878.38	\$407,745.00
 				
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	0	0
	Class Size Reduction	\$107,650.00	\$215,536.00	\$197,100.00
	Other	\$54,559.00	\$473,540.00	\$504,435.00
	Sub-Total	\$162,209.00	\$689,076.00	\$701,535.00
 				
Foundations	Technology	\$311,600.00	\$614,000.00	\$1,133,100.00
	High Speed Internet	0	0	\$184,000.00
	Academic Space (facilities)	\$8,000.00	1,345,834.00	\$2,462,667.24
	Auditing and Reporting	0	0	0
	Other	\$16,741.60	0	\$17,000.00
	Sub-Total	\$336,341.60	\$1,959,834.00	\$3,796,767.24
 				
Total		\$861,928.81	\$2,935,408.38	\$6,592,510.24

Academics

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

As we seek to improve Academic Achievement, we have enhanced daily instruction by supporting teachers with hands-on materials and instructional supplies that allow them to plan differentiated lessons and activities. Additionally, high quality professional development have been planned from both the district and school levels, with a focus on addressing sub-groups that are under performing. The justification for allocations towards staffing, materials, and PD support are detailed in our data review of student performance listed in our Needs Assessment, which overall assist staff in planning and executing quality lessons that improve student learning and achievement. Additionally, academic funds are being used to provide professional development to our counselors, as our Needs Assessment identified their need to receive training on supporting students during the transition from virtual/hybrid schedules back to full onsite learning.

2. Describe initiatives included in the "other" category

Funds are being used to conduct high-quality professional development to teachers of all subject areas, K-12. These professional development opportunities will include strategies for both learning loss (remediation) and learning acceleration. Instructional supplies will be purchased to support the concepts and ideas learned during these trainings. We have also allocated money to support an intense before/after school tutoring program for all grade bands, which will used hands-on, research-based lessons and materials to support student learning. Instructional supplies will be purchased to support the concepts and ideas learned during these trainings. These funds allow the teachers of these supports to have the aid of educational assistants for their programs, as well as nursing staff to meet any medical or pandemic needs.

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:

These funds will pay for contracted services of psychologists who will help our permanent psychologist staff administer assessments, as the pandemic has resulted in a back log of students waiting to be tested.

2. Describe initiatives included in the "other" category

Our counseling department has been engaged in Professional Development sessions allowing them to stay abreast of the current needs for today's graduating class. They have been implementing their learning by finding resources to support all students, whether career or college bound. ACT resources will be purchased and shared with all students, prompting each student to set a personal ACT goal and use their resource at home to work towards that goal (in addition to their onsite instruction and prep activities). Additionally, we will offer before/after school tutoring options to support students in all grade levels, as the data indicates learning loss due to extensive time out of school. The Needs Assessment support the need to purchase hands on manipulatives and instructional materials, especially for English Language Arts and after school tutoring sessions. Funds will also be used to provide supplemental OT and PT service to students.

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 pandemic has resulted in some teachers choosing to retire (earlier than anticipated). As we seek to rehire, we are mindful that we want to recruit not only the best educators, but also attract a diverse teaching body. The ACS Human Resources team will engage in training (online free resources and membership resources) to support this recruitment need. Additionally, providing school-level sessions which remind/teach employees of their benefits may help to retain teachers in our district, as they will be well-informed of their fringe benefits. Fortunately, no funds will be needed as we have online resources for PD and in-house paper supply to print recruiting packets and informational flyers and brochures, which will highlight our district and its amenities. These PD sessions and printed paper resources will assist us in 1) Strategic Teacher Retention, and 2) Establishing Sustainable Teacher Recruitment Models.

2. Describe initiatives included in the “other” category

All district employees will receive a one-time bonus for their increased work efforts and time as we conduct daily school activities during the pandemic. This monetary motivation will be assessed via employees continued steadfastness towards performing job duties, even those above and beyond their normal tasks.

Foundations

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

As a 1:1 district, keeping technology current and relevant is critical. Funds will be used to maintain equipment, upgrade infrastructure, and provide technology resources for all teachers subjects and grade levels. Daily instruction lessons, learning loss programs, and teacher enrichment lessons will all be complemented with online resources and applications to improve student performance. Additionally, we will upgrade the Band Room, STEM Labs, and the Nurse’s clinic, providing space renovation and new easily wipeable furniture where necessary. Salaries for additional staff members in nutrition and traffic control are included in this category, allowing us to enhance the safety of our students. The cafeteria dumpster enhancement, the HVAC updates, as well as reinforced flooring will all assist in meeting the daily needs of our staff and students. These funds are also being used to offset some of the cost of our enhanced cleaning services provided by our contracted vendor. Lastly, we have allocated a minimal amount to assist us in translating all documents pertaining to our Safety Protocols, mindful that we want to be able to communicate effectively with all stakeholders.

2. Describe initiatives included in the “other” category

N/A

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.

Two district leaders will have primary responsibility for managing this grant. The Chief of Accountability manages the overall grant, ensuring that tasks, timelines, and reporting mandates are met for the district. The Grants Specialist will conduct all day-to-day monitoring and reporting related to the ESSER grants. The Chief of Accountability is 0.05% FTE funded (\$7000 plus mandated benefits). The Grants Specialist is 1.0 FTE and fully funded via the ESSER grant (Salary for 2 years - \$108,000).

The district has staffed a Grants Specialist whose primary role is to fulfill all requirements of this grant, including preparing for monitoring, auditing, and reporting. The district will stay abreast of all timelines by following the Commissioner's Updates as well as timeline postings listed in ePlan. Monthly monitoring of all accounts will be conducted. Updates of spending will occur periodically and will be shared, as we have done in the past, at public Board Meetings. The following activities are all components of our district's plan for consistent reporting, monitoring, and auditing procedures:

- 1) Monthly requesting of funds through ePlan**
- 2) Compare the budget in financials to budget in ePlan for agreement**
- 3) Comply with all federal and state regulations for reporting**
- 4) Attend required trainings for ESSER 3.0 and other grant awards.**

One updated presentation to the Board (public meeting) each semester, with that PowerPoint presentation being posted to our district ESSER webpage. In addition to the original survey conducted for the use of these funds, we will solicit feedback via a 2nd survey at the start of year 2, allowing us to make potential changes to our spending plan, based on new needs and feedback from stakeholders.

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.

We have tagged the following budget items and initiatives as Learning Loss: Interventionist salary, annual salaries and summer stipends for educational assistants and teachers who assist with before and after school tutoring and summer learning programs. Additionally, stipends for summer clerical and nurse will support our program designed to address learning loss. Funds will also be used to purchase instructional materials and provide professional development to teachers.

Family and Community Engagement

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

To ensure transparency, ACS will engage with families and the community through the life of the ESSER and other relief funds by providing ongoing and timely information to all stakeholders. ACS will keep an updated website with the publication of resources as well provide multiple opportunities for participation in the decision -making process of how funds are allocated through semi-annual surveys that will be analyzed to determine revisions. Interpreters will be provided as well as all documents translated in the families' native language.

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

During the two-week open comment period this six-month revision, more than 900 stakeholders completed the questionnaire, with the overwhelmingly majority (66.08%) classifying themselves as "Parent/Families." Additionally, 29.32% of respondents identified themselves as stakeholders representing special populations, such as children

with disabilities, children with English as a second language, children experiencing homelessness, migratory students, children who are incarcerated and underserved students.

Respondents were asked to answer several multiple-choice questions and rank the importance of various ESSER fund expenditures. They were also provided the opportunity to leave an open response for additional input.

Additionally, we included an open-ended questions to obtain supplemental considerations from stakeholders that may have not been captured in the other survey questions. More than 206 respondents left additional recommendations for how funds should be spent that we were able to analyze and assess their relevance to ESSER spending. Some recommendations went beyond the scope of ESSER 3.0 allowable expenses but were beneficial to the district in various ways.

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

In an effort to engage in meaningful consultation with Arlington Community Schools' stakeholders, ACS launched a survey to solicit feedback from various groups, including students, parents, teachers, principals, administrators, civil rights organizations, special populations and at-large community members.

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.

ACS launched a survey to solicit feedback from various groups, including students, parents, teachers, principals, administrators, civil rights organizations, special populations and at-large community members. The survey questionnaire was posted on the ACS website, emailed to students, families, and non-profits. In addition, survey questionnaire postcards were available to complete at all 4 schools locations as well as district office during school board meetings.