

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: 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: September 13, 2022

Total Student Enrollment:	4,761
Grades Served:	K-12
Number of Schools:	4

Funding

ESSER 2.0 Remaining Funds:	\$1,265,258.83
ESSER 3.0 Remaining Funds:	\$5,480,284.52
Total Remaining Funds:	\$6,745,543.35

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$406,070.00
	Summer Programming		\$75,000.00
	Early Reading		
	Interventionists		\$161,653.19
	Other		\$1,046,109.08
	Sub-Total	\$0.00	\$1,688,832.27
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		\$15,000.00
	Special Populations		
	Mental Health		
	Other	\$225,782.00	\$530,987.78
	Sub-Total	\$225,782.00	\$545,987.78
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$367,755.00
	Other	\$198,775.00	\$280,815.00
	Sub-Total	\$198,775.00	\$648,570.00
Foundations	Technology	\$56,000.00	\$566,738.54
	High-Speed Internet		
	Academic Space (facilities)	\$125,000.00	1,225,000.00
	Auditing and Reporting		
	Other	\$659,701.83	\$805,155.93
	Sub-Total	\$840,701.83	\$2,596,894.47
Total		\$1,265,258.83	\$5,480,284.52

Academics

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

September 2022 Addendum Information:

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 has 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.

In efforts to meet student needs we have staffed an Interventionist and ELL teacher.

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 programs for all grade bands, which will use hands-on, research-based lessons and materials to support student learning.

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 needs.

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.

September 2022 Addendum Information:

Counselor PD will be offered to better support students in their post-secondary pathways through the use of a new career interest inventory.

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.

Additionally, funds have been allocated to purchase an evidence-based social skills curriculum that will allow the Social & Transition Specialist to teach specific skills related to the social, emotional, and behavioral skills lost during the suspended face-to-face interactions during 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.

September 2022 Addendum Information:

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.

Covid-19 has had a tremendous impact on Teacher Retention & Hiring. As a result, we have increased funds for the use of Substitute Teachers (daily, certified, & permanent) to ensure students are receiving critical daily instruction to prevent any additional learning loss.

Foundations

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

September 2022 Addendum Information:

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 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.

September 2022 Addendum Information:

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 (\$14,000.00 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 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.

We have tagged the following budget items and initiatives as Learning Loss: Interventionist salary, ELL Teacher 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 a 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 has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

September 2022 Addendum Information:

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 as provide multiple opportunities for participation in the decision -making process of how funds are allocated through the following: semi-annual surveys, providing an opportunity for feedback during monthly Board meetings, provide ESSER survey postcards to each school site, and an email address on our ACS website for stakeholders to submit questions, concerns or feedback. All responses 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 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

During the two-week open comment period, more than 650 stakeholders completed the questionnaire, with the majority (91.77%) classifying themselves as "Parent/Families." Additionally, 30.11% 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 able to answer several multiple-choice questions, and rank the importance of various ESSER fund expenditures. A comments section was also listed, allowing respondents to leave an open response for additional input.

More than 230 respondents left recommendations for how funds should be spent. After analyzing and assessing their relevance to ESSER spending, we used the data to help guide our revisions to the budget. 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.

With the intent 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. Additionally, ESSER updates are provided during monthly Board Meetings that allow all stakeholders in attendance an opportunity to provide feedback. An ESSER Update information flyer is made available to parent & families during different events at each school site. Additionally, ESSER survey postcards are available at each school site, and an ESSER email address is currently listed on the ACS website to provide an opportunity for year-round feedback from all populations of stakeholders.

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.

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 was emailed to students, families. In addition, survey questionnaire postcards were available to complete at all 4 schools locations as well as district office during school board meetings. An email address is provided on the ACS website to allow stakeholders to submit concerns/feedback on an ongoing basis, and an ESSER Update flyer is posted in the ACS Agenda for administrators to access and distribute during scheduled school events.