

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: Fayetteville

Director of Schools (Name): Bill Hopkins

ESSER Director (Name): Rujena Dotson

Address: 110 Elk Avenue South Fayetteville, TN 37334

Phone #: 931-433-5542 District Website: fcsboe.org

Addendum Date: _____

Total Student Enrollment:	1238
Grades Served:	K-12
Number of Schools:	3

Funding

ESSER 1.0 Allocation:	358,002.44
ESSER 2.0 Allocation:	1,212,555.20
ESSER 3.0 Allocation:	2,723,226.7
Total Allocation:	4,293,784.30

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	8870.96		
	Summer Programming		11,840	
	Early Reading			
	Interventionists			
	Other	81,1070.21		377,947.21
	Sub-Total			
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	73,176.91		80,366.44
	Mental Health			
	Other	24,450		85,108.64
	Sub-Total			
Educators	Strategic Teacher Retention		81,764.56	
	Grow Your Own			
	Class Size Reduction			694,691.60
	Other	20,400		
	Sub-Total			
Foundations	Technology	105,126.86		1,371,981.70
	High Speed Internet	42,496		
	Academic Space (facilities)		1,061,214.10	
	Auditing and Reporting		57,736.50	70,497.60
	Other	2,374.50		123,000
	Sub-Total			
Total		358,002.44	1,212,555.20	2,723,226.72

Academics

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

RAS and FMS K-8 schools are participating in Summer Bootcamps. Students are bused to their schools and participate in ELA, Math, Science, Social Studies, Art, Music, Physical Education, Technology, and Play activities from 8:00 am to 3:00 pm for four weeks in June. Breakfast and lunch are provided.

2. Describe initiatives included in the "other" category

All teachers in the district received training on new technology tools purchased for on-line/virtual. Recorded virtual instruction, small group online interaction, face to face instruction synchronous and asynchronous. Tenth grade students will take the PreACT in an effort to practice and prepare for actual ACT tests. Each school will have a Learning Loss Coordinator who will be responsible for the ongoing collection, analysis, and presentation of data. These individuals will coordinate with the school and system administration to design and

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:

Fayetteville City Schools created a early childhood collaborative classroom for the first time. PreK- (1 instructor) to be part of a Early Childhood Collaborative Classroom partnership with a Special Education Teacher (Being part of a ECC allows for an additional personnel team approach to instruction which will benefit special education and non-sped peers. In addition, it is vital that each school have a full time nurse to identify illness and ensure proper response in order to maintain the well being of the whole and each individual. It is important to note that other funding sources are utilized to employ a full time social emotional counselor and full time college and career counselor. In addition, a grant was obtained which has created an opportunity for students to participate in CTE industrial dual enrollment with all expenses paid. Also, AP for all has been put in place at no expense, which will allow students an opportunity to participate in a wide variety of AP courses not previously available.

2. Describe initiatives included in the "other" category

Because of the difficulties purchasing disposable wipes and cleaning supplies, efforts were made to wash cleaning items daily (ex: mop heads) Full time nurses are available at each school for students and teachers

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:

Teachers received bonuses due to additional responsibilities and time required to do both traditional and virtual. Each class (grade) was analyzed based upon individual enrollment and additional teachers were put in place in an effort to reduce class size. Specific formative data was analyzed to identify areas of most need.

2. Describe initiatives included in the "other" category

All teachers in the district received training on new technology tools purchased for on-line/virtual

Foundations

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

Data indicated that the foundational priorities of the system were infrastructure because of the fact that students were walking to portables for class. In addition, technology in order to maintain one to one devices for students and provided teachers with the necessary technology to provide optimum instruction in both virtual and in person settings. FCS also became aware of student with limited wifi access. Finally, due to the monitoring requirements of ESSER funds, there is a need to hire individuals to oversee use of grant funds and report fund use to the state and federal government. Teachers will have access to computerized panels, classroom enhanced audio systems, and individual laptops to create an optimum learning environment. This provides teachers with tools to prepare up to date, researched, exciting lessons. In addition, students will have access to one to one device computers which will allow for less contact transmission, and virtual learning when necessary. Students who do not have access to wifi are provided mifi hotspots which they utilize for connectivity. Currently, three CTE classes are held in outside portables. By creating classrooms rooms within the building in an area that has been unutilized, students will be in a cleaner, better ventilated, less crowded space. In addition, they will not be exposed to the elements while going to class.

2. Describe initiatives included in the "other" category

Air conditioned additional bus would allow for less transmission of illness and additional route when necessary.

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.

TDOE suggested districts should hire an individual to monitor reporting of ESSER fund use due to the scope.

Procedure and protocol are in place to track and monitor use of funds. All purchases are strictly aligned with the state approved 1.0, 2.0, 3.0 plan budgets. The process begins with a requisition which is signed and approved by the ESSER Program Director. The ESSER Fiscal Director will then issue the purchase order and then obtain signature of ESSER

Director and Director of Schools. The order is then then placed and proper documentation including an Invoice and Packing slip (when appropriate) are obtained prior to the check being sent. At this point funds are then drawn down as reimbursement.

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.

Class size reduction teachers, Learning Loss Coordinators, Summer Programming

Family and Community Engagement

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

Leadership Team Meetings (Supervisors and Principals). In addition, the open survey link with specific Re-Entry questions will remain open in an effort to allow continued stakeholder input. In addition, ESSER will continue to be on the agenda of the Director's parent, teacher, minority engagement and business and industry meetings from this point on in an effort to obtain up to date information.

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

Presentations were recorded and created for stakeholders to view and survey was then sent. Also student surveys were administered during English classes in grades 4-12.

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

Fayetteville City Schools created a survey that is shared on the district website to identify areas of concern based on stakeholder input. In addition, monthly meetings are held with various groups including FCS Director of Schools created committees such as the parent group (which included parents of children with disabilities), minority engagement group, business and industry group, FCS teacher system committee, FCS administrative committee, central office staff, and whole teacher groups within schools. Information is also presented monthly to the Chamber Board of Directors and Chamber Educational Committee via in person and webinar meetings. Fall semester 2021 the ESSER Director recorded a Google Meet which specifically detailed each of the ESSER documents including the ESSER Spending Plan and modified Safe Return to School Plan. A survey link was then distributed to all teacher allowing for input on all documents including the Spending Plan and Safe Return to Schools Plan . It is important to note that the survey also had an open ended question which allowed for detailed input. This was considered effective because of the fact that 82.5% of professional personnel participated in the survey. In addition, a survey link was distributed to all students in grades 4-12 via their English classes. This activity generated a 65% return rate. Feedback from the surveys and minutes from engagement group meetings were considered as district administrators and school administrators met in a formal meeting to discuss use of funds based on needs at all schools. (Various stakeholders represented in the surveys and meetings included: parents, teachers, administration, central office personnel, students, civil rights

organizations, and stakeholders representing the interests of students with disabilities.) Originally, a prioritized list of planned uses of funds was presented to the FCS School Board and their input was documented as well and they approved the plan. Any ongoing updates and changes are presented at monthly board meetings. All members of the teacher and staff group were in agreement that the prioritized list was insightful and appropriate. ESSER is a specific topic at each weekly FCS Supervisor meeting, and bi-weekly Leadership Team Meetings (Supervisors and Principals). In addition, the open survey link with specific Re-Entry questions will remain open in an effort to allow continued stakeholder input. In addition, ESSER will continue to be on the agenda of the Director's parent, teacher, minority engagement and business and industry meetings from this point on in an effort to obtain up to date information.

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.

Fayetteville City Schools created a survey that is shared on the district website to identify areas of concern based on stakeholder input. In addition, monthly meetings are held with various groups including FCS Director of Schools created committees such as the parent group (which included parents of children with disabilities), minority engagement group, business and industry group, FCS teacher system committee, FCS administrative committee, central office staff, and whole teacher groups within schools. Information is also presented monthly to the Chamber Board of Directors and Chamber Educational Committee via in person and webinar meetings. Fall semester 2021 the ESSER Director recorded a Google Meet which specifically detailed each of the ESSER documents including the ESSER Spending Plan and modified Safe Return to School Plan. A survey link was then distributed to all teacher allowing for input on all documents including the Spending Plan and Safe Return to Schools Plan . It is important to note that the survey also had an open ended question which allowed for detailed input. This was considered effective because of the fact that 82.5% of professional personnel participated in the survey. In addition, a survey link was distributed to all students in grades 4-12 via their English classes. This activity generated a 65% return rate. Feedback from the surveys and minutes from engagement group meetings were considered as district administrators and school administrators met in a formal meeting to discuss use of funds based on needs at all schools. (Various stakeholders represented in the surveys and meetings included: parents, teachers, administration, central office personnel, students, civil rights organizations, and stakeholders representing the interests of students with disabilities.) Originally, a prioritized list of planned uses of funds was presented to the FCS School Board and their input was documented as well and they approved the plan. Any ongoing updates and changes are presented at monthly board meetings. All members of the teacher and staff group were in agreement that the prioritized list was insightful and appropriate. ESSER is a specific topic at each weekly FCS Supervisor meeting, and bi-weekly Leadership Team Meetings (Supervisors and Principals). In addition, the open survey link with specific Re-Entry questions will remain open in an effort to allow continued stakeholder input. In addition, ESSER will continue to be on the agenda of the Director's parent, teacher, minority engagement and business and industry meetings from this point on in an effort to obtain up to date information.