

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: Rogersville City School System

Director of Schools (Name): Edwin Jarnagin

ESSER Director (Name): Dr. Karen Davis-Beggs

Address: 116 West Broadway Rogersville, TN 37857

Phone #: (423)- 272-7651 District Website: https://www.rcschool.net

Addendum Date: September 15, 2023

Total Student Enrollment:	634
Grades Served:	Pre-K through 8th
Number of Schools:	1

Funding

ESSER 2.0 Remaining Funds:	0
ESSER 3.0 Remaining Funds:	\$539,616.03
Total Remaining Funds:	\$539,616.03

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		
	Summer Programming		
	Early Reading		
	Interventionists		\$56,455.55
	Other		
	Sub-Total		
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		\$116,006.11
	Mental Health		\$123,795.48
	Other		
	Sub-Total		
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)		\$130,987.18
	Auditing and Reporting		\$30,139.31
	Other		\$82,232.40
	Sub-Total		
Total		\$0.00	\$539,616.03

Academics

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

Rogersville City assigned funds in the Academic Achievement area that provided needed personnel and evidence-based programs that met and will continue to meet our students where they are and move them to meet grade-level and individual academic goals. To maximize students learning potential additional tools and programs for tutoring, RTI, classroom learning, and technology utilization training has been directed to this identified area. We are participating in the 'On-Track' program in collaboration with Nisewonger for high dosage/low ratio tutoring in grades 1st through 5th in ELA. Additionally, we are participating in the *TN ALL Corp* tutoring program for high dosage/low ratio tutoring in grades 1st, 2nd, and 5th in Math. *TN ALL CORP* is ELA in 3rd and 4th grades.

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

NA

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.

Student support has been put into place to ensure that students are ready to graduate prepared for their career path. Additional supports have been put in place to meet the needs of students in subgroups (ELL, Homeless, Foster Care, ED, SPED). We have added mental health resources to ensure that students that are struggling are provided with appropriate supports to close learning gaps. Programs and curricula have been utilized to give students the opportunity to explore interests, transition to high school effectively, and explore potential career paths. RCS is utilizing funds from the Innovative School Models (ISM) grant to increase career awareness. Early intervention is crucial. Increased personnel such as a special educational teacher, SLP, assistants to work with students in smaller groups, and RTI assistants have been hired to intensify interventions, assist with providing greater access to the general education curriculum, and/or support student learning styles. Lastly, students will have access to an alternative learning environment that allows for smaller grouping in some or all academic subjects in a smaller setting.

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

NA

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.

NA - RCS is participating in the opportunities the TDOE has released as much as feasible for a school district our size. We have created a Teacher Leader team that meets monthly to discuss programs, progress, and areas of possible improvement. We are continuing our Mentor Teacher program.

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

NA

Foundations

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

Stakeholders identified needs concerning sanitation, improved air quality, carpet removal/replacement, adequate lightening in non-traditional spaces, and spaces secure for social distancing. These identified areas have improved our HVAC and air handling systems and increased sanitation abilities. Improvement to our learning facilities have increased access and reduced transmission rates.

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

One specific initiative in this category was to increase our janitorial staff.

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.

RCS is committed to maximizing our ESSER investments for our students. RCS will ensure funding and investments are efficaciously utilized by hiring a grant coordinator that will work closely with our Finance Department, Federal Programs, and Leadership Team to ensure initiatives and programs are implemented. Additionally, this group of individuals will meet regularly to review data to gauge program effectiveness, impact, and to problem solve as needed.

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.

RCS is participating in TN ALL Corps. RCS began implementation during the 22/23 school year. In our application, we noted our expenditures that met this criterion.

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.

RCS engaged stakeholders in a variety of ways. RCS created and distributed surveys for our parents and students. Also, RCS met with community organizations, faculty and staff, board, and other valued members to indicate opinions, concerns, and ideas. We will continue to inform our RCS community through social media, email, messaging applications such as Remind, callouts and the RCS website. Our Parent Action Committee (PAC), school and system planning committee, and board are updated as addendum are created. However, there has been no fundamental change to ESSER 3 since the initial application.

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.

RCS will continue to engage stakeholders by providing ESSER updates at a frequency of no less than six months. RCS has engaged stakeholders in a variety of ways. RCS created and distributed surveys for our parents and students in June 2021. We had 170 responses from an 'n' count of 623. Some parents received multiple requests as they may have had more than one child but were only able to reply once. From this data, respondents indicated at least a 93% agreement rate of proposed expenditures in all, but one of the five areas (which was 85%).

Those were:

- 1.) Utilizing a portion (no less than 20%) to address learning loss – 94.67% in agreement.
- 2.) Staffing to increase the ability to implement low ratio and high impact intervention and enrichment programs - 96.47% in agreement.
- 3.) Technology to support learning and extensions of the learning environment – 93.45% in agreement.
- 4.) Student and faculty mental health – 85.63% in agreement
- 5.) Infrastructure improvements to support safe learning environments – 97.04% in agreement

Also, RCS met with community organizations, faculty and staff, board, and other valued members to indicate opinions, concerns, and ideas. We will continue to inform our RCS community through social media, email, messaging applications such as Remind, callouts and the RCS website.

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

RCS has met with community organizations, faculty and staff, board, and other valued members to indicate opinions, concerns, and ideas. We will continue to inform our RCS community through social media, email, messaging applications such as Remind, callouts and the RCS website. Due to the small size of the Rogersville City's zone, there were no civil rights organizations to engage. Also, special interest groups were very small to non-existent. Our documents were translated into the most populous languages of families in our district. RCS has an open-door policy to our community and all the sub-groups found within.

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.

Future revisions, if needed to be made, will involve more parent surveys, discussions with students and parents, and other stakeholders through varied forums.