

## 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: Johnson County Schools

Director of Schools (Name): Dr. Mischelle Simcox

ESSER Director (Name): Angie Wills

Address: 211 North Church Street, Mountain City, TN 37683

Phone #: 423-727-2640

District Website: jocoed.net

Addendum Date: January 10, 2022

Total Student Enrollment:	4384
Grades Served:	PreK-12
Number of Schools:	8

### **Funding**

ESSER 1.0 Allocation:	\$706,241.21
ESSER 2.0 Allocation:	\$2,669,142.26
ESSER 3.0 Allocation:	\$5,994,514.37
<b>Total Allocation:</b>	<b>\$9,369,897.84</b>

**Budget Summary**

		<b>ESSER 1.0</b>	<b>ESSER 2.0</b>	<b>ESSER 3.0</b>
Academics	Tutoring	\$45,395.00	\$83,777.76	\$353,831.90
	Summer Programming	\$24,000.00	\$40,000.00	\$348,250.23
	Early Reading	\$3,000.00	\$61,436.50	0.00
	Interventionists	0.00	0.00	0.00
	Other	0.00	\$374,671.41	\$429,740.24
	Sub-Total	\$72,395.00	\$559,885.67	\$1,131,822.37
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$20,000.00	\$30,000.00	\$32,160.00
	High School Innovation	\$30,000.00	0.00	0.00
	Academic Advising	0.00	0.00	\$57,681.58
	Special Populations	\$20,000.00	\$70,000.00	\$86,789.15
	Mental Health	\$70,000.00	\$61,357.43	0.00
	Other	\$10,910.00	\$24,030.00	0.00
	Sub-Total	\$150,910.00	\$185,387.43	\$176,630.73
Educators	Strategic Teacher Retention	0.00	\$458,351.88	0.00
	Grow Your Own	0.00	0.00	0.00
	Class Size Reduction	0.00	0.00	0.00
	Other	\$42,030.00	0.00	0.00
	Sub-Total	\$42,030.00	\$458,351.88	0.00
Foundations	Technology	\$287,673.00	\$828,414.00	\$131,433.00
	High Speed Internet	0.00	\$142,863.00	0.00
	Academic Space (facilities)	0.00	\$202,105.67	\$4,454,628.27
	Auditing and Reporting	0.00	\$20,000.00	\$100,000.00
	Other	\$153,233.21	\$272,134.61	0.00
	Sub-Total	\$440,906.21	\$1,465,517.28	\$4,686,061.27
<b>Total</b>		<b>\$706,241.21</b>	<b>\$2,669,142.26</b>	<b>\$5,994,514.37</b>

### **Academics**

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

The majority of our funds are being allocated for tutoring our students with the greatest academic needs. The district will provide before/after school tutoring and summer learning opportunities in an effort to close learning gaps and address learning loss. We will also use some of the funds to provide teachers with professional development opportunities that will help prepare teachers to be effective in the classroom.

Funds for Summer Programming are in addition to the funds provided by the state. We plan to serve additional students.

2. Describe initiatives included in the "other" category

Items funded in the "other" category include the following: NewsELA; Gallopade, software programs such as Mastery Connect, Discovery Education, Moby Max, etc.; Go Math textbooks; ICEV and Electude; Connections Academy; Before/After School Learning; Learning Loss Coordinator

### **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:

Supports have been put into place to ensure that students are ready to graduate prepared for their career path. Programs have been put in place to give students the opportunity to explore careers, simulate various jobs, and the opportunity to be involved in work based learning. Supports have also been put in place to meet the needs of students in subgroups (ELL, Homeless, Foster Care, ED, SPED). We have added mental health resources for all students and a Learning Loss Coordinator to ensure that students that are struggling are provided with appropriate supports to close learning gaps.

2. Describe initiatives included in the "other" category

N/A

### **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 district is participating in all opportunities for Grow Your Own programs and educator networks and pathways offered through the state or local universities. We have educators participating in the aspiring assistant principal pathway, add on SPED endorsement, add on math endorsement, and on ESL endorsement, and we will continue to look for opportunities to grow educators to meet the demands of hard to fill positions. We also paid a bonus to all employees that worked during the 2020-2021 and 2021-2022 school year and had to work an extra 15 minutes each morning and later in the afternoon so that we could socially distance students during the COVID pandemic. This was done in an effort to retain our teachers.

2. Describe initiatives included in the "other" category

N/A

### ***Foundations***

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

Drastic improvements have been made in ensuring students have access to up to date technology. It was very evident in March of 2020 that we needed to make improvements so that students and teachers could learn remotely if needed. We are implementing a 1:1 device initiative this year (2021-2022) and have made improvements to our infrastructure to support our technology initiative. In addition, stakeholders overwhelmingly identified that improvements needed to be made to HVAC systems in the district and to add additional space at our largest elementary school. We have also identified several other needs that we will address concerning facilities and structural infrastructure in our district should there be infrastructure funds.

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.

The Federal Programs Supervisor will be responsible for ensuring that all communication is passed on to the appropriate district contact in regards to monitoring, auditing, and reporting of federal funds. The Director of Schools and the Federal Programs Supervisor will continue to monitor the requirements of overseeing these grants and will add additional personnel once we know exactly what expectations and requirements will be. The Finance Director will ensure that funds are spent in a timely and allowable manner. Information will be shared with the community through communications that include our district website, in person meetings, our social media sites, and radio (our director of schools is often asked to speak on our local radio station to give updates about our school district).

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.

20 percent of ESSER 3.0 funds has been allocated for each school to offer before and after school tutoring and summer school. Over 1.2 million dollars have been set aside for these learning opportunities through 2024. We are not participating in TN ALL Corps but we are ensuring that we have a low student to teacher ratio for our tutoring programs.

### ***Family and Community Engagement***

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

The district has had numerous conversations with stakeholders to gain input as we decide how to allocate ARP ESSER funds. We have also sent surveys to all types of stakeholders to gain input. We have had follow up conversations as we reviewed survey data and shared the greatest needs identified through our surveys. Parents, teachers, and community members have been invited to board meetings to provide input. School leaders have had discussions with staff to identify needs in their individual school buildings and shared this with district administration and the school board. We have reach out to SPED organizations, foster care organizations, members that work with our homeless population to gather input. We have also surveyed students to gain their input about the greatest needs they see in their school buildings. We have tried to give everyone a voice and listen to their ideas. We will continue to update stakeholders in regards to the use of funds through streamed board meetings, information shared on our website and social media pages, newsletters, and district callouts. We will continue to gather feedback through surveys and our doors are always open for input or anyone needing to ask questions.

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

We have attempted to engage as many stakeholders as possible as we have continued to work on our plans. We have sent out multiple surveys and sent reminders out often to encourage stakeholders to provide input. We have encouraged feedback in many forms and stressed the importance of feedback from our stakeholders.

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

We have sought input from SPED organizations, foster care organizations, and members that work with our homeless population to gather input. We have also translated our surveys and gained input from our ESL population. We know that it is important to be inclusive and gain feedback from as many stakeholders as possible.

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.

The LEA continues to gain input from stakeholders through surveys, in person meetings, social media sites, the district website, and community meetings.