

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: Jackson-Madison County Schools (570)

Director of Schools (Name): Dr. Marlon D. King

ESSER Director (Name): Dr. Tiffany S. Green

Address: 310 North Parkway, Jackson, TN 38305

Phone #: 731-664-2500 District Website: www.jmcass.org

Addendum Date: 02/01/2022

Total Student Enrollment:	12,563 (as of the date of this report)
Grades Served:	Pre-K-12
Number of Schools:	26

Funding

ESSER 1.0 Allocation:	\$3,897,423.21
ESSER 2.0 Allocation:	\$16,781,426.49
ESSER 3.0 Allocation:	37,688,295.80
Total Allocation:	\$58,367,145.50

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	0	\$412,737
	Summer Programming	0	\$2,085,824	\$1,652,741
	Early Reading	0	0	\$2,762,930
	Interventionists	0	0	0
	Other	0	\$1,266,000	\$891,787
	Sub-Total	0	0	\$5,720,195
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	\$50,000
	High School Innovation	0	0	\$335,000
	Academic Advising	0	0	0
	Special Populations	\$8276	\$428,040	\$3,894,660
	Mental Health	\$32,400	\$276,050	\$1,315,440
	Other	\$505,971.34	0	\$4,555,000
	Sub-Total	\$546,647.34	\$704,090	\$10,150,100
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	\$30,000	0
	Class Size Reduction	0	0	0
	Other	0	\$9,135	\$1,216,700
	Sub-Total	0	\$39,135	\$1,216,780
Foundations	Technology	\$3,034,061.48	\$872,250	\$2,694,1190
	High Speed Internet	0	0	0
	Academic Space (facilities)	0	\$156,514.15	0
	Auditing and Reporting	\$34,525.66	\$107,000	\$263,350
	Other	\$282,188.17	\$11,550,613.34	\$17,643,680.80
	Sub-Total	\$3,350,775.85	\$12,686,377.49	\$20,601,220.80
Total		\$3,897,423.19	\$16,781,426.49	\$35,688,295.80

Academics

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

Jackson-Madison County Schools is allocating ESSER funds for tutoring and credit recovery for our students who have shown the greatest academic need. In addition, we will offer summer camps for those students for whom gaps need to be closed before moving on to their next grade. Teachers are offered professional development in areas such as innovation, standards, differentiation, culture, climate, and integrating technology.

2. Describe initiatives included in the "other" category

Initiatives included in the "other" category include various items and services to support academic achievement, and include the following:

- Teacher stipends for after-school clubs, Freshmen Boot Camp, and ACT Prep Camps
- Additional Pre-K Classes (teachers, assistants, supplies, materials, equipment)

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:

To fully support learning loss and acceleration, the district is purchasing fully aligned ELA and math curricula, as well as mental health resources. Jackson-Madison County Schools will utilize ESSER funds to provide more options and opportunities for career pathways for students in grades 6-12.

Funds allocated towards student readiness were focused on supporting the whole child, special populations, students in grades 6-12, and their families. These strategic allocations support student readiness and the school-related supports necessary to access high-quality instruction through providing each high school with multiple areas of focused pathways and CTE options, Dual Enrollment/Credit, CTE Certifications, and Advanced Placement options. Each high school will have a career-themed focus that aligns with high need jobs in our region and allows students to learn more about areas of interest. Innovation Impact Institutes will challenge the traditional approach to education in high schools with the goal for students to clearly understand why a lesson is important and how the knowledge can be used in the future in a college classroom or a career. Academic teachers will work with career instructors to connect what is learned in the classroom with skills needed for success after graduation. Utilizing funds from our Innovation High School Grant and ESSER 3.0, the creation of Innovative Impact Institutes will provide students with small learning cohorts with career, theme-based teaching and learning beginning in 9th grade. To introduce students to the skills and concepts in the Innovation Impact Institutes, JMCSS will develop middle school Innovation Impact Summits. Middle schools will extend traditional learning into the summer and after traditional school hours. The summits will prepare students for the Innovation Impact Institute at their zoned high school.

2. Describe initiatives included in the “other” category

- High-quality instructional materials to support the science of reading and literacy
- Additional fine arts supplies and materials
- Additional fine arts equipment
- Instructional supplies and materials for Montessori classrooms
- High-quality instructional materials for math adoption
- Textbooks for K-12 Eureka Math. Student paperback novels
- Learning Management System
- Online digital curriculum

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:

One of Jackson-Madison County Schools’ Belief Statements is “Invest in employees by providing financial and professional support.” Funds have been allocated for staff members to receive multiple bonuses for going above and beyond their normal duties due to Covid-19. Additionally, funds have been allocated for all staff members who participate in a cultural competency training and who meet certain attendance requirements. Funds have also been allocated for a partnership contract with local universities to create innovative opportunities for mentoring and supporting pre-service teachers for state licensure. The teacher partnership will support staffing due to resignations, retirements, and health risks as a result of Covid-19.

2. Describe initiatives included in the “other” category

- PD Bonus for employees who meet the criteria (benefits included)
- Benefits for Teacher Literacy Training Stipend Grant

Foundations

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

Jackson-Madison County Schools is committed to improving all facilities over a long-term period of time. While responding to, preparing for, and aiming to prevent Covid-19, with ESSER funds, the district is able to improve our facilities more speedily in order to realize one of our Belief Statements to “Educate all students in a safe, nurturing school environment that promotes healthy choices and opportunities for optimal learning.” ESSER Funds will support replacing outdated HVAC, windows, doors, traditional water fountains, outdated carpet, and bring locations up to code for additional space to allow for social distancing. The district will also be able to expand technology in schools providing individual devices to students and teachers, as well as interactive boards in classrooms to further support teaching and learning. This technology will allow teachers an opportunity to foster engaging lessons, support virtual learning options should the need arise, and further advance student learning. Teachers and leaders will be able to engage in learning opportunities around the use of technology. Technology support and maintenance for the system’s network and equipment to support on-line learning will also be provided. The district also

partnered with T-Mobile, United Way, Jackson Housing Authority, and through an Amerigroup Grant, provided Wi-Fi hotspots to all families that expressed the need for internet connectivity. Funding will also be used for device tracking software to support effective and efficient accounting of student and staff devices and technology equipment. Additionally, for those families who prefer their students learn at home instead of in-person at a school, funds were allocated to purchase a building to house the staff and equipment needed to educate and serve this special population of students and families.

2. Describe initiatives included in the “other” category

- PPE for schools
- Additional custodians (salary and benefits)
- Covid-19 Response Sanitizer (salary and benefits)
- Covid-19 Response Team Stipends (stipend and benefits)
- Chemicals, cleaning supplies
- Lawn care equipment
- Cleaning and sanitizing equipment
- Additional routes for bus drivers due to driver shortage (stipend and benefits)
- Tires, tubes, vehicle parts for additional bus routes
- Cleaning supplies to disinfect buses
- Capital Projects system-wide
- Building Purchase to house the district’s CyberSchool
- Indirect cost

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 Deputy Superintendents of Academics and Operations will meet regularly with the ESSER Program Director to assess progress on the use of ESSER funds, implementation, and the effectiveness of the supports. ESSER 3.0 agenda items will be integrated into weekly meetings with the Director of Schools. The Deputy Superintendents and ESSER Program Director will collaborate with department heads and principals on projects to gather immediate and continuous feedback. The Director of Schools will provide updates to the School Board.

The Program Director will work to actively monitor the use of ESSER funds. In collaboration with the Fiscal Services and Federal Programs Departments, budgets and amendments will be prepared to ensure statutory requirements are met. In addition, the Program Director will collaborate on a regular basis with schools and relevant department heads in order to collect and record the necessary data for appropriate record keeping, reporting, monitoring, and auditing purposes. Before requisitions are entered and approved, the Program Director will audit each request to ensure funds are expended per the approved ESSER grant allocations. District policies, protocols, and procedures for purchasing and inventorying items will be applied in the oversight, administration, and execution of all ESSER funds by using all available sources of data and by working in conjunction with all schools and departments to monitor the effectiveness of the allocated funds and to track student progress. This information will be made available

to the community through school-based meetings, community meetings, school board meetings, and through all district communication outlets.

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.

Jackson-Madison County Schools' position on meeting the requirements to spend 20% of ESSER 3.0 on direct services to students to address learning loss has not changed. The district will utilize ESSER 3.0 funds to strategically support acceleration through in-school activities, summer camps, specific after-school clubs, out-of-school time programs, and Saturday clubs focused on STREAM activities and Foreign Language Exploration for K-8 students. Additional activities will focus on Freshman Boot Camps, ACT Prep Camps, CTE Certifications, and Dual Enrollment to support accelerating students to college and career readiness.

The district will purchase additional high quality instructional materials to support reading instruction, particularly early literacy where the largest learning loss occurred. The district will also utilize ESSER 3.0 funds to purchase standards-aligned math textbooks and digital resources that will support teachers with academic recovery, remediation, acceleration, digital curriculum for virtual programs, credit recovery, and reading/math intervention resources. Additionally, the district will use funds to provide high students with an opportunity to engage in EPSOs and CTE certifications that were limited due to school closures at the end of 2019-2020, and virtual and hybrid district schedules throughout the 2020-2021 school year.

Funds will be used to purchase curricula to address mental health interventions designed to meet the social and emotional needs of students through engaging and enriching experiences.

Funds have been allocated for additional positions of K-2 paraprofessionals to support early foundations, an RTI Coordinator to address multitiered systems of academic support, and a Coordinator to support Priority Schools will be funded with ESSER 3.0 to address increased learning loss, intervention, and to strengthen Tier I core instruction.

Family and Community Engagement

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

The district's forms of family and community engagement have not changed in the past six months. As we serve the Jackson-Madison County community, the work that we do every day will reflect the needs and priorities of our community. One of our system's goals is "Improving community engagement and the parental experience." JMCSS will continue to engage with the community to build stronger collaborations through a shared decision-making process by:

- Engaging community stakeholders regularly through the Social and Behavioral Services and Family and Community Engagement Departments,
- Coordinating resources for students and families through our External Affairs Department, and
- Identifying needed support structures in all schools and district departments to promote equity for the purpose of improving student outcomes.

Keeping stakeholders informed on the progress of ESSER funding plans and programs, the district will continue to keep the community engaged and informed by maintaining a page specific to ESSER. We will continue to share ESSER information with all community stakeholders through all district communication outlets (website, Twitter, Facebook, Superintendent Chronicle, For the District Videos, Press Releases.) ESSER updates will be on school board agendas throughout the duration of funding. Through school and community meetings, the district will gather data and feedback that will inform any needed revisions/updates to our plan. Our schools will each have family and community engagement plans which can include meaningful reporting on the implementation of ESSER funded programs and services and the gathering of family input.

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

The district used all methods stated in section one in an attempt to engage as many stakeholders as possible as we reviewed our plans to best serve our students, families, and community. Surveys were sent out, input forms where stakeholders could give open ended input regarding how ESSER funds could be best spent to ensure a safe return to in-person learning. In-person and virtual meetings that were open to the public were also held where ESSER funds were either the exclusive topic or an item on the agenda. In each form of communication, the district iterated how important stakeholders' input was in developing and implementing our plans.

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

Input was sought and considered from the following stakeholders:

- Students
- Parent/guardian/family
- General education teachers
- Instructional Coach/Literacy Lead
- Special Education Teachers
- ESL Teachers
- CTE Teachers
- Consulting Teachers
- School Support Staff
- Principals
- Assistant Principals
- District-Staff- Non-Certified
- District Staff- Certified
- Transportation Employees
- School Board Members
- Elected Officials
- Tribe
- Civil Rights Organizations
- Advocates for English Language Learners, Children in Foster Care, Children Experiences Homelessness, and Children who are Incarcerated

- High Education Institutes
- Citizen of Jackson and/or Madison County

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 district used all methods stated in section one in an attempt to engage as many stakeholders as possible as we reviewed our plans to best serve our students, families, and community. Surveys were sent out, input forms where stakeholders could give open ended input regarding how ESSER funds could be best spent to ensure a safe return to in-person learning. In-person and virtual meetings that were open to the public were also held where ESSER funds were either the exclusive topic or an item on the agenda. In each form of communication, the district iterated how important stakeholders' input was in developing and implementing our plans.