

## 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: Murfreesboro City Schools\_\_\_\_\_

Director of Schools (Name): Bobby Duke\_\_\_\_\_

ESSER Director (Name): Maryam Hill \_\_\_\_\_

Address: 2552 S.Church Street\_\_\_\_\_

Phone #:615-893-2313\_ District Website: www.cityschools.net\_\_\_\_\_

Addendum Date:\_\_\_\_\_

Total Student Enrollment:	9378
Grades Served:	Pre-K-6 <sup>th</sup>
Number of Schools:	13

### *Funding*

ESSER 1.0 Allocation:	1,298,107.63
ESSER 2.0 Allocation:	5,642,066.76
ESSER 3.0 Allocation:	12,671,280.46
<b>Total Allocation:</b>	<b>19,611,454.85</b>

*Budget Summary*

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			
	Summer Programming	625,000	2,601,864.00	198,180.00
	Early Reading		242,110.00	
	Interventionists			1,651,814.00
	Other	10,660.48	148,730.00	1,000,000.00
	Sub-Total	635,660.48	2,992,704.00	2849,994.00
<b> </b>				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	62,905.00	118,200.00	323,056.00
	Mental Health		247,194.00	928,378.00
	Other			
	Sub-Total	62,905.00	365,394.00	1,251,434.00
<b> </b>				
Educators	Strategic Teacher Retention		250,000.00	
	Grow Your Own			
	Class Size Reduction			1,134,349.00
	Other		287,850.00	1,378,513.00
	Sub-Total		537,850.00	2,512,862.00
<b> </b>				
Foundations	Technology	318,871.85	1,111,054.76	369,500.00
	High Speed Internet		43,781.00	4,035,762.52
	Academic Space (facilities)		508,200.00	

	Auditing and Reporting			
	Other	280,670.30	83,083.00	1,651,727.94
	Sub-Total	599,542.15	1746118.76	6,056,990.46
	<b>Total</b>	<b>1,298,107.63</b>	<b>5,642,066.76</b>	<b>12,671,280.46</b>

### Academics

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

*Strategic allocations in academics focus on continuing support for students with proficiency deficits in Reading or/and Math. MCS will employ 10 Academic Interventionists. Interventionists will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening. MCS will also use funds to ensure that teachers have resources needed to access high quality instructional materials. MCS will use funds to take an aggressive approach to tutoring and summer learning camps.*

2. Describe initiatives included in the "other" category

*Funds will be used for high dosage tutoring. MCS will employ 158 teachers on extended contracts at 35 hours per fiscal year to deliver tutoring.*

*Funds will be used for increase intervention. Interventionist will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening.*

*Funds will be used to fund summer learning camps. This includes instructional materials and professional development for summer learning camps. Funds will be used to for employing summer learning camp bus drivers, administrators, nurses, and support staff.*

*Funds will be used to employee a K-2 Intervention Reading Coordinator for the district.*

*Funds will be used for textbook adoption.*

### 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:

*MCS strategic allocation investment will provide varied levels of professional development on meeting the needs of special population students (SPED, ELL, Economically Disadvantaged) who were and continue to be affected by the impact on COVID-19. These professional development opportunities will be provided on varied level of differentiated instruction for students who experienced learning gaps related to COVID.*

*In the area of mental health, funds will be used to employ one FTE Social Worker for three years. MCS will also employ 2 school counselors. These positions will work directly with students identifying/removing barriers associated with learning loss from COVID-19.*

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:

*Strategic allocation was used to retain MCS employees by providing a onetime 1% stipend during the 2020-2021 school year. MCS focused on maintaining properly socially distant classrooms with 15 over-staffed positions.*

*MCS will also continue to provide varied levels of professional development over differentiated instruction to students who experienced learning gaps related to COVID.*

2. Describe initiatives included in the “other” category

*Funds will be used to employ a district ESL Coach, Homebound teachers, Quaver Ed health, and provide professional development.*

### ***Foundations***

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

*Strategic allocations will focus on proper spacing and social distancing per CDC guidelines with building level renovations. Renovation of office space will allow for secure waiting areas in the school lobby so that guest may be screened prior to being admitted into the main building. Allocations also focus on replacing HVAC units to increase clean air supply in five schools. HVAC replacement will increase the delivery of clean air and dilute potential contaminants.*

2. Describe initiatives included in the “other” category

*Funds will be used to ensure proper administering and handling of COVID Testing. This includes ESSER 1.0 funds equitable services reimbursement (\$28,849.98) health equipment, medical supplies, COVID testing flyers, UPS for Covid Test pick up, custodial equipment, hazard pick up, PPE, Federal bookkeeper, and Office supplies.*

### ***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.

*MCS will adhere to Part 200 of the Uniform Administration Requirements, Cost Principles and Audit Requirements for Federal Awards for ESSER 3.0 and all grant funds as documented in the District's Uniform Grants Guidance procedure. The District is guided by state and federal rules and regulations, and local policies and administrative directives, including the Davis Bacon Act for wage determination.*

*Financial reporting includes documentation of receipts, expenditures, procurement, inventory and fixed assets, and construction progress. The accounting software system tracks ESSER 3.0 funds separately from other funds by a unique sub-fund number as determined by the State of TN Department of Education.*

*Expenditures will be reported in E-plan at least monthly. This serves the dual purpose of reporting year-to-date expenditures and requesting reimbursement of grant funds. These funds may be requested in advance of anticipated recurring salaries or payment of large invoices. MCS staff understands that these funds must be expended within 72 hours of receipt to maintain compliance with the Cash Management Improvement Act (CMIA).*

*The District has a written system of internal controls which provides reasonable assurance that charges to the ESSER 3.0 award meet the cost principles of reasonable, necessary, and allocable. Requests are reviewed in advance of purchase by the Program Director, Finance and the Director of Schools to determine allowability.*

*The federal bookkeeper, finance manager, and finance director review budgeted to actual revenues and expenditures on an on-going basis. Expenditure Reports are provided to department heads and program managers at least monthly for further review.*

*Requisitions are routed through an electronic approval system so that program managers, finance and the director of schools' review and approve requisitions before becoming an authorized purchase order. Back up documentation, such as quotes, contracts and bid documents, may also be uploaded into the system to further evaluate purchases. Purchase requests without adequate funding, and requests that are deemed unallowable or unnecessary, will be denied. A budget revision may need to be approved before a purchase may be made. Budget revisions are approved by the Director of Schools and Board of Education. Some budget revisions require additional City Council approval.*

*The finance manager performs a pre-audit of invoices prior to payment to determine that this is a valid pre-authorized purchase. The federal bookkeeper and finance manager review personnel change reports to ensure employees are coded to the correct fund and budgeted line-item.*

*The Internal Auditor performs an annual site visit to all 13 schools. These internal reviews are shared with the finance manager and principal. Credit card and bank statements are balanced monthly.*

*MCS funds are audited annually by a CPA firm in accordance with state law and board policy. As a sub-recipient of federal funds in excess of \$750,000, a single audit will be performed as part of the annual audit. TNDOE staff supports the District by providing annual training, on-going technical assistance, and review of grant applications in advance of commitment of funds. District staff will monitor and review both program data and fiscal documents to maintain compliance with grant requirements.*

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.

*Participation in TN ALL CORP*

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

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

*MCS Director of Schools conducts monthly state of the schools addresses through local cityTV. MCS will conduct three community partner meetings during the 2021-2022 school year. MCS will conduct two district wide family engagement meetings during the 2021-2022 school year in addition to school family engagement meetings mandated by Title 1.*

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

*As a Pre-K district, MCS engaged a minimum of 10% of total stakeholders by providing multiple attempts at seeking feedback from parent on behalf of students in grades Pre-k-3. However, allowing students in grades 4<sup>th</sup> -6<sup>th</sup> to provide direct input with a survey.*

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

*MCS engaged stakeholders during community feedback meeting with diverse student populations. These meeting was specifically designed for community representatives who represent the needs of our historically underserved populations including children experiencing homelessness, youth in foster care, and underserved students. Attendees represented faith-based organizations, community non-profits, the Rutherford county health department, and the Child Advocacy Center.*

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.

*MCS continues to keep stakeholders informed through the cityTV monthly updates, district leadership and community partner meetings. MCS holds monthly teacher advisory council meetings and quarterly director's chat with employees and student/parent surveys.*