

## ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2022-23

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 (Feb. 15 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 FY23 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: Haywood County \_\_\_\_\_

Director of Schools (Name): Joey Hassell \_\_\_\_\_

ESSER Director (Name): Megan Nichols \_\_\_\_\_

Address: 900 E Main St. Brownsville, TN 38012 \_\_\_\_\_

Phone #: 731-772-9613 District Website: www.haywoodschools.com \_\_\_\_\_

Addendum Date: 09/06/2022 \_\_\_\_\_

Total Student Enrollment:	2733
Grades Served:	PK-12
Number of Schools:	7

### **Funding**

ESSER 2.0 Remaining Funds:	\$461,452.88
ESSER 3.0 Remaining Funds:	\$4,849,702.91
<b>Total Remaining Funds:</b>	<b>\$5,311,155.79</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$720,000.00
	Summer Programming		\$753,439.00
	Early Reading		
	Interventionists		
	Other	\$43,268.35	\$909,483.93
	Sub-Total		\$2,382,922.93
<b> </b>			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$374,237.47
	Other		\$301,869.00
	Sub-Total		\$676,106.47
<b> </b>			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$112,785.00	\$1,352,403.55
	Sub-Total		\$1,352,403.55
<b> </b>			
Foundations	Technology		\$35,151.96
	High-Speed Internet		\$7,200.00
	Academic Space (facilities)	\$305,399.53	\$115,000.00
	Auditing and Reporting		
	Other		\$280,918.00
	Sub-Total		\$438,269.96
<b> </b>			
<b>Total</b>		<b>\$461,452.88</b>	<b>\$4,849,702.91</b>

### **Academics**

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

The district needs assessment revealed a decline in academic achievement across all grade levels; therefore, allocations to accelerate Academic Achievement are focused on tutoring (before, during and after school) and Summer programming to provide students additional opportunities to increase mastery of skills and increase academic achievement. Programs are in addition to TN ALL Corps tutoring funding and summer learning funding. Both provide equitable opportunities for all students to close gaps and increase mastery of grade level skills.

All investments above align directly with the needs assessment determined by HCS and provide all students equitable opportunities to learn and grow.

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

The district needs assessment revealed a decline in academic achievement across all grade levels; therefore, allocations to accelerate Academic Achievement are focused on high quality instructional materials and supplies to supply both teachers and students the needed curriculum to best implement the curriculum with fidelity and provide students the best opportunity to increase academic achievement and mastery in literacy and numeracy; Contracts to provide administrators, educators and students the needed instructional supports to best meet ALL student needs and increase academic achievement and mastery. Virtual Learning/Student Options Academy programs are funded to provide students the opportunities to participate in the Haywood County Virtual Academy OR Student Options Academy. This opportunity provides all students various options to participate and continue to meet their individual needs for an education. Funds will also be utilized for Chief Communications Officer to assist with stakeholder input and provide the community with communications regarding COVID and ESSER funding. Chief Communications Officer will also ensure communications are in place regarding any school information and health/safety information to families and communities. Executive Director of Equity, Learning Loss, and Stakeholder Engagement will be funded to plan and implement high dosage tutoring in grades 1-8 to accelerate learning for all students and provide stakeholder engagement.

All investments above align directly with the needs assessment determined by HCS and provide all students equitable opportunities to learn and grow.

### **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.

Investments of funding include: Funding to assist students in transition with any educational needs that arise to ensure they are able to receive equitable opportunities as all students. This funding will also supplement other funding to ensure that all students have the supports necessary to access high-quality instructional materials and supplies; and Mental Health Supports for all students. Needs assessment information for HCS indicated the need for Mental Health Supports for students. The Leader in Me provides students in grades PK-8 with the opportunity to participate in social emotional learning that

centers around academics, leadership and culture. This shift creates new paradigms, effective practices and real results for both staff and students. Social Workers are provided at all schools. This allows the opportunity for wrap around services to be provided to all students in need and provides mental health supports for staff and students.

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

Nurses are funded to ensure that all schools have a nurse and can assist with all COVID-19 responsibilities around isolation and quarantine.

### ***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.

Recruiting, retaining, and supporting educators and school personnel is vital to district progress. HCS will continue its investment in the educators in our system through the new salary scales for all staff. Investments align with the needs assessment determined by HCS and are included in the “other” category for ESSER funding.

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

Recruiting, retaining, and supporting educators and school personnel is vital to district progress. HCS will continue its investment in the educators in our system by reducing student: adult ratios in all classes by funding 9 teachers and 9 Educational Assistants; Virtual Director to oversee the Haywood County Virtual Academy. This provides students an option to attend public school in a virtual setting and continue to receive high quality instruction from certified teachers; Stipends paid to staff for work above and beyond normal contract due to COVID-19 challenges. All investments above are aligned with the needs assessment determined by HCS.

### ***Foundations***

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

Technology enhancements allowed the district to update needed devices to reach 1:1 status of the district and to allow for all students to participate in remote and virtual learning opportunities. The Chromebook devices also allowed the flow of the hybrid schedule to work well for students and teachers during the impact of COVID. Funding will support Chromebook and technology replacement parts due to damage from teacher/student use. MiFi hot spots are funded to increase opportunities for students who did not have high-speed internet access within the home. Stipends to fund Technology Technicians for additional hours to stream virtual meetings and Technology reps to

oversee Chromebook distribution and oversight on school campuses. Funds will also be utilized to provide additional equipment (tilt skillet, holding warmer cabinet) and serving lines to promote social distancing and serve meals in a safer environment at Sunny Hill and Haywood High School. Haywood County Schools had a facilities study completed by TLM. Needs across the district were prioritized and Priority 1 needs listed indicated several school facilities in need of updated HVAC systems/kitchen/cafeteria improvements. These updates will help to improve air quality for students and staff.

All investments align directly with HCS needs assessment.

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

Administrative costs and indirect costs ensure the effective and compliant administration of all grant funding. The grant administrator, Deputy Superintendent; Chief Financial Officer; and ESSER Payroll personnel work together to oversee the grant funding and ensure compliance. Oversight of financial monthly reports are conducted and interim audits to ensure appropriate application of funds.

**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.

HCS Director of Federal Programs, Finance and Operations, and Chief Financial Officer will maintain monthly check-ins to actively monitor allocations, purchasing, and reimbursements. All have access to local government and ePlan to monitor allocations and ensure appropriate allocation of funds. At least monthly audits are conducted to ensure appropriate application of funds. Interim monthly audits of financial reports are reviewed and all documentation (purchase order, invoice, packing slips, contracts, etc..) are reviewed to ensure all have been collected and managed appropriately. This process ensures that all data elements are tracked and reported to TDOE.

The following procedures are followed to ensure consistent reporting, monitoring, and auditing procedures:

- Monthly requests of funds through ePlan
- Compare the local government budget reports to budget in ePlan for agreement
- Comply with all federal and state regulations for reporting

The federal programs director will actively monitor all ESSER funds in order to ensure that all statutory requirements are met.

The Chief Communications Officer will work directly with Superintendent, Deputy Superintendent, and Director of Federal Programs to ensure that community receives communication regarding funding and any changes. Updates to the public plan will be completed as revisions are completed to ensure transparency to the public. Ongoing input will be requested as the plans are reviewed throughout the process and life of the grants.

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.

The LEA exceeds the 20 percent requirement on direct services to students to address learning loss.

### **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.

All ESSER plans are posted on the HCS website in both English and Spanish. Stakeholders will also be notified of any public meetings that address the use of ESSER funds. Schools will continue to host Family and Community Engagement events and continue to seek feedback and input as needed. Each school will host events throughout the year (Literacy night, Numeracy Night, Tomcat Chat, PTC, etc...) and will seek input from all stakeholders at each event. Community input will be sought through various community meetings (County Commission, Chamber of Commerce, Rotary, etc...) to ensure stakeholder input is obtained throughout the process. Surveys will continue at various times to ensure all stakeholders have the opportunity to participate in feedback and meaningful engagement throughout the life of ESSER funding. The plan will be reviewed regularly and as new guidelines are released by state and federal agencies. District personnel will continue to seek and engage with community stakeholders and industry partners through participation in industry round-table and various community meetings. The district will continue to provide public surveys as needed for feedback.

The Chief Communications Officer will work directly with Superintendent, Deputy Superintendent, and Director of Federal Programs to ensure that community receives communication regarding funding and any changes. Updates to the public plan will be completed as revisions are completed to ensure transparency to the public. Ongoing input will be requested as the plans are reviewed throughout the process and life of the grants.

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.

The district is currently in the process of seeking engagement and input from a diverse population of stakeholders. HCS Chief Communications Officer is currently working to push out an article that summarizes ESSER funding plans. The article will provide all stakeholders with links to required ESSER plans and the link to an updated survey for stakeholder input. The district is also in the process of revising the LEA plan and conducting a district needs assessment. HCS Chief Communications Officer and Executive Director of Equity, Learning Loss, and Stakeholder Engagement are working to ensure that various stakeholders are engaged and part of the needs assessment and revisions to ESSER funding. The district will continue to see input and engagement through varied measures to ensure that a minimum of 10% of total stakeholders will be engaged and provide stakeholder feedback.

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

The district is currently in the process of seeking engagement and input from a diverse population of stakeholders. HCS Chief Communications Officer is currently working to push out an article that summarizes ESSER funding plans. The article will provide all stakeholders with links to required ESSER plans and the link to an updated survey for stakeholder input. The district is also in the process of revising the LEA plan and conducting a district needs assessment. HCS Chief Communications Officer and Executive Director of Equity, Learning Loss, and Stakeholder Engagement are working to ensure that various stakeholders are engaged and part of the needs assessment and revisions to ESSER funding. The district will continue to see input and engagement through varied measures to ensure that a minimum of 10% of total stakeholders will be engaged and provide stakeholder feedback.

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.

The district is currently in the process of seeking engagement and input from a diverse population of stakeholders.

HCS Chief Communications Officer is currently working to push out an article that summarizes ESSER funding plans. The article will provide all stakeholders with links to required ESSER plans and the link to an updated survey for stakeholder input. The district is also in the process of revising the LEA plan and conducting a district needs assessment. In person public meetings and/or virtual meetings will be held to seek input regarding needs and revisions needed re: funding and planning.

HCS Chief Communications Officer and Executive Director of Equity, Learning Loss, and Stakeholder Engagement are working to ensure that various stakeholders are engaged and part of the needs assessment and revisions to ESSER funding. The district will continue to see input and engagement through varied measures to ensure that a minimum of 10% of total stakeholders will be engaged and provide stakeholder feedback.