

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: Huntingdon SSD

Director of Schools (Name): Jonathan Kee

ESSER Director (Name): Jonathan Kee

Address: 585 High Street, P.O. Box 648, Huntingdon, TN 38344

Phone #: 731-986-2222

District Website: www.huntingdonschools.net

Addendum Date: January 11, 2022

Total Student Enrollment:	1362
Grades Served:	PK-12
Number of Schools:	3

Funding

ESSER 1.0 Allocation:	291,214.58
ESSER 2.0 Allocation:	1,357,321.79
ESSER 3.0 Allocation:	3,048,351.93267
Total Allocation:	4,696,888.30

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			
	Summer Programming			267,847
	Early Reading	22,469.64		
	Interventionists			
	Other	29,461.57		
	Sub-Total	51,931.21		267,847
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			452,344.90
	Mental Health			
	Other			
	Sub-Total			452,344.90
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction	239,283.37		
	Other			
	Sub-Total	239,283.37		
Foundations	Technology		373,321.79	
	High Speed Internet			
	Academic Space (facilities)		984,000	2,085,595.93
	Auditing and Reporting			
	Other			
	Sub-Total		1,357,321.70	
Total		291,214.58	1,357,321.79	3,048,351.93

Academics

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

To support the academic acceleration for students, a learning loss coordinator has been hired and been funded for 3 years (267,847) to develop and oversee initiatives to promote early literacy, advance student achievement, and intervene with students' learning loss. Specifically, summer learning camps are offered to students to assist with Reading and Math achievement. The district will continue to offer additional tutoring opportunities funded through the LEAPs grant and local funding. It is a priority of the district to offer academic remediation and enrichment for all students. Funding will continue to be spent from grants and local funding to support academic achievement. ESSER funding (22,469) has been allocated to purchase needed Foundational Reading Materials for our K-2 teacher. Our teachers attended literacy training in the summer of 2021 and these materials are needed instructional materials to help students become proficient readers.

2. Describe initiatives included in the "other" category

Funding (29,461) was directed toward additional cleaning services and supplies to support a healthy learning environment. Routine cleaning was enhanced and the frequency was increased in an effort to keep students in school.

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:

Additional special education teachers and educational assistants have been hired to support Tier 1 instruction and other focused intervention in other tiers of support. This will reduce class size ratios and improve the unique targets supports needed based on our students' needs. These positions are funded with ESSER funds for 3 years (452,344).

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:

Additional educators have been hired to reduce student/teacher ratios and support students' diverse needs. These positions are funded for 3 years with ESSER funds (239,283).

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:

Allocations are targeting facility improvements (3,069,595) and expanding our capacity with the use of technology (373,321). Our students need the resources for a positive and conducive learning environment. As a result, the district is committed to improving school facilities. Additionally, students need the instructional resources to meet the academic demands and to learn using 21st century tools that they will need to be competent in using in the workforce.

2. Describe initiatives included in the "other" category

NA

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.

District personnel including the Director of Schools and district bookkeeper will be responsible for monitoring, auditing, and reporting allocations and how funds are being spent. Careful review of procurement procedures, centrally located purchasing and receiving, and weekly review of all financial records and receipts will be conducted to assure the district is meeting the guidelines provided by the U.S. Department of Education. Specifically, accurate records will be kept include procurement documents, receipts, and other planning documents to assure funding is spent on qualifying expenses. The district book keeper will keep records specifically for ESSER expenditures and this will be recorded and invoices are paid and reimbursements are requested. These funding allocations and expenditures will be reflected in the district fiscal budget and be available for review by the Board of Education or citizens in the community.

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.

The school district will continue to budget and seek approval from the TDOE through the funding application prior to using any ESSER funds. With that said, through this process, 20% of funds will be targeting learning loss of all students and once again will be approved by the TDOE.

Family and Community Engagement

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

The district will continue to be transparent with stakeholders relative to ESSER funding, allocations, and how monies are spent to address needs within the district. Every 6 months, updates will be made to our ESSER community guide, Health and Safety Plan, ESSER District Plan, and Needs/Assessment. Pertinent information will be available for public review and feedback on our district website and communicated through social media and specific school platforms to encourage public comment on how ESSER funding is being spent to support district goals toward improvement. Specifically, a community guide and survey has been shared with stakeholders used a QR code to gather their ideas and feedback on how best to purposely use the federal funding to promote in-person learning, advance student achievement, and meet the needs of all students. The survey has been shared by email with all staff, on mass text applications to parents, at IEP meetings, and students have completed surveys at school. Additionally, an annual joint venture with the Board of Education and district administration to assure funding is being used responsibly and equitably to support the students and staff in the district.

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

At this point, there have been no changes to our initial plan. However, we continue to communicate to all stakeholders as the plan is revised and further development. For example, student leadership groups, IEP meetings, parent surveys, administrative meetings, board meetings, etc. are all avenues used to engage stakeholders in the process.

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

The district has communicated use a variety of subgroups to gain feedback and assure a diverse representation. From IEP meetings, community surveys and presentations, to student feedback sessions during homeroom and student leadership meetings, an effort has been made to include all stakeholders in the process.

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.

Despite no changes at this time to the initial plan, student leadership group presentations, parent letters and presentations, district administrative meetings, and public board meetings are examples of multiple modes of engagement.