

## 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: Hardin County Board of Education

Director of Schools (Name): Michael Davis

ESSER Director (Name): Theresa McCormick

Address: 155 Guinn Street, Savannah, TN, 38372

Phone #: 731-925-3943 District Website: hardincoschools.com

Addendum Date: 1/14/2022

Total Student Enrollment:	3389
Grades Served:	Pre-K-12
Number of Schools:	7

### **Funding**

ESSER 1.0 Allocation:	\$994,824.54 (Original allocation was \$1,012,277.60, but \$17,453.06 was shared with non-publics – This amount has been deducted.)
ESSER 2.0 Allocation:	\$4,082,888.63
ESSER 3.0 Allocation:	\$9,169,587.89
<b>Total Allocation:</b>	<b>\$14,247,301.06</b>

**Budget Summary**

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring		\$70,988.48	\$132,547.00
	Summer Programming			\$58,084.00
	Early Reading			\$100,548.00
	Interventionists			
	Other	\$535.34	\$277,684.65	\$658,813.00
	Sub-Total	\$535.34	\$348,673.13	\$949,992.00
<b>Student Readiness</b>				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			
	Mental Health			\$472,918.00
	Other	\$11,550.00		\$227,232.00
	Sub-Total	\$11,550.00		\$700,150.00
<b>Educators</b>				
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other	\$21,165.44		\$100,000.00
	Sub-Total	\$21,165.44		\$100,000.00
<b>Foundations</b>				
Foundations	Technology	\$869,176.00	\$790,367.00	\$226,422.00
	High Speed Internet			
	Academic Space (facilities)		\$2,860,619.73	\$7,060,547.89
	Auditing and Reporting			
	Other	\$92,397.76	\$83,228.77	\$132,566.00
	Sub-Total	\$961,573.76	\$3,734,215.50	\$7,419,445.89
<b>Total</b>		<b>\$994,824.54</b>	<b>\$4,082,888.63</b>	<b>\$9,169,587.89</b>

### **Academics**

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

ESSER 2.0 funds were used at the end of last year (2021) to start an after school tutoring program with the most at-risk students in grades K-3. These funds paid stipends and benefits to teachers, educational assistants, and others to work outside their contracted work day. The district was trying to get a head start on closing gaps before Summer Learning Camp started. Our district used general purpose funds to pay stipends to teachers to provide after school tutoring in grades 4-5. During the month of June 2021, our district had Summer Learning Camps only (TN Learning Loss). Our attendance for the Summer Learning Camps was not where we wanted it to be, but great gains were made by the students who attended. iReady Math and Lexia were used every day with targeted instruction as needed through Ready Math's My Path and scripted lesson with Lexia. Our district did receive a transportation grant, but did figure transportation costs into our ESSER 2.0 budget to ensure we could provide door to door transportation. Saxon Phonics was purchased for grades K-1 to help with early reading foundational skills.

Our district will be using ESSER 3.0 funds to pay stipends and benefits to teachers and educational assistants to provide after school high dosage/low ratio tutoring in grades K-8 (TN Learning Loss). Our district does have transportation costs budgeted in ESSER 3.0 for Summer Learning Camps 2022. By providing door to door transportation, we can serve more students.

2. Describe initiatives included in the "other" category

ESSER 1.0 – Supplies and materials to create packets for distance learning students who did not have a computer or access to internet.

ESSER 2.0 – Software purchased (IXL and Lexia – 1-year subscription). These are online programs to help with learning loss. Saxon Math, iReady Math, and TE21 Case Benchmark Assessment were purchased to help close learning gaps.

ESSER 3.0 - Software purchased (IXL and Lexia – 2-year subscription). These are online programs to help with learning loss. Saxon Math, iReady Math, and TE21 Case Benchmark Assessment were purchased to help close learning gaps.

All of these programs will help increase achievement on all TNReady Tests and ACT.

### **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:

With ESSER 3.0 funds, 3 Social Workers have been hired for 3 years to provide services to students. We understand the importance of addressing "whole child" needs in order for academics to increase. Our desired outcomes for adding additional social workers is to ensure the mental health needs of ALL of our students are addressed, which in turn should increase student academic achievement on TNReady and increase attendance.

2. Describe initiatives included in the "other" category

Our credit recovery program (Schools PLP) will help students in need of gaining credits in order to graduate on time. The pandemic has really increased the number of student absences and has made it hard for some students to earn credits. This program can ensure these students graduate on time.

CTE classes increase career opportunities by providing students with hands-on training and the soft skills necessary to succeed in the labor market. CTE classes may also improve core academic skills by fostering student engagement and motivating students to attend school more regularly. By offering more CTE classes at the middle school level, it will give students more opportunities to take CTE classes at the high school level. Students can start high school understanding the CTE classes being offered, because during their middle school years, they will tour all the CTE programs at the high school. They will be introduced to every program of study during middle school. The funds for CTE are for equipment, supplies and materials, and software.

**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 LEA didn't spend funds in the specific areas outlined in the budget summary (Strategic Teacher Retention, Grow Your Own, Class Size Reduction), so our spending is reflected in the "Other" category.

2. Describe initiatives included in the "other" category

All funds budgeted in the area of educators is for teacher support and retention. Allocations to pay stipends to certain teachers to create content on Google Classroom helped other teachers not be as stressed during the 2020-2021 school year, due to having students in-person and also distance learners. With content being created and shared with other teachers, that was one less thing they had to worry about. Allocations have also been set aside for stipends for teachers to participate in PD outside their contracted work day. We value our teachers' time and want to compensate them for spending extra time being trained on new materials, technology, etc. Allocations will also be used to pay for PD on reading and math programs (iReady Math, IXL, and Lexia), HQIM, interactive panels, Google Classroom, etc. We are purchasing many things with ESSER funds and want to ensure teachers know how to properly implement them in their classrooms, so that students make the most gains.

**Foundations**

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

One of our district's needs when the pandemic started was technology. Even though we got our Chromebooks ordered in July 2020, they didn't arrive until Spring 2021. With all of our technology purchases, we are now ready to better prepare our students for the future. All students will have a Chromebook in grades 3-12, with a case to protect it, and will be allowed to take them back and forth from home to school during the 2021-2022 school year. Students in grades K-2 will have Chrome Tablets to use in their classrooms with charging stations. All classrooms have an interactive panel installed in the class to better engage students. This was a big investment, but something our teachers had been asking for. We have also purchased new laptop computers for all teachers and new document cameras to replace

outdated ones. Internet is also an issue due to our county being a rural county. We are participating in the TDOE-T-Mobile partnership to increase high-speed internet.

Our biggest district need and where we spend the biggest percentage of ESSER funds was on roof/HVAC replacement. Roof replacement at Hardin County High School Phase IV, Hardin County High School Gym, Auxiliary Gym, and Band Room, Hardin County High School Vocational Building, and Hardin County Middle School; roof repairs at Northside Elementary and East Hardin Elementary; new HVAC and controls at West Hardin Elementary, Pickwick Southside Elementary, Northside Elementary, East Hardin Elementary, and Hardin County Middle School gym. Many of our buildings have leaks and still need new HVAC systems. The health and safety of our employees and students is our number one priority. We want them to have a safe place to come to each day to learn.

### **Roof & Gutter Replacement or Repair**

Moisture problems in school buildings can be caused by leaky roofs. The issue with the roofs could cause health issues for our students and staff, especially if they have allergies, asthma, or respiratory problems. The indoor air quality of our schools is extremely important to us and is why we want to address this issue. It is our responsibility to keep our students and staff safe and healthy. Roof replacement at Hardin County High School Phase IV, Hardin County High School Gym, Auxiliary Gym, and Band Room, Hardin County High School Vocational Building, and Hardin County Middle School; roof repairs at Northside Elementary and East Hardin Elementary; gutter replacement at Hardin County High School.

### **HVACs/Duct Work**

The HVACs to be replaced are over 20 years old. These older units have poor air circulation. Since the outbreak of COVID-19, our district has been looking at the relationship between indoor air quality, HVAC systems, and student and employees' health. With the uncertainty around mitigating transmission of the COVID-19 virus, our district wants to do everything we can to remove any potential virus contamination in the air in order to keep everyone safe and healthy while at school. New HVACs at West Hardin Elementary, Pickwick Southside Elementary, Northside Elementary, East Hardin Elementary, and at Hardin County Middle School gym. Duct work replacement at Hardin County High School.

### **HVAC Controls**

Many of HVAC controls need to be replaced. These new controls would allow our maintenance department to recognize issues and responded quickly to fix these issues with our HVAC systems. These controls also allow the maintenance department to run tests on the computer to see what the issue is (fan, compressor, etc.). They can pre-determine the problem and order parts, etc., and fix the issue in a more timely manner, which keeps the units running more efficiently with less or no downtime. These controls are very important to help maintain proper air quality, which in turn should help contain the spread of COVID-19 and also reduce the chance of other health issues and illnesses. New HVAC controls at West Hardin Elementary, Pickwick Southside Elementary, Northside Elementary, East Hardin Elementary, and Hardin County Middle School gym.

West Hardin was built in 1976. The library in West Hardin is very small. Some classes are very large and the library cannot accommodate them very well. With all the book cases, there is not enough room for students to space out at all. The addition to the library would allow room for more tables and chairs so students are not sitting so closely to one another during library time. This space will also be used for teacher PD and PLCs, where student data will be discussed. This will help with the district's academic need of increasing academic achievement in all tested subjects.

The proposed use of funds to build a new testing/teacher training/PE facility at Hardin County High School supports the focus area of Addressing Facility Needs and Deferred Maintenance/Infrastructure but it also addresses the district's academic need of increasing academic achievement in all tested subjects and on ACT. See a detailed description below: **STUDENT TESTING** - This facility would allow students at Hardin County High School to space out during testing (EOC, ACT, ASVAB, Pre-ACT). It would also allow testing without interrupting other classes. When testing takes place at Hardin County High School, some classes have to go to study hall, because their classroom and teacher is needed to facilitate the testing. By having the testing in one location, there will be fewer instructional days lost. **TEACHER TRAINING** - This facility will also be used as a teacher training facility for all Hardin County Teachers. Currently, when all Hardin County teachers get together for training, we are all cramped in the biggest location we currently have, which is the Hardin County High School cafeteria. We have to bring in additional tables and chairs, and it's still not enough. At our last training, we had some people sitting on the floor. There is no way we can socially distance, even a little. This facility would have screens on the wall to display training materials. It would also allow enough space for everyone to be able to space out comfortably. **PE CLASSES** - Another use of the facility would be for PE classes at Hardin County High School. Instead of having 3 to 4 PE classes in the gym at one time, this space could be used for some of these classes. Currently, students cannot socially distance during PE classes. Due to the increased respiration of students while participating in moderate-to-vigorous physical activity, more space is needed when students are inside. This facility would allow everyone to space out and socially distance. Because this would be a new facility, it would also have a new HVAC system, which would help maintain indoor air quality through adequate ventilation with filtration. Since there are variants of COVID-19, and we don't know what the future holds, this facility would be very beneficial our teachers and students to help keep everyone safe and healthy, but would also help with the district's academic need of increasing academic achievement in all tested subjects and on ACT.

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

Thermometers and cleaning supplies were purchased at the start of the 2020-2021 school year with **ESSER 1.0 funds**. These items were purchased to help keep our schools clean and stop the transmission of COVID and other illnesses. All teachers were given a thermometer to use in their classroom to detect if students had fever so they could send them to the nurse.

Water fountains and bottle filling stations were purchased with **ESSER 2.0 funds** for our schools. Retro fitting some water fountains and replacing others that were old and unsanitary in our schools to bottle filling station is much healthier for our students. With the numerous bacteria that traditional water fountains harbor, filling bottles instead of students putting their mouths on/over water fountains will help curb illness.

**ESSER 2.0 funds** were also used to add a new service line to Pickwick Southside's cafeteria. This was a necessary expenditure. The serving line had been there since 1976 when the school was built and needed to be replaced. The new serving line has a sneeze guard, which will help prevent the spread of germs. Also, to keep students safe and healthy, it has a built-in heating and cooling system to keep foods at a safe temperature.

Our district contracts our transportation services for our students, but the county does own three buses. One of these buses does have air conditioning, but the other two do not. Hardin County Schools uses these activity buses to transport students to TCAT Crump and to visit job sites, Savannah Bowling Center,

different sporting events, and in-town field trips. Due to COVID-19 (and other variants), our district is focused on reducing the risk posed by pollutants and airborne contaminants to provide the safest environment for our students and teachers while they are traveling on our buses. The number of pathogens can increase considerably in enclosed spaces and increased ventilation reduces the risk of infection. **ESSER 3.0 funds** were used to add new HVAC system to these two activity buses.

In the area of monitoring, auditing, and data collection and reporting, **ESSER 3.0 funds** will be used to pay a stipend for an ESSER 3.0 Grant Coordinator who will oversee the grant and all reporting and other requirements.

### ***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.

Each federal grant is accounted for separately in distinct sub-funds (ESSER 1.0 - 931, ESSER 2.0 - 932, etc.). All sub-funds have a specific revenue code. Goods and services are monitored when a PO request is made. The director determines if the purchase is allowable and checks to see if funds are available.

Internal Audit of Grant Funds - At the end of each fiscal quarter, an internal audit will be performed on each active federal grant received by Hardin County Board of Education. As part of the internal audit, the following areas will be reviewed: · Budget Control · Allowability of Costs · Cash Management Budget Control Performance will be evaluated by comparing and analyzing actual results with budgeted amounts. Any discrepancies or unusual variations will be evaluated, and any errors discovered will be corrected. Allowability of Costs Expenditures from each federal grant will be reviewed for proper procedure and allowability. Purchase orders will be reviewed and matched to paid invoices. Expenditures will be evaluated for proper account classification, reasonableness and allowability. Cash Management Expenditures will be matched to reimbursement requests; dates of expenditure will be compared to dates of drawdowns; and revenues will be evaluated for proper account classification

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 LEA is required to spend \$1,833,918 on Learning Loss. After all expenditures have been made, the LEA will spend \$1,940,042. Here is a breakdown of how we will meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss:

Elementary Tutoring for 2021-2022 - \$116,394  
 Middle School Tutoring for 2021-2022 - \$24,653  
 TE21 Case Assessment - \$175,712  
 School PLP (Learning Partners) Credit Recovery - \$72,000  
 Saxon Math - \$79,029  
 Lexia 2-Year Subscription - \$132,800  
 IXL 2-Year Subscription - \$102,772  
 Saxon Phonics - \$100,548  
 iReady Math - \$160,000  
 Document Cameras - \$60,000  
 Teacher Laptops - \$129,900  
 Middle School CTE - \$155,232  
 Professional Development for Teachers - \$50,000

Professional Development Stipends for Teachers - \$50,000  
 Social Workers for 3 Years (Salaries and Benefits) - \$472,919  
 Summer School Transportation - \$58,083

Total - \$1,940,042

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

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

The initial ESSER 3.0 plan was developed with input from a variety of stakeholders. Consultation with stakeholders occurred in the following ways regarding use of ESSER 3.0 funds:

- Leadership Meetings
- Monthly Principal Meetings
- Faculty Meetings with teachers and support staff
- Surveys for administration, teachers and support staff
- Surveys on the district website and Facebook page for anyone to complete
- Surveys completed by high school students
- Surveys sent home to parents to complete and send back
- Director of Schools works closely with the Hardin County Health Department Director
- Public School Board Meetings
- Director of Schools attends County Commission Meetings and other community meetings
- District ESSER 3.0 Stakeholder Meeting - This included representation for EL, Homeless, and Special Education students
- Counselors, social workers, nurses, the Homeless Liaison, and others will continue to reach out to students and families to assist in assessing their needs.

The LEA is keeping stakeholders informed by placing all planning documents regarding ESSER 3.0 on our district website. Stakeholders can see the LEA's plans for spending ESSER 3.0 funds by reviewing these documents on our website.

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

On the initial ESSER 3.0 plan, the LEA attempted to engage as many stakeholders as possible regarding the use of ESSER 3.0 funds. Mr. Michael Davis, Director of Hardin County Schools, shared information regarding ESSER 3.0 funds during various meetings (principals' meetings, faculty meetings at all schools, county commission meetings, school board meetings, Kiwanis Club, and the District Stakeholder Meeting). A survey was developed and placed on Hardin County Schools' District website and later on our District's Facebook page. It outlined the areas where ESSER 3.0 funds could be spent and then our plans for the funds. We didn't get as much feedback from our public survey as we would have liked, so an online survey was completed by Hardin County Schools' administrators, teachers, and support staff. Surveys were also completed by approximately 800 out of 1,000 of our high school students. Parent surveys were sent home on bright yellow

paper, hoping to catch the attention of parents, to try and get as much feedback as possible on our ESSER 3.0 plan. All input was evaluated by the district leadership team. The LEA is keeping stakeholders informed by placing all planning documents regarding ESSER 3.0 on our district website. Stakeholders can see the LEA's plans for spending ESSER 3.0 funds by reviewing these documents on our website.

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

As our plan needs to be revised, the LEA will follow the same steps as we did the first time to ensure that we engage a minimum of 10% of the total stakeholders engaged. The LEA was very successful in meeting this requirement during the original planning: 42% Student with Disabilities, 40% English Language Learners, 86% Homeless, 14% Foster Care, 31% Economically Disadvantaged, Students 24%, Families 28%, Educators 35%, and other school staff 36%.

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.

We will continue to seek public feedback throughout the grant period through stakeholder meetings, surveys posted on our district Facebook page and website, surveys sent home to students and families, in-person meetings, discussions at school board and county commission meetings. The district has had one article in our local newspaper outlining the spending proposal. A staff writer for the local newspaper attends all school board meetings and will continue to keep the community informed on ESSER 3.0 spending plans and will give contact information so that the community can provide feedback.