

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: 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: 09/08/2022

Total Student Enrollment:	3403
Grades Served:	Pre-K-12
Number of Schools:	7

Funding

ESSER 2.0 Remaining Funds:	\$120,639.13
ESSER 3.0 Remaining Funds:	\$7,549,940.96
Total Remaining Funds:	\$9,670,580.09

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$351,098.33
	Summer Programming		
	Early Reading		
	Interventionists		
	Other		\$381,400.00
	Sub-Total		\$732,498.33
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health		\$318,289.29
	Other		\$9,125.00
	Sub-Total		\$327,414.29
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		\$96,120.44
	Sub-Total		\$96,120.44
Foundations	Technology		\$36,522.00
	High-Speed Internet		
	Academic Space (facilities)	\$89,229.69	\$5,839,915.96
	Auditing and Reporting		\$12,174.00
	Other	\$31,409.44	\$505,295.94
	Sub-Total	\$120,639.13	\$6,393,907.90
Total		\$120,639.13	\$7,549,940.96

Academics

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

Our district will be using ESSER 3.0 funds to pay stipends and benefits to teachers, educational assistants, attendants, and food service workers to provide after school high dosage/low ratio tutoring in grades K-8. Supplies and materials will also be purchased for teachers and educational assistants to use during after-school tutoring such as paper, manipulatives, sight words cards, books, etc.

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

ESSER 3.0 - Software purchased IXL and Lexia subscription. These are online programs to help with learning loss. iReady Math and TE21 Case Benchmark Assessment will help close learning gaps. All of these programs will help increase achievement on all TNReady and ACT.

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.

With ESSER 3.0 funds, 3 Social Workers were hired last year and will be paid for two more 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. We have listed this under mental health supports, but it is included in our 20% learning loss.

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

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 ESSER 3.0 funds for CTE will be used for software such as YouScience, Mindtap, and Skillify.

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 in ESSER 3.0 are for teacher support and retention. Allocations have been set aside for stipends for teachers to participate in professional development outside their contracted workday. We value our teachers' time and want to compensate them for spending extra time being trained on new materials, technology, etc. A stipend will also be paid for someone to coordinate the after-school tutoring program. Allocations will also be used to pay

for PD on reading and math programs (iReady Math, IXL, and Lexia), HQIM, PLCs, 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.

Our biggest district need and where we allocated most of our ESSER funds is on roof/HVAC replacement. 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. 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

ESSER 3.0 - Roof replacement at Hardin County High School Phase IV, Hardin County High School Gym, Auxiliary Gym, and Band Room; ESSER 2.0 - Roof replacement at Northside Elementary and East Hardin Elementary Gym lobbies and gutter replacement at Hardin County High School.

HVACs

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. ESSER 3.0 - New HVACs at West Hardin Elementary and Pickwick Southside Elementary.

HVAC Controls

Many of our HVAC controls need to be replaced. These new controls would allow our maintenance department to recognize issues and respond 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. ESSER 3.0 - New HVAC controls at West Hardin Elementary and Pickwick Southside Elementary.

ESSER 3.0 - Building addition at West Hardin Elementary - 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.

In the area of data collection and reporting, ESSER 3.0 funds will be used to pay a stipend for a person to oversee ESSER 3.0 data collection/reporting.

In the area of technology, ESSER 3.0 funds will pay a technology technician to work a 120-day contract. His expertise is needed to assist the current technology coordinator with all of our technology purchases with ESSER funds.

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

ESSER 2.0 - Cloud Based System for School Nutrition

There are many advantages of having a cloud-based management system for school nutrition. First of all, if the current system goes down (which is on a server), students have to stand in long lines and wait while the cafeteria worker writes everything down that the child got for lunch. This would no longer be a worry with a cloud-based system. Another advantage of this system is it is **TOUCHLESS**. This will really help students from spreading germs and possibly getting

sick with COVID-19, flu, or other illnesses. Many germs are spread every day with students having to key in their lunch number using a keypad. If students need to spread out in other locations to eat in order to socially distance, a cafeteria worker can come around with an iPad to key in the students' selections with a cloud-based system. Also, because it's a cloud-based system, the cafeteria workers never have to worry about the system being down and forgetting about specific food allergies when serving students. This new system will be much more functional and help keep students safe and healthy.

ESSER 3.0 - Our district will also purchase new playground equipment and canopies for all five elementary schools' playgrounds to increase students' time outside. The CDC states, "...physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior."

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. 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 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 20% will be attained through the funds being spent on the following: elementary and middle school tutoring and direct services using the following purchased supplies, materials, and programs: Case Assessment, Lexia, IXL, iReady Math, CTE software for middle school, and playground equipment and canopies at all elementary schools. Three additional social workers were hired for three years to address student needs.

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.

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 percent 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, and town halls) to gain input from stakeholders in the 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.