**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, LEAsmust 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: Hancock

Director of Schools (Name): Charlotte Mullins

ESSER Director (Name): Deborah Southern

Address: 418 Harrison Street Sneedville, TN 37869

Phone #: (423) 733-2591 District Website: www.hancockcountyschools.com

Addendum Date: 9/9/2022

|  |  |
| --- | --- |
| Total Student Enrollment: | 959 |
| Grades Served: | K-12 |
| Number of Schools: | 2 |

## Funding

|  |  |
| --- | --- |
| ESSER 2.0 Remaining Funds: | 207,496.68 |
| ESSER 3.0 Remaining Funds: | 2,435,466.64 |
| **Total Remaining Funds:** | 2,642,963.32 |

## Budget Summary

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **ESSER 2.0 Remaining Funds** | **ESSER 3.0 Remaining Funds** |
| Academics | Tutoring |  |  |
| Summer Programming |  |  |
| Early Reading |  |  |
| Interventionists |  |  |
| Other |  |  |
| Sub-Total |  |  |
|  |  |  |  |
| Student Readiness | AP and Dual Credit/ Enrollment Courses |  |  |
| High School Innovation |  |  |
| Academic Advising |  |  |
| Special Populations |  |  |
| Mental Health |  |  |
| Other |  |  |
| Sub-Total |  |  |
|  |  |  |  |
| Educators | Strategic Teacher Retention |  |  |
| Grow Your Own |  |  |
| Class Size Reduction |  |  |
| Other |  |  |
| Sub-Total |  |  |
|  |  |  |  |
| Foundations | Technology |  |  |
| High-Speed Internet |  |  |
| Academic Space (facilities) |  |  |
| Auditing and Reporting |  |  |
| Other |  |  |
| Sub-Total |  |  |
|  |  |  |  |
| **Total** |  |  |

## Academics

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

|  |
| --- |
| The district plans to accelerate academic achievement through the hiring and placement of interventionists in grades K-2, 3-5, 6-8, and 9-12. These interventionists will identify learning loss, create strategies to help to achieve remediation and support. The interventionists will also work with teachers and provide support for improving academic achievement. The district has also begun a partnership with Project On-Track through the Niswonger Foundation in which high dosage/low ratio tutoring will be completed with students over a span of 30 weeks in grades K-8. These tutors will work with K-8 students three to four times per week.  |

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

|  |
| --- |
| * Contracted Services-These contracted services will provide identification of standards mastery and analysis. They will also allow for remediation practice for students and will provide detailed reports for teachers.
* Textbooks/Library Media-These textbooks are high quality math materials for student in all grade bands and will help to ensure rigorous instruction. The library/media books are supplements to tier I instruction
* Learning Loss Supervisor/Educational Assistant-The learning loss supervisor and educational assistants will identify learning loss, create strategies to help to achieve remediation and support
* Interventionists-These interventionists will identify learning loss, create strategies to help to achieve remediation and support. The interventionists will also work with teachers and provide support for improving academic achievement.
 |

## 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.

|  |
| --- |
| 81% of students served in the district are economically disadvantaged; therefore, all subgroups are included when providing additional student support. The district has provided a mental health counselor in each of the following grade bands: K-5, 6-8, and 9-12. These counselors work with the additional referrals that have been coming in as a result of the pandemic. The district has invested in "just in time" training for teachers and staff to provide remediation for students when those standards are taught during the school year rather than reviewing materials at the beginning of the school year.  |

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

|  |
| --- |
| Mental Health-The district has provided a mental health counselor in each of the following grade bands: K-5, 6-8, and 9-12. These counselors work with the additional referrals that have been coming in as a result of the pandemic. Supplies and Materials-These materials will provide rigorous, standards-aligned instruction for practice across all grade bands and subjects. They will provide scaffolded support for teachers |

## 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 Teacher Retention-The district has provided retention and hiring bonuses to teachers across the district in hard to staff areas. |

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

|  |
| --- |
| Bonus/Stipend/Hazard Pay for educators and educational assistants for completing extra duties such as sanitizing, disinfecting, and preparing for pandemic-related instruction. |

## Foundations

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

|  |
| --- |
| The LEA has purchased new technology in the form of chromebooks and other devices for students and teachers in all grade bands. The LEA has also provided infrastructure updates to academic spaces in the district. This includes new HVAC equipment that includes ionization that will help to reduce the transmission of illnesses. New HVAC and ionization will be added to Hancock Elementary School, Hancock Middle/High School, and the Hancock County Vocational Complex. In addition, the district has also upgraded spaces in shop areas in the Hancock County Schools Vocational complex to allow for more hands-on components of CTE courses to take place. Cafeterias in Hancock Elementary, Hancock Middle/High school, and Hancock County Schools Vocational Complex are also receiving upgrades to allow for more social distancing and alternate spaces. Further, the Hancock County Elementary school playground is being repaired and upgraded to allow for more equipment which will also increase social distancing. |

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

|  |
| --- |
| The district is purchasing additional school buses to increase social distancing on crowded routes. The district is also purchasing a security system for Hancock Elementary, Hancock Middle/High School, and Hancock County Schools Vocational Complex that will allow for better contact tracing in academic settings. The district is also upgrading the cafeterias throughout Hancock Elementary, Hancock Middle/High,  |

## 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 year the LEA goes through an annual audit with county audit through the comptroller's office. Additionally, when federal programs are monitored, ESSER activities will also be monitored. We also have fiscal monitoring with the Department of Education that will monitor federal dollars. We will have on-site fiscal employees who will review and monitor all spending. The Federal Programs director, Supervisor of Curriculum and Instruction, and the Maintenance Supervisor will oversee all spending and review monthly. This will all be in addition to the required monitoring and auditing elements that will come from the U. S. Department of Education.  |

1. 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 is meeting the requirements through the purchase of high-quality instructional materials and the hiring of educational assistants to work 1 to 1 with students to address learning loss. The LEA is also hiring interventionists to work directly with students who are struggling to meet grade level competency. The district is partnering with Project On-Track which a TN All Corp Partner to address learning loss in grades K-8. |

## 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 LEA will meaningfully engage with families and communities throughout the life of ESSER and other relief funds. The LEA will continue to have our annual Title I meeting at each school at the beginning of the school year. The LEA will provide updates at parent/teacher conferences each semester. We also have quarterly newsletters that go out to every mailbox in the county in which we will provide information. ESSER updates will also be provided at monthly school board meetings and at monthly county commission and city council meetings. Our website (www.hancockcountyschools.com) will have public ESSER plans posted for family and community members. Additional, opportunities for engagement that we will provide ESSER updates are the winter tree gala, "come, hear us read" night, spring literacy and numeracy night, school-wide awards day recognition, kindergarten orientation, 6th grade orientation, 9th grade orientation, gold and silver card grades 6-12 celebration.  |

1. 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 LEA engaged responses through emails, in-person meetings, and feedback forms were used to develop and revise the plan.  |

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

|  |
| --- |
| Hancock County has a minimal number of representatives from diverse populations. We engaged publicly with all available stakeholders through opportunities for virtual and in person responses and feedback. |

1. 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 LEA used multiple modes of engagement including scheduled in-person meetings with a combination of students, staff, community and family members as well as scheduled community and public forums.  |