

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: Sequatchie County Schools

Director of Schools (Name): Sarai Pierce

ESSER Director (Name): Rhonda Harmon

Address: P.O. Box 488; 878 Cordell Drive Dunlap, TN 37327

Phone #: 423-949-3617 District Website: www.sequatchieschools.net

Addendum Date: January 31, 2022; Board Approved February 7, 2022

Total Student Enrollment:	1956
Grades Served:	PreK-12
Number of Schools:	3

Funding

ESSER 1.0 Allocation:	\$556,965.57
ESSER 2.0 Allocation:	\$2,217,130.62
ESSER 3.0 Allocation:	\$4,979,360.42
Total Allocation:	\$7,753,456.61

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			18,900.00
	Summer Programming			96,134.00
	Early Reading			
	Interventionists	349,596.75		1,171,922.00
	Other	45,034.95	713,150.00	350,000.00
	Sub-Total	394,631.70	713,150.00	1,636,956.00
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			
	Mental Health			10,024.00
	Other			
	Sub-Total			10,024.00
 				
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other			
	Sub-Total			
 				
Foundations	Technology	119,989.83		562,289.00
	High Speed Internet			
	Academic Space (facilities)		1,459,301.98	2,218,169.42
	Auditing and Reporting			
	Other	8,443.64		
	Sub-Total	128,433.47	1,459,301.98	2,780,458.42
 				
Total		I/C:\$33,900.40 \$556,965.57	I/C: \$44,678.64 \$2,217,130.62	I/C:\$537,335.00 Admin:\$14,587 \$4,979,360.42

Academics

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

Seven interventionists (1 ESSER 1.0/ 6 ESSER 3.0) in K-8 will instruct Tier I Math/ELA below Proficient students; 1 interventionist (ESSER 1.0) for high school math; 1 technology interventionist (ESSER 1.0) district wide to assist with isolated/quarantined students and teachers doing academics from home.

Afterschool tutoring was to be offered in all 3 schools for 2021-22. Currently 21st CCLC program offers homework help and tutoring in the elementary school and middle school. Tutoring services will continued in 2021-22 to be offered to the elementary and middle school with 21st CCLC and local funding. ESSER 3.0 funds will supplement our current program and extend tutoring to the high school.

Teachers/Parapros salaries and benefits for Supplemental services for remedial summer camp focusing on students that are not grade level Proficient or in danger of failing a grade.

2. Describe initiatives included in the “other” category

Sequatchie County Schools focuses on providing students and teachers with the resources and support to be successful. This includes access to high quality literacy, math, science, social studies including (STREAM) instructional materials, additional student support through tutoring and summer learning, access to technology, and calculating student outcomes.

Purchase 2022 Math Textbook Adoption to assure students have the materials and manipulatives to guide the successful teaching and learning of the curriculum.

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:

Funds are allocated to employ a nurse during the summer programming to ensure physically and mental safety of the students enrolled in summer camps.

2. Describe initiatives included in the “other” category

N/A

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:

No ESSER funds were allocated to this area. Local funds are used to recruit, retain, and support educators and school personnel.

2. Describe initiatives included in the “other” category

N/A

Foundations

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

Technology Wireless Infrastructure will be updated in all schools so students can access wireless access points with Chromebooks (1:1 student:device ratio). Additional classroom will be added at SCHS because of a large co-hort transferring to 9th grade this year. Due to the increased enrollment (growth from 632 students in 2020-21 to 675 students in 2021-22) at the high school, plans are in place to build an additional classroom to accommodate more classes. This classroom will have up-to-date classroom technology and a hands-on lab for CTE welding training. CDC suggests students social distance as much as possible and this additional classroom help with this suggestion. HVAC was replaces at GES and will be replace at SCHS to improve air quality due to old HVAC system not using external air. The old units recycled air from inside of the classroom and the new units will bring in fresh air from outside. ASHREA Standard made-up-air units to provide positive pressure for the interior of the building. Additionally, the system utilizes a heat exchanger which reclaims expelled conditioned air within the building and introduces the ambient heat back into the positive pressure air system. The old units were not efficient to operate and not as healthy. CDC suggests to increase circulation of outdoor air as much as possible to decrease risk of the Coronavirus. The older an HVAC gets, the more often it needs to be cleaned. Mold and mildew, which can travel through the air transport system and create respiratory issues, can be problematic. These older units also contained refrigerant that was dangerous to the environment and to the health of students. The old duct-work was deteriorating, causing a potential health threat for people with bronchitis, asthma, or other respiratory problems. Students and faculty with a previous conditions, such as COVID-19, were more susceptible to catch a lung infection or to have a severe reaction to the toxins and microorganisms.

2. Describe initiatives included in the “other” category

Funds were allocated in ESSER 1.0 for cleaning supplies and PPE for safety of our students and faculty during COVID-19.

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.

The Federal Program/ESSER Supervisor will be responsible for the ESSER 3.0 Grant by ensuring the following: These resources are being utilized effectively and efficiently; Assets purchased or developed with them are being safeguarded properly; Financial reporting required by these grants is accurate and timely; and Grant resources are being utilized in compliance with appropriate laws and regulations.

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 District employed ELA/Math Interventionist to directly work with students who was impacted with learning loss due to COVID-19. Also, funds are allocated for tutoring and summer camps for students identified Below Proficient with Case Benchmark Assessment, TCAP, or teacher referrals.

Family and Community Engagement

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

Sequatchie County Schools will promote the engagement of parents, families, students, and representatives from communities to improve children’s academic development by: training teachers to work with parents; reduce distrust and cultural barriers; address language barriers; evaluate guardian/parents’ needs; accommodate families’ work schedule; use technology to link parents to the classroom; and make schools more inviting to visitors. Stakeholders will be engaged through the use of surveys and comment periods. Individuals representing the different stakeholder groups will receive surveys requesting feedback on district and school plans. All plans (English and Spanish) will also be posted on the district’s website. Along with the plans a process for comment will be available. The district website will keep parents informed of how ESSER funds are benefiting our school district. Information is posted on Facebook periodically. A newsletter will be sent at the beginning of Spring semester to keep families informed of ESSER monies are being utilized. Also, updates have been and will be discussed at the Sequatchie County School Board meeting and posted in the Dunlap Tribune. Our plan was to have more face to face meetings, but with COVID numbers on the rise, the Director of Schools is suspending group meetings.

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

A survey was sent to parents in January 2022 for input on to ensure the stakeholder engagement happening prior to the revision of the plan. The survey was posted on District website, social media, emailed, and paper copies to people who requested them. The following subgroups were represented:

- Students with disabilities: 23.4%
- English Learners: 8.4%
- Homeless 3.7%
- Students in foster care: 2.9%
- Migratory students: 1.8%

General education students: 59.7%
No students in the school district: 16.1%

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

The following percentage of stakeholders participated in the survey:

Parents: 67.1%
Elected officials: 1.8%
School employees: 23.8%
Students: 1.4%
Community members: 5.8%

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.

A survey was sent to parents in January 2022 for input on to ensure the stakeholder engagement happening prior to the revision of the plan. The survey was posted on District website, social media, emailed, and paper copies to people who requested them. Due to large surge in COVID cases in our county during January, the in-person meeting was canceled.