



DISTRICT: Public Plan

Community Engagement Checklist

NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.

Community Engagement Checklist

Interim Final Requirements from the U.S. Department of Education: *LEA ARP ESSER Plan Meaningful Consultation*



“COVID-19 has had a dramatic impact on the Nation’s education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students’ classes and courses of study have been interrupted and/or delayed and students’ social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school **leaders, other educators, school staff, and their unions**. Additionally, an LEA is also required to engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA’s decisions about how to use its ARP ESSER funds will directly impact the students,

families, and stakeholders in their school district, and thus the LEA’s plans must be tailored to the **specific needs faced by students and schools** within the district. These diverse stakeholders **will have significant insight into what prevention** and mitigation strategies should be pursued **to keep students and staff safe, as well as how** the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to **effective support for Native American students**, so LEAs need to consult Tribes, as applicable. In addition, the Department understands educators and students’ families will have important insights into and observations of students’ academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impact of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic.”

Please note who you engaged, as applicable, and the strategies used to engage those groups (ex. public meeting, request for comments, survey, etc.).

Applicable? (check if yes)	Group (as applicable)	Number Engaged	Number of Responses Received	Mode(s) of Engagement
✓	Students	2616	24	survey; student mtg
✓	Families	2616	141	survey; ECS board mtg
✓	School Board Members/Elected Officials	12	10	survey; ECS board mtg
✓	School and District Administrators	20	20	direct consultation
✓	Special Education Administrators	1	1	direct consultation
✓	Principals	5	5	direct consultation
✓	School Leaders	15	15	direct consultation
✓	Other Educators	228	82	survey
✓	School Staff	207	38	survey
✓	Civil Rights Organizations	17	17	survey
✓	Disability Rights Organizations	36	36	survey
✓	Interest Group(s): Students with Disabilities	67	67	survey
✓	Interest Group(s): English Language Learners	47	47	survey
✓	Interest Group(s): Children Experiencing Homelessness	67	67	survey
✓	Interest Group(s): Children in Foster Care	55	55	survey
✓	Interest Group(s): Migratory Students	20	20	survey
✓	Interest Group(s): Students who are Incarcerated	18	18	survey
✓	Interest Group(s): Underserved Students	16	16	survey
✓	Other: Community Members	unknown	25	survey
	Other:			

Any additional information related to the public engagement you would like to share:

Please see supplemental responses below.

SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

Any additional information related to the public engagement you would like to share:

Our district administrative team met with school administrators after they engaged with leadership groups within their schools. These groups included assistant principals, instructional coaches, school counselors, and teachers (including those working with underrepresented student subgroups). They consulted on our plan for use of ESSER funds to meet the needs of learning loss and improve student achievement. The district team met to consider and prioritize the school leadership team requests and developed a proposal for ESSER 3.0 expenditures.

The ESSER 3.0 proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through a survey. We utilized social media, call reach, and news media to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. With our call reach system 4,137 calls were made to ECS families requesting them to complete the survey. Through social media (Facebook) we reached 4,372 followers informing them about the stakeholders' survey. News media (Elizabethton Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided. Throughout this process the budget and plan were shared with the school board, city council, and community stakeholders at our June, July, and August school board meetings. Our school board meetings are open to all stakeholders including parents, school staff, students, and community leaders. Community members are given the opportunity to address the board at each monthly meeting. Our school board meetings are streamed live, and recordings are posted on our YouTube channel.