

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.

TN Department of Education

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	**54**	**37**	**Small group and surv**
✓	Families	**768**	**544**	**Public Meetings, Surv**
✓	Elected Officials and School Board Members	**10**	**10**	**Public Meetings, Surv**
✓	School and District Administrators	**40**	**40**	**Public Meetings, Surv**
✓	Special Education Administrators	**1**	**1**	**Public Meetings, Surv**
✓	Principals	**12**	**12**	**Public Meetings, Surv**
✓	School Leaders	**27**	**27**	**Public Meetings, Surv**
	Other Educators			
✓	School Staff	**375**	**212**	**Public Meetings, Surv**
✓	Civil Rights Organizations	**0**	**0**	**Public Meetings, Surv**
✓	Disability Rights Organizations	**0**	**0**	**Public Meetings, Surv**
✓	Interest Group(s): Students with Disabilities	**140**	**98**	**Public Meetings, Surv**
✓	Interest Group(s): English Language Learners	**0**	**0**	**Public Meetings, Surv**
✓	Interest Group(s): Children Experiencing Homelessness	**250**	**45**	**Public Meetings, Surv**
✓	Interest Group(s): Children in Foster Care	**0**	**0**	**Public Meetings, Surv**
✓	Interest Group(s): Migratory Students	**0**	**0**	**Public Meetings, Surv**
✓	Interest Group(s): Students who are Incarcerated	**0**	**0**	**Public Meetings, Surv**
✓	Interest Group(s): Underserved Students	**0**	**0**	**Public Meetings, Surv**
	Other:			
	Other:			

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

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.***