

## 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: **Franklin SSD**

Director of Schools (Name): **David L. Snowden, Ph.D.**

ESSER Director (Name): **Pax Wiemers, Ed.D.**

Address: **507 New Highway 96 West, Franklin, TN 37064**

Phone #: **(615) 794-6624** District Website: **<https://www.fssd.org/departments/finance-administration/esser>**

Addendum Date: **February 1, 2022**

Total Student Enrollment:	<b>3,287</b>
Grades Served:	<b>PreK – 8<sup>th</sup> grade</b>
Number of Schools:	<b>8</b>

### ***Funding***

ESSER 1.0 Allocation:	<b>\$388,870</b>
ESSER 2.0 Allocation:	<b>\$1,324,348</b>
ESSER 3.0 Allocation:	<b>\$2,974,297</b>
<b>Total Allocation:</b>	<b>\$4,687,515</b>

**Budget Summary**

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	0	\$205,000.00
	Summer Programming	0	\$75,476.18	0
	Early Reading	\$14,771.78	\$141,132.43	\$45,482.80
	Interventionists	0	0	\$319,992.00
	Other	\$622.74	\$15,843.54	\$50,000.00
	Sub-Total	<b>\$15,394.52</b>	<b>\$232,452.15</b>	<b>\$620,474.80</b>
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	0
	High School Innovation	0	0	0
	Academic Advising	0	0	0
	Special Populations	\$17,453.70	0	\$172,832.00
	Mental Health	0	0	\$12,000.00
	Other	0	0	\$106,000.00
	Sub-Total	<b>\$17,453.70</b>	<b>0</b>	<b>\$290,832.00</b>
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	0	0
	Class Size Reduction	0	0	0
	Other	0	\$654,595.45	\$50,000.00
	Sub-Total	<b>0</b>	<b>\$654,595.45</b>	<b>\$50,000.00</b>
Foundations	Technology	\$304,695.50	\$171,786.00	\$472,974.00
	High Speed Internet	\$20,281.52	\$37,955.00	0
	Academic Space (facilities)	0	\$28,211.60	\$990,016.96
	Auditing and Reporting	\$1,245.16	\$123,824.92	\$150,000.00
	Other	\$29,800.00	\$75,523.01	\$400,000.00
	Sub-Total	<b>\$356,022.18</b>	<b>\$437,300.53</b>	<b>\$2,012,990.96</b>
<b>Total</b>		<b>\$388,870.40</b>	<b>\$1,324,348.13</b>	<b>\$2,974,297.76</b>

### **Academics**

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

We allocated the following in this category:

\$205,000 for after school tutoring to remediate and intervene due to learning loss or learning gaps for targeted students, which was a priority on the district's needs assessments.

\$45,482.80 for K-2 phonics materials for improving literacy proficiency in the early grades, which was also a priority.

\$319,992 for hiring a paraprofessional at each school to work as an interventionist with students with learning loss or learning gaps in reading and math during the school day, which was also a priority.

2. Describe initiatives included in the "other" category

We allocated \$50,000 for purchasing a math intervention program to use with students in Tier 2 or Tier 3 intervention in grades K-8.

### **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:

We allocated the following in this category:

\$172,832 for a K-2 Accelerated Learning teacher to advance student learning through pushing into K-2 classrooms at PGES, which was a focus of the needs assessment to also address advanced learners.

\$12,000 for purchasing the Quaver SEL program to use with K-4 students at all 5 elementary schools and for an after school personal and social competencies program for middle school students.

2. Describe initiatives included in the "other" category

We allocated an additional \$106,000 for the following items:

- \$64,000 for musical instruments and/or risers at the fine arts programs at all 8 schools
- \$26,000 for improvements to the Science Lab at FMS
- \$16,000 for document scanners for each attendance secretary and nurse at all 8 schools

### **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:

We did not allocate any funds in these subcategories.

2. Describe initiatives included in the "other" category

We allocated \$50,000 for the professional learning needs of our teachers, administrators, and paraprofessionals. Sessions within this allocation include but are not limited to differentiation, students' personal and social competencies and mental health needs, classroom engagement, and more.

### **Foundations**

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

We allocated the following in this category:

- \$454,974 for upgraded devices for K-2 students, which is part of the district's strategic plan for 1:1 device to student implementation.
- \$18,000 for additional document cameras at FES for teachers and for the Kami program at all 8 schools that enables students to annotate on scanned PDF documents, as part of the technology initiative.
- \$990,016 for building improvements or repairs, as follows: \$200,000 for communication and technology infrastructure, \$250,000 for completing camera systems at JES and MES; \$150,000 for installing security kiosks in the vestibules of all schools; \$390,016 for the partial reimbursement of replacing the roof at FES
- \$150,000 for indirect costs associated with administering and operating the grant

2. Describe initiatives included in the "other" category

We also allocated \$400,000 for the purchase of 4 new school buses, in order to serve the transportation needs of our student population and to enhance social distancing due to overcrowded buses.

### **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 following activities are all components of our district's plan for consistent reporting, monitoring, and auditing procedures:

- Monthly requesting of funds through ePlan

- Compare the budget in financials to budget in ePlan for agreement
- Comply with all federal and state regulations for reporting
- Attend required trainings for ESSER 3.0 and other grant awards
- Review the Administrator's Handbook on EDGAR
- Creating inventory controls
- Inventory sheets for equipment and technology
- Labeling items purchased with federal funds
- Provide documentation to anyone who comes for monitoring
- Developing written procedures for reporting and self-monitoring
- Semi-annual certifications for positions funded through ESSER
- Prepare required FERs
- Ensure that items have been delivered before invoice is paid
- Provide documentation of expenditures for auditors
- All requisitions must be approved by multiple approvers in Skyward prior to being paid
- Ensure accuracy of invoices and expenditure reports
- Comply with all policies and procedures in the FSSD UGG (Uniform Grant Guidance)

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.

We met the 20% requirement for learning loss through the following expenditures:

- \$205,000 for after school tutoring (salary, benefits, transportation, curriculum)
- \$45,482.80 for a K-2 phonics program for all 5 elementary schools
- \$172,832 for a K-2 accelerated learning teacher at PGES to push into classrooms and facilitate learning growth
- \$319,992 for hiring a paraprofessional at each school to provide reading and math intervention

### ***Family and Community Engagement***

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

We have not revised the plan since initial submission of the ESSER 3.0 application in August 2021. Previously, we did the following to engage our district's stakeholders:

In May 2021, principals met with their school's advisory councils. These councils include students, parents, school administrators, and teachers and other staff. At the May meetings, their advisory councils discussed priorities for the school based on their needs, and they created a list of potential expenditures for each school. These were then sent to the district ESSER 3.0 planning team and reviewed. Additionally, all parents and families were sent a communication on June 7th that included a survey (in both English and Spanish) for expressing spending priorities and further ideas for the use of ESSER 3.0 funds. We had a survey response rate of nearly 30% of our families in the FSSD, and these responses encompassed families from every major stakeholder group, including families of children with disabilities, English learners, children experiencing homelessness, foster care students, and other underserved student

classifications. The FSSD has no tribal groups within our boundaries, and civil rights and disability rights groups had the opportunity to provide feedback as stakeholders at the June 2021 Board Meeting.

When the ESSER 3.0 plan was nearing completion in August 2021, the Public Plan document was shared through a district-wide communication and was posted on the district website in both English and Spanish. Further updates will be provided to each school's advisory council and through School Board meetings. If further opportunities arise that necessitate a shift in spending priorities, more feedback will be solicited through the same means.

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

We have not revised the plan since initial submission of the ESSER 3.0 application in August 2021. Previously, we did the following to engage at least 10% of our stakeholders:

- Met with parents and students as a part of school advisory councils
- Open discussion about spending plans and ideas during School Board meetings
- Parent survey that garnered responses from approximately 30% of families (survey also sent in Spanish)
- Classroom discussion with students in grades 7-8 as part of their advisory period
- Reached out to local organizations that serve our community

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

We sent communications and parent surveys in both English and Spanish. We sent the parent survey to all families and enabled parents to select any indicators that fit one of their students, including special education, English Language Learner, etc. We engaged a civil rights organization, as well as one representing disability rights.

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.

Future revisions will involve more parent surveys, discussions with students and parents through email communications and surveys, and actively seeking input from other stakeholders and parents of students with special needs. These items will occur at the beginning of the 2022-23 school year, once we reallocate any remaining funds for ESSER 3.0.