

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, 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 (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: **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: **September 15, 2022**

Total Student Enrollment:	3,185
Grades Served:	Pre-K - 8th grades
Number of Schools:	8 schools

Funding

ESSER 2.0 Remaining Funds:	\$66,527.44
ESSER 3.0 Remaining Funds:	\$1,368,135.51
Total Remaining Funds:	\$1,434,662.95

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$0	\$23,051.75
	Summer Programming	\$0	\$0
	Early Reading	\$0	\$50,000.00
	Interventionists	\$0	\$0
	Other	\$10,548.84	\$78,156.00
	Sub-Total	\$10,548.84	\$151,207.75
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0	\$0
	High School Innovation	\$0	\$0
	Academic Advising	\$0	\$0
	Special Populations	\$0	\$72,750.36
	Mental Health	\$0	\$0
	Other	\$0	\$71,071.70
	Sub-Total	\$0	\$143,822.06
Educators	Strategic Teacher Retention	\$0	\$0
	Grow Your Own	\$0	\$0
	Class Size Reduction	\$0	\$0
	Other	\$0	\$0
	Sub-Total	\$0	\$0
Foundations	Technology	\$0	\$0
	High-Speed Internet	\$0	\$0
	Academic Space (facilities)	\$28,211.60	\$1,045,599.05
	Auditing and Reporting	\$0	\$27,506.65
	Other	\$27,767.00	\$0
	Sub-Total	\$55,978.60	\$1,073,105.70
Total		\$66,527.44	\$1,368,135.51

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:

- \$23,051.75 for after-school tutoring (corresponds to District Improvement Planning goals 1 & 2)
- \$50,000.00 for teachers' licenses to access the Wonders ELA online curriculum in grades K-4 and for supplemental materials for supporting Tier 1 instruction and for intervention materials in ELA and Math classes (corresponds to Strategic Goal 1 for improving literacy)

2. Describe initiatives included in the "other" category.

We allocated the following in this category:

- \$34,000.00 for teachers' licenses to access the Wonders ELA online curriculum in grades 5-8 and for supplemental materials for supporting Tier 1 instruction and for intervention materials in ELA and Math classes (corresponds to Strategic Goal 1 for improving literacy)
- \$44,156.00 for a 2-year implementation of Schoolzilla, a data management platform (corresponds to Strategic Goal 1 for improving literacy)

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.

We allocated the following in this category:

- \$72,750.36 for audio enhancement equipment for serving the needs of students with an IEP or 504 plan so that they can access the general education curriculum (corresponds to District Improvement Plan goal 5)

2. Describe initiatives included in the "other" category.

We allocated the following in this category:

- \$70,449.99 for the salary and benefits for an Accelerated Learning Specialist in K-2 at Poplar Grove Elementary as part of our pilot to increase learning acceleration in lower grades (corresponds to District Improvement Plan goal 1)
- \$621.71 for remaining funds from FY22 for musical instruments/equipment at Liberty Elementary School (from parent feedback for well-rounded educational activities)

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 this subcategory.

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

We did not allocate any funds in this subcategory.

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:

- \$109,790.43 for completing the camera system implementation at Johnson Elementary School (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$131,652.15 for technology and communication infrastructure upgrades across all facilities (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$799,530.76 for a partial reimbursement for replacing the roof at Franklin Elementary School (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$4,625.71 for controlled-access exterior doors at Johnson Elementary School for security (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$27,506.65 for Indirect Costs associated with this grant

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

We did not allocate any funds in this subcategory.

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 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.

20% of our overall ESSER 3.0 allocation would be approximately \$600,000.00. In FY22, we expended \$358,368.16 from the ESSER 3.0 grant to address learning loss. Thus, for FY23, we needed to allocate a minimum of \$241,631.84 to meet the 20% goal. In addition, we have opted into participating with TN ALL Corps through United Way for the 2022-23 school year.

For FY23, we ensured that we met the 20% requirement for learning loss through the following expenditures that total \$294,408.10:

- \$70,449.99 for an Accelerated Learning Specialist in grades K-2 at Poplar Grove Elementary
- \$23,051.75 for stipends, benefits, and transportation costs for tutorials
- \$32,000.00 for supplemental materials for ELA and Math for all 8 schools
- \$52,000.00 for additional teachers' licenses to the online materials for Wonders, our ELA textbook in grades K-4 & 7-8
- \$44,156.00 for purchasing a 2-year, district-wide subscription to Schoolzilla, a data management platform to help track student learning and growth across our various programs
- \$72,750.36 for audio enhancements equipment needed for students who have an IEP or 504 for auditory needs

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.

We did the following to engage our district's stakeholders:

In August and September of 2022, principals met with their school's advisory councils. These councils include students, parents, school administrators, and teachers and other staff. At these 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 in early September that included a Google Form for gathering feedback (in both English and Spanish) concerning 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 our public School Board Meetings.

Once the ESSER 3.0 plan is approved by TDOE, the Public Plan document will be shared through a district-wide communication and will be 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 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

For FY23, 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 and Budget Work Sessions
- Parent survey that garnered responses through a district-wide communication and a Google Form that garnered 474 responses, or approximately 30% of families (20% of respondents indicated they had a child with an IEP or 504), including a survey that was also sent in Spanish. Parents indicated that resources to support students' unique learning needs and supplemental academic materials were the highest priorities.
- Feedback gathered from grades 5-8 students through a Google Form that garnered 751 responses (about 25% of our student enrollment) with Building Repairs being the most-chosen expenditure that was selected or provided
- 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 had a large number of parents who responded to the survey that indicated they had a child with an IEP/504, English Learner, and other subgroups. 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, and town halls) to gain input from stakeholders in the development of the revised plan.

Revisions to our ESSER 3.0 plan have involved multiple modes of engagement, including additional parent surveys, student feedback from a Google Form, discussions with students and parents through email communications and school advisory councils, and actively seeking input from other stakeholders and

parents of students with special needs. These items have occurred throughout the 2021-22 school year and at the beginning of the 2022-23 school year, for the reallocation of our remaining funds for ESSER 3.0.