

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 County_____

Director of Schools (Name): Stanley Bean_____

ESSER Director (Name): Jenny Crabtree_____

Address: 215 S College Street Winchester_____

Phone #: 931-967-0626_____ District Website: fcstn.net_____

Addendum Date: August 30, 2022_____

Total Student Enrollment:	4750
Grades Served:	PreK-12
Number of Schools:	11

Funding

ESSER 2.0 Remaining Funds:	\$2,795,219.45
ESSER 3.0 Remaining Funds:	\$7,617,680.52
Total Remaining Funds:	10,412,899.97

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$3,100,251.88
	Summer Programming		
	Early Reading		
	Interventionists		
	Other	\$2,175.00	\$400,000.00
	Sub-Total	\$2175.00	
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health	\$49,418.08	
	Other	\$7,165.00	
	Sub-Total	\$56,583.08	
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		
	Sub-Total		
Foundations	Technology	\$172,151.49	
	High-Speed Internet		
	Academic Space (facilities)	\$2,534,499.88	\$3,800,000.00
	Auditing and Reporting		
	Other	\$29,810.00	\$317,428.64
	Sub-Total	2,736,461.37	
Total		\$2,795,219.45	7,617,680.52

Academics

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

The Academic Achievement allocations includes funding for Learning Loss Coordinators and educational assistants that provide low ratio/high dosage tutoring throughout the school day. This investment is supported in the district's needs assessment with regard to a focus on learning loss and in our partnership with TN ALL Corps.

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

This fund covers other academic support including but not limited to online programs. The remaining \$2175 in 2.0 will be used to finish out the library initiative for a school that did not spend their full allocation. This fund purchased library books at each of the 11 schools. These activities support the district's needs assessment.

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.

The fund hired a mental health support person to do SEL programs at the schools. This investment supports the district's needs assessment with regard to a focus on students' mental health and well-being.

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

Per school request, musical instruments were purchased as well as safety flag signs to be used during emergencies.

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 funds were used on this revision for this focus.

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.

This fund is used to complete teacher classroom technology. It includes desktops, flat panels and clickers for presentations. This fund will provide for upgraded roofs and HVAC for energy efficiency as well as individual school needs to include things like paint, carpet and others to create a healthy environment. These activities support the district's needs assessment.

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

This fund is used for school-based needs. One need was a new electronic sign to promote school activities as well as public service announcements for health and safety. The other school need was to renovate the ball field for social distancing and safe outdoor play. This fund also covers the cost for needed school 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 LEA will actively monitor allocations by:

The FCSD is a part of ACT of 81. Due to this, the school system submits requisitions based on approved budgets in ePlan and then receives purchase orders numbers in order to process or give an approval for work to be done.

For Auditing, the LEA will: Receive monthly reports from the finance office for the ESSER assistant as well as the supervisor to verify accounts paid and remaining balances.

For collection and the management of data elements required to be reported, the LEA will: List all data needed for each area of ESSER. Then support will be enlisted whether it be school level or central office level to ensure that the data is collected and reported. This information will be shared with the community by way of board meetings that are publicly held through zoom.

Once final guidance is received from the US DOE, the LEA will adjust monitoring, auditing, collecting and managing as well as reporting information from the plans based on the set guidelines.

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.

The FCSD is participating in TN ALL Corps

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.

The FCSD held a stakeholders meeting with sub group populations being represented. The plan was also shared with teacher groups, school level advisory teams and a survey was put on the website to involve the community. The plan was also shared with the school board during the regular scheduled meeting which is a public forum with radio and newspaper coverage. There is also an open survey that is available to all staff, parents, stakeholders and community members that will be reviewed at central office leadership meeting.

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.

In developing the revised plan, the FCSD engaged stakeholders in the following ways: In-person meetings with the district leadership team to review all stakeholder feedback where the input was evaluated and considered for the use of funds, digital surveys to all staff, families, students with all stakeholder groups included in the survey, ongoing conversations with parents through open house events, PTO meetings and other family engagement opportunities, in-person meetings with principals of each school as well as all supervisors and central office staff and a variety of platforms for sharing surveys for stakeholders feedback included and will continue to include consultation meetings, digital surveys posted on the system website, school websites and FB.

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

The FCSD gained input from stakeholders through multiple modes. This included information presented at board meetings, which are open to the public and shown through zoom, leadership meetings, and admin meetings. The survey was posted on the district website as well as FB and in the newspaper and due to recent news coverage was well advertised. The FCSD also received input from school leadership teams, which included the SWD population as well as the EL population. The translated survey was shared with the EL Adult class as well as the newspaper, radio, Facebook, and system website. There was a diverse population of stakeholders included.

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.

Surveys, newspaper, radio, Facebook, town hall, system website