

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: **Lawrence County School System**

Director of Schools (Name): **Michael Adkins**

ESSER Director (Name): **Katie Ridgeway**

Address: **1620 Springer Rd. Lawrenceburg, TN 38464**

Phone #: **931-762-3581** District Website: **www.lcss.us**

Addendum Date: September 15, 2022

| | |
|---------------------------|---------|
| Total Student Enrollment: | 6849 |
| Grades Served: | PreK-12 |
| Number of Schools: | 13 |

Funding

| | |
|-------------------------------|------------------------|
| ESSER 2.0 Remaining Funds: | \$103,365.84 |
| ESSER 3.0 Remaining Funds: | \$13,008,631.24 |
| Total Remaining Funds: | \$13,111,997.08 |

Budget Summary

| | | ESSER 2.0 Remaining Funds | ESSER 3.0 Remaining Funds |
|-------------------|---|---------------------------|---------------------------|
| Academics | Tutoring | \$0 | \$1,848,400.00 |
| | Summer Programming | \$0 | \$3,209,503.09 |
| | Early Reading | \$0 | \$0 |
| | Interventionists | \$0 | \$356,222.24 |
| | Other | \$92,365.84 | \$2,227,893.63 |
| | Sub-Total | \$92,365.84 | \$7,642,018.96 |
| | | | |
| Student Readiness | AP and Dual Credit/ Enrollment Courses | \$0 | \$0 |
| | High School Innovation | \$0 | \$0 |
| | Academic Advising | \$11,000.00 | \$0 |
| | Special Populations | \$0 | \$0 |
| | Mental Health | \$0 | \$0 |
| | Other | \$0 | \$0 |
| | Sub-Total | \$11,000.00 | \$0 |
| | | | |
| Educators | Strategic Teacher Retention | \$0 | \$0 |
| | Grow Your Own | \$0 | \$0 |
| | Class Size Reduction | \$0 | \$284,977.76 |
| | Other | \$0 | \$111,950.00 |
| | Sub-Total | \$0 | \$396,927.76 |
| | | | |
| Foundations | Technology | \$0 | \$624,828.14 |
| | High-Speed Internet | \$0 | \$0 |
| | Academic Space (facilities) | \$0 | \$3,441,545.00 |
| | Auditing and Reporting | \$0 | \$0 |
| | Other | \$0 | \$903,311.38 |
| | Sub-Total | \$0 | \$4,969,684.52 |
| | | | |
| Total | | \$103,365.84 | \$13,008,631.24 |

Academics

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

LCSS purchased a high quality math resource (K-12) and adopted a high quality ELA curriculum (K-12) with digital resources to support instruction during hybrid and remote learning. Achieve3000, SmartyAnts and iReady were purchased to increase supports available for remediation and acceleration. LCSS implemented a robust 4-week Summer Learning Program for priority K-12 students at all 13 school sites. K-8 students were able to attend summer camp where they attended school in the 20-21 school year. This allowed for a seamless transition into summer learning for the students and teachers. LCSS provided credit recovery opportunities for students in Grades 9-12. English I & II, Algebra I & II, and Geometry were offered in person with a subject specific certified teacher. All other credit recovery was offered via a computer platform with a certified teacher available in-person for assistance.

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

Pioneer Virtual Academy – Students will have an option to attend school virtually Educational Technology – Various Educational Platforms to support student and teachers (e.g., Renaissance, Virtual Job Shadow Junior, etc.) Math Adoption – K-12 students and teachers will have access to a common high quality math curriculum

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.

Lawrence County School System utilized ESSER 3.0 funds to provide a more robust career pathway tool for students Grade 5-12. MajorClarity will be used for the next three years to provide additional guidance for students in course selection and sequencing, thus reducing many barriers to academic achievement.

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

N/A

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.

Other grant funding has been invested in providing social emotional training for employees. This training prepares teachers and staff to face the challenges occurred during lengthy interruptions in education.

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

Professional Development – LCSS employees participated in the TDOE READ 360 Foundational Skills summer training.

Foundations

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

LCSS already had a one to one device initiative for Grade 3-12 prior to the pandemic. Pre-K through 2nd grade students had one device for every two students. During hybrid and remote learning, those grade levels adapted by utilizing lab devices and teacher devices to help families. Through ESSER funds, LCSS offered high speed internet access at all campus locations, as well as internet-equipped buses in strategic locations within the county. Omni-directional wireless outdoor access points were purchased for students to be able to use at their discretion when able to physically come to any of our campuses. This capability was available throughout the school year. District staff were able to physically enter buildings even during remote learning times to record themselves and/or conduct virtual instruction.

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

N/A

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 Chief Financial Officer and Federal Programs Director will actively monitor ESSER grant allocations and prepare program budgets, schedules, and budget amendments to ensure compliance with statutory requirements. Additionally, the Federal Programs Director and ESSER Bookkeeper will collect and manage all required data elements by developing systems of collaboration with relevant program directors and principals in the collection of required data elements. Required reporting elements will be posted on the LCSS website for public comment. The Chief Financial Officer and Federal Programs Director will audit all purchases prior to the obligation of funds to ensure funds are expended as approved in the ESSER grant applications. The office of the Chief Financial Officer will audit expenditures prior to requesting grant reimbursements and maintain documentation necessary for year-end audit reporting. Additional responsibilities include developing systems for assuring compliance with program requirements, monitoring program activities for progress and compliance, and evaluating program results against stated objectives. The Federal Programs Director will also develop program goals in collaboration with district and school leaders, teachers, and other stakeholders. LCSS is electing to utilize a portion of ESSER funding for the salary of an ESSER Bookkeeper. Upon clarification of required monitoring, auditing, and reporting elements at the state and federal levels, LCSS will update the procedures for ensuring compliance if necessary.

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.

Participant 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 district has a Family Engagement Coordinator at each school location. During the school year the Coordinators will engage families and community members face to face and virtually through family events at the schools. Students will be surveyed as to the effectiveness of various programs to gather feedback. Data from these groups and individual interactions will be used to determine interim updates and continuous improvement of delivery of services. We will leverage our Workforce Coordinator's relationship with families and community partnerships to facilitate ongoing feedback.

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.

The feedback of all stakeholders were taken into consideration in different phases of planning. After reviewing the initial feedback and comments, a revised plan and video/slideshow were created. This plan was shared in person with the LCSS Board of Education and the LCSS Community Advisory Council. The revised plan was also shared with district personnel, school administrators, teachers, faculty, and staff members through meetings to gather feedback and comments. Parents and family members were able to give feedback and comments at each school location after reviewing the plan. This addendum has been shared with the LCSS Board of Education and the LCSS Chamber of Commerce Board Meeting to gather feedback. Through a Google form and in-person meetings feedback on this addendum was gathered from students, teachers, parents, and other stakeholders.

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

LCSS utilized multiple forms of communication to gather feedback and comments on the ESSER plan. A video/slideshow presentation was created by the Director of Schools and sent to stakeholder groups to gather feedback and comments on the initial plan via a Google Form. The district ESL Coordinator, Work Force Coordinator, and Family Engagement Coordinators engaged with our diverse population of stakeholders. After reviewing the initial feedback and comments, a revised plan and video/slideshow were created. This plan was shared in person with the LCSS Board of Education and the LCSS Community Advisory Council. The revised plan was also shared with district personnel, school administrators, teachers, faculty, and staff members through meetings to gather feedback and comments. Parents and family members were able to give feedback and comments at each school location after reviewing the plan. This addendum has been shared with the LCSS Board of Education and the LCSS Chamber of Commerce Board Meeting to gather feedback. Through a Google form and in-person meetings feedback on this addendum was gathered from students, teachers, parents, and other stakeholders. ESSER 3.0 will be revised as needed per additional feedback and comments.

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.

LCSS utilized multiple forms of communication to gather feedback and comments on the ESSER plan. A video/slideshow presentation was created by the Director of Schools and sent to stakeholder groups to gather feedback and comments on the initial plan via a Google Form. The Director of Schools also presented the plan in person at the LCSS Board of Education monthly meeting and the Lawrence County Commissioners' meeting. All were given the opportunity to provide feedback and comments in person at that time. After reviewing the initial feedback and comments, a revised plan and video/slideshow were created. This plan was shared in person with the LCSS Board of Education and the LCSS Community Advisory Council. The revised plan was also shared with district personnel, school administrators, teachers, faculty, and staff members through meetings to gather feedback and comments. Parents and family members were able to give feedback and comments at each school location after reviewing the plan. This addendum has been shared with the LCSS Board of Education and the LCSS Chamber of

Commerce Board Meeting to gather feedback. Through a Google form and in-person meetings feedback on this addendum was gathered from students, teachers, parents, and other stakeholders. ESSER 3.0 will be revised as needed per additional feedback and comments.