

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: Grainger County Schools

Director of Schools (Name): Mark Briscoe

ESSER Director (Name): Daniel Bishop

Address: 7850 Rutledge Pike, Rutledge, TN 37861

Phone #: 865.828.3611

District Website: <https://www.grainger.k12.tn.us/>

Addendum Date: 9/15/22

Total Student Enrollment:	3,098
Grades Served:	PK-12
Number of Schools:	8

Funding

ESSER 2.0 Remaining Funds:	582,191.74
ESSER 3.0 Remaining Funds:	5,981,006.55
Total Remaining Funds:	6,563,198.29

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$469,205.00
	Summer Programming	\$83,058.00	\$149,143.00
	Early Reading		
	Interventionists	\$254,520.00	\$254,520.00
	Other		
	Sub-Total	\$337,578.00	\$872,868.00
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health	\$163,792.00	\$163,792.00
	Other		\$170,580.05
	Sub-Total	\$163,792.00	\$334,372.05
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		\$70,155.00
	Other	\$42,821.74	\$165,949.50
	Sub-Total	\$42,821.74	\$236,104.50
Foundations	Technology		\$422,662.00
	High-Speed Internet		\$210,000.00
	Academic Space (facilities)	\$38,000.00	\$3,675,000.00
	Auditing and Reporting		\$100,000.00
	Other		\$130,000.00
	Sub-Total	\$38,000.00	\$4,537,662.00
Total		\$582,191.74	\$5,981,006.55

Academics

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

GCS is focused on improving Math and Reading proficiency rates and remediation due to learning loss caused by the Covid-19 pandemic closures. We will accomplish this by continuing to invest in: summer programming, Math and ELA interventionists, and providing access to high quality materials for all students. GCS is also participating in the TN ALL Corps Tutoring Program. Funds will also be used to provide transportation to summer learning camps.

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

N/A

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.

GCS has hired additional guidance counselors to provide mental health support for students. The counselors also provide student and family outreach.

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

GCS will purchase effective instructional materials to meet the needs of students with skill deficits and other educational needs.

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.

GCS will provide stipends to pay teachers for extra time worked due to COVID-19 related tasks. This includes training, extra duties, and/or extra time spent addressing learning loss. This will include stipends for teachers to conduct credit recovery opportunities for high school students. GCS will also provide educators with professional development opportunities to help address any areas of need. GCS will hire an additional teacher to help with class size reduction.

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

GCS will hire an additional special education teacher and an extra paraprofessional to help meet the academic needs of students with disabilities.

Foundations

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

GCS facilities have several schools in need of HVAC updates and roof repairs. Some repairs have been completed, but there still more to complete. These repairs will prevent water infiltration into buildings and improve air quality for the safety of students and staff in the buildings. Our goal is to prevent high moisture levels in the building that contribute to poor air quality. Technology infrastructure and advancements continue to allow the district to maintain the ability to continue instruction in the event of any school closures that could occur in the future and improve the quality of current in-person instruction. Providing high speed internet to all students has also been a focus of the district.

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

Funds will continue to be used to provide cleaning and sanitizing products for buildings and school buses. GCS strives to create a safe and healthy learning environment.

GCS will also purchase an additional school bus to provide better distancing on 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.

GCS will continue to actively monitor their allocations throughout the duration of the ESSER funds. The district plans to hire a supervisor/other to oversee monitoring, auditing, reporting, and implementation of the ESSER plan that has been developed by school officials and community stakeholders. Updates to the spending plan will be given during monthly school board meetings and updated via the school website.

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.

GCS is a participant of TN ALL Corps. Furthermore, GCS is providing additional staff, and purchasing effective intervention materials for students with skill deficits.

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.

A Community survey and open office hours were used to engage stakeholders. Invitations to complete the survey were sent via social media, district wide call, and the GCS website. GCS students, teachers, and parents participated in a survey to provide input and gather information. GCS supervisors and principals then met to analyze feedback relating to the survey.

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.

Stakeholders were engaged through an online survey, open office hours, school board meetings, social media, school administrator meetings, and open public forums.

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

All stakeholders were offered the opportunity to engage in the plan through multiple platforms.

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.

The district provided multiple modes of engagement. A district wide survey was provided, open office hours, social media responses, and school board meetings were used to gather input.