

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: Grainger County Schools

Director of Schools (Name): Dr. James Atkins

ESSER Director (Name):

Address: 7850 Rutledge Pike, Rutledge, TN 37861

Phone #: 865.828.3611

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

Addendum Date: 1/26/2022

Total Student Enrollment:	3052
Grades Served:	PK-12
Number of Schools:	8

Funding

ESSER 1.0 Allocation:	\$814,913.07
ESSER 2.0 Allocation:	\$3,293,689.91
ESSER 3.0 Allocation:	\$7,397,159.67
Total Allocation:	\$11,505,762.65

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$589,750.00
	Summer Programming		\$225,000.00	\$160,117.00
	Early Reading			
	Interventionists		\$375,000.00	\$350,000.00
	Other	\$124,075.35	\$46,450.00	\$290,000.00
	Sub-Total	\$124,075.35	\$646,450.00	\$1,389,867.00
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations			
	Mental Health		\$60,000.00	
	Other			
	Sub-Total	\$0.00	\$60,000.00	\$0.00
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction		\$100,000.00	\$200,000.00
	Other	\$305,864.30	\$1,418,787.50	\$981,677.50
	Sub-Total	\$305,864.30	\$1,518,787.50	\$1,181,677.50
Foundations	Technology	\$284,644.84	\$660,000.00	\$450,000.00
	High Speed Internet	\$10,448.74	\$5,000.00	\$184,135.67
	Academic Space (facilities)		\$250,000.00	\$3,405,576.70
	Auditing and Reporting		\$88,462.50	\$135,978.80
	Other	\$89,879.84	\$64,989.91	\$649,924.00
	Sub-Total	\$384,973.42	\$1,068,452.41	\$4,825,615.17
Total		\$814,913.07	\$3,293,689.91	\$7,397,159.67

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 investing in: summer programming, Math and ELA interventionists, and providing access to high quality materials for all students. GCS will also participate in the TN ALL Corps Tutoring Program.

2. Describe initiatives included in the "other" category

GCS provided and will provide a 4-week summer learning loss camp, BRIDGE camp, and STREAM camp. We are providing transportation, meals, and other supports as needed for students. GCS is meeting the requirements of the TN Learning Loss and Student Acceleration Act

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:

GCS has hired additional guidance counselors to provide mental health support for students. GCS used funds from ESSER and our ELC grant to address this need.

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:

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. In an effort to increase student achievement, GCS plans to hire additional teachers to reduce class size.

2. Describe initiatives included in the “other” category

GCS hired class size reduction teachers to provide quality instruction. A bonus was also provided to educators from ESSER 2.0 and ESSER 3.0 funds.

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 that need HVAC updates and roof repairs. These repairs will prevent water infiltration into building and improve air quality for the safety of students and staffs in the buildings. Our goal is to prevent high moisture levels in the building that contribute to poor air quality. Technology infrastructure and advancements will allow the district to maintain the ability to continue instruction in the event of a school closure.

2. Describe initiatives included in the “other” category

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

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 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 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.

GCS is a participant of TN ALL Corps.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in 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% 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 administration 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, town halls) to gain input from stakeholders in 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.