

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: Oak Ridge Schools

Director of Schools (Name): Dr. Bruce Borchers

ESSER Director (Name): Dr. Kelly Williams

Address: 304 New York Ave. Oak Ridge, TN 37830

Phone #: (865) 425-9001 District Website: www.ortn.edu

Addendum Date: September 7, 2022 (revision 9/29/22)

Total Student Enrollment:	4,969
Grades Served:	PreK - 12
Number of Schools:	8

Funding

ESSER 1.0 Allocation:	\$ 756,515
ESSER 2.0 Allocation:	\$ 3,120,709
ESSER 3.0 Allocation:	\$ 7,008,669
Total Allocation:	\$ 10,885,893

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			\$ 700,000
	Summer Programming			\$ 195,056
	Early Reading	\$ 188,686		\$ 592,244
	Interventionists			\$ 1,254,317
	Other	\$ 219,455		\$ 582,916
	Sub-Total	\$ 408,141		\$ 3,324,533
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation	\$ 54,554		\$ 493,274
	Academic Advising			
	Special Populations	\$ 126		\$ 286,992
	Mental Health			\$ 160,000
	Other			
	Sub-Total	\$ 54,680		\$ 940,266
 				
Educators	Strategic Teacher Retention			
	Grow Your Own			
	Class Size Reduction			
	Other			
	Sub-Total			
 				
Foundations	Technology	\$ 288,694	\$ 1,620,709	\$ 2,195,870
	High Speed Internet			
	Academic Space (facilities)		\$ 1,500,000	\$ 148,000
	Auditing and Reporting			
	Other	\$ 5,000		\$ 400,000
	Sub-Total	\$ 293,694	\$ 3,120,709	\$ 2,743,870
 				
Total		\$ 756,515	\$ 3,120,709	\$ 7,008,669

Academics

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

Summer Learning Camps and Summer Bridge Camps were provided in 2021 through the TN Learning Loss and Student Acceleration Act and will be continued during the summer of 2022 and 2023. In addition, local funds support credit recovery and additional summer opportunities for high school students. ORS is on a modified year-round schedule, therefore summer programming is offered for 4 weeks with additional opportunities offered during the two week fall and spring breaks. Additional funds in academic are used to support early literacy through curriculum materials, reading intervention materials, and professional learning for educators. Funds in the category also support a Professional Learning Community Coach for each school. These coaches provide professional learning opportunities for teachers related to immediate school data and instructional response to identified student needs.

2. Describe initiatives included in the “other” category

Other funds used for academics include support math curriculum materials, math intervention materials, and professional learning for educators in math.

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:

Graduation Coach: Graduation Coach to support student needs for college, career, and life success for two years. STEM teacher to provide vertical alignment between middle and high school STEM programs in addition to supporting alignment between AP and CCTE courses. Both positions are for two years. Additionally, these funds support three teaching assistants for the middle and high school special education students.

2. Describe initiatives included in the “other” category

NA

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:

NA

2. Describe initiatives included in the “other” category

NA

Foundations

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

Following the periods of hybrid virtual instruction, it was clear that it was time to upgrade student computers and classroom technology for instructional excellence. Though answered quickly, help-desk technology data indicated that previous devices were not functioning in an optimal fashion. Purchase of student devices to refresh fleet of computers

2. Describe initiatives included in the “other” category

Indirect Costs for Operations

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.

Compliance with the District’s Uniform Grants Guidance Policy and Procedures Manual will be applicable to the ESSER 3.0 grant funds. The District’s financial platform interfaces with procurement, accounts payable, payroll, human resources, time-keeping and budgeting. Account clearances and approval structure setup are maintained with-in the software for each grant program by the Business Office, providing limitations, user access, and internal control and approval processes for all purchases and reporting. The District Grant Accountant will monitor the approved budget in ePlan for alignment with the district financial platform; provide documentation and reporting in ePlan for all approved expenditures, and reconcile financial reports. All ESSER expenditures are approved by the Executive Director of Teaching & Learning and the Finance Director. Monthly financial reports are reviewed and approved by both the Executive Director of Teaching & Learning, the District Grant Accountant, and the Finance Director. All drawdowns of federal funds are reviewed, monitored, and documented by the District Accountant and the Finance Director. Internal controls are continuously monitored and documented throughout the grant cycle by the Finance Director.

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.

Oak Ridge schools participates in TN ALL Corps.

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

ORS will continue to offer survey opportunities to all stakeholders. Additionally, parent, student, and teacher meetings will continue to be held regularly that provide additional opportunities for feedback. ORS will also apply for the ESSER planning grant to create new opportunities for stakeholder engagement.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

Oak Ridge Schools engages parents through district-level parent meetings, school-level parent meetings, partnerships with the public foundation, as well as rotary and other community groups. All groups have opportunities to provide feedback to the ESSER spending plan and all changes are reviewed in principals' meetings. 2022-23 parent engagement opportunities occurred at the Superintendent's PTO meeting in August, the principals meeting, the open house meetings, and the public school foundation meeting. These meetings were announced via email and or on the website and Skyalerts. All school administrators contributed feedback during these meetings. Over 1000 ORS parents participated in at least one of these opportunities. Over 10 community stakeholders participated in the public school foundation feedback opportunity. There were many questions but no recommendations for changes to the continuing plan.

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

Oak Ridge Schools offers a variety of meetings, intentionally inviting all populations of community and family stakeholders. Oak Ridge Schools also has an active diversity committee that has an opportunity to review all ESSER spending plans and provide feedback. Families and community members of a variety of all types of students (EL, gifted, special education, etc.) were represented during the open house and superintendent's meetings. The district translator translated all documents for Hispanic families and translations were provided for non-English or non-Spanish speaking families. The family support coordinator reaches out to families for feedback throughout the process as well.

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.

Oak Ridge schools uses surveys, in-person meetings, virtual meetings, on-line notifications, and Skyalert phone communications to share opportunities for engagement from stakeholders.