



DISTRICT: Public Plan

Safe Return to In-Person Instruction and Continuity of Services Plan

*NOTE: If any of your answers to the following questions require additional space,
please use the supplemental blank pages at the end of this document.*

Safe Return to In-Person Instruction and Continuity of Services Plan



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, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans to be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

Consultation with Stakeholders

1 Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

Johnson City Schools developed an extensive engagement model that included a variety of opportunities for the above stakeholder categories to provide input. Feedback was gathered beginning at the end of May 2021 through discussion with teacher leaders and administrators and branched out into a community survey that was launched in June 2021. When school resumed in August, input was collected through additional discussion with various committees. The survey automatically categorized data and we were able to ensure that all stakeholder groups were appropriately represented. Notes were also taken with each group. Multiple models of engagement included the following: principal/administrative staff meetings, curriculum council meetings, a parent/community survey (available on the district website).

2 Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

In addition to collecting information (both in-person and through Zoom meetings), Johnson City Schools provided an online survey to all stakeholders. Input was collected, reviewed, and incorporated into the development of our ARP ESSER plan. Johnson City Schools also participated in weekly COVID-19 regional discussions with personnel from the Northeast Regional Health Department.

3 How did the LEA compile feedback during the open comment period for the ARP Plan?

Johnson City Schools collected feedback from our online survey, administrative staff meetings, curriculum council meetings, and district planning retreat. The feedback was delivered through surveys, graphic organizers, and written notes from our meetings. The survey automatically categorized data and we were able to ensure that all stakeholder groups were appropriately represented. Notes were also taken with each group. Johnson City Schools also participated in weekly COVID-19 regional discussions with personnel from the Northeast Regional Health Department. This collaboration with the Health Department helped guide our "Safe Return to In-Person Instruction" as did public comments during the monthly Board of Education meetings in June and August.

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4 How was the input considered during the open comment period time?

Johnson City Schools collected all input. All information was reviewed, synthesized and used to help inform our overall plan. Patterns/trends in suggestions regarding student support and safety measures were incorporated into the plan. For example, our Health and Safety Protocols were modified by our Board of Education after public comment at monthly meetings and ongoing discussions with our Regional Health Department. Additionally, ESL teachers recommended that we hire a Hispanic community liaison to ensure better communication with that community regarding attendance, high school completion, and that we provide additional transportation options for students to stay after-school to take advantage

Safe Return to In-Person Instruction

5 Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities,
- including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

Johnson City Schools participates in weekly COVID-19 regional updates led by the medical director of the Northeast Regional Health Department. The Northeast Regional Health Department advised the district on quarantines and classroom closures, and Johnson City Schools excludes based on those recommendations. In addition, Johnson City Schools directly supports the regional health department in contact tracing. We share identified close contacts, seating charts, and rosters with the regional health department and assist contacting parents on quarantine/closure decisions.

During the 2020-21 school year, Johnson City Schools implemented universal mask requirements, physical

Continuity of Services Plan

6 How the LEA will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Johnson City Schools will provide an expanded summer school program for both the 2021 and 2022 school years to help students close academic gaps. We have implemented a robust mental health support system that includes on-site, home, and virtual support, including school counselors, Masters level Therapists, and Case Managers. We also have hired additional RTI-B support to help students with behavioral issues as they transition back to school. Johnson City Schools received an Epidemiology and Laboratory Capacity Grant (ELC) to provide additional school nurses and on-site diagnostic testing.

During the 2021-2022 school year, if a student is quarantined or subject to classroom closure, Johnson City Schools has a rigorous and robust on-line learning support. Our district is continuing to use a variety of high-impact strategies and platforms that we found most successful during the 2020-21 school year. For grades Prek-2, these include SeeSaw, Zoom, Bloomz, and Google Classroom

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SUPPLEMENTAL RESPONSES

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SUPPLEMENTAL RESPONSES *(continued)*

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