

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: Johnson City Schools

Director of Schools (Name): Dr. Steve Barnett

ESSER Director (Name): Dr. Robbie Anderson

Address: P. O. Box 1517, Johnson City, TN 37604

Phone #: 423) 434-5200 District Website: www.jcschools.org

Addendum Date: January 21, 2022

Total Student Enrollment:	7626
Grades Served:	Prek-12
Number of Schools:	12

Funding

ESSER 1.0 Allocation:	\$1,516,113.06
ESSER 2.0 Allocation:	\$6,181,120.19
ESSER 3.0 Allocation:	\$13,881,917.90
Total Allocation:	\$21,579,151.15

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	0	\$1,500,000.00
	Summer Programming	\$49,636.53	\$604,478.53	0
	Early Reading	0	\$870,946.31	0
	Interventionists	0	\$124,000.000	\$916,350.00
	Other	\$17,527.09	\$250,119.30	\$350,489.90
	Sub-Total	\$66,890.62	\$1,849,544.14	\$2,766,839.90
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	
	High School Innovation	0	0	0
	Academic Advising	0	0	\$153,500.00
	Special Populations	\$93,215.64	\$268,161.45	\$35,000.00
	Mental Health	0	\$551,303.06	\$515,000.00
	Other	0	0	\$225,000.00
	Sub-Total	\$93,215.64	\$819,464.51	\$923,000.00
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	0	0
	Class Size Reduction	0	\$362,816.88	\$560,000.00
	Other	0	\$90,000.00	\$10,000.00
	Sub-Total	0	\$452,816.88	\$570,000.00
Foundations	Technology	\$1,288,549.99	\$1,085,046.00	\$1,021,578.00
	High Speed Internet	\$62,590.31	\$75,000.00	0
	Academic Space (facilities)	0	\$1,785,000.00	\$8,600,000.00
	Auditing and Reporting	0	0	0
	Other	\$4,866.50	\$114,248.66	0
	Sub-Total	\$1,356,006.80	\$3,059,294.66	\$9,621,578.00
Total		\$1,516,113.06	\$6,181,120.19	\$13,881,917.90

Academics

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

The district accelerated academic achievement through the following allocations: afterschool tutoring, grades K-12; afterschool transportation for tutoring, grades K-12; summer programming for the month of June for grades 9-12; summer RTI services for grades K-8; district-wide summer bookmobile program; the purchase of high-quality supplemental ELA materials for grades K-12; the hiring of an additional math coach to serve grades 6-12; the purchase of book collections for RTI interventionists to use with students in grades K-8 during the school year; additional intervention programming in grades K-8 during the school year; and the addition of a "Gap Lab" high school teacher for students in grades 9-12.

2. Describe initiatives included in the "other" category

1. Library media collections were purchased for Indian Trail, Liberty Bell, and all eight elementary schools.
2. Ten additional full-time substitutes were hired to enable each school to have a access to a full-time sub.
3. Math materials were purchased for students in K-12.
4. Teacher stipends were provided for staff to develop assessments to measure student learning loss in grades 2-8, to design revised ELA curriculum maps for students in grades K-5, and to create on-line learning modules for students in grades 9-12.

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:

The district supported student readiness through the following allocations: high school career coach for 2 years; the implementation of a career assessment software (MajorClarity) in grades five and six; a home school coordinator for grades seven and eight; materials and supplies for special education teachers; one full-time Spanish interpreter ; eight part-time attendance support staff to reduce chronic absenteeism; an RTIB position to two years to work with students who have behavior issues; funded on-site counseling services through a contract with Frontier Health; and the implementation of a suicide-prevention service.

2. Describe initiatives included in the "other" category

Funds are allocated for an additional full-time band instructor and an additional full-time orchestra instructor.

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:

The district allocated funds to recruit, retain, and support educators and school personnel by hiring a total of 11 additional elementary teachers for class size reduction.

2. Describe initiatives included in the "other" category

The following professional development experiences were allocated: on-line professional learning modules for classified as well as certified staff; PD opportunities to support those teachers identified who will be transitioning to a different grade/school due to the district's reconfiguration plan; and PD to support the district's technology leaders.

Foundations

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

The district allocated funds to strengthen structural expectations through the following: teacher devices; student devices; educational software; student internet access ("hot spots"); to replace cabling at the high school to improve connectivity; HVAC replacements at Lake Ridge and Woodland; and renovations of science and CDC classrooms at Science Hill.

2. Describe initiatives included in the "other" category

The district purchased additional personal protective equipment include disposable masks, hand sanitizers, and social-distancing signage.

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 administration of ESSER 3.0 will be overseen by the district's Finance Director, Director of Accountability and School Improvement (Federal Projects) and the Superintendent. The Finance Director will be responsible for developing the budget. The Superintendent will be responsible for final approval of program allocations. The Director of Accountability and School Improvement will be responsible for ensuring the district adheres to all rules and regulations associated with the ESSER 3.0 grant

application. The Finance Director and Superintendent's salaries and benefits are both 100% funded through general purpose funds. The Director of Accountability and School Improvement is 25% Title I funded and 75% general purpose funds. In addition, bookkeeping for ESSER 3.0 will be conducted by the district's Federal Project's Accountant, a position funded 100% out of general purpose.

The district level planning committee consists of members who represent the various stakeholders in the system. This committee will continue to meet on a regular basis to review, collect, and manage data elements required for reporting purposes. This group of stakeholders will also address the use of ESSER and other relief funds in relation to the development of the district's ePlan in InformTN.

In addition, during the 2021-2022 school year, a group of stakeholders composed of parents, students, community members, educators, and board members will be assembled (over a period of several months) to develop objectives and strategies that support the Board of Education's five-year plan goals; this expanded group of stakeholders will be kept updated on the use of all relief funds. The outcome of their work will be approved by the school board in June of 2022, published as the Board's Five-Year Plan, and available to the general public on the district's website.

Monthly administrative meetings with principals and central office staff also provide opportunities for ongoing review of student data and discussion of strategies/budgets as it relates to ESSER and other relief funds. A monthly electronic newsletter will also keep stakeholders informed.

Finally, the district's website will post all ESSER documents including the six-month addenda (in English and in Spanish) along with a link for stakeholders to provide input.

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.

The Johnson City Schools will meet the requirement to spend 20% of ESSER 3.0 funds on direct services to students to address learning loss as follows:

--Hire PT band instructor for 2021-22 and 2022-2023 school year (\$70,000): This additional person will address the learning/skill loss of students playing brass instruments in grades 5-12. Students were unable to play their brass instruments during last year's pandemic due to safety and hygiene concerns, and therefore, failed to progress. This position will enable those students to receive small group tutoring. Effectiveness will be measured by the number of students placing at regional and state competitions.

--Hire an additional math coach for grades 5-9 to accelerate math learning during the 2021-22 and 2022-2023 school years (\$150,000): This additional person will will address learning loss in the area of math in grades 5-9. TN reading scores in math for students indicate a loss in achievement when compared to spring 2019 scores. Effectiveness will be measured by the number of students passing TN Ready math tests in spring 2022.

--Hire 11th grade GAP lab teacher for the 2021-2022 school year (\$75,000): This additional person will address the learning lost of students in grades 9-12 who were impacted by last year's pandemic. This position will instruct students during the regular school day hours who are recovering lost credits due to closure during the pandemic. Effectiveness will be measured by the number of students obtaining credits

during the 2021-22 school year.

--**Hire FT Orchestra Instructor for 2021-22 and 2022-23 school years (\$150,000):** This additional person will provide smaller group instruction for students who need to be spaced apart appropriately; with only one current teacher and several hundred students across the district, this hire will allow instruction to continue in the arts and recover lost instructional time due to the pandemic;. Effectiveness will be measured by the number of students placing in regional and state contests.

--**Personal learning contracts with staff for after-school tutoring K-12 in reading and in math for the 2021-2022 (\$1,000,000):** These contracts will provide "high dosage, low ratio" tutoring focused on those students identified through universal screening data and state assessments as having a learning loss due to the impact of last year's pandemic. Effectiveness will be measured through nine weeks student grades.

--**Transportation for an after-school tutoring program in grades K-12 (\$500,000):** Additional, after-school transportation service will allow our most at-risk students (due to learning loss associated with the pandemic) to participate in the district's afterschool tutoring programs. Effectiveness of this strategy will be assessed through ridership numbers.

--**Add eight FTE class size reduction teachers in grades K-3 to address learning loss based on 2020-2021 end of the year universal screening results (\$560,000):** The additional eight FTE teachers will be placed in four first grade classrooms and four third grade classrooms. These classrooms were identified through the EOY universal screeners administered in May 2021 and provided information regarding those grade levels most impacted by the pandemic. Kindergarten and second grade were the two grade levels showing the least amount of growth; therefore, first grade and third grade will be provided smaller class sizes in the 2021-2022 school year to provide students with a lower pupil/teacher ratio. Effectiveness will be measured through the May 2022 EOY universal screening scores.

--**RTI personnel for 2021-2022 school year (691,350):** in response to the pandemic, our district has seen a drastic job in achievement levels as indicated by both summative and formative assessments. This personnel will allow us to serve more students in a high dosage, low ratio environment to recover lost instructional time and erase skill deficits. Effectiveness will be measured by comparing the BOY universal screening results with EOY results.

--**Provide curriculum coaching stipends to create nine weeks assessments in reading, math, and science for grades in 2-8 to address learning loss (\$27,000):** - our district relies on regular assessments to gauge student learning and plan interventions for students throughout the school year. Effectiveness will be measured through successful completion of the assessments which will have predictive reliability with state testing results as well as an increase in student performance on TNReady ELA, math, and science assessment scores for the spring of 2022.

--**Provide stipends for teachers to create on-line learning modules in grades 9-12 (\$28,860.14) -** Teacher stipends will provide funding for the development of a series of online courses in Canvas; these courses will address the learning lost to students in grades 9-12 who were impacted by last year's pandemic and who did not complete the number of credits needed to graduate on time with their cohort. The online courses will make it easier for in-person students to recover lost credits (due to the pandemic) by scheduling the additional classes they need for graduation. In addition, those students impacted by the pandemic who are in a quarantine status during the 2021-22 school year will also have

access to this course work in Canvas making it easier for them to recover lost instructional time. Effectiveness will be measured through credit acquisition.

Family and Community Engagement

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

The LEA provided stakeholders with an opportunity to provide feedback on ESSER expenditures through a link under the ESSER tab on the home page of the district's web site. ESSER updates were also routinely provided as an agenda item at a variety of district-level meetings. In addition, information on ESSER and the district's ESSER documents was shared each month through the district's newsletter.

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

The LEA used multiple modes of engagements (see response in #4) to reach over 1200 individuals—a number greater than 10% of the district's population of 7,900.

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

The LEA engaged a representation of a diverse population of stakeholders through the following: virtual prek PAC meeting, in-person principals' meeting, in-person special education diagnosticians meeting, in-person meeting with the district's media specialists, an in-person meeting with the FRC advisory council, an in-person meeting with the district's curriculum coaches, and discussions with individuals at the Black/White Dialogue (a community form).

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 LEA engaged stakeholders through a link on the web site and at the following meetings: virtual prek PAC meeting, in-person principals' meeting, in-person special education diagnosticians meeting, in-person meeting with the district's media specialists, an in-person meeting with the FRC advisory council, an in-person meeting with the district's curriculum coaches, and discussions with individuals at the Black/White

Dialogue (a community form). In addition, information on the district's ESSER planning documents and ESSER expenditures was shared through the district's newsletter.