

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: Bristol City Schools

Director of Schools (Name): Dr. Annette Tudor

ESSER Director (Name): Dr. Jared Day

Address: 615 Martin Luther King Jr. Blvd.

Phone #: (423) 652-9228 District Website: btcs.org

Addendum Date: 1/26/2022

Total Student Enrollment:	3824
Grades Served:	PreK-12
Number of Schools:	8

Funding

ESSER 1.0 Allocation:	\$784,372.33
ESSER 2.0 Allocation:	\$3,709,696.25
ESSER 3.0 Allocation:	\$8,331,450.81
Total Allocation:	\$12,825,519.40

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	\$0.00	\$0.00	\$612,000.00
	Summer Programming	\$0.00	\$0.00	\$0.00
	Early Reading	\$0.00	\$439,184.89	\$0.00
	Interventionists	\$0.00	\$0.00	\$0.00
	Other	\$62,000.00	\$662,775.64	\$570,581.81
	Sub-Total	\$62,000.00	\$1,101,960.53	\$1,182,581.81
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0.00	\$0.00	\$0.00
	High School Innovation	\$0.00	\$0.00	\$410,973.00
	Academic Advising	\$0.00	\$134,542.00	\$0.00
	Special Populations	\$56,386.00	\$66,976.00	\$90,000.00
	Mental Health	\$67,253.00	\$267,101.00	\$631,608.00
	Other	\$84,700.33	\$5,261.61	\$534,846.00
	Sub-Total	\$208,339.33	\$473,880.61	\$1,667,427.00
 				
Educators	Strategic Teacher Retention	\$87,634.00	\$0.00	\$0.00
	Grow Your Own	\$0.00	\$0.00	\$0.00
	Class Size Reduction	\$0.00	\$920,153.00	\$1,702,614.00
	Other	\$17,270.00	\$0.00	\$2,239,884.00
	Sub-Total	\$104,904.00	\$920,153.00	\$3,942,498.00
 				
Foundations	Technology	\$396,534.00	\$1,048,702.11	\$803,300.00
	High Speed Internet	\$0.00	\$0.00	\$0.00
	Academic Space (facilities)	\$0.00	\$85,000.00	\$0.00
	Auditing and Reporting	\$0.00	\$0.00	\$553,112.00
	Other	\$12,595.00	\$80,000.00	\$182,532.00
	Sub-Total	409,129.00	\$1,213,702.11	\$1,538,944.00
 				
Total		\$784,372.33	\$3,709,696.25	\$8,331,450.81

Academics

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

After reviewing the data collected in the Needs Assessment, Bristol City Schools identified several key areas to accelerate academic achievement. The areas we identified included extending learning opportunities through tutoring, after school transportation for tutoring, adding an Extended Learning Coordinator, hiring additional instructional coaches to provide needed support for teachers, and adding additional teachers to provide smaller class size instruction. In addition, high quality materials for reading and math as well as RTI intervention programs were identified as significant needs. Our district will invest in the TN ALL Corps program to provide high dosage, low ratio tutoring to students who qualify. Students will be tutored in our before and after school programs in addition to times within the school day.

2. Describe initiatives included in the "other" category

1. RTI Intervention Programs to address student skill deficits
2. Professional Development (TNTP, Wit & Wisdom, HMH, and My Perspectives)
3. State required Math Adoption Materials
4. CASE Formative Assessment System
5. Additional learning loss materials

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:

After reviewing the data collected in the Needs Assessment, Bristol City Schools identified the following school-related resources to support student readiness: Adding a Whole Child Director, District Psychologist, District Behavior Interventionist, a Graduation Coach, providing translation and interpretation services to support English language learners and their families, and funding for our Friendship Career Center project.

In Bristol, we have been blessed to combine funding sources and efforts from the Innovative High School Grant along with our ESSER 2.0 and 3.0 allocations. Once we collected community feedback, the results indicated that providing career pathways and work-based opportunities ranked first from our student meeting sessions, joint meetings with our Board of Education and City Council as well as feedback from our community survey (a cross-section of all stakeholders). The Friendship Career Center project will allow us to shift our focus from graduation to completing high school with a career plan.

The mission/purpose of the new Friendship Career Center, an off-site innovative alternate learning program for Tennessee Middle School (formerly Vance Middle School) and Tennessee High School students, is to provide personalized educational and work-based learning options for students who choose an alternative pathway or are experiencing difficulty in the traditional system.

The Friendship Career Center will have an innovative and flexible time schedule in order to meet the needs of students, families, business/industry partners, and employers. Students need flexible time due

to outside circumstances that impact their access to learning during the normal school day. These barriers can include caring for a family member, providing additional income for the family, pregnancy, health issues, conflict with other students, etc. By scheduling three different sessions with an early morning, late morning, and afternoon session available for learning, these barriers can be reduced or eliminated. This time schedule allows for students who choose the Friendship Career Center to participate in work-based learning experiences/placements during the regular school hours. For instance, students could work during the early morning and late morning sessions, then attend classes and/or have assistance for asynchronous coursework during the late afternoon session or in the evening. Evenings would also be available for special events and programs, such as adult and displaced worker education, job/career fairs, job-signing events, etc.

In addition to the innovative flexible time schedule, there will also be flexibility in the modes of learning provided by the Friendship Career Center. In the past, students were only provided one option for learning, which was in-person at a designated time during the school day. The innovation of this project allows schedules for individual students to be created to best meet the needs of the student. Modes of learning include in-person, virtual (synchronous and asynchronous), and hybrid courses.

Through a partnership with Tusculum University and Northeast State Community College, students can choose to enroll in the Early College "Viking U" program and earn an associate's degree prior to high school graduation through online courses taught by Tusculum professors. The Friendship Career Center will provide a new open study space with new furniture and enhanced Wi-Fi access to accommodate students in this cohort as well as provide academic assistance throughout the courses.

2. Describe initiatives included in the "other" category

1. We are providing seven additional full-time school-based nurses in Year 2 and 3 of the grant to support the needs of our students. School nurse services will be provided in each elementary school, the middle school, and Tennessee High School. The first year will be funded by the ELC grant.
2. Additional PPE materials and clinic supplies were provided to our schools.
3. We updated existing equipment at our school-based clinics.
4. Funds were used to provide COVID-19 testing at our school clinics.

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 additional classroom teachers for class size reduction. We learned from our community feedback that having low student/teacher ratios was a top priority to support students as a result of the documented learning loss. This investment will allow for small group instruction, smaller whole group instruction, and one-on-one instruction, as needed.

2. Describe initiatives included in the “other” category

The following initiatives were included in the “other” category to recruit, retain, and support educators and school personnel:

1. We added an Extended Learning Coordinator to organize all summer programming, flexible learning days, and tutoring through the TN ALL Corps partnership with the Tennessee Department of Education.
2. Funding for additional instructional coaches to provide needed support for teachers in all grades.
3. Additional professional development experiences were allocated which includes the Marzano High Reliability Framework.

Foundations

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

After reviewing the data collected in the Needs Assessment, the district allocated funds to strengthen structural expectations through the following: student and staff devices to ensure they have access to up-to-date technology to accelerate learning and support learning loss, technology upgrades to our Teacher Resource Center used for professional development activities, a formative assessment program to monitor and track the needs of our students, a network storage space solution for the district, and adding bipolar ionization units to existing buildings to assist in providing better air quality and removing bacterial and viral particles from the air.

2. Describe initiatives included in the “other” category

1. Hire a Digital Media Specialist to work with the technology department, administrators, and school site personnel to coordinate and support digital media resources districtwide and strengthen district technology communications.
2. A stipend will be paid to a staff member for the next three years to lead our school community through a strategic planning process. The coordinator will provide leadership and expertise to the school district in the areas of strategic and school improvement planning, execution, monitoring and evaluation, and other strategies, techniques and tools associated with high-performing districts.
3. Funds have been allocated for outdoor learning furniture which will allow us to create at least two outdoor learning environments for our students at Tennessee Middle.
4. We are also allocating funds for hiring and retention bonuses for part-time food service positions.

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 ESSER director will oversee reporting, monitoring, and auditing supports related to ESSER 3.0 funds. The ESSER accountant will be responsible for developing the budget. The director will work with the grant accountant and academic supervisors to create a process for gathering data and required documentation to ensure clean reporting and auditing of ESSER funds. The director will be responsible for ensuring the district adheres to all rules and regulations associated with the ESSER 3.0 grant application. Monthly, the director will attend administrative staff meetings to provide and receive communication about each aspect of the grant. Grant expenditure processes will be in alignment with all required federal spending guidance as outlined through school board policy and grant guidance.

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

Monthly administrative meetings with principals and central office staff also provide opportunities for ongoing review of student data and discussion of strategies/budgets in relation to ESSER and other relief funding.

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

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 LEA's plan is to spend about 48% of ESSER 3.0 funding on direct services to students to address learning loss which is almost half of the LEA's total ESSER 3.0 allocation. Our district is fully participating in the TN ALL Corps Tutoring Program. In addition, the Bristol City Schools will meet the requirement to spend 20% of ESSER funds to address learning loss as follows:

- Add eight class size reduction teachers for the next three years to address learning loss based on 2020-2021 end of the year universal screening results.
- Fund six full time instructional coaches for the 2021-22 school year and seven for the 2022-23 and 2023-24 school years.
- Invest in the TN ALL Corps program to provide high dosage, low ratio tutoring to students who qualify in grades 1-8.
- Transportation for our after-school tutoring program.
- High quality response to intervention (RTI) programming will be provided in reading and math to close learning gaps.
- Hire a full time Extended Learning Coordinator for 2021-22, 2022-23, and 2023-24 school years to organize all summer programming, flexible learning days, and tutoring through our TN ALL Corps partnership.

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 survey link on the district's ESSER 3.0 Planning Documents & Community Feedback web page. In addition, ESSER updates were also regularly included on a variety of district-level meeting agendas. Going forward information on ESSER and the LEA's ESSER documents will be shared 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 chose to use multiple modes of engagement to ensure at minimum 10% of the stakeholders were engaged in the development of the plan.

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

Our district will seek meaningful feedback from a diverse group of stakeholders on a regular basis throughout the life of the ESSER 3.0 grant and other relief funds. The district will continually hold meetings for district administration, school administration, and teacher leaders to share their needs. The documented needs will remain connected to district goals and be used through all budget planning and revisions for the ESSER funds. Moving forward, as needs change for the district, key stakeholders will continue to be surveyed and encouraged to provide feedback prior to revisions being made to existing plans.

The LEA was able to engage a diverse population of stakeholders through the following: an ESSER community feedback link on the district's website, in-person principals' meeting, in-person meeting with district planning team, in-person meeting with administrative staff, and an in-person meeting with the district's Teacher Advisory Council. We will also include information on the district's ESSER planning documents through our district newsletter. Stakeholders including students, families, school administrators including special education teachers, principals, school staff, and stakeholders representing the interests of historically underserved students have been surveyed.

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.

Bristol City Schools sought meaningful feedback from various stakeholders. Our district engaged stakeholders through a survey link on the web site and during district meetings which included: in-person principals' meeting, in-person meeting with district planning team, in-person meeting with administrative staff, and in-person meeting with the district's Teacher Advisory Council. We will also include information on the district's ESSER planning documents and six-month addenda (in English and Spanish) through our district newsletter going forward.