

CAMPBELL COUNTY BOARD OF EDUCATION

**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW
SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE
AND FOURTH-GRADE STUDENTS**

WHEREAS, the Campbell County Board of Education is charged with governing the school district so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, "Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of "on track" or "mastered" on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test"; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;

- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Campbell County Board of Education urges the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students based upon all school district information on each student.

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

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 (Feb. 15 and Sept. 15). 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 plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses 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 and when making any significant revisions or updates to 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 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 for Remaining Funds

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) helps 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: Pamela Walden

Director of Schools (Name): Jennifer Fields

ESSER Director (Name): Pamela Walden

Address: 172 Valley Street Jacksboro, TN 37757

Phone #: 423-562-8377

District Website: www.campbellcntyschs.tn.schools.bz

Addendum Date: 9/8/22

Total Student Enrollment:	5,053
Grades Served:	K-12
Number of Schools:	12

Funding

ESSER 2.0 Remaining Funds:	\$469,904.32
ESSER 3.0 Remaining Funds:	\$13,210,046.77
Total Remaining Funds:	\$13,679,951.09



Education

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	\$83,168
	Summer Programming	0	0
	Early Reading	0	0
	Interventionists	0	\$2,042,054
	Other	\$106,482.80	\$622,333
	Sub-Total	\$106,482.80	\$2,747,555
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	0
	Special Populations	0	\$114,371
	Mental Health	\$5,000	\$89,544
	Other	\$41,529	\$384,581.88
	Sub-Total	\$46,529.93	\$588,496.88
Educators	Strategic Teacher Retention	0	0
	Grow Your Own	0	0
	Class Size Reduction	\$52,391	\$1,210,400.08
	Other	\$68,751.20	\$1,644,596
	Sub-Total	\$121,142.20	\$2,854,996.08
Foundations	Technology	\$66,643	\$3,126,834.50
	High-Speed Internet	0	0
	Academic Space (facilities)	\$59,894	\$3,642,848.31
	Auditing and Reporting	0	\$64,132
	Other	\$69,212.99	\$185,184
	Sub-Total	\$195,749.99	\$7,019,008.81
Total		\$469,904.92	\$13,210,046.77

Academics

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

To support learning loss and accelerate academic achievement, we have added interventionists to provide targeted support for students. We are offering low ratio/high dosage tutoring in ELA, before and after school to address learning loss and skill gaps.

2. Describe initiatives included in the "other" category.

We have added educational assistants to lead small group instruction and support teachers. Additionally, we have placed high quality software programs in all K-8 schools to supplement the classroom curriculum in Reading and Math. We are offering a bonus plan for substitute teachers, as they are hard to staff. These initiatives are in place to address learning loss and support student growth due to Covid 19.

Student Readiness

1. Describe 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.

To support student readiness, we have placed additional special education teachers in the schools to better meet the needs of Special Pops with lower teacher/student ratio. We have added additional school counselors to address the mental, social and emotional needs that have increased since Covid 19.

2. Describe initiatives included in the "other" category.

We have added assistant principals to aid in the overall instructional leadership program in the school to provide feedback and coaching to teachers. We have added more school nurses to aid in the medical needs of students during Covid 19. We are purchasing a technology van to transport equipment and materials for installation, repair, and monitoring technology in the schools. Monies have been allocated for an increase of cleaning supplies needed for facilities and buses during Covid 19.

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.

To support educators, we have added teachers to lower the teacher/student ratio. This will support learning loss as well as social distancing during Covid 19.

2. Describe initiatives included in the "other" category.

We have added a district literacy coach, to lead the district's effort to improve literacy. We have also added instructional coaches and data coaches in the schools to support teachers with training, modeling, planning, and analyzing data to drive instruction. McRel professional development, will be in place in all school to provide ongoing supports (at least 3 years) to improve the instruction in all classes/ all schools.

Foundations

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

To strengthen structural expectations, we are investing in future-proofing our buildings for both structurally and technologically. We are upgrading our switches, cables, access points, and ingresses and egresses to double our bandwidth and expand our capabilities for students to connect to the internet in the buildings at any time, and for our parking lots to be hot spots. Additionally, our communications systems are getting an overhaul to add Voice-over-IP phones to each school for increased safety and increased ability to communicate effectively with parents. For our buildings, we are in the process of adding new roofs and HVAC to make our buildings habitable, safe, and sound for the next 20 years. Providing clean, structurally sound buildings with high-speed internet and professional communications equipment should help improve student attendance which will improve overall academic achievement.

2. Describe initiatives included in the "other" category.

To support the technology in our district we have added additional staff: Technology Consultant, Technology Coordinator and Technology Assistant.

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.

We are using Follette software inventory-tracking system. We will also use ePlan invoices to compare budgets, item expenditures, and remaining funds in each category. We will double-check by comparing orders to the inventory software. This will include the district and all schools. Information to the community will be reported in school meetings, community meetings, newsletters, and various forms of social media and technology.



2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

Learning loss is being addressing in many ways: Additional staff, such as, interventionist, educational assistants, and teachers. Summer programs and tutoring are being implemented. Supplemental academic materials, software programs, and technology have been added to address learning loss and skill gaps to provide growth and achievement for students.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

Parent visitations twice a year to inform and update parents of ESSER progress and information. The school system has implemented a new website that integrates with the communication tool. The website provides a platform for the district to provide quarterly updates to parents on ESSER funds and how they are being spent. Parent-engagement meetings and Title I meetings will be used to keep parents informed. We will conduct community meetings bi-annually to keep parents informed as well as open surveys that we keep on our district website.

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

Through individual school parent visitations and individual school parent involvement meetings.

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

As we are a district with minimal diversity, we give all stakeholders the opportunity to be part of the plan development and revisions.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

We use surveys and individual school meeting, such as: Parent Engagement and Parent Visitations.

Budget Overview

Campbell County (070) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

Indirect Cost	
Total Contributing to Indirect Cost	\$269,509.90
Indirect Cost Rate	12.23%
Maximum Allowed for Indirect Cost	\$29,369.20

Filter by Location: All - \$469,904.92

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72610 - Operation of Plant	76100 - Regular Capital Outlay	Total
116 - Teachers	44,945.00							44,945.00
131 - Medical Personnel		26,036.00						26,036.00
188 - Bonus Payments	38,858.80	0.00	0.00	0.00	0.00	0.00		38,858.80
189 - Other Salaries & Wages	0.00	0.00	0.00	23,397.00	32,290.00	0.00		55,687.00
201 - Social Security	5,197.00	1,615.00	0.00	1,451.00	2,002.00	0.00		10,265.00

Line Item Number	Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72610 - Operation of Plant	76100 - Regular Capital Outlay	Total
204 - State Retirement		3,906.00	0.00	0.00	0.00	0.00	0.00		3,906.00
206 - Life Insurance		101.00	0.00	0.00	0.00	0.00	0.00		101.00
212 - Employer Medicare		1,216.00	378.00	0.00	340.00	468.00	0.00		2,402.00
307 - Communication			0.00	8,803.20	0.00	0.00			8,803.20
399 - Other Contracted Services		0.00	0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
410 - Custodial Supplies							5,695.90		5,695.90
413 - Drugs & Medical Supplies			3,160.00						3,160.00
471 - Software		64,650.00	0.00	0.00	0.00	0.00	0.00		64,650.00
720 - Plant Operation Equipment							4,645.03	69,212.99	73,858.02
722 - Regular Instruction Equipment		44,255.00							44,255.00
790 - Other Equipment			0.00	0.00	0.00	22,388.00			22,388.00

Line Item Number	Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72610 - Operation of Plant	76100 - Regular Capital Outlay	Total
799 - Other Capital Outlay									
Total		203,128.80	31,189.00	8,803.20	30,188.00	57,148.00	10,340.93	129,106.99	469,904.92
							Adjusted Allocation	Remaining	0.00
									59,894.00
									59,894.00

Budget Overview

Campbell County (070) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost	
Total Contributing to Indirect Cost	\$6,952,247.98
Indirect Cost Rate	12.23%
Maximum Allowed for Indirect Cost	\$757,604.85

Filter by Location: All - \$13,210,046.77

Line Item Number	Account Number	71100 - Regular Instruction Program	71200 - Special Education Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72410 - Office of the Principal	72610 - Operation of Plant	72710 - Transportation	76100 - Regular Capital Outlay	Total
105 - Supervisor / Director						20,000.00	0.00	0.00	0.00	0.00		20,000.00
116 - Teachers		2,353,583.00	92,437.00									2,446,020.00
120 - Computer Programmer(s)							35,768.00					35,768.00
123 - Guidance Personnel					62,114.00							62,114.00
131 - Medical Personnel				31,192.00								31,192.00
139 - Assistant Principal(s)								137,943.00				137,943.00
161 - Secretary(s)					0.00	16,000.00	0.00	0.00	0.00			16,000.00
162 - Clerical Personnel		0.00	0.00		0.00	20,000.00	0.00	0.00		0.00		20,000.00
163 - Educational Assistants		222,004.00	0.00			0.00						222,004.00
168 - Bonus Payments		100,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		100,000.00

Account Number	71100 - Regular Instruction Program	71200 - Special Education Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72410 - Office of the Principal	72610 - Operation of Plant	72710 - Transportation	76100 - Regular Capital Outlay	Total
Line Item Number											
189 - Other Salaries & Wages	62,250.00	0.00	0.00	0.00	343,053.00	99,647.00	0.00	0.00	0.00	0.00	504,950.00
201 - Social Security	173,375.00	5,732.00	1,994.00	3,852.00	24,743.00	8,397.00	8,553.00	0.00	0.00	0.00	226,646.00
204 - State Retirement	234,720.00	8,033.00	0.00	5,398.00	33,660.00	7,976.00	11,988.00	0.00	0.00	0.00	301,775.00
206 - Life Insurance	5,671.00	229.00	11.00	126.00	512.00	256.00	256.00	0.00	0.00	0.00	7,063.00
207 - Medical Insurance	599,612.00	6,599.00	1,680.00	17,150.00	41,472.00	29,687.00	29,698.00	0.00	0.00	0.00	725,898.00
212 - Employer Medicare	40,630.08	1,341.00	453.00	902.00	5,788.00	1,963.00	2,002.00	0.00	0.00	0.00	53,079.08
355 - Travel			0.00	0.00	1,500.00	1,500.00	0.00	0.00	0.00	0.00	3,000.00
410 - Custodial Supplies								32,764.88			32,764.88
470 - Cabling											
471 - Software	158,110.00	0.00	0.00	0.00	0.00	637,921.00	0.00	0.00	0.00	0.00	637,921.00
499 - Other Supplies and Materials	8,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	0.00	0.00	0.00	158,110.00
524 - In-Service / Staff Development			0.00	0.00	1,200,000.00	0.00	0.00	0.00	0.00	0.00	1,200,000.00
707 - Building Improvements										134,000.00	134,000.00
722 - Regular Instruction Equipment	486,936.00										486,936.00
729 - Transportation Equipment									126,037.00		126,037.00
790 - Other Equipment			0.00	0.00	0.00	2,001,977.50					2,001,977.50
799 - Other Capital Outlay										3,508,848.31	3,508,848.31

Line Item Number	Account Number	71100 - Regular Instruction Program	71200 - Special Education Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72410 - Office of the Principal	72610 - Operation of Plant	72710 - Transportation	76100 - Regular Capital Outlay	Total
		4,444,891.08	114,371.00	35,330.00	89,544.00	1,708,728.00	2,825,092.50	190,440.00	32,764.88	126,037.00	3,642,848.31	13,210,046.77
										Adjusted Allocation		13,210,046.77
										Remaining		0.00