

**School Board Meeting**  
**March 10, 2022 6:30 PM**  
**HJSHS Library**

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. February 2022 Bills
  - B. February 2022 Financial Report
  - C. February 10, 2022 Regular Board Meeting
- IV. Agenda Approval
- V. Regular Agenda
  - A. Pay for Board Members
  - B. 2022-2023 Budget Committee Selection
  - C. E-RATE Contract Renewal
  - D. ESSER Addendum Approval
  - E. Board Policy Updates - 1st Reading
    - 1. 6.206 Transfers Within the System
  - F. Superintendent's Report
    - 1. Personnel Report
- VI. Citizens Concern
- VII. Adjournment

**School Board Meeting**

February 10, 2022 6:30 PM  
HJSHS Library

Attendance Taken at 6:30 PM.

Rev. Mark Hodge: Present  
Mr. Terry Johnson: Present  
Mr. Wayne McLemore: Present  
Mr. Leon McNeal: Present  
Ms. Valeria Wedley: Present

Also present: Dr. Janice Epperson, Superintendent

**I. Call to Order**

**II. Roll Call**

**III. Election of Chairman, Vice Chairman and TLN Representative**

Nomination by Mr. McLemore to elect Rev. Hodge as Chairman.  
Nomination by Mr. Johnson to elect Ms. Wedley as Chairman.  
Vote: Rev. Hodge - 1; Ms. Wedley - 3

Ms. Wedley will serve as the Board Chairman for the year 2022.

Nomination by Mr. McNeal to elect Rev. Hodge as Vice-Chairman.  
Nomination by Ms. Wedley to elect Mr. Johnson as Vice-Chairman.  
Vote: Rev. Hodge - 2; Mr. Johnson - 3

Mr. Johnson will serve as Vice-Chairman for the year 2022.

Nomination by Mr. McLemore to elect Mr. McNeal as TLN Representative.  
Nomination by Mr. Johnson to elect Rev. Hodge as TLN Representative.  
Vote: Rev. Hodge - 3; Mr. McNeal - 1

Rev. Hodge will serve as the TLN representative for the year 2022.

**IV. Consent Agenda**

**Motion passed:** Motion to approve the Consent Agenda as presented passed with a motion by Mr. Terry Johnson and a second by Mr. Leon McNeal.

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Yea  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 5, Nay: 0

- A. November 2021 Bills**
- B. November 2021 Financial Report**
- C. November 11, 2021 Regular Board Meeting**
- D. December 2021 Bills**

- E. December 2021 Financial Report**
- F. January 2022 Bills**
- G. January 2022 Financial Report**

**V. Agenda Approval**

**Motion passed:** Motion to approve the agenda passed with a motion by Rev. Mark Hodge and a second by Mr. Wayne McLemore.

Rev. Mark Hodge:       Yea  
Mr. Terry Johnson:     Yea  
Mr. Wayne McLemore:   Yea  
Mr. Leon McNeal:       Yea  
Ms. Valeria Wedley:    Yea  
Yea: 5, Nay: 0

**VI. Regular Agenda**

**A. 2021 Audit**

**Motion passed:** Motion to approve the 2021 Audit Report passed with a motion by Rev. Mark Hodge and a second by Mr. Terry Johnson.

Rev. Mark Hodge:       Yea  
Mr. Terry Johnson:     Yea  
Mr. Wayne McLemore:   Yea  
Mr. Leon McNeal:       Yea  
Ms. Valeria Wedley:    Yea  
Yea: 5, Nay: 0

**B. 2022 Board Meeting Dates**

**Motion passed:** Motion to approve the 2022 Board Meeting Dates passed with a motion by Rev. Mark Hodge and a second by Mr. Wayne McLemore.

Rev. Mark Hodge:       Yea  
Mr. Terry Johnson:     Yea  
Mr. Wayne McLemore:   Yea  
Mr. Leon McNeal:       Yea  
Ms. Valeria Wedley:    Yea  
Yea: 5, Nay: 0

**C. TSBA Legislative and Legal Institute**

TSBA Legislative and Legal Institute will be February 14-15, 2022.

**D. Discussion of Pay for Board Members**

The Board elected to put this on the March Board Meeting agenda for further discussion.

**E. Board Policy Updates - 2nd Reading**

**Motion passed:** Motion to approve as amended passed with a motion by Mr. Terry Johnson and a second by Rev. Mark Hodge.

Rev. Mark Hodge:       Yea  
Mr. Terry Johnson:     Yea  
Mr. Wayne McLemore:   Yea

Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 5, Nay: 0

1. 5.303 Personal and Professional Leave
2. 5.701 Substitute Teachers
3. 6.4051 Glucagon and Diazepam Gel (Diastat)
4. 6.500 Special Education Students

**F. Superintendent's Report**

- Recognition and thanks to the School Board Members in appreciation of School Board week. Presentations were made to each member from each school and the Central Office.
- Strategic Plan update with the first sub-committee meeting being held on Feb. 16th.
- TDOE Accountability Report
- TVASS Data Summary on Academic Achievement and District Growth
- State Monitoring
- Capturing Kids Hearts Training
- Accelerating Character Educational Development (ACED)
- Grants
- Absentism
- Students of the Month for November/December
- Teachers of the Year and Principal of the Year for the District

**1. Personnel Report**

The Board was updated as to the personnel changes that have taken place since the December Board Meeting.

**VII. Citizens Concern**

**VIII. Adjournment**

**Motion passed:** Motion to adjourn passed with a motion by Mr. Leon McNeal and a second by Mr. Terry Johnson.

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Yea  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 5, Nay: 0

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Valeria Wedley, Chairman

Date

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Dr. Janice Epperson, Superintendent

Date

*Humboldt City Schools*  
**Board of Education**  
2602 Viking Drive  
Humboldt, Tennessee 38343  
Phone 731-784-2652 • Fax 731-784-2480

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**Date:** 3/2/2022  
**To:** Janice Epperson, Superintendent  
**From:** Wayne Sheehan, Technology Supervisor  
**RE:** E-RATE Vendor 2022-23

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It is my recommendation that we continue to use the following vendors for eligible E-RATE services.

<u>Vendor</u>	<u>Services</u>
1Tennessee****	1GB Internet Egress 10GB WAN WAN and Internet Access

\*\*\*\*Currently these are the bid holders for the above services and have extensions available for renewal.

## 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: Humboldt City Schools

Director of Schools (Name): Dr. Janice Epperson

ESSER Director (Name): Jennifer Roten

Address: 2602 Viking Drive, Humboldt, Tennessee 38343

Phone #: 731-784-2652 District Website: www.hcsvikings.org

Addendum Date: January 25, 2022

Total Student Enrollment:	1105
Grades Served:	Pre-K-12th
Number of Schools:	3

### **Funding**

ESSER 1.0 Allocation:	\$423,807.16
ESSER 2.0 Allocation:	\$1,974,873.00
ESSER 3.0 Allocation:	\$4,435,285.00
<b>Total Allocation:</b>	<b>\$6,833,965.16</b>

**Budget Summary**

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring	0	0	0
	Summer Programming	\$52,804.40	\$328,854.02	\$125,000.00
	Early Reading	0	\$10,000.00	0
	Interventionists	0	0	0
	Other	0	0	0
	Sub-Total	\$52,804.40	\$338,854.02	\$125,000.00
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0	0
	High School Innovation	0	\$75,000.00	0
	Academic Advising	0	0	0
	Special Populations	0	\$39,162.00	\$78,324.00
	Mental Health	0	\$784,844.87	\$474,569.12
	Other	\$33,611.06	\$128,645.76	0
	Sub-Total	0	\$1,027,652.63	\$552,893.12
Educators	Strategic Teacher Retention	0	0	0
	Grow Your Own	0	0	0
	Class Size Reduction	0	0	0
	Other	\$10,204.49	\$1,505.00	\$539,267.43
	Sub-Total	\$10,204.49	\$1,505.00	\$539,267.43
Foundations	Technology	\$214,168.65	\$6,384.75	\$400,100.00
	High Speed Internet	\$59,018.56	0	0
	Academic Space (facilities)	0	\$500,476.60	\$2,393,079.77
	Auditing and Reporting	0	0	0
	Other	\$54,000.00	\$100,000.00	\$424,944.68
	Sub-Total	\$327,187.21	\$606,861.35	\$3,218,124.45
<b>Total</b>		<b>\$423,807.16</b>	<b>\$1,974,873.00</b>	<b>\$4,435,285.00</b>

**Academics**

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

ESSER funds were allocated for 2020-2021 summer program. Fiscal supplementation was provided to summer camp instructors and purchased hands on manipulatives for project-based learning.

2. Describe initiatives included in the "other" category

ESSER 1.0 funds provided HCS with a Director of Professional Development and Instruction. She has been strategic in meaningful work with teachers and Instructional Coaches. She has implemented program usage reports, peer observations, classroom, walk-throughs for trend reports, teacher work with standards after school, PLCs, organizes professional development activities that are differentiated according to teacher deficits, approves all professional development for teachers and administrators ensuring that the PD is aligned with our LEA plans and collaborates with new teachers every month.

- An additional Learning Loss Coach for provided to improve instruction among 7<sup>th</sup> and 8<sup>th</sup> grade students and teachers

### ***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:

HCS is intentionally removing barriers that our ED students have. Providing these supports ensure that students' mental well-being and emotional needs are satisfied so that learning can take place.

- Additional Social Workers
- Implementation of a Parent Liaison for the home/school connection with families
- District Behaviorist for intensive student mental health support
- Hazard pay for additional work caused by the pandemic for educators

The addition of another ESL teacher was funded for our growing EL population and to offer additional training for general education teachers as ESL has been a top-performing subgroup for HCS for 4 consecutive years. She recently provided an intense 4 part reading training for our Pre-K, K and 1<sup>st</sup> grade teachers. She also trains teachers on ESL accommodations, differentiated strategies and WIDA standards.

- Renovation of the HJSHS library ridding the contaminated furniture and providing students with a new technological media center along with student friendly furniture and a café' for student engagement.
- Providing sanitation resources for students and staff increasing in-person instruction.

2. Describe initiatives included in the “other” category

- The addition of a Communications Director for better communication among various groups of stakeholders.
- The addition of a Safety Project Manager ensuring operations mitigate COVID through cleaning protocols and works to keep staff and students safe during construction projects.

**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:

N/A

2. Describe initiatives included in the “other” category

- Currently HCS is transitioning to a Google district. Google trainings have been held throughout the year for preparation for the 2022-2023 school year.
- Dr. Charles Beamon has done intensive work with teachers that need support for classroom management.
- Capturing Kids’ Hearts for East Elementary School promoting healthy relationships with students and teachers. This also has team-building components for a united faculty.
- SWIVL Cameras for teacher reflection and growth.
- Google certification stipend (level 1 or level 2)

**Foundations**

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

- 1:1 devices so that students do not miss instruction related to the pandemic
- Upgrading technology for teachers
- Providing internet connectivity for our entire student population
- Construction projects for the safe return of in-person instruction

2. Describe initiatives included in the “other” category

- Salary of ESSER Assistant
- Stipends for additional work above the scope of their job description

**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.

- Level of effectiveness surveys for ESSER funded initiatives
- Recent monitoring of TDOE's Results-based system
- Evidence is collected and filed for review
- The fiscal department provides expenditure reports for review
- Data is reviewed for student outcomes
- The Federal Programs Department send out newsletters and posts updates on social media
- Update in the newspaper

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.

1. An additional part-time ESL teacher will provide learning loss instruction for active EL students and will provide consultation services for transitional students. (Additional part-time ESL teacher for learning loss (FTE.5)(salary for 2022-2023, 2023-2024)
2. A Learning Loss Coach will serve teachers for grades 7th-8th. This position will provide practitioner coaching for learning loss strategies and resources. This coach will provide the "leg work" for our teachers. (Additional Instructional (Learning Loss) Coach (FTE .5) for grades 7th & 8th (2022-2023, 2023-2024) (retired teacher limited benefits)
3. Two (2) Social Workers will be added providing every school a full-time social worker on site to mitigate possible barriers for student instruction.
4. Summer School breakfast, snack and lunch costs will be provided for all students.
5. Summer school staff and programs for 2021-2022 (3 site coordinators) (19 teachers)
6. Family Engagement Coordinator/Parent Liaison to work with our HCS families
7. Summer Learning Camp- This is for 2021-2022 school year. This activity will begin June of 2022.
  - a. Use TDOE Pre/Post Assessments
  - b. Project-based activities
  - c. Small class sizes (1:13 ratio)
  - d. Small group learning
8. Summer Learning/ Academic Camps resources including, materials for project-based learning (Best for All Central Stream Lessons) Basic materials for all campuses including manipulatives for reading and math such as: Leveled readers, Whisper phones, Counters, Protractors, Calculators, Fractions (pieces) etc. (\$1,000.00 total)
9. Training for Google applications (Google district) (\$10,950 PD fees for Google training for usage during the traditional school day) and Mr. Beamon (classroom management) (\$47,067.43). Teachers will be expected to use the Google platform during the school day. Teachers that need additional training for classroom management will be expected to attend all of Dr. Beamon's scheduled trainings.
10. Stipend for teachers (2 days & Google) Professional Development (117 certified staff at \$500 per day x 2 = \$117,000) GF paid for these activities. ESSER 3.0 funds will reimburse. (Dr. Beamon Professional Development 2 days -Already occurred) GF paid for these activities. ESSER 3.0 funds will reimburse (60 certified staff (17 day 1) (43 day 2) at \$300 a day = \$18,000) Additional days (4) with Dr. Beamon that have not occurred (50 staff members at each day) (50 x 4 at \$300 per day= \$60,000)
11. Stipend for teachers that acquire Google Certification Level 1 (\$250) (Possible 75) (only paid if additional course is completed) (\$18,750) Stipend for teachers that acquire Google Certification Level 2 (\$350) (Possible 30) (only paid if additional course is completed) (\$10,500) (This is not for professional development training.)
12. Capturing Kids Hearts PD package for East Elementary (\$57,000.00)

### ***Family and Community Engagement***

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

The Federal Programs Director consulted with various stakeholders in the development of this addendum. The director also developed a Coggle mind map so various stakeholders could collaborate their ideas in a needs assessment aligned with our district plan.

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 Federal Programs Director had representation of all special interest and populations in the input of this plan. The stakeholders shared input for this addendum.

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

The LEA collaborated with parents, community, Food Service, Director of Schools, teachers, administrators, student representative, District Social Worker, Special Education Supervisor, District Behaviorist, CSH and the Instruction Department.

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 administered surveys, in-person meetings, virtual webinars and Listening and Learning Tours to collect feedback for the components in this plan.

# DISTRICT: \_\_\_\_\_

## Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

### General Information

LEA Name		Director of Schools	
Address			
Phone #	(       )	-	
District Website <i>(where plan is posted):</i>			

### Students & Enrollment

Mission & Vision				
Grades Served		# of Schools	Total Student Enrollment	
<b>Race/ Ethnicity</b>	American Indian/Alaska Native	%	Asian	%
	Black/African American	%	Hispanic	%
	Native Hawaiian/Pacific Islander	%	White	%
	Multiracial	%		
Economically Disadvantaged	%	English learners	%	
Students with Disabilities	%	Foster	%	
Students Experiencing Homelessness	%	Students in Military Families	%	
Migrant	%	Students with High-Speed Internet at Home	%	

### Accountability

View the District Report Card:	
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### Funding

ESSER 1.0 Allocation	\$	ESSER 2.0 Allocation	\$	ESSER 3.0 Allocation	\$
ELC Allocation	\$	Students Experiencing Homelessness Allocation:		\$	
<b>TOTAL ALLOCATION:</b>					\$
<b>Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):</b>					\$

### Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		
Community Engagement Template submitted and posted on website?		
Health and Safety Plan submitted and posted on website?		
Needs Assessment submitted and posted on website?		
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?		
Spending Plan submitted in ePlan and available to public?		

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

# Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department’s strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.<sup>1</sup> The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

**BEST FOR ALL**  
We will set all students on a path to success.

**ACADEMICS**  
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

**STUDENT READINESS**  
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

**EDUCATORS**  
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

<sup>1</sup> LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

# Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$	%
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$	%
Interventionists	\$	%
Other	\$	%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$	%
Mental Health	\$	%
Other	\$	%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$	%
High-Speed Internet	\$	%
Academic Space: Facilities*	\$	%
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$	%

# ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

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

## High Dosage, Low Ratio Tutoring

*Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week*

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten		%			
1 <sup>st</sup> Grade		%			
2 <sup>nd</sup> Grade		%			
3 <sup>rd</sup> Grade		%			
4 <sup>th</sup> Grade		%			
5 <sup>th</sup> Grade		%			
6 <sup>th</sup> Grade		%			
7 <sup>th</sup> Grade		%			
8 <sup>th</sup> Grade		%			
9 <sup>th</sup> Grade		%			
10 <sup>th</sup> Grade		%			
11 <sup>th</sup> Grade		%			
12 <sup>th</sup> Grade		%			

	Yes	No
* Participating in TN ALL Corps?		
* Plan to use free high school tutoring services through TDOE?		

## ACADEMICS *(continued)*

### Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

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Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary		%			
Middle		%			
High School		%			
HS Transition		%			

	Yes	No
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\* Applied to TDOE for transportation grant?

### Literacy

Link to **TN Foundational Literacy Skills Plan**: \_\_\_\_\_

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$	\$	
Middle	\$	\$	
High School	\$	\$	

	Yes	No
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\* Participating in Reading 360 Summer Teacher PD (elementary)?

\* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?

\* Participating in Reading 360 PK-12 Literacy Implementation Networks?

\* Participating in Reading 360 Early Reading Implementation Networks?

\* Participating in Ready4K with TDOE and the Governor’s Early Literacy Foundation?

\* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?

\* Provided families with information on FREE at-home decodables?

\* Using the free universal screener provided to districts?

\* Considering use of free TDOE supplemental instructional materials for math (elementary)?

\* Considering use of free TDOE math professional development, implementation support and networks?

**ACADEMICS** *(continued)*

***Other: Academics***

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

# STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

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:

## Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		
* Using or planning to use free ACT preparation courses?		
* Using or planning to use free and online AP Access for All?		
* Received an Early Postsecondary Expansion Grant?		
* Received a Middle School STEM and CTE Grant?		
* Received a STEM Designation?		
* Participating in the free Work Keys program?		
* Using or planning to use free STEAM Resource Hub?		
* Received a Governor’s Civics Seal Grant?		
* Plan to participate in computer science networks and related grants?		

## STUDENT READINESS *(continued)*

### *Special Populations*

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$		
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$		
Other	\$		

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		
* Will receive a supplemental grant for serving students experiencing homelessness?		
* Applied for and received the ELC grant to support health and wellness activities?		
* Planning to apply for mental health grants (\$100,000 - \$200,000)?		
* Applied for an IDEA Partnership Grant to support students with disabilities?		
* Plan to use attendance support to identify and re-engage missing students?		

### *Other: Student Readiness*

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

# EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$		

	Yes	No
* Participating in Grow Your Own?		
* Participating in Aspiring Assistant Principal Network?		
* Participating in Diverse Leaders Network?		
* Participating in Rural Principal Network?		
* Participating in Turnaround Principal Network?		
* Participating in Principal Supervisor Network?		
* Participating in TASL Academies?		
* Participating in TDOE Special Education and ESL additional endorsement grants?		
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?		
* Encouraged participation in or actively utilized Best For All Central?		

## EDUCATORS *(continued)*

### *Other: Educators*

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

# FOUNDATIONS



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

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$			
High-Speed Internet	\$			
Academic Space: Facilities*	\$			
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	Yes	No
* Participated in the TDOE device grant program?		
* Participated in the TDOE connectivity grant?		
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		

# OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

## *Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds*

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

***Monitoring, Auditing and Reporting***

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

***Family and Community Engagement***

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

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

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

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund was announced under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP 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 thirty (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 interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format. 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.

LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services 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. All revisions must include an explanation and rationale of why the revisions were made.

LEA Name:

Humboldt City Schools

Plan Date:

8/26/21

**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.

The Federal Programs/ESSER Department administered an ESSER survey for all certified employees. The survey polled teachers on what resources or practices they would like to see implemented through ESSER allocations. The survey results were shared with the District Leadership Team. Results were also shared with the ESSER 2.0 Committee on March 2, 2021. The second committee meeting took place on May 10, 2021. The ESSER 2.0 Committee has representation from the following populations: students, parents, school and district administrators, teachers and community members. On May 21st HCS sent out another staff-wide Safe Return to In-Person Instruction and ESSER 3.0 survey. The ESSER Director shared a PowerPoint and ESSER Spending plan for public review and comment. This PowerPoint contains a sampling of what types of activities are allowable/unallowable. A public survey link and QR code was shared on the website as well. The ESSER 3.0 Committee met on June 2, 2021 and discussed our analyzed survey results and open feedback. The Federal Programs/ESSER Department also debriefs updates and information through newsletters. The newsletters inform the committee members as to what and when funded activities occur for all TDOE approved applications. The Federal Programs/ESSER Department also keeps an open line of correspondence through emails and Office Hours for the ESSER funding plan. The Federal Programs Director attended all Open Houses, July 27th, 29th, and August 10th setting up an ESSER 3.0 booth. The director spoke to multiple families and passed out surveys again. The Director of Schools had an ESSER discussion at our Opening Day In-service on July 23rd, that included all staff, the mayor, United Way, Leader's Credit Union, and Tyson Foods. Tyson Foods and Wall Street Grill employees provided door prizes and completed ESSER 3.0 surveys. On August 3rd, all new teachers enjoyed a Cold Brew Coffee Event where ESSER 3.0 was discussed with all new teachers & each participant completed a survey. On August 9th, HCS hosted a Listening and Learning tour for Humboldt Families and the community for an ESSER 3.0 discussion and feedback. On August 20th, HCS presented an ESSER 3.0 discussion with the Humboldt Rotary Organization. On August 21, 2021 a HCS representative attended the local church, Higher Ground Assembly, and spoke about ESSER and distributed the HCS Spending Plan and the Safe Return to In-Person survey. On August 23, 2021 Humboldt City Schools hosted a Family First Workshop. Speakers addressed our student population with options for a successful career that doesn't necessarily involve a four year college. HCS held a Maneuvering through COVID webinar for the Humboldt community on August 24th. The panel featured the Mayor, the Director of Schools, the Coordinated School Health Director, the Food Service Director, HCS Nurses, and the Federal Programs Director/ESSER Director. The webinar was officiated at 12:00 p.m. & 6:00 p.m. On August 24th, at 9:00 a.m. the District Safety Committee met and discussed Safety & ESSER and how the two were related. Funding ideas and safety procedures were discussed. We are seeing consistent results that our community, our families and local civic organizations feel that we should provide masks for students and staff, maintain three (3) feet of social distancing, teachers should continue to wipe off materials and desks, continue the use of our Clorox 360 machine, continue the use of battery-operated sanitation sprayers, provide hand sanitizer for students and staff, provide masks for all, provide alcohol wipes for all, continue to provide disinfectant spray, face shields, infrared thermometers, and feel that HCS staff should conduct temperature checks. Our local civic organizations that offered meaningful feedback include the Boys & Girls Club, Headstart, Court Appointed Special Advocates (CASA), Humboldt Rotary, and Stigall Museum. HCS also received meaningful feedback from local merchants including; Tyson Foods, Wall Street Grill and Click 1. Many local Rotarians indicated that masks and face shields should be optional (50%) and (54%) respectfully.

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

Stakeholder feedback was shared at committee meetings and cabinet meetings. Newsletters were shared with all stakeholders reporting all feedback and survey results. Leadership staff discussed all the public feedback and planned accordingly. There was a high volume of stakeholder concerns for COVID-19 preventative strategies. Acting accordingly with this feedback HCS focused once again on providing PPE for all students and staff. Many stakeholders indicated there should be an intensive focus on mental health. As a result HCS is requesting social workers, District Licensed Counselor and a Family Engagement Coordinator/Parent Liaison and a Communications Director as supports for whole child development and positive promotion of mental health for our students and staff. Looking at the student survey, 48% of students felt that "Students should maintain 3 feet of social distancing in all settings." That is less than half of the students surveyed. That reveals that students are ready for a traditional school experience and that they are affected mentally. Many staff members felt they should receive hazard pay for the additional work load causing enduring stress. HCS did provide hazard pay for all employees for their additional work load beyond the scope of their traditional job duties. Families indicated they needed student devices and Internet services. This is provided in our proposal. Addressing learning loss was a consistent theme among stakeholder feedback. HCS exceeded the 20% set-aside for learning loss requirement. The 20% learning loss requirement is \$887,057.12. HCS budgeted \$1,041,327.56 for learning loss initiatives.

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

The Federal Programs/ESSER Department administered an ESSER survey for all certified employees. The survey polled teachers on what resources or practices they would like to see implemented through ESSER allocations. The survey results were shared with the District Leadership Team. Results were also shared with the ESSER 2.0 Committee on March 2, 2021. The second committee meeting took place on May 10, 2021. The ESSER 2.0 Committee has representation from the following populations: students, parents, school and district administrators, teachers and community members. On May 21st HCS sent out another staff-wide Safe Return to In-Person Instruction and ESSER 3.0 survey. The ESSER Director shared a PowerPoint and ESSER Spending plan for public review and comment. This PowerPoint contains a sampling of what types of activities are allowable/unallowable. A public survey link and QR code was shared on the website as well. The ESSER 3.0 Committee met on June 2, 2021 and discussed our analyzed survey results and open feedback. The Federal Programs/ESSER Department also debriefs updates and information through newsletters. The newsletters inform the committee members as to what and when funded activities occur for all TDOE approved applications. The Federal Programs/ESSER Department also keeps an open line of correspondence through emails and Office Hours for the ESSER funding plan. The Federal Programs Director attended all Open Houses, July 27th, 29th, and August 10th setting up an ESSER 3.0 booth. The director spoke to multiple families and passed out surveys again. The Director of Schools had an ESSER discussion at our Opening Day In-service on July 23rd, that included all staff, the mayor, United Way, Leader's Credit Union, and Tyson Foods. Tyson Foods and Wall Street Grill employees provided door prizes and completed ESSER 3.0 surveys. On August 3rd, all new teachers enjoyed a Cold Brew Coffee Event where ESSER 3.0 was discussed with all new teachers & each participant completed a survey. On August 9th, HCS hosted a Listening and Learning tour for Humboldt Families and the community for an ESSER 3.0 discussion and feedback. On August 20th, HCS presented an ESSER 3.0 discussion with the Humboldt Rotary Organization. On August 21, 2021 a HCS representative attended the local church, Higher Ground Assembly, and spoke about ESSER and distributed the HCS Spending Plan and the Safe Return to In-Person survey. On August 23, 2021 Humboldt City Schools hosted a Family First Workshop. Speakers addressed our student population with options for a successful career that doesn't necessarily involve a four year college. HCS held a Maneuvering through COVID webinar for the Humboldt community on August 24th. The panel featured the Mayor, the Director of Schools, the Coordinated School Health Director, the Food Service Director, HCS Nurses, and the Federal Programs Director/ESSER Director. The webinar was officiated at 12:00 p.m. & 6:00 p.m. On August 24th, at 9:00 a.m. the District Safety Committee met and discussed Safety & ESSER and how the two were related. Funding ideas and safety procedures were discussed. We are seeing consistent results that our community, our families and local civic organizations feel that we should provide masks for students and staff, maintain three (3) feet of social distancing, teachers should continue to wipe off materials and desks, continue the use of our Clorox 360 machine, continue the use of battery-operated sanitation sprayers, provide hand sanitizer for students and staff, provide masks for all, provide alcohol wipes for all, continue to provide disinfectant spray, face shields, infrared thermometers, and feel that HCS staff should conduct temperature checks. Our local civic organizations that offered meaningful feedback include the Boys & Girls Club, Headstart, Court Appointed Special Advocates (CASA), Humboldt Rotary, and Stigall Museum. HCS also received meaningful feedback from local merchants including; Tyson Foods, Wall Street Grill and Click 1. Many local Rotarians indicated that masks and face shields should be optional (50%) and (54%) respectfully.

## Additionally:

- Multiple team members tabulated survey information
- Multiple Leadership Members discussed public feedback, survey results and discussed every aspect of COVID prevention
- Newsletters were shared with all stakeholders
- Team members shared big Ideas on chart paper during planning meetings
- Multiple department meetings
- Committee Meetings
- ESSER Office Hours
- Social Media
- Construction walks
- Nurse feedback
- Coordinated School Health Reports
- Email Correspondence
- Health Department Updates

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

Initial surveys were analyzed and feedback was shared during the June 2, 2021, ESSER Committee Meeting.

## ESSER Spending Plan Survey Results (1-8 Rating System for Funding Options)

1. Addressing Learning Loss (summer school, tutoring by interventionists, social workers)
2. Purchasing Educational Technology (smart TVs, air tames, additional technology support)
3. Providing Mental Health Supports (additional nurse for health and well being, social workers, hazard pay for staff)
4. Addressing Learning Acceleration (tutoring by interventionists, internet services for students, supplemental materials, educational software)
5. Addressing Facility Needs and Deferred Maintenance (bio-ionization added to HVAC mitigating the COVID-19 pandemic)
6. School Facility Repairs (library renovation, new furniture, removing water fountains)
7. Addressing the Unique Needs of Special Populations (expanding EL and IDEA services)
8. Professional Development (learning loss/acceleration strategies, stipends for PD)

On-going meetings were held considering all stakeholder feedback.

## Additionally:

- Multiple team members tabulated survey information
- Multiple Leadership Members discussed public feedback, survey results and discussed every aspect of COVID prevention
- Newsletters were shared with all stakeholders
- Team members shared big Ideas on chart paper during planning meetings
- Multiple department meetings
- Committee Meetings
- ESSER Office Hours
- Social Media
- Construction walks
- Nurse feedback
- Coordinated School Health Reports
- Email Correspondence
- Health Department Updates

Open feedback included working technology and technical assistance (Discussion of additional technology support for teachers), more reliable internet and connectivity for students to use on/off campus (Discussion on continuing wifi services), and hazard pay (Discussion about additional workload for all teachers and staff and supporting the employees with a generous bonus reflective of their additional time spent on student learning during the pandemic).

Stakeholder feedback was shared at committee meetings and cabinet meetings. Newsletters were shared with all stakeholders reporting all feedback and survey results. Leadership staff discussed all the public feedback and planned accordingly. There was a high volume of stakeholder concerns for COVID-19 preventative strategies. Acting accordingly with this feedback HCS focused once again on providing PPE for all students and staff. Many stakeholders indicated there should be an intensive focus on mental health. As a result HCS is requesting social workers, District Licensed Counselor and a Family Engagement Coordinator/Parent Liaison and a Communications Director as supports for whole child development and positive promotion of mental health for our students and staff. Many staff members felt they should receive hazard pay for the additional work load causing enduring stress. HCS did provide hazard pay for all employees for their additional work load beyond the scope of their traditional job duties. Families indicated they needed student devices and internet services. This is provided in our proposal. Addressing learning loss was a consistent theme among stakeholder feedback. HCS exceeded the 20% set-aside for learning loss requirement. The 20% learning loss requirement is \$887,057.12. HCS budgeted \$1,041,327.56 for learning loss initiatives.

**Safe Return to In-Person Instruction**

1. 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.

HCS has adopted policies on each of the following health and safety strategies:

- universal and correct wearing of masks

A mask mandate for Summer Learning Camps was board approved on May 13, 2021. Masks were required in all classroom and non-classroom settings, including hallways, school offices, restrooms, gyms, auditoriums, etc.

On August 6th, the Governor declared an Executive Order that any student's parent or guardian shall have the right to opt out of wearing a face covering at school, on a school bus, or at any other school functions. HCS is in compliance with this order. Masks are optional for all students.

On August 16th, the HCS Cabinet met to discuss COVID-19 with the resurgence of the pandemic. The cabinet discussed whether staff should use their sick days for COVID or COVID quarantining. The Cabinet is still in discussion and will soon let staff know this procedure soon.

-physical distancing (e.g., use of cohorts/podding)

In all schools, students should be at least 3 feet apart in classrooms/non-classroom settings and using podding to the extent possible.

-hand washing and respiratory etiquette

HCS staff will continue to teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.

-cleaning and maintaining healthy facilities

HCS will continue to regularly clean high touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets) within the school and on school buses at least daily or between use as much as possible. HCS has removed all water fountains and replaced with water filling stations. HCS will weekly use the Clorox 360 deep sanitation system. Battery operated sanitation sprayers will be used daily. HCS will continue to provide alcohol wipes, disinfectant wipes, and disinfectant spray within the school, every classroom, and on school buses.

-improving ventilation

HCS will ensure heating, ventilation, and air conditioning (HVAC) settings are maximizing ventilation through replacing HVAC when needed and will include adding bipolar ionization in the HVAC system.

-contact tracing in combination with isolation and quarantine

When the office personnel receive a call about a positive student the message is given immediately to the school nurse and the coordinated school health director. There is a spreadsheet that is shared between the CSH director and 2 nurses that is immediately updated with positive student name and info as well as any contacts. (This is just for our personal records and to help keep track) The office personnel at each school takes care of contacting parents of any students who need to quarantine. Student are isolated until a parent/guardian can pick them up. The CSH director then completes a spreadsheet provided by the health department. On this sheet, the CSH director provides name, contact number, parent/guardian name, contact date, contact location, and city/state for the case and all contacts. This form is then sent to the health department and they are responsible for contacting close contacts and providing quarantine and isolation protocols to the families. When cases are identified, schools supply a list of identified close contacts, seating charts and rosters including bus, classroom, lunchroom, and athletics settings with parental contact information.

-efforts to provide vaccinations to educators, other staff, and students, if eligible

HCS implemented the following efforts: When the vaccine first became available for teachers, the CSH director made sign-up sheets for each of the 3 schools in HCS to see who all was interested in receiving the vaccine. Once the vaccine was available the health department sent a link to the CSH director that was then sent out to all HCS teachers and staff. This link, once clicked on, allowed the teachers/staff to sign up for the vaccine. HCS continues to encourage staff to get vaccinated.

-appropriate accommodations for children with disabilities with respect to health and safety policies

HCS provides an additional nurse to assist in supporting student health and well-being for students. Special populations are closely monitored as indicated through IEP and 504 plans.

**Continuity of Services Plan**

1. How will the LEA 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.

Below are the survey results that have driven our decision-making process for the traditional HCS safe return to in-person learning. We will continue to provide sanitation supplies for the 2021-2022 school year, as teachers, parents, students and staff indicated these resources should be provided for students and staff. Continuity of services for HCS to address students' academic needs and students' and staff's social, emotional, mental health, and other needs will be monitored and updated every six months. We are providing additional supports for academic needs through accelerated learning and learning loss strategies. We are requesting two additional social workers so that each building would have their own social worker in our ESSER 3.0 proposal, as well as, the addition of a District Licensed Counselor and the continuation of our Family Engagement Coordinator/Parent Liaison.

**HCS Safe Return to In-Person (Teacher Surveys)**

1. Masks should be required for teachers and students. 24% Yes /76% No
2. Students should maintain 3 feet of social distancing in all settings. 56% Yes/ 44% No
3. Teachers should continue to wipe off materials and desks daily. 86% Yes/ 14% No
4. Clorox 360 machine should be used weekly. 79% Yes/ 21% No
5. Battery operated sanitation sprayers should be used daily. 64% Yes/ 36% No
6. Germ-x should be provided for all staff and students. 100% Yes
7. Masks should be provided for all staff and students. 58% Yes /42% No
8. Alcohol wipes should be provided for all staff and students. 96% Yes/ 4% No
9. Disinfectant spray should be provided for all staff. 94% Yes /6% No
10. Face shields should be provided for all staff. 36% Yes/ 64% No
11. Daily temperature checks for all students and staff. 57% Yes/ 23% No
12. Infrared thermometers provided for each school. 78% Yes/ 22% No
13. Maintain temperature logs for all staff and students. 43% Yes/ 56% No

**HCS Safe Return to In-Person (Parent Surveys)(Collected during Listening & Learning Tours)**

1. Masks should be required for teachers and students. 87% Yes/ 13% No
2. Students should maintain 3 feet of social distancing in all settings. 87% Yes/ 13% No
3. Teachers should continue to wipe off materials and desks daily. 100% Yes
4. Clorox 360 machine should be used weekly. 100% Yes
5. Battery operated sanitation sprayers should be used daily. 100% Yes
6. Germ-x should be provided for all staff and students. 100% Yes
7. Masks should be provided for all staff and students. 100% Yes
8. Alcohol wipes should be provided for all staff and students. 100% Yes
9. Disinfectant spray should be provided for all staff. 100% Yes
10. Face shields should be provided for all staff. 80% Yes/ 20% No
11. Daily temperature checks for all students and staff. 80% Yes/ 20% No
12. Infrared thermometers provided for each school. 93% Yes/ 7% No
13. Maintain temperature logs for all staff and students. 67% Yes/ 33% No

**HCS Safe Return to In-Person (Student Surveys)(Collected during Student Committee Meetings)**

1. Masks should be required for teachers and students. 69% Yes/ 31% No
2. Students should maintain 3 feet of social distancing in all settings. 48% Yes/ 52% No
3. Teachers should continue to wipe off materials and desks daily. 94% Yes/ 6% No
4. Clorox 360 machine should be used weekly. 86% Yes/ 14% No
5. Battery operated sanitation sprayers should be used daily. 89% Yes/ 11% No
6. Germ-x should be provided for all staff and students. 93% Yes/ 7% No
7. Masks should be provided for all staff and students. 86% Yes/ 14% No
8. Alcohol wipes should be provided for all staff and students. 88% Yes/ 12% No
9. Disinfectant spray should be provided for all staff. 90% Yes/ 10% No
10. Face shields should be provided for all staff. 42% Yes/ 58% No
11. Daily temperature checks for all students and staff. 76% Yes/ 24% No
12. Infrared thermometers provided for each school. 68% Yes/ 32% No
13. Maintain temperature logs for all staff and students. 68% Yes/ 32% No

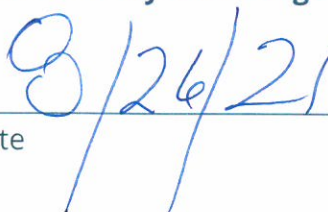
**The LEA confirms that the following grade levels for all public schools (including charter schools, if applicable) have an in-person option available for all students in the LEA**  
(please do not check and write N/A if the LEA or charter school does not serve that grade level):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Kindergarten, as of <u>July 29, 2021</u> | <input checked="" type="checkbox"/> 7th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 1st grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 8th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 2nd grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 9th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 3rd grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 10th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 4th grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 11th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 5th grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 12th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 6th grade, as of <u>July 29, 2021</u>    |  |

**I assure that the above information is true and correct, to the best of my knowledge.**



Director of Schools Signature



Date

**Dr. Janice Epperson**

Director of Schools (printed)

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

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

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund was announced under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP 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 thirty (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 interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format. 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.

LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services 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. All revisions must include an explanation and rationale of why the revisions were made.

LEA Name:

Humboldt City Schools

Plan Date:

8/26/21

**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.

The Federal Programs/ESSER Department administered an ESSER survey for all certified employees. The survey polled teachers on what resources or practices they would like to see implemented through ESSER allocations. The survey results were shared with the District Leadership Team. Results were also shared with the ESSER 2.0 Committee on March 2, 2021. The second committee meeting took place on May 10, 2021. The ESSER 2.0 Committee has representation from the following populations: students, parents, school and district administrators, teachers and community members. On May 21st HCS sent out another staff-wide Safe Return to In-Person Instruction and ESSER 3.0 survey. The ESSER Director shared a PowerPoint and ESSER Spending plan for public review and comment. This PowerPoint contains a sampling of what types of activities are allowable/unallowable. A public survey link and QR code was shared on the website as well. The ESSER 3.0 Committee met on June 2, 2021 and discussed our analyzed survey results and open feedback. The Federal Programs/ESSER Department also debriefs updates and information through newsletters. The newsletters inform the committee members as to what and when funded activities occur for all TDOE approved applications. The Federal Programs/ESSER Department also keeps an open line of correspondence through emails and Office Hours for the ESSER funding plan. The Federal Programs Director attended all Open Houses, July 27th, 29th, and August 10th setting up an ESSER 3.0 booth. The director spoke to multiple families and passed out surveys again. The Director of Schools had an ESSER discussion at our Opening Day In-service on July 23rd, that included all staff, the mayor, United Way, Leader's Credit Union, and Tyson Foods. Tyson Foods and Wall Street Grill employees provided door prizes and completed ESSER 3.0 surveys. On August 3rd, all new teachers enjoyed a Cold Brew Coffee Event where ESSER 3.0 was discussed with all new teachers & each participant completed a survey. On August 9th, HCS hosted a Listening and Learning tour for Humboldt Families and the community for an ESSER 3.0 discussion and feedback. On August 20th, HCS presented an ESSER 3.0 discussion with the Humboldt Rotary Organization. On August 21, 2021 a HCS representative attended the local church, Higher Ground Assembly, and spoke about ESSER and distributed the HCS Spending Plan and the Safe Return to In-Person survey. On August 23, 2021 Humboldt City Schools hosted a Family First Workshop. Speakers addressed our student population with options for a successful career that doesn't necessarily involve a four year college. HCS held a Maneuvering through COVID webinar for the Humboldt community on August 24th. The panel featured the Mayor, the Director of Schools, the Coordinated School Health Director, the Food Service Director, HCS Nurses, and the Federal Programs Director/ESSER Director. The webinar was officiated at 12:00 p.m. & 6:00 p.m. On August 24th, at 9:00 a.m. the District Safety Committee met and discussed Safety & ESSER and how the two were related. Funding ideas and safety procedures were discussed. We are seeing consistent results that our community, our families and local civic organizations feel that we should provide masks for students and staff, maintain three (3) feet of social distancing, teachers should continue to wipe off materials and desks, continue the use of our Clorox 360 machine, continue the use of battery-operated sanitation sprayers, provide hand sanitizer for students and staff, provide masks for all, provide alcohol wipes for all, continue to provide disinfectant spray, face shields, infrared thermometers, and feel that HCS staff should conduct temperature checks. Our local civic organizations that offered meaningful feedback include the Boys & Girls Club, Headstart, Court Appointed Special Advocates (CASA), Humboldt Rotary, and Stigall Museum. HCS also received meaningful feedback from local merchants including; Tyson Foods, Wall Street Grill and Click 1. Many local Rotarians indicated that masks and face shields should be optional (50%) and (54%) respectfully.

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

Stakeholder feedback was shared at committee meetings and cabinet meetings. Newsletters were shared with all stakeholders reporting all feedback and survey results. Leadership staff discussed all the public feedback and planned accordingly. There was a high volume of stakeholder concerns for COVID-19 preventative strategies. Acting accordingly with this feedback HCS focused once again on providing PPE for all students and staff. Many stakeholders indicated there should be an intensive focus on mental health. As a result HCS is requesting social workers, District Licensed Counselor and a Family Engagement Coordinator/Parent Liaison and a Communications Director as supports for whole child development and positive promotion of mental health for our students and staff. Looking at the student survey, 48% of students felt that "Students should maintain 3 feet of social distancing in all settings." That is less than half of the students surveyed. That reveals that students are ready for a traditional school experience and that they are affected mentally. Many staff members felt they should receive hazard pay for the additional work load causing enduring stress. HCS did provide hazard pay for all employees for their additional work load beyond the scope of their traditional job duties. Families indicated they needed student devices and Internet services. This is provided in our proposal. Addressing learning loss was a consistent theme among stakeholder feedback. HCS exceeded the 20% set-aside for learning loss requirement. The 20% learning loss requirement is \$887,057.12. HCS budgeted \$1,041,327.56 for learning loss initiatives.

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

The Federal Programs/ESSER Department administered an ESSER survey for all certified employees. The survey polled teachers on what resources or practices they would like to see implemented through ESSER allocations. The survey results were shared with the District Leadership Team. Results were also shared with the ESSER 2.0 Committee on March 2, 2021. The second committee meeting took place on May 10, 2021. The ESSER 2.0 Committee has representation from the following populations: students, parents, school and district administrators, teachers and community members. On May 21st HCS sent out another staff-wide Safe Return to In-Person Instruction and ESSER 3.0 survey. The ESSER Director shared a PowerPoint and ESSER Spending plan for public review and comment. This PowerPoint contains a sampling of what types of activities are allowable/unallowable. A public survey link and QR code was shared on the website as well. The ESSER 3.0 Committee met on June 2, 2021 and discussed our analyzed survey results and open feedback. The Federal Programs/ESSER Department also debriefs updates and information through newsletters. The newsletters inform the committee members as to what and when funded activities occur for all TDOE approved applications. The Federal Programs/ESSER Department also keeps an open line of correspondence through emails and Office Hours for the ESSER funding plan. The Federal Programs Director attended all Open Houses, July 27th, 29th, and August 10th setting up an ESSER 3.0 booth. The director spoke to multiple families and passed out surveys again. The Director of Schools had an ESSER discussion at our Opening Day In-service on July 23rd, that included all staff, the mayor, United Way, Leader's Credit Union, and Tyson Foods. Tyson Foods and Wall Street Grill employees provided door prizes and completed ESSER 3.0 surveys. On August 3rd, all new teachers enjoyed a Cold Brew Coffee Event where ESSER 3.0 was discussed with all new teachers & each participant completed a survey. On August 9th, HCS hosted a Listening and Learning tour for Humboldt Families and the community for an ESSER 3.0 discussion and feedback. On August 20th, HCS presented an ESSER 3.0 discussion with the Humboldt Rotary Organization. On August 21, 2021 a HCS representative attended the local church, Higher Ground Assembly, and spoke about ESSER and distributed the HCS Spending Plan and the Safe Return to In-Person survey. On August 23, 2021 Humboldt City Schools hosted a Family First Workshop. Speakers addressed our student population with options for a successful career that doesn't necessarily involve a four year college. HCS held a Maneuvering through COVID webinar for the Humboldt community on August 24th. The panel featured the Mayor, the Director of Schools, the Coordinated School Health Director, the Food Service Director, HCS Nurses, and the Federal Programs Director/ESSER Director. The webinar was officiated at 12:00 p.m. & 6:00 p.m. On August 24th, at 9:00 a.m. the District Safety Committee met and discussed Safety & ESSER and how the two were related. Funding ideas and safety procedures were discussed. We are seeing consistent results that our community, our families and local civic organizations feel that we should provide masks for students and staff, maintain three (3) feet of social distancing, teachers should continue to wipe off materials and desks, continue the use of our Clorox 360 machine, continue the use of battery-operated sanitation sprayers, provide hand sanitizer for students and staff, provide masks for all, provide alcohol wipes for all, continue to provide disinfectant spray, face shields, infrared thermometers, and feel that HCS staff should conduct temperature checks. Our local civic organizations that offered meaningful feedback include the Boys & Girls Club, Headstart, Court Appointed Special Advocates (CASA), Humboldt Rotary, and Stigall Museum. HCS also received meaningful feedback from local merchants including; Tyson Foods, Wall Street Grill and Click 1. Many local Rotarians indicated that masks and face shields should be optional (50%) and (54%) respectfully.

## Additionally:

- Multiple team members tabulated survey information
- Multiple Leadership Members discussed public feedback, survey results and discussed every aspect of COVID prevention
- Newsletters were shared with all stakeholders
- Team members shared big Ideas on chart paper during planning meetings
- Multiple department meetings
- Committee Meetings
- ESSER Office Hours
- Social Media
- Construction walks
- Nurse feedback
- Coordinated School Health Reports
- Email Correspondence
- Health Department Updates

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

Initial surveys were analyzed and feedback was shared during the June 2, 2021, ESSER Committee Meeting.

## ESSER Spending Plan Survey Results (1-8 Rating System for Funding Options)

1. Addressing Learning Loss (summer school, tutoring by interventionists, social workers)
2. Purchasing Educational Technology (smart TVs, air tames, additional technology support)
3. Providing Mental Health Supports (additional nurse for health and well being, social workers, hazard pay for staff)
4. Addressing Learning Acceleration (tutoring by interventionists, internet services for students, supplemental materials, educational software)
5. Addressing Facility Needs and Deferred Maintenance (bio-ionization added to HVAC mitigating the COVID-19 pandemic)
6. School Facility Repairs (library renovation, new furniture, removing water fountains)
7. Addressing the Unique Needs of Special Populations (expanding EL and IDEA services)
8. Professional Development (learning loss/acceleration strategies, stipends for PD)

On-going meetings were held considering all stakeholder feedback.

## Additionally:

- Multiple team members tabulated survey information
- Multiple Leadership Members discussed public feedback, survey results and discussed every aspect of COVID prevention
- Newsletters were shared with all stakeholders
- Team members shared big Ideas on chart paper during planning meetings
- Multiple department meetings
- Committee Meetings
- ESSER Office Hours
- Social Media
- Construction walks
- Nurse feedback
- Coordinated School Health Reports
- Email Correspondence
- Health Department Updates

Open feedback included working technology and technical assistance (Discussion of additional technology support for teachers), more reliable internet and connectivity for students to use on/off campus (Discussion on continuing wifi services), and hazard pay (Discussion about additional workload for all teachers and staff and supporting the employees with a generous bonus reflective of their additional time spent on student learning during the pandemic).

Stakeholder feedback was shared at committee meetings and cabinet meetings. Newsletters were shared with all stakeholders reporting all feedback and survey results. Leadership staff discussed all the public feedback and planned accordingly. There was a high volume of stakeholder concerns for COVID-19 preventative strategies. Acting accordingly with this feedback HCS focused once again on providing PPE for all students and staff. Many stakeholders indicated there should be an intensive focus on mental health. As a result HCS is requesting social workers, District Licensed Counselor and a Family Engagement Coordinator/Parent Liaison and a Communications Director as supports for whole child development and positive promotion of mental health for our students and staff. Many staff members felt they should receive hazard pay for the additional work load causing enduring stress. HCS did provide hazard pay for all employees for their additional work load beyond the scope of their traditional job duties. Families indicated they needed student devices and internet services. This is provided in our proposal. Addressing learning loss was a consistent theme among stakeholder feedback. HCS exceeded the 20% set-aside for learning loss requirement. The 20% learning loss requirement is \$887,057.12. HCS budgeted \$1,041,327.56 for learning loss initiatives.

**Safe Return to In-Person Instruction**

1. 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.

HCS has adopted policies on each of the following health and safety strategies:

- universal and correct wearing of masks

A mask mandate for Summer Learning Camps was board approved on May 13, 2021. Masks were required in all classroom and non-classroom settings, including hallways, school offices, restrooms, gyms, auditoriums, etc.

On August 6th, the Governor declared an Executive Order that any student's parent or guardian shall have the right to opt out of wearing a face covering at school, on a school bus, or at any other school functions. HCS is in compliance with this order. Masks are optional for all students.

On August 16th, the HCS Cabinet met to discuss COVID-19 with the resurgence of the pandemic. The cabinet discussed whether staff should use their sick days for COVID or COVID quarantining. The Cabinet is still in discussion and will soon let staff know this procedure soon.

-physical distancing (e.g., use of cohorts/podding)

In all schools, students should be at least 3 feet apart in classrooms/non-classroom settings and using podding to the extent possible.

-hand washing and respiratory etiquette

HCS staff will continue to teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students, teachers, and staff. If handwashing is not possible, hand sanitizer containing at least 60% alcohol should be used.

-cleaning and maintaining healthy facilities

HCS will continue to regularly clean high touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets) within the school and on school buses at least daily or between use as much as possible. HCS has removed all water fountains and replaced with water filling stations. HCS will weekly use the Clorox 360 deep sanitation system. Battery operated sanitation sprayers will be used daily. HCS will continue to provide alcohol wipes, disinfectant wipes, and disinfectant spray within the school, every classroom, and on school buses.

-improving ventilation

HCS will ensure heating, ventilation, and air conditioning (HVAC) settings are maximizing ventilation through replacing HVAC when needed and will include adding bipolar ionization in the HVAC system.

-contact tracing in combination with isolation and quarantine

When the office personnel receive a call about a positive student the message is given immediately to the school nurse and the coordinated school health director. There is a spreadsheet that is shared between the CSH director and 2 nurses that is immediately updated with positive student name and info as well as any contacts. (This is just for our personal records and to help keep track) The office personnel at each school takes care of contacting parents of any students who need to quarantine. Student are isolated until a parent/guardian can pick them up. The CSH director then completes a spreadsheet provided by the health department. On this sheet, the CSH director provides name, contact number, parent/guardian name, contact date, contact location, and city/state for the case and all contacts. This form is then sent to the health department and they are responsible for contacting close contacts and providing quarantine and isolation protocols to the families. When cases are identified, schools supply a list of identified close contacts, seating charts and rosters including bus, classroom, lunchroom, and athletics settings with parental contact information.

-efforts to provide vaccinations to educators, other staff, and students, if eligible

HCS implemented the following efforts: When the vaccine first became available for teachers, the CSH director made sign-up sheets for each of the 3 schools in HCS to see who all was interested in receiving the vaccine. Once the vaccine was available the health department sent a link to the CSH director that was then sent out to all HCS teachers and staff. This link, once clicked on, allowed the teachers/staff to sign up for the vaccine. HCS continues to encourage staff to get vaccinated.

-appropriate accommodations for children with disabilities with respect to health and safety policies

HCS provides an additional nurse to assist in supporting student health and well-being for students. Special populations are closely monitored as indicated through IEP and 504 plans.

**Continuity of Services Plan**

1. How will the LEA 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.

Below are the survey results that have driven our decision-making process for the traditional HCS safe return to in-person learning. We will continue to provide sanitation supplies for the 2021-2022 school year, as teachers, parents, students and staff indicated these resources should be provided for students and staff. Continuity of services for HCS to address students' academic needs and students' and staff's social, emotional, mental health, and other needs will be monitored and updated every six months. We are providing additional supports for academic needs through accelerated learning and learning loss strategies. We are requesting two additional social workers so that each building would have their own social worker in our ESSER 3.0 proposal, as well as, the addition of a District Licensed Counselor and the continuation of our Family Engagement Coordinator/Parent Liaison.

**HCS Safe Return to In-Person (Teacher Surveys)**

1. Masks should be required for teachers and students. 24% Yes /76% No
2. Students should maintain 3 feet of social distancing in all settings. 56% Yes/ 44% No
3. Teachers should continue to wipe off materials and desks daily. 86% Yes/ 14% No
4. Clorox 360 machine should be used weekly. 79% Yes/ 21% No
5. Battery operated sanitation sprayers should be used daily. 64% Yes/ 36% No
6. Germ-x should be provided for all staff and students. 100% Yes
7. Masks should be provided for all staff and students. 58% Yes /42% No
8. Alcohol wipes should be provided for all staff and students. 96% Yes/ 4% No
9. Disinfectant spray should be provided for all staff. 94% Yes /6% No
10. Face shields should be provided for all staff. 36% Yes/ 64% No
11. Daily temperature checks for all students and staff. 57% Yes/ 23% No
12. Infrared thermometers provided for each school. 78% Yes/ 22% No
13. Maintain temperature logs for all staff and students. 43% Yes/ 56% No

**HCS Safe Return to In-Person (Parent Surveys)(Collected during Listening & Learning Tours)**

1. Masks should be required for teachers and students. 87% Yes/ 13% No
2. Students should maintain 3 feet of social distancing in all settings. 87% Yes/ 13% No
3. Teachers should continue to wipe off materials and desks daily. 100% Yes
4. Clorox 360 machine should be used weekly. 100% Yes
5. Battery operated sanitation sprayers should be used daily. 100% Yes
6. Germ-x should be provided for all staff and students. 100% Yes
7. Masks should be provided for all staff and students. 100% Yes
8. Alcohol wipes should be provided for all staff and students. 100% Yes
9. Disinfectant spray should be provided for all staff. 100% Yes
10. Face shields should be provided for all staff. 80% Yes/ 20% No
11. Daily temperature checks for all students and staff. 80% Yes/ 20% No
12. Infrared thermometers provided for each school. 93% Yes/ 7% No
13. Maintain temperature logs for all staff and students. 67% Yes/ 33% No

**HCS Safe Return to In-Person (Student Surveys)(Collected during Student Committee Meetings)**

1. Masks should be required for teachers and students. 69% Yes/ 31% No
2. Students should maintain 3 feet of social distancing in all settings. 48% Yes/ 52% No
3. Teachers should continue to wipe off materials and desks daily. 94% Yes/ 6% No
4. Clorox 360 machine should be used weekly. 86% Yes/ 14% No
5. Battery operated sanitation sprayers should be used daily. 89% Yes/ 11% No
6. Germ-x should be provided for all staff and students. 93% Yes/ 7% No
7. Masks should be provided for all staff and students. 86% Yes/ 14% No
8. Alcohol wipes should be provided for all staff and students. 88% Yes/ 12% No
9. Disinfectant spray should be provided for all staff. 90% Yes/ 10% No
10. Face shields should be provided for all staff. 42% Yes/ 58% No
11. Daily temperature checks for all students and staff. 76% Yes/ 24% No
12. Infrared thermometers provided for each school. 68% Yes/ 32% No
13. Maintain temperature logs for all staff and students. 68% Yes/ 32% No

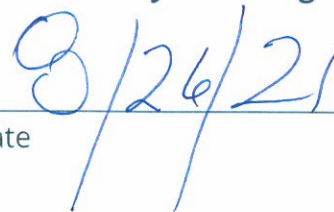
**The LEA confirms that the following grade levels for all public schools (including charter schools, if applicable) have an in-person option available for all students in the LEA**  
(please do not check and write N/A if the LEA or charter school does not serve that grade level):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Kindergarten, as of <u>July 29, 2021</u> | <input checked="" type="checkbox"/> 7th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 1st grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 8th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 2nd grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 9th grade, as of <u>July 29, 2021</u>  |
| <input checked="" type="checkbox"/> 3rd grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 10th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 4th grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 11th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 5th grade, as of <u>July 29, 2021</u>    | <input checked="" type="checkbox"/> 12th grade, as of <u>July 29, 2021</u> |
| <input checked="" type="checkbox"/> 6th grade, as of <u>July 29, 2021</u>    |  |

**I assure that the above information is true and correct, to the best of my knowledge.**



Director of Schools Signature



Date

**Dr. Janice Epperson**

Director of Schools (printed)

# Humboldt City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Transfers Within the System</b>	Descriptor Code: <b>6.206</b>	Issued Date:
		Rescinds:	Issued:

## 1 *General*<sup>1</sup>

2 Each year, the Director of Schools/designee shall review the number of spaces available in each school  
3 by grade, class, and program levels. This information shall be posted on the district's website along with  
4 the dates of the district's open enrollment period. The open enrollment period shall last for thirty (30)  
5 days and information about the number of seats available shall be posted for at least fourteen (14) days  
6 prior. The Director of Schools/designee shall reserve a reasonable number of enrollment spaces at each  
7 school to account for the enrollment of zoned students, siblings of students, and students who have a  
8 parent/guardian employed at the school.<sup>2</sup>

9 During the district's open enrollment period each year, a parent/guardian may request that his/her child  
10 attend a school within the district other than the one to which the child is zoned. The Director of  
11 Schools/designee shall review such requests, and if adequate space is available, grant such transfers. If  
12 the number of requests exceeds the number of available spaces, the Director of Schools/designee shall  
13 implement a lottery to fill the available spaces.

14 The open enrollment process shall be completed before other nonresident transfers are approved.

## 15 **POST ENROLLMENT**<sup>1</sup>

16 Once accepted, the student shall provide his/her own transportation to and from the school. The student  
17 must maintain satisfactory attendance, behavior, and effort to remain in the new school.

## 18 **CHANGE IN RESIDENCE**<sup>1</sup>

19 Students whose families transfer their residence to another school area after the first month of school  
20 may complete the school year at their former school. Students who present evidence that they will move  
21 during the school year and who desire to enroll in a new school in the new area may do so with prior  
22 written request for a change of school area.

23 **[NOTE: Not effective in the event of a federally mandated desegregation order.]**<sup>3</sup>

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### Legal References

1. TCA 49-2-128
2. TCA 49-6-3113
3. 34 C.F.R. § 100.4

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### Cross References

Student Assignments 6.205  
Homeless Students 6.503  
Students in Foster Care 6.505

Resignations

Brittany Flowers - East 2<sup>nd</sup> Grade

Termination

Maya Thornton – HJSHS English

New Hires

Syreeta Herron - East Special Ed. Asst.

In-system Transfers

Nikki McClanahan – East Special Ed. Asst. to Title Ed. Asst.