

**School Board Meeting**  
**October 19, 2023 5:30 PM**  
**HJSHS Library**

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. September 2023 Bills
  - B. September 2023 Financial Report
  - C. September 7, 2023 Regular Board Meeting
- IV. Agenda Approval
- V. Regular Agenda
  - A. Superintendent's Evaluation Report
  - B. ESSER 3.0 Plans
  - C. TISA Accountability (template)
  - D. Board Policy Updates - 2nd Reading
    - 1. 4.700 Testing Programs
    - 2. 6.402 Physical Examinations and Immunizations
  - E. Superintendent's Report
    - 1. Personnel Report
  - F. Public Comment

"Individuals speaking to the Board shall address remarks to the chairman and may direct questions to individual board members or staff members only upon approval of the chairman. Each person speaking shall state his/her name, address (must be a resident of Humboldt, TN), and subject of presentation. Remarks will be limited to five (5) minutes unless time is extended by the Board." **The School Board cannot take action on input/request(s), but the School Board may place an item on the agenda of a subsequent meeting for action by notifying School Board Chair, Ms. Valeria Smith-Wedley at [vswedley@icloud.com](mailto:vswedley@icloud.com).**

- VI. Adjournment

**School Board Meeting**

September 7, 2023 5:30 PM  
HJSHS Library

Attendance Taken at 5:30 PM.

Rev. Mark Hodge: Present  
Mr. Terry Johnson: Absent  
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. Consent Agenda**

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

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Absent  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 4, Nay: 0, Absent: 1

**A. August 2023 Bills**

**B. August 2023 Financial Report**

**C. August 10, 2023 Regular Board Meeting**

**IV. 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: Absent  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 4, Nay: 0, Absent: 1

**V. Regular Agenda**

**A. TSBA Superintendent Evaluation Instrument**

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

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Absent

Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 4, Nay: 0, Absent: 1

**B. Board Policy Update - 1st Reading**

The following policy was presented for the first reading.

**1. 4.700 Testing Programs**

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

**Motion passed:** Motion to table Policy 6.402 for further clarification passed with a motion by Rev. Mark Hodge and a second by Mr. Wayne McLemore.

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Absent  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 4, Nay: 0, Absent: 1

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

Rev. Mark Hodge: Yea  
Mr. Terry Johnson: Absent  
Mr. Wayne McLemore: Yea  
Mr. Leon McNeal: Yea  
Ms. Valeria Wedley: Yea  
Yea: 4, Nay: 0, Absent: 1

1. 1.102 Board Members
2. 1.106 Code of Ethics
3. 1.400 School Board Meetings
4. 1.402 Notification of Meetings
5. 1.404 Appeals to and Appearances Before the Board
6. 3.202 Emergency Preparedness Plan
7. 3.205 Security
8. 4.204 Summer Instructional Programs
9. 4.300 Extracurricular Activities
10. 6.4001 Student Surveys, Analyses, and Evaluations
11. 6.402 Physical Examinations and Immunizations
12. 4.403 Library Materials
13. 5.106 Application and Employment
14. 5.119 Employment of Retirees
15. 5.305 Family Medical Leave
16. 5.307 Physical Assault Leave
17. 5.600 Staff Rights & Responsibilities
18. 6.202 Home Schools
19. 6.300 Code of Conduct
20. 6.309 Zero Tolerance Offenses
21. 6.319 Alternative Education

**D. Superintendent's Report**

- Chronic Absenteeism
- August Attendance & Discipline Data
- TVASS (Growth) Composite - District
- School Accountability
- Achievement (TCAP & EOC Scores) Appeals to DOE
- BlueCross BlueShield Healthy Place Grant
- Stanley Black & Decker Grow the Trades Grant
- Portrait of a Viking Graduate Timeline

**1. Personnel Report**

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

**I. Public Comment**

"Individuals speaking to the Board shall address remarks to the chairman and may direct questions to individual board members or staff members only upon approval of the chairman. Each person speaking shall state his/her name, address (must be a resident of Humboldt, TN), and subject of presentation. Remarks will be limited to five (5) minutes unless time is extended by the Board." The School Board cannot take action on input/request(s), but the School Board may place an item on the agenda of a subsequent meeting for action by notifying School Board Chair, Ms. Valeria Smith-Wedley at [vswedley@icloud.com](mailto:vswedley@icloud.com).

**VI. Adjournment**

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

- Rev. Mark Hodge: Yea
- Mr. Terry Johnson: Absent
- Mr. Wayne McLemore: Yea
- Mr. Leon McNeal: Yea
- Ms. Valeria Wedley: Yea
- Yea: 4, Nay: 0, Absent: 1

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Valeria Smith-Wedley, Chairman Date

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Dr. Janice Epperson, Superintendent Date



# **Humboldt City Schools Director of Schools Evaluation Results**

**Valeria Smith-Wedley, Chairman  
Rev. Mark Hodge  
Terry Johnson  
Wayne McLemore  
Leon McNeal**

**October 2023**

## 2023 Humboldt Director of Schools Overall Evaluation Score

### Performance Evaluation:

Appendix A: Administrator Survey 4.04

Appendix B: Board Observational Data 3.88

**Overall Evaluation Score: 3.96**

2023 Humboldt Director of Schools Evaluation Results		
Evaluation Numbers	Appendix A - Administrators' Perceptions of Director's Performance	Rating Out of 5
1	The director develops clear expectations.	4.00
2	The director models good communication skills.	3.44
3	The director is knowledgeable about the curriculum.	4.00
4	The director ensures that funds are spent wisely.	3.89
5	The director holds me accountable for my job responsibilities.	4.67
6	The director supports professional learning activities for teachers and administrators.	4.11
7	The director maintains positive relationships with administrators.	3.89
8	The director enforces board policy in a fair and consistent manner.	4.33
9	The director ensures the safety of students and school personnel.	4.00
10	The director administers the schools in accordance with state laws.	4.22
11	The director has an effective plan to recruit effective employees.	3.44
12	The director takes an active leadership role in the instructional improvement.	4.22
13	The director evaluates my performance in a fair and consistent manner.	4.25
14	The director interacts effectively with system employees.	3.89
15	The director is accessible to administrators.	4.56
16	The director develops good staff morale and loyalty to the system.	3.67
17	The director works effectively with the school board.	4.78
18	The director involves administrators as much as possible in decision-making.	3.67
19	The director listens to suggestions from the administrative staff.	3.78
20	The director demonstrates a caring attitude.	3.89
Administrator Survey Average:		4.04

2023 Humboldt Director of Schools Results		
Evaluation Numbers	Appendix B - Board Observational Data	Rating Out of 5
	<b>BOARD RELATIONSHIPS: Goal 1</b>	
1.1	Keeps all board members informed on issues, needs and operation of the school system.	4.00
1.2	Keeps board informed of employment, promotion, and dismissal of personnel.	3.60
1.3	Has a harmonious relationship with the board.	4.40
1.4	Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.	4.40
1.5	Maintains a high degree of understanding and respect between staff and the board.	3.60
1.6	Interprets and executes the intent of board policy.	4.00
1.7	Seeks and accepts constructive criticism of work.	4.00
1.8	Supports board policy and actions to the public and staff.	4.30
1.9	Remains impartial toward the board, treating all board members alike.	4.00
1.10	Refrains from criticism of individual or group members of the board.	4.00
1.11	Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such difference immediately.	3.60
1.12	Bases position with regard to matters discussed by the board upon principle, and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time the superintendent supports the decision of the board, as long as he/she remains in its employ.	4.00
	<b>Average</b>	<b>3.99</b>

2023 Humboldt Director of Schools Results		
	<b>COMMUNITY RELATIONSHIPS: Goal 2</b>	
2.1	Is an effective spokesperson for the school system.	4.40
2.2	Models the highest professional standards to the community.	4.20
2.3	Builds public support for the school district.	4.60
2.4	Develops cooperative relationships with the news media.	3.20
2.5	Works effectively with public and private agencies.	4.20
2.6	Uses information about family and community concerns, expectations, and needs regularly.	4.20
2.7	Secures available community resources to help the school district solve problems and achieve goals.	4.40
2.8	Establish partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals.	4.20
2.9	Treats community stakeholders equitably.	4.00
2.10	Recognizes and values diversity.	3.40
2.11	Uses public resources and funds appropriately and wisely.	4.00
2.12	Models community collaboration for staff.	4.00
2.13	Encourages parental involvement.	4.60
	<b>Average</b>	<b>4.11</b>

2023 Humboldt Director of Schools Results		
	<b>STAFF AND PERSONNEL RELATIONSHIPS: Goal 3</b>	
3.1	Develops good staff morale and loyalty to the system.	3.60
3.2	Treats all personnel fairly.	3.25
3.3	Delegates authority to staff members appropriately.	3.60
3.4	Recruits and assigns the best available personnel.	3.60
3.5	Organizes a planned program of staff evaluation.	3.00
3.6	Offers professional development that is focused on student learning consistent with the school districts vision and goals.	4.20
3.7	Considers diversity in developing learning experiences.	3.60
3.8	Uses technologies in teaching and learning.	3.80
	<b>Average</b>	<b>3.58</b>

2023 Humboldt Director of Schools Results		
	<b>FACILITIES AND FINANCE: Goal 4</b>	
4.1	Demonstrates knowledge of school facilities and develops a process that builds support for buildings' needs.	4.00
4.2	Ensures the maintenance of school property and the safety of personnel and property.	4.00
4.3	Provides accurate and timely reports to the board on the financial condition of the school system.	4.40
4.4	Ensures that expenditures are within the limits approved by the board.	3.20
4.5	Evaluates financial needs and makes recommendations for adequate financing.	4.20
4.6	Ensures that the school plant, equipment and support systems operate safely, efficiently, and effectively.	4.20
4.7	Uses technology effectively to manage school operations.	4.20
4.8	Manages fiscal resources of the school responsibly, efficiently, and effectively.	3.40
4.9	Creates and maintains a safe, clean, and aesthetically pleasing environment at all schools.	4.00
	<b>Average</b>	<b>3.96</b>

2023 Humboldt Director of Schools Results		
	<b>VISION: Goal 5</b>	
5.1	Works effectively with board, staff, and community to develop long- range strategic plans.	4.40
5.2	Keeps board and community informed of progress towards long- range goals.	3.80
5.3	Facilitates a community informed of progress towards long-range plans.	4.20
5.4	Clearly articulates system's vision, mission and priorities to community and media.	4.20
5.5	Inspires others to achieve the vision of the school system.	4.20
5.6	Recognizes and celebrates the contributions of school community members to the realization of the vision.	4.20
5.7	Ensures that the vision shapes the educational programs, plans, and activities.	4.00
5.8	Uses assessment data related to student learning to develop the school district vision and goals.	3.80
5.9	Uses relevant demographic data pertaining to students and their families in developing the school district mission and goals.	4.20
5.10	Seeks and obtains needed resources to support the implementation of the school district mission and goals.	4.00
5.11	Monitors, evaluates and advises the vision, mission, and implementation plans regularly.	3.80
	<b>Average</b>	<b>4.07</b>

2023 Humboldt Director of Schools Results		
	<b>STUDENT ACHIEVEMENT: Goal 6</b>	
6.1	Develops, implements, promotes and monitors continuous improvement in student achievement.	4.00
6.2	Applies effective methods of providing, monitoring, evaluating and reporting student achievement.	3.60
6.3	Promotes academic rigor and excellence for students so that they are college and career ready.	3.40
6.4	Maintains a current knowledge of developments in curriculum and instruction and ensures that the instructional program is rigorous and relevant.	4.20
6.5	Reviews, reports and reacts appropriately to state accountability measures.	3.80
6.6	Identifies, clarifies and addresses barriers to student learning.	3.40
6.7	Recognizes and celebrates student accomplishments.	4.40
	<b>Average</b>	<b>3.83</b>

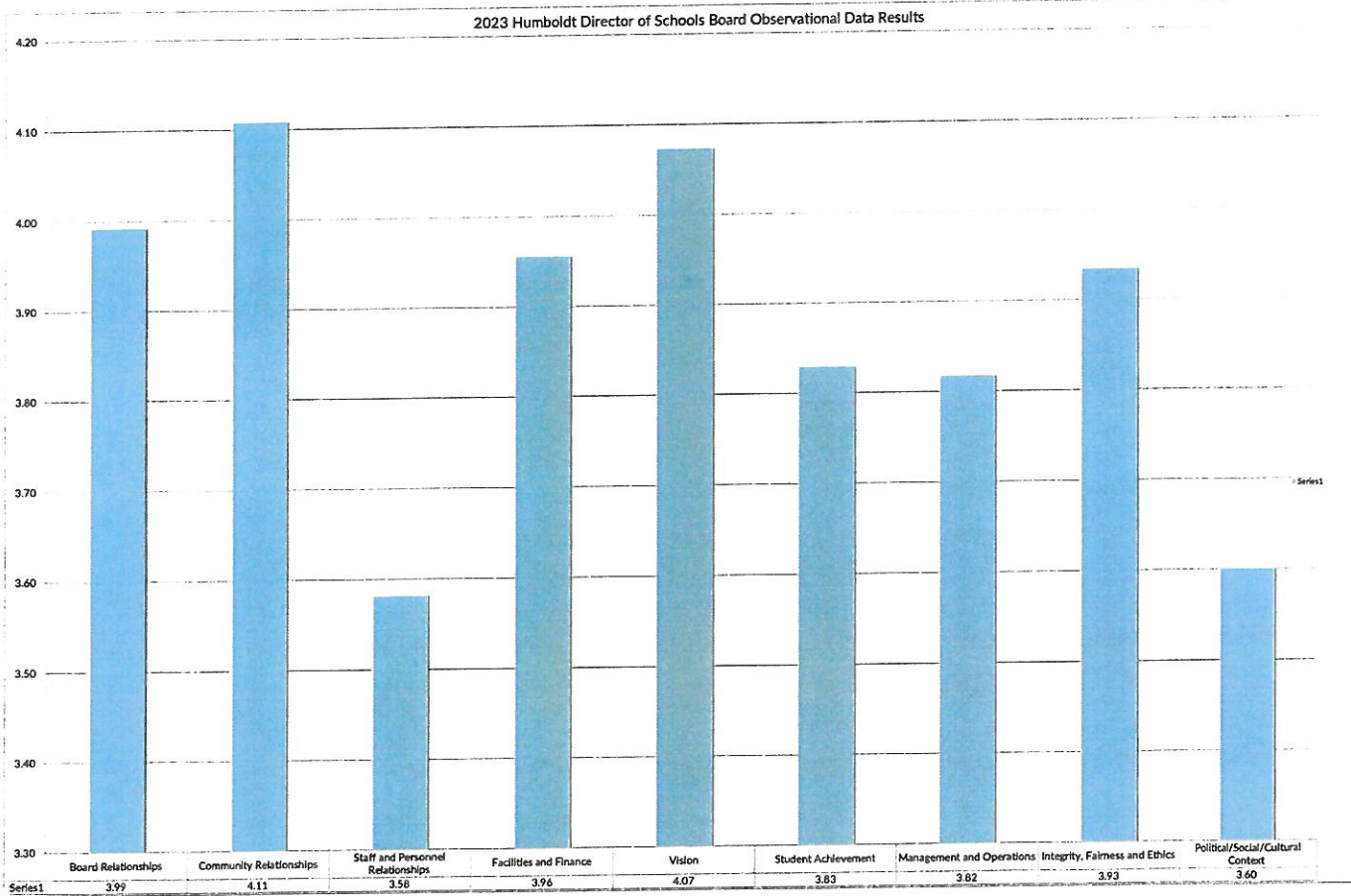
2023 Humboldt Director of Schools Results		
	<b>MANAGEMENT AND OPERATIONS: Goal 7</b>	
7.1	Recognizes, studies and applies emerging trends as appropriate.	3.80
7.2	Ensures that operational plans and procedures to achieve the vision and goals of the school district are in place.	4.00
7.3	Manages time to maximize attainment of organizational goals.	3.80
7.4	Identifies potential problems and opportunities.	3.20
7.5	Confronts and resolves problems in a timely manner.	3.60
7.6	Aligns financial, human, and material resources to the goals of school district.	4.00
7.7	Involves stakeholders in decisions affecting schools.	3.00
7.8	Uses effective problem-framing and problem-solving skills.	3.80
7.9	Uses effective conflict resolution skills.	3.80
7.10	Uses effective group-process and consensus building skills.	3.80
7.11	Uses effective communication skills.	4.40
7.12	Participates in professional learning that is aligned with strategic plan and enhances leadership skills.	4.60
	<b>Average</b>	<b>3.82</b>

2023 Humboldt Director of Schools Results		
	<b>INTEGRITY, FAIRNESS AND ETHICS: Goal 8</b>	
8.1	Examines personal and professional values.	3.80
8.2	Demonstrates a personal and professional code of ethics.	3.80
8.3	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	3.60
8.4	Serves as a role model.	4.00
8.5	Accepts responsibility for school operations.	4.40
8.6	Considers the impact of one's administrative practices on others.	3.60
8.7	Uses the influence of the office to enhance the educational program rather than for personal gain.	4.20
8.8	Treats people fairly, equitably, and with dignity and respect.	3.60
8.9	Protects the rights and confidentiality of students and staff.	4.40
8.10	Demonstrates appreciation for and sensitivity to the diversity in the school community.	3.80
8.11	Recognizes and respects the legitimate authority of others.	3.60
8.12	Examines and considers the prevailing values of the diverse school community.	3.60
8.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior.	4.00
8.14	Fulfills legal and contractual obligations.	4.60
8.15	Applies laws and procedures fairly, wisely, and considerately.	4.00
	<b>Average</b>	<b>3.93</b>

2023 Humboldt Director of Schools Results		
	<b>POLITICAL/SOCIAL/CULTURAL CONTEXT: Goal 9</b>	
9.1	Ensures that the environment in which schools operate is influenced on behalf of students and their families.	<b>4.00</b>
9.2	Ensures that communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	<b>3.60</b>
9.3	Ensures that there is ongoing dialogue with representatives of diverse community groups.	<b>2.80</b>
9.4	Ensures that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.	<b>4.20</b>
9.5	Ensures that lines of communication are developed with decision- makers outside the school community.	<b>3.40</b>
	<b>Average</b>	<b>3.60</b>
	<b>Board Observational Data Average:</b>	<b>3.88</b>

## 2023 Humboldt Director of Schools Evaluation Results - Appendix B

Appendix B - Board Observational Data	Average
Board Relationships	3.99
Community Relationships	4.11
Staff and Personnel Relationships	3.58
Facilities and Finance	3.96
Vision	4.07
Student Achievement	3.83
Management and Operations	3.82
Integrity, Fairness and Ethics	3.93
Political/Social/Cultural Context	3.60
<b>AVERAGE:</b>	<b>3.88</b>



### Additional Comments

- Great job!
- Communication within the District Office could be better. It seems some are aware of events and deadlines, where others aren't made aware until last minute. We are referred to as a cabinet, but the drawers aren't in sync.

## ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2023

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 (**March 1 and Sept. 15**). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 for each relief fund: ESSER 2.0 and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

## ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

### General Information

LEA Name: Humboldt City Schools

Director of Schools (Name): Dr. Janice Epperson

ESSER Director (Name): Jennifer Roten

Address: 2602 Viking Drive, Humboldt, TN 38343

Phone #: 731-784-1441 District Website: www.hcsvikings.org

Addendum Date: 9/8/23

Total Student Enrollment:	1,062
Grades Served:	K-12
Number of Schools:	3

### Funding

ESSER 2.0 Remaining Funds:	\$504,478.49
ESSER 3.0 Remaining Funds:	\$3,944,030.14
<b>Total Remaining Funds:</b>	<b>\$4,448,508.63</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$11,718.78
	Summer Programming		\$54,104.46
	Early Reading	\$15,946.80	\$36,000.00
	Interventionists		
	Other		\$99,721.46
	Sub-Total		\$201,544.70
<b> </b>			
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		\$60,786.00
	Mental Health		\$101,052.08
	Other		\$107,825.27
	Sub-Total		\$269,663.35
<b> </b>			
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$29,007.09	\$505,316.64
	Sub-Total		\$505,316.64
<b> </b>			
Foundations	Technology		\$76,294.74
	High-Speed Internet		
	Academic Space (facilities)	\$459,524.60	\$2,641,170.71
	Auditing and Reporting		
	Other		\$250,040
	Sub-Total		\$3,944,030.14
<b>Total</b>		<b>\$504,478.49</b>	<b>\$3,944,030.14</b>

## Academics

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

### Academics noted in the budget summary include:

**Tutoring:** The details of this domain includes the academic initiative of “*Super Saturdays for Seconds*”. “*Super Saturdays for Seconds*” was a second-grade student intersession offered every Saturday in the month of March. Teachers and students logged on to virtually use the program, *Reflex Math*. The students love using this program as it is game-like allowing student interdependence.

In support of the Third (3<sup>rd</sup>) Grade Retention Act, HCS implemented a Fall Break intersession for 3<sup>rd</sup> grade students identified as “*at-risk*” by their most recent *AimsWeb* Benchmark scores. HCS solicited the highest achieving teachers indicated by student outcomes and LOEs to provide explicit reading and math instruction.

**Summer Programing:** The district provided remediation through summer school for at-risk students. Summer school was mandatory for students at risk of not scoring “on-track” or “mastered” indicated by the ELA portion of the TDOE Achievement summative assessment.

2. Describe initiatives included in the “other” category.

**Other:** ESSER funds support a *Learning Loss Coach* that supports teachers through one-on-one consultation, PLCs, Lesson Planning, disaggregating standards and personalizing PD and other services as needed.

ESSER funds provides one time math HQIM textbooks for our student population. The *District Textbook Director* provides implementation and on-going professional development. ESSER funds will not be used for any future math consumables.

ESSER funds provided an online library for students K-12<sup>th</sup> with the program Myon.

## Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

### Student Readiness noted in the budget summary include:

**Special Populations:** ESSER funds support an *additional ESL Teacher* for accelerating learning caused by COVID learning loss. This subgroup of learners needed intensive services due to English not be the first language of their home.

**Mental Health:** ESSER funds supported a District Behavior Specialist and School Social Worker for every school. This team supported all subgroups of students as needed including; school attendance, behavior

support, student coaching conversations and promoting effective communication between schools and families.

2. Describe initiatives included in the “other” category.

**Other:** ESSER funds support a *Parent Liaison* that serves as an advocate on behalf of HCS families. This liaison removes barriers promoting an effective *home-school* connection. This liaison supports families through: in-person communication onsite, phone calls, texts, home visits and works with principals, social workers, teachers and students.

ESSER funds support an *Additional Nurse* for the district. This district has only had one *District Nurse* pre-COVID-19. ESSER 1.0 funds provided an additional nurse for 2020-2021 school year. ESSER 2.0 funds allowed the district to continue offering this additional student service for school year 2021-2022. ESSER 3.0 supports this continuation through multi-funded school years 2022-2023 & 2023-2024.

**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.

**Other:** ESSER funds are allocated for additional professional development for our practitioners through out-of-district experts, exemplary district and school staff, off-site relevant conferences, or local professional development opportunities. These additional professional development opportunities include teacher stipends for after-school or Saturday trainings.

**Foundations**

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

**Foundations noted in the budget summary include:**

**Technology:** ESSER funds were initially allocated to an audio enhancement initiative for special education and third (3<sup>rd</sup>) grade classrooms. This initial activity was highly effective for teachers and students. Speaking through a microphone elevates instruction as the *“teacher’s voice is a powerful tool”*. *Thinking of a motivational speaker...would you be more attentive if the speaker used a microphone?* ESSER funds expanded audio enhancement system to include the teacher population in the following grade bands: kindergarten, first grade, and second grade. Systems were purchased for the ESL teacher and the district translator.

*The following activities support the career readiness needs for HJSHS.*

Funds supported two (2) Iconic-touch tables, three robotics and three (3) Smart TVs for the HJSHS library enhancement project.

Funds are designated for two (2) Smart TVs and a printer for the Growing Leaders Ability to Succeed in Society (GLASS) Classroom. This classroom will provide student interview simulations and other life skills for student success.

**Academic Space (facilities):** ESSER funds enabled HCS to deeply sanitize through school renovation projects. Stigall Primary School has a new roof. Renovations at HJSHS included the cafeteria, library, art room and freshly painted possible COVID hot spots. The district replaced water fountains with water filling stations in all buildings and added bio ionization filters to all HVACs, improving ventilation for HCS students and staff. A washer and dryer set was purchased for laundering soiled clothing with bacteria pathogens.

ESSER funds supported new furniture for the library (soft seating, floating bookshelves, tables, etc.), tables and chairs for the art room and student and teacher desks for HJSHS and East Elementary School.

ESSER funds support a *Safety Project Manager* that facilitates construction projects, coordinates sanitation services with custodial staff and manages facility needs as needed.

## 2. Describe initiatives included in the “other” category.

**Other:** ESSER funds support our contract with “Glimpse” for *return-on-investment* analysis. HCS shares data sources with Glimpse and they provide data usage reports, student score reports or individual and group progress with educational software programs along with measuring the efficiency of our professional development opportunities for teachers.

ESSER funds support a *Communications Director* that provides families with all information relating to district COVID-19 Updates and tells the story of HCS promoting family and community engagement.

## **Monitoring, Auditing, and Reporting**

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The ESSER Director keeps accounting records with ledgers of money spent. The LEA Finance Director gives the ESSER Director expenditure reports, and the director monitors these reports weekly. If the two documents are not aligned the director begins an investigation into all records until the documents are reconciled. The director completes all ESSER purchase requisitions and is then issued purchase orders to

sign for approval and order the materials that are needed. The director ensures that all projects are necessary, reasonable, and allocable. When invoices are received the director codes the bill and keeps the purchase requisition, P.O., invoice, check stubs and packing slips compiled together and filed. The director complies with all federal guidelines associated with each relief funding specifications and requirements. The director keeps evidence of all ESSER correspondence for town halls, meetings, updates, newsletters, social media with staff and the community. The director also conducts surveys with stakeholders and reports the survey responses through the shared google drive with our Cabinet.

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

All learning loss initiatives listed below are efforts related, prepared, and responsive to the worldwide pandemic COVID-19. With the contraction of COVID-19 by both students and staff, the necessary quarantine timeline in accordance with the CDC regulations and lack of devices for our students we were not instructionally prepared for the mandatory lockdown. HCS student demographics are economically-disadvantaged dominate. Many students did not have access to a home library, manipulatives, games for learning and are not exposed to a wide array of rigorous vocabulary during conversations, nor families that read with their children. The ESL student population were locked down with Spanish families where English is not the first language spoken at home. The details below are our needs assessment to mitigate pandemic learning loss.

Humboldt City Schools has \$636,420.99 budgeted for learning loss for the 2022-2023 school year. The following learning loss programmatic initiatives are as follows:

- Additional ESL
- Summer academic camps
- Learning Loss Coach for HJSHS
- Parent Liaison
- Intersession for at-risk students over fall break
- Social worker for every building
- Professional development
- Google certifications
- Food costs for summer camps
- Software program Fast Forward for K-12 (with headphones with a mic for the speaking domain)
- Super Saturdays for Seconds (Additional math time for second grade students) (March 4th, 11th, 18th, & 25th)
- Portable audio enhancement systems for hearing impaired special education students and kindergarten-4<sup>th</sup> grade classrooms
- Class Bundle of Blue Bots with supporting resources
- Typing Club Program (with headphones) for elementary students
- Supplies for GLASS Learning Lab
- Funds for art materials for a community mural event

- Portrait of a Graduate Coordinator

### **Family and Community Engagement**

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

The ESSER Director has ESSER Committee Meetings and administers multiple surveys for various populations including families, students, and staff. The director intentionally chose the committee to mirror our student population. HCS engaged a wide array of stakeholders through an ESSER 3.0 Committee Meeting. Fifteen percent, (15 %) of the committee represented the SWD subgroup student population, 26% represented the District Office, 7% represented the ESL population, 7% represented school administration, 23% represented student health officials, 7% teacher representatives and 15% represented our parents. All stakeholders were responsive. Two members were not present at the meeting, although they did send written responses via email. The committee thought that our additional support staff was the strongest initiative. The ESSER Director recently administered another ESSER Survey. This survey allowed educators to evaluate the initiatives of ESSER funds and polled the staff about how to allocate the remaining funds HCS held a Town Hall Family & Community night in our newly renovated library allowing families and the community to *see* that their *input* was part of the *outcome*. At this Town Hall a survey was administered to all attendees. The ESSER Director took participants through an ESSER 1, 2, & 3 story. A representative from the local newspaper attended the event and later interviewed the ESSER Director for additional information about our ESSER story. This article was posted on the front page of the local newspaper. Recently (August 31<sup>st</sup>), the ESSER Committee met about details of this document and the Safe Return to In-Person Instruction plan. It was officiated through a team approach. All attendees contributed and the meeting was a success.

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

At the recent ESSER Committee meeting, the director took all attendees through the survey data from the most recent Town Hall (August 29<sup>th</sup>). Members analyzed the data from the staff, community, families, and students. The director distributed the plans from the last school year. Each individual wrote their feedback on the plans while reflecting how the project has evolved and what was *the "return on investment"*? *Simply, what should we continue and what should we change?*

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

The ESSER Director has ESSER Committee Meetings and administers multiple surveys for various populations including families, students, and staff. The director intentionally chose the committee to mirror our student population. HCS engaged a wide array of stakeholders through an ESSER 3.0 Committee Meeting. Fifteen percent, (15 %) of the committee represented the SWD subgroup student

populated, 26% represented the District Office, 7% represented the ESL population, 7% represented school administration, 23% represented student health officials, 7% teacher representatives and 15% represented our parents.

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

The ESSER Director recently administered another ESSER Survey. This survey allowed educators to evaluate the initiatives of ESSER funds and polled the staff about how to allocate the remaining funds. HCS held an ESSER Town Hall Family & Community night in our newly renovated library allowing families and the community to see that their input was part of the outcome. At this Town Hall a survey was administered to all attendees. The ESSER Director took participants through an ESSER 1, 2, & 3 story. A representative from the local newspaper attended the event and interviewed the ESSER Director for additional information about our ESSER story. This article was posted on the front page of the local newspaper. Recently (August 31<sup>st</sup>), the ESSER Committee met about details of this document and the Safe Return to In-Person Instruction plan. It was officiated through a team approach. All attendees contributed and the meeting was a success. Additionally, the ESSER Director has sent out summer and beginning of the year ESSER Updates through newsletters. The director shares these newsletters through emails and social media postings. The ESSER Director shares the first draft of the plan with the Cabinet. This gives the Cabinet the opportunity to revise and contribute to the efficiency of the plan. Once finalized the director will post this plan on the LEA website and must receive board approval.





## Safe Return to In-person Instruction and Continuity of Services Plan Addendum Guidance 2023

LEAs are required to update the Safe Return to In-Person Instruction and Continuity of Services Plan every six months through **Sept. 30, 2023**. Each time, local education agencies (LEAs) must seek public input on the plan and any revisions and must take such input into account. The purpose of the plan is to keep stakeholders informed.

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (**March 1 and Sept. 15**). 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.

Please consider the following when completing the addendum:

- Ensure the LEA 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 and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- 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.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety 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.

## Safe Return to In-Person Instruction and Continuity of Services Plan 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) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. 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.

LEA Name: Humboldt City Schools

Date: 9/11/23

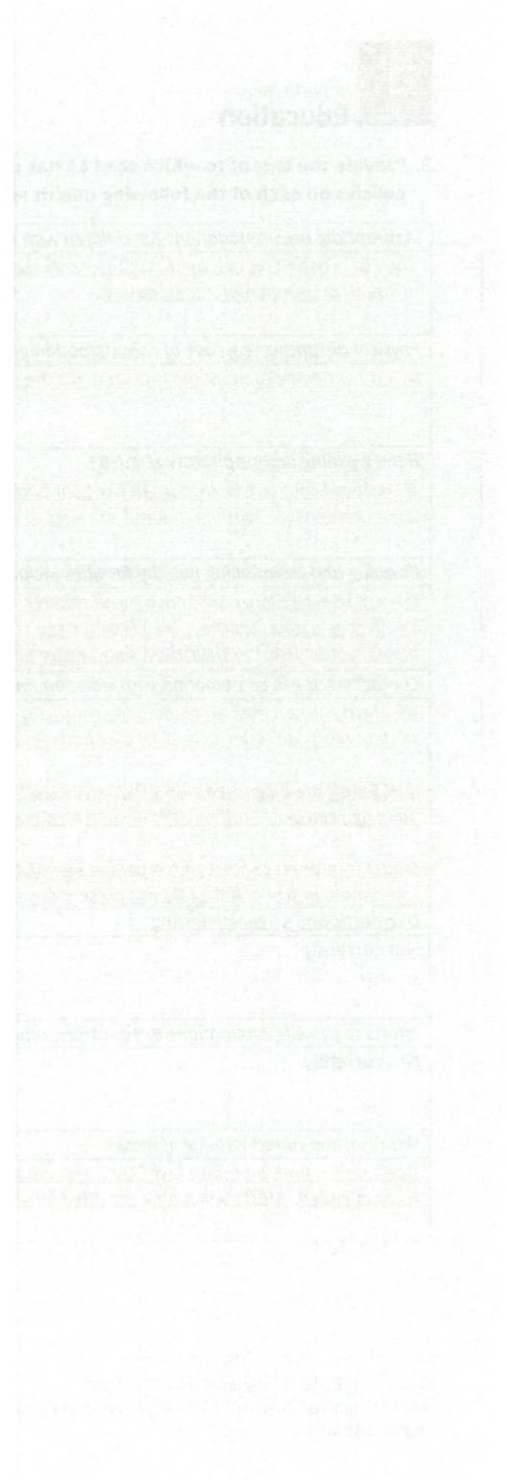
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### 1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

HCS held a ESSER Committee meeting on August 31, 2023. The committee members represented the HCS composition of students. The ESSER Director conducted the meeting for the two (2) ESSER Plans, the Public Facing Plan Addendum & the Safe Return to In-Person Continuity of Services Plan Addendum. The director also administered two (2) ESSER surveys. HCS polled the staff, families and the community. The results of this survey was shared during the committee meeting. The committee looked at the plans from the last school year which guided the revision process. The director facilitated the revision discussion with the committee.

### 2. Describe how the LEA engaged the health department in the development of the revised plan.

One of the committee members is the Public Health Educator II for the Gibson County Health Department. This member told us that: "HCS should follow the recommendations of the CDC. They have not received any updated information to send out in a while. They refer to CDC." When recommendation or information is received from the Gibson County Health Department, they send it to the HCS Coordinated School Health Director. This director sends updated information to the ESSER Director and the Communications Director. The Communications Director shares all COVID updates with families and the community through twitter, facebook, remind texts, all calls, emails and our website.



**3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.**

<b>Appropriate accommodations for children with disabilities with respect to health and safety policies</b>
<i>The CDC classrooms are sanitizing resources that are frequently utilized during the school day due to the hand to mouth association of manipulatives.</i>
<b>Physical distancing (e.g., use of cohorts/podding)</b>
<i>HCS is continuing to mandate that students are to be 3 feet apart in classrooms/non-classrooms.</i>
<b>Hand washing and respiratory etiquette</b>
<i>Schools will continue to encourage frequent handwashing and use of sanitation stations located throughout all school campuses. Teachers remind students to cover their mouth when they sneeze or cough.</i>
<b>Cleaning and maintaining healthy facilities including improving ventilation</b>
<i>Schools use the Clorox 360 machine and battery-operated sprayers covering surfaces with a fine mist of disinfecting spray. Teachers are continuing to sanitize surfaces and use disinfectant spray. All schools have bio-ionization filters in their HVACs and water filling stations .</i>
<b>Contact tracing in combination with isolation and quarantine</b>
<i>The district is no longer implementing contact tracing, however, HCS has updated quarantining procedures. If student test positive for COVID-19 they must follow doctor's orders and provide that information to the nurse.</i>
<i>If HCS staff are diagnosed with COVID, HCS staff must turn in positive test result from the doctor's orders to the building principal. Staff must follow doctor's orders.</i>
<i>Students in direct contact with a person identifying as a COVID-19 are asked to monitor for three days. Students can remain in school if they do not present any symptoms or have a negative COVID test.</i>
<b>Diagnostic and screening testing</b>
Not currently
<b>Efforts to provide vaccinations to educators, other staff, and students, if eligible</b>
Not currently
<b>Universal and correct wearing of masks</b>
<i>Upon return from a positive test COVID test, masks for students and staff are still optional but highly recommended. Masks will not be provided by schools.</i>

**4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staffs social, emotional, mental health, and other needs, which may include student health and food services.**

- Students have access to School Social Workers. They are allowed daily check-ins if needed to support both academic and social growth.
- School Social Workers provide training to teachers during PLC meetings regarding the mental health needs of our students. This training will be on-going throughout the school year.
- School Social Workers help administration to create alternative, trauma-sensitive consequences for behavior referrals. (i.e. see if there is a mental health issue they ensure it is addressed before "punitive consequence" occurs.)
- Students have direct access to Community Mental Health treatment via Pathways. If a student is exhibiting symptoms of a mental health disorder, they are immediately referred to the School Counselor or the School Social Worker. The School Social Worker contacts the Pathways Mental Health liaison for students to receive individual counseling and medication management if needed.
- Students may pick up food from our cafeterias as long as they are receiving instruction at home.
- Teachers help to cover classes if a colleague is absent due to COVID.
- HCS is continuing to provide an additional nurse for our students.

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Tennessee Investment in Student Achievement

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## Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
  - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1<sup>st</sup>.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov)

Completed reports should be submitted in ePlan by **November 1, 2023**.

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<sup>1</sup> T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3<sup>rd</sup> grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3<sup>rd</sup> grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		Humboldt City Schools
Director of Schools Name		Dr. Janice Epperson
District Point of Contact for TISA Accountability Report	Name	Dr. Janice Epperson
	Phone Number	731-784-2652
	Email Address	janice.epperson@hcsvikings.org
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP		16%

DISTRICT GOAL STATEMENT(S)	
<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>7</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>2030</b> year
<b>Goal Statement 2:</b>	District Administration and the Board of Education will strengthen Grades 3-5 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.
<b>Goal Statement 3:</b>	District Administration and the Board of Education will strengthen Grades 6-8 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.
<b>Goal Statement 4:</b>	District Administration and the Board of Education will strengthen Grades 9-12 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.
<b>Goal Statement 5:</b>	We will focus on core instruction using the newly adopted HQIM along with appropriate interventions across grades 3-12 to improve mathematical performance this year. Providing a strong foundation in math will increase opportunities for student success.

<sup>2</sup> **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3<sup>rd</sup> grade students proficient on the ELA TCAP. If your district already has 70% or more of 3<sup>rd</sup> grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 1:</b> 3 <sup>rd</sup> grade ELA proficiency <sup>3</sup>		70% of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by 2030.		
Year 1: 2023-24 school year	19.0%	2023-24 3 <sup>rd</sup> grade ELA TCAP	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning, and summer programming.	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 2: 2024-25 school year	22.0%	2024-25 3 <sup>rd</sup> grade ELA TCAP	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 3: 2025-26 school year	25.0%	2025-26 3 <sup>rd</sup> grade ELA TCAP	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 4: 2026-27 school year				
Year 5: 2027-28				

<sup>3</sup> The annual outcome for 3<sup>rd</sup> grade ELA proficiency must include, but is not limited to, the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA. If the district already has 70% or more of 3<sup>rd</sup> grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3<sup>rd</sup> grade ELA proficiency rates and other stated district goals.

School Year	Annual Outcome(s)	Associated Metrics/Data	<b>Action Steps</b> This may include descriptions of district-based programs, staffing, and intervention services for students.	<b>Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</b> <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
school year				
<b>Goal Statement 2:</b>	District Administration and the Board of Education will strengthen Grades 3-5 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.			
<b>Year 1:</b> 2023-24 school year	20.4	2023 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
<b>Year 2:</b> 2024-25 school year	25.0	2024 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
<b>Year 3:</b> 2025-26 school year	30.0	2025 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
<b>Year 4:</b> 2026-27 school year				
<b>Year 5:</b> 2027-28 school year				

School Year	Annual Outcome(s)	Associated Metrics/Data	<b>Action Steps</b> This may include descriptions of district-based programs, staffing, and intervention services for students.	<b>Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</b> <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 3:</b>	District Administration and the Board of Education will strengthen Grades 6-8 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.			
Year 1: 2023-24 school year	13.6	2023 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 2: 2024-25 school year	17.0	2024 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 3: 2025-26 school year	22.0	2025 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				

School Year	Annual Outcome(s)	Associated Metrics/Data	<b>Action Steps</b> This may include descriptions of district-based programs, staffing, and intervention services for students.	<b>Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</b> <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 4:</b>	District Administration and the Board of Education will strengthen Grades 9-12 leaders and teachers' knowledge of alignment between literacy standards, curriculum, and assessment beginning with the 2023-24 school year.			
Year 1: 2023-24 school year	13.8	2023 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 2: 2024-25 school year	15.0	2024 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 3: 2025-26 school year	20.0	2025 Success Rate	HQIM ELA Curriculum, Consistent unit and lesson prep implementation of ELA HQIM K-12, after school tutoring, high dosage-low ratio, TDOE CORE ELA Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 5:</b>	We will focus on core instruction using the newly adopted HQIM along with appropriate interventions across grades 3-12 to improve mathematical performance this year. Providing a strong foundation in math will increase opportunities for student success.			
Year 1: 2023-24 school year	Increase grades 3-12 student groups by 3%.	TCAP	HQIM Implementation, Northwest CORE Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 2: 2024-25 school year	Increase grades 3-12 student groups by 5%.	TCAP	HQIM Implementation, Northwest CORE Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 3: 2025-26 school year	Increase grades 3-12 student groups by 8%.	TCAP	HQIM Implementation, Northwest CORE Consultant for leader and teacher support, PLCs and common planning	HQIM Textbook & Materials - Funds will be paired with state provided dollars to support additional texts and consumable classroom materials for HQIM implementation TISA funds for students not reaching performance levels and attending after school tutoring, and summer programming.
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				

## Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.

Date(s) of opportunity for local public comment.	October 19-26, 2023
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Local board meeting discussion, public comment on website, written comments collected
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

# Humboldt City Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Testing Programs</b>	Descriptor Code: <b>4.700</b>	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 *General*

2 The Board shall provide for a system-wide testing program which shall be periodically reviewed and  
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in each instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;<sup>1</sup>
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.<sup>2</sup>

21 The Director of Schools shall be responsible for planning and implementing the program which includes:

- 22 1. Determining specific purposes for each test;
- 23
- 24 2. Selecting the appropriate test to be given;
- 25
- 26 3. Establishing procedures for administering the tests;
- 27
- 28 4. Making provisions for interpreting and disseminating the results;
- 29
- 30 5. Maintaining testing information in a consistent and confidential manner; and
- 31
- 32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special  
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with guidelines published  
2 by the State Department of Education.<sup>3</sup>

### 3 **WEIGHTING TCAP SCORES**

4 TNReady<sup>4</sup> and EOC<sup>5</sup> scores shall be included in students' final grades as follows:

- 5 1. Grades 3-6 – 5 %
- 6 2. Grades 7-8 – 15 %
- 7 3. Grades 9-12 – 15 %

8 The Humboldt City School System shall use the following methodology: cube root .

9 The Director of Schools may exclude these scores from students' final grades if results are not received  
10 by the district at least five (5) instructional days before the end of the course.<sup>4,5</sup>

### 11 **INTEREST INVENTORIES AND CAREER ASSESSMENTS<sup>6</sup>**

12 Interest inventories shall be made available to 7<sup>th</sup> graders. These will include assessments such as the  
13 Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College Board Career Finder.

14 Career aptitude assessments shall be administered to 8<sup>th</sup> graders in order to inform the student's high  
15 school plan of study. Upon receiving the results from these assessments, the school shall provide students  
16 with information on any available career and technical education opportunities in which the student is  
17 eligible to participate in.

### 18 **TESTING INFORMATION AND PARENTAL CONSENT**

19 Any test directly concerned with measuring student ability or achievement through individual or group  
20 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee  
21 of the district without first obtaining written consent of the parent(s)/guardian(s).<sup>2</sup>

22 Results of all group tests shall be recorded on students' permanent records and shall be made available  
23 to appropriate personnel in accordance with established board policies.<sup>7</sup>

24 No later than July 31<sup>st</sup> of each year, the Board shall publish on its website information related to state  
25 and board mandated tests that will be administered during the school year. The information shall  
26 include:<sup>8</sup>

- 27 1. The name of the test;
- 28
- 29 2. The purpose and use of the test;
- 30
- 31 3. The grade or class in which the test will be administered;
- 32
- 33 4. The tentative date or dates that the test will be administered;
- 34

- 1        5. The time and manner in which parent(s)/guardian(s) and students will be notified of the results  
2        of the test;  
3  
4        6. How parent(s)/guardian(s) can access the questions and answers on their student's state-  
5        required tests; and  
6  
7        7. If a board mandated test, how the test complements and enhances student instruction and  
8        learning and how it serves a purpose distinct from state-required tests.

9        Testing information shall also be placed in student handbooks or other school publications that are  
10       provided to parent(s)/guardian(s) on an annual basis.

#### 11       **TESTING TRANSFER STUDENTS FOR GRADE PLACEMENT OR AWARDING CREDIT<sup>9</sup>**

12       Students transferring from a Category IV church-related school, Category V private school, or home  
13       school shall be awarded credit upon completion of a written exam. These exams shall be approved,  
14       administered, and graded by the school's principal/designee. Upon request from a parent/guardian,  
15       student scores from a nationally standardized achievement test in the relevant subject shall be accepted  
16       as a substitute for these exams.

17       For students in grades one through eight (1-8), the exam shall only cover the last grade completed. For  
18       students in grades nine through twelve (9-12), the exam shall only cover the last course completed by  
19       the student (for example, if a student has completed English I, II, and III, the examination shall only  
20       cover English III).

21       The Director of Schools shall provide notice to parent(s)/guardian(s) of these exams.

#### 22       **HIGH SCHOOL CREDIT EXAM FOR ELIGIBLE COURSES<sup>10</sup>**

23       A student in grades nine through twelve (9-12) may receive credit for an eligible course in which the  
24       student is not enrolled but attains a qualifying score on the eligible course's credit exam. The  
25       qualifying scores for these exams shall be presented to the Board at the July board meeting.

26       The Director of Schools/designee shall be responsible for determining which eligible courses will have  
27       a credit exam and shall provide high school students each semester the opportunity to take a credit  
28       exam for an eligible course offered. Each eligible course's credit exam shall be administered to any  
29       student seeking course credit during the first two weeks of the school year as determined by the  
30       principal. Before taking a credit exam, the student shall be notified of the qualifying score needed to  
31       receive credit for the eligible course and the grade that will be included in his/her overall grade point  
32       average if the student achieves a qualifying score on the credit exam. A student may only take a credit  
33       exam once.

- 1 A student may take up to four (4) exams, earning no more than four (4) credits that will be applied to
- 2 the student's graduation requirements and be included in the student's overall grade point average.
- 3 The Director of Schools/designee shall provide information on these exams to the Department of
- 4 Education at the end of the school year per state law.

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**Legal References**

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(11)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(10); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 49-6-412
7. TCA 10-7-504(a)(4)(A)
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103
9. TRR/MS 0520-07-01-.03(3)
10. Public Acts of 2023, Chapter No. 269; State Board of Education Policy 2.103

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**Cross References**

Student Surveys, Analyses, and Evaluations 6.4001  
Student Records 6.600

# Humboldt City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Physical Examinations and Immunizations</b>	Descriptor Code: <b>6.402</b>	Issued Date:
		Rescinds:	Issued:

## 1 **PHYSICAL EXAMINATIONS**<sup>1</sup>

2 The principal shall ensure that there is a complete physical examination of each student prior to:<sup>2</sup>

- 3 1. Entering school for the first time; and
- 4
- 5 2. Participating as a member of any athletic team or in any other strenuous physical activity
- 6 program.

7 Cost of the examination shall be covered by the parent/guardian of the student. These records shall be  
8 on file in the principal's office.

9 Screening tests as recommended by the Tennessee Department of Education and the Department of  
10 Health will be conducted. Parent(s)/guardian(s) will receive written notice of any screening result that  
11 indicates a condition that might interfere with the student's progress. Parent(s)/guardian(s) may excuse  
12 their student from participating in health screenings that are part of a coordinated school health program  
13 by submitting a request in writing to the school nurse, instructor, school counselor, or principal.<sup>3</sup>

## 14 **IMMUNIZATIONS**

15 Students will not be permitted to attend school without proof of immunization as determined by the  
16 Commissioner of Health unless circumstances outlined in state or federal law prevent a student from  
17 producing such records. It is the responsibility of the parent(s)/guardian(s) to have their children  
18 immunized and to provide such proof to the principal of the school which the student is to attend.<sup>4</sup>

19 Exceptions will be granted to any student whose parent/guardian files with school authorities a signed,  
20 written statement that such measures conflict with the one of the following:

- 21 1. His/her religious tenets and practices if in the absence of an epidemic or immediate threat of an  
22 epidemic;<sup>5</sup> or
- 23
- 24 2. Due to medical reasons if the student has a written statement from his/her doctor excusing  
25 him/her from the immunization.<sup>6</sup>

26 The Director of Schools shall ensure that appropriate immunization records are maintained for each  
27 student.

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**Legal References**

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-01-13-.01(1)(a)
3. Public Acts of 2023, Chapter No. 353; Tennessee School Health Screening Guidelines,  
[https://www.tn.gov/content/dam/tn/education/csh/FINAL\\_Health\\_screening\\_Guidelines\\_2022.pdf](https://www.tn.gov/content/dam/tn/education/csh/FINAL_Health_screening_Guidelines_2022.pdf); 20 USCA § 1232h(c)(2)(C)
4. TCA 49-6-5001(a),(c)
5. TCA 49-6-5001(b)(2)-(3)
6. TCA 49-6-5001(c)(2)

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**Cross References**

Promoting Student Welfare 6.400

New Hires

Martha Shivers – HJSHS Sp. Ed. EA  
Jeff Comstock – East Special Ed.  
Kenny Hill – HJSHS Sp. Ed. EA

Resignations

Dottie Wray – HJSHS Cafeteria