

DISTRICT: Public Plan

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

NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.

TN Department of Education

DISTRICT: Campbell County Schools

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



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, enacted on March 11, 2021. ARPA 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 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 translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. 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.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

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.

i. Students were invited to the teacher meeting about ESSER funds. Additionally, central office personnel went around to high school seniors in the Spring to talk to them about the use of ESSER funds. Finally, students were also able to participate in a district-wide survey about ESSER.

ii. Families were surveyed to get their input on ESSER funds.

iii. School and district adminitrators were queried about the use of ESSER funds in multiple meetings including a district-wide meeting that included local community members. Additionally, they were able to

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 input was considered on multiple levels when developing the LEA's plan for ARP ESSER Funds. The plan was developed around the greatest needs to improve academic achievement and were prioritized from there. Most of the input was around improving facilities and infrastructure to future-proof it to give our students the same opportunities as students in other districts.

in our survey, the only subgroup who identified themselves were the SWD subgroup (47). No other subgroups identified themselves even though we asked for Civil Rights groups, homeless representatives, ESL, and Foster Care.

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

The LEA used Microsoft Forms and several open meetings and compiled feedback from there. Additionally, unions and school principals were asked to compile other lists from their constituents. These lists were gone through line by line to code and tally the requests.

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

District personnel went through the coded and tallied lists to consider each request. Each request was then prioritizied by need and impact on students. From that list began our process to estimate costs, and from there, the list was completed.

Safe Return to In-Person Instruction

5 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.

universal and correct wearing of masks; We strongly encouraged the wearing of masks, but it was not adopted into policy.

" physical distancing (e.g., use of cohorts/podding); Each school has a distancing protocol they follow. Schools are mindful that students should always be distanced 3-6 feet apart. Students are not sharing school supplies, sitting in groups, or having large assemblies.

" hand washing and respiratory etiquette: All schools have done training with students on hand washing

Continuity of Services Plan

6 How the LEA will 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.

Academic needs: Academic Supervisors are responsible for keeping check on the continuity of services daily.

Social, emotional, and mental health: School counselors and the counseling supervisor have protocols and processes in place to check on this for students. Principals are tasked with keeping up with the emotional well-being of employees.

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SUPPLEMENTAL RESPONSES

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SUPPLEMENTAL RESPONSES *(continued)*

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