

Parent Advisory Committee

December 14, 2021

Agenda

#1 Hanford Elementary School District

Hanford Elementary School District (HESD)
Parent Advisory Committee
Meeting Agenda

Date of Meeting: December 14, 2021

Starting Time: 9:00a.m.

Location: <https://hanfordesd.zoom.us/j/86227490909>

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

- I. Welcome
 - 1. Introductions:
 - 2. Public Comments:
- II. Approval of the PAC Bylaws
- III. Uniform Complaint Process Annual Notice:
- IV. Elect Officers:
 - a. Chairperson
 - b. Vice Chairperson
- V. Review the District Parent Involvement Policy: BP 6020
 - 1. Discussion and Recommendations BP 6020
 - 2. Approval of Recommendations BP 6020

- VI. Information: Local Control Accountability Plan (LCAP) and the California School Dashboard
 - 1. Introduction to the LCAP
 - 2. Introduction to the California School Dashboard:
 - 3. Relationship between LCAP and Dashboard: Measuring Progress Toward Goals
 - 4. District Goals
 - 5. Expected Outcomes
- VII. The California School Dashboard: Hanford Elementary's Performance on Local Indicators
 - 1. Instructional Materials
 - a. Discussion, Recommendations, Approval of Recommendations
 - 2. Facilities
 - a. Discussion, Recommendations, Approval of Recommendations
 - 3. Teacher Credentialing
 - a. Review the California Equity Tools from the CDE
 - i. Ineffective/misassigned teachers and low-income students
 - ii. Ineffective/misassigned teachers and minority students
 - iii. Out-of-field teachers and low-income students
 - iv. Out-of-field teachers and minority students
 - v. Inexperienced teachers and low-income students
 - vi. Inexperienced teachers and minority students
 - vii. Conditions and policies may have contributed to educator equity data
 - viii. Discussion, Recommendations, Approval of Recommendations
 - 4. Parent and Family Engagement (HESD Parent Survey)
 - a. Discussion, Recommendations, Approval of Recommendations
- VIII. One-Time Federal Funds to Support Recovery from the COVID-19 Pandemic
 - a. Discussion, Recommendations, Approval of Recommendations

Business Items

- Approve the PAC Bylaws
- [Distribution of Uniform Complaint Annual Notice](#)
- Elect Chairperson & Vice Chairperson
 - Nominations
 - Vote

Business Items: Review Parent Involvement Policy BP6020

1. The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

2. The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Business Items: Review Parent Involvement Policy BP6020

1. Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318) Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

3. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Business Items: Review Parent Involvement Policy BP6020

- BP 6020 Discussion
- BP 6020 Recommendations
- Approve BP 6020 Recommendations
 - Motion
 - Second
 - Vote

Local Control Accountability Plan

Introduction to the LCAP

The Local Control Accountability Plan

- Plan Summary
 - General Information
 - Reflections: Successes
 - Reflections: Identified Need
 - LCAP Highlights
- Engaging Educational Partners
 - How we received input from our various education partner groups
- Goals and Actions
 - **Measuring and reporting Results**
 - **The data and evidence that leads us toward planning an action, program or service**
 - Actions and Expenditures
 - The specific programs and services we plan to provide for students and the estimated cost of each action.
 - Goal Analysis: Reporting of how we did implementing our planned actions (toward the end of the year)
- Increased or Improved Services
 - A discussion/report of how our planned actions increased or improved services for students who are low-income, English learners, or foster youth



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

Local Control Accountability Plan (LCAP) Goals

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education
2. All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
3. The district will support teachers and staff with professional development, training, and collaboration time.
4. Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.
5. Communication between schools and home will be regular and meaningful.

Goals, Actions, and Services — Plan the Future

Mission

Engagement
with Board, community,
and staff

– Goal 1

Measurable
Outcomes

Actions
& Services

\$

= Goal 2

Measurable
Outcomes

Actions
& Services

\$

≡ Goal 3

Measurable
Outcomes

Actions
& Services

\$

Implementation
during the school year

Annual Update — Assess the Past

Recall that we have our LCAP goals and we have things that we can measure to help us determine whether we are making progress toward meeting our goals.

The California School Dashboard provides us with a set of items that we measure to help us determine progress toward our goals.

California School Dashboard & The Local Control Accountability Plan

LCAP Goals, State Indicators, Local Indicators

California School Dashboard

The California School Dashboard is comprised of both *Local Indicators* and *State Indicators*. These indicators are part of the data that we can analyze to help us determine progress toward our goals.

Local Indicators

- Implementation of State Standards
- Access to a Broad Course of Study
- *Teacher Credentialing, Instructional Materials, Facilities*
- *Parent Engagement (Surveys)*
- School Climate (Surveys)

State Indicators

- Test Scores in ELA and Math
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate

(Note that some of the State Indicators are suspended due to the COVID pandemic)

Local Indicators

Instructional Materials

Facilities

Teacher Credentialing



Local Indicators: Instructional Materials and Facilities

- Instructional Materials:

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

- All students have access to their own copies of standards aligned materials for use at school and home.
 - Williams Inspection in September 2021 showed no findings. All students have access to the standards-aligned materials.
 - Board Resolution #6-22 Sufficiency of Instructional Materials on 9/8/2021.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.				All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

Discussion & Recommendations: Instructional Materials

- Discussion/Instructional Materials
- Recommendations/Instructional Materials
- Approve Recommendations
 - Motion
 - Second
 - Vote

Local Indicators: Instructional Materials and Facilities

- Facilities:

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

- All facilities meet the “Good Repair” Standard.
 - Williams Inspection with partners from the Kings County Office of Education in September 2021 showed no findings.
 - Facilities Inspection Tool (FIT) in August 2021 showed the district’s facilities to be in “Exemplary” condition.

From our LCAP:

<u>Measuring and Reporting Results</u>					
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT)				All schools will receive a score of “Exemplary” on the California Facilities Inspection Tool (FIT)

Discussion and Recommendations: Facilities

- Discussion/Facilities
- Recommendations/Facilities
- Approve Recommendations
 - Motion
 - Second
 - Vote

Teacher Credentialling and Experience

How many teachers are fully credentialled?

How many teachers have two or fewer years of experience?

How are teachers without full credentials and inexperienced teachers distributed among the school sites?

Local Indicators: Teacher Credentialing

Teacher Credentialing (Labels Dictated by the US Department of Education)

- Ineffective Teacher: A teacher who does not possess a full teaching credential. This includes several types of emergency credentials.
- Out of Field Teacher: A teacher whose credential does not match the course(s) they are teaching. (An example would be a teacher with a history credential teaching a math class. Another example is a teacher who does not possess specific credentials for teaching English Learners—called CLAD)
- Inexperienced Teacher: A teacher with two or fewer years of teaching experience.

We look at the number/distribution of teachers without full credentials/more than two years of experience and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Ineffective Teachers & Low Income/Minority Students

Ineffective & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	409	345	84.4%	21	0	0.0%
Jefferson	502	431	85.9%	20	1	5.0%
King	608	574	94.4%	26	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	655	505	77.1%	29	0	0.0%
Richmond	412	372	90.3%	19	0	0.0%
Roosevelt	500	462	92.4%	21	0	0.0%
Simas	513	396	77.2%	24	0	0.0%
Washington	466	390	83.7%	22	1	4.5%
LEA Total	4431	3831	86.5%	199	2	1.0%

Ineffective & Low-Income Students

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	409	347	84.8%	21	0	0.0%
Jefferson	502	246	49.0%	20	1	5.0%
King	608	471	77.5%	26	0	0.0%
Lincoln	366	351	95.9%	17	0	0.0%
Monroe	655	493	75.3%	29	0	0.0%
Richmond	412	363	88.1%	19	0	0.0%
Roosevelt	500	459	91.8%	21	0	0.0%
Simas	513	300	58.5%	24	0	0.0%
Washington	466	365	78.3%	22	1	4.5%
LEA Total	4431	3395	76.6%	199	2	1.0%

Note: There are no Ineffective teachers at the two junior high schools.

Out-of-Field Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Out-of-Field & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	409	345	84.4%	21	0	0.0%
Jefferson	502	431	85.9%	20	2	10.0%
King	608	574	94.4%	26	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	655	505	77.1%	29	0	0.0%
Richmond	412	372	90.3%	19	0	0.0%
Roosevelt	500	462	92.4%	21	0	0.0%
Simas	513	396	77.2%	24	0	0.0%
Washington	466	390	83.7%	22	0	0.0%
LEA Total	4431	3831	86.5%	199	2	1.0%

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	556	504	90.6%	26.08	4	15.3%
Wilson	557	474	85.1%	26.08	4	15.3%
LEA Total	1113	978	87.9%	52.16	8	15.3%

Out-of-Field & Low-Income Students

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
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Roosevelt	500	459	91.8%	21	0	0.0%
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LEA Total	4431	3395	76.6%	199	2	1.0%

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	556	484	87.1%	26.08	4	15.3%
Wilson	557	421	75.6%	26.08	4	15.3%
LEA Total	1113	905	81.3%	52.16	8	15.3%

Inexperienced Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Inexperienced & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	409	345	84.4%	21	0	0.0%
Jefferson	502	431	85.9%	20	3	15.0%
King	608	574	94.4%	26	5	19.2%
Lincoln	366	356	97.3%	17	3	17.6%
Monroe	655	505	77.1%	29	1	3.4%
Richmond	412	372	90.3%	19	4	21.1%
Roosevelt	500	462	92.4%	21	3	14.3%
Simas	513	396	77.2%	24	4	16.7%
Washington	466	390	83.7%	22	3	13.6%
LEA Total	4431	3831	86.5%	199	26	13.1%

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
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Wilson	557	474	85.1%	26.08	1	3.8%
LEA Total	1113	978	87.9%	52.16	5	9.6%

Inexperienced & Low-Income Students

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LEA Total	1113	905	81.3%	52.16	5	9.6%

Distribution of Ineffective/Inexperienced Teachers

Contributing factors to Ineffective, Out-of-Field, and Inexperienced Teachers

- There is a severe and ongoing shortage of qualified teacher candidates in California
- Staffing (teacher hiring) is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
 - We are hiring additional/extra teachers to keep class sizes lower placing an additional demand on the pool of available candidates
- There are specific rules covering the transfer of teachers. This may effect the distribution of inexperienced teachers among the school sites.
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel.
 - This may contribute to late resignations as active military are transferred.
 - This may contribute to some out-of-field teachers as military spouses who are experienced, and otherwise well-qualified teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

LCAP and Teacher Credentials

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential				All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%				80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.				100% of teachers in the district's induction program successfully cleared their credential.

Year 1 Outcome:

268 Teachers

2 Ineffective/Misassigned

10 Out of Field

(31 Inexperienced)

Note: There are eleven teacher interns who do not count as Ineffective/out of field.

Note: The teacher survey has not been distributed yet. Induction completion rates will not be known until later in the year.

Note: Last year there were 256 teachers for 5,690 students. This year there are 268 teachers for 5,546 students

Ineffective, Out-of-Field, Inexperienced

- Discussion on Teacher Credentialling
- Recommendations
- Approve Recommendations

HESD Parent Survey

Distributed to Parents in March 2022

I would be interested in attending:		5 – Strongly Agree	4 – Agree	3 – Disagree	2 – Strongly Disagree	1 – No Opinion	
Choose One	(R)						Parent classes to help my child with reading.
	(M)						Parent classes to help my child with math.
	(S)						Parent classes to help my child with social/emotional skills.
1.	My child is receiving satisfactory instruction in Language Arts and Math.	(5)	(4)	(3)	(2)	(1)	
2.	The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.	(5)	(4)	(3)	(2)	(1)	
3.	I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)	(5)	(4)	(3)	(2)	(1)	
4.	My child receives adequate support so he can make satisfactory progress toward the Standards in Language Arts and/or Math.	(5)	(4)	(3)	(2)	(1)	
5.	There are adequate opportunities for me to become informed about the school's programs.	(5)	(4)	(3)	(2)	(1)	
6.	There are adequate opportunities for me to become involved in my child's school.	(5)	(4)	(3)	(2)	(1)	
7.	In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education.	(5)	(4)	(3)	(2)	(1)	
8.	I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math.	(5)	(4)	(3)	(2)	(1)	
9.	When I have questions about my child's class work, I can ask for clarification and assistance from my child's school.	(5)	(4)	(3)	(2)	(1)	
10.	My child is safe at school.	(5)	(4)	(3)	(2)	(1)	
11.	The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.	(5)	(4)	(3)	(2)	(1)	
12.	It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks.	(5)	(4)	(3)	(2)	(1)	
13.	I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations.	(5)	(4)	(3)	(2)	(1)	
14.	It would benefit my child academically to have the opportunity to take a school laptop computer home from school each day for homework assignments.	(5)	(4)	(3)	(2)	(1)	

HESD Parent Survey 2021-2011

Discussion:
Should we distribute the survey online this year?

Recommendations

Approve Recommendations

Federal COVID Funding

IMPROVE/UPGRADE/REPAIR SCHOOL FACILITIES

The district is and/or will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses).

INDOOR AIR QUALITY & VENTILATION:

The district is and/or will inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities to maintain the health and safety of students and staff. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacements.

SANITATION TO MINIMIZE THE SPREAD OF INFECTIOUS DESEASES

The district is and/or will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial/maintenance staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.

Federal COVID Funding (Continued)

IMPLEMENTING HEALTH PROTOCOLS

The district is and/or will develop and implement strategies and/or public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

HEALTH PROFESSIONALS (PHYSICAL/MENTAL/SOCIAL/EMOTIONAL)

The district is will provide students with mental health services and supports. School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems. Increase and/or maintain School Nurses (RNs), Licensed Vocational Nurses (LVNs) (One per school site), School Nursing Supplies/Materials, School Counselors, and Psychologists to maintain the health and safety of students.

(Now a counselor at each elementary school site—two at each junior high)
(LVNs from part-time to full-time)

SCHOOL SUPPORT STAFF

The district will provide students with mental health services and supports. Additional support staff such as Student Specialists, Vice Principals, Yard Supervisors, and Community Day School, provide direct services to students to promote positive school climate, good citizenship, and school safety.

(Two additional social workers and one psychologist)

Discussion/Recommendations COVID Funding

- Discussion on COVID Funding
- Recommendations
- Approve Recommendations