

School Board Meeting
March 9, 2023 5:30 PM
HJSHS Library

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. February 2023 Bills
 - B. February 2023 Financial Report
 - C. February 9, 2023 Regular Board Meeting
- IV. Agenda Approval
- V. Regular Agenda
 - A. E-Rate Contract Renewal
 - B. ESSER Addendum Approval
 - C. Budget Amendments
 - D. Board Policy Updates - 1st Reading
 - 1. 1.106 Code of Ethics
 - 2. 1.107 Conflicts of Interest
 - E. Superintendent's Report
 - 1. Personnel Report
- VI. Citizens Concern
- VII. Adjournment

School Board Meeting

February 9, 2023 5:30 PM
HJSHS Library

Attendance Taken at 5:30 PM.

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Present
Mr. Wayne McLemore: Absent
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. Terry Johnson and a second by Mr. Leon McNeal.

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

A. January 2023 Bills

B. January 2023 Financial Report

C. January 19, 2023 Regular Board Meeting

IV. Agenda Approval

Motion passed: Motion to approve the agenda passed with a motion by Mr. Leon McNeal and a second by Mr. Terry Johnson.

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

V. Regular Agenda

A. 2022 Audit

Motion passed: Motion to approve the 2022 Audit Report passed with a motion by Mr. Leon McNeal and a second by Mr. Terry Johnson.

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

Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

B. 2023-24 and 2024-25 School Calendars

Motion passed: Motion to approve the 2023-24 and 2024-25 School Calendars passed with a motion by Mr. Leon McNeal and a second by Mr. Terry Johnson.

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

C. 2023-2024 Textbook Adoption

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

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

D. Board Policy Update - 2nd Reading

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

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

1. 6.500 Special Education Students

E. Superintendent's Report

- Teachers of the Year: Shelia McFadden from Stigall, Tonyaki Fenner from East, and Kelly Vonner from HJSHS
- Supervisor of the Year: George Yarbrow
- RISE Award Recipient: Sonya Melton
- TAEA West Tennessee Regional Student Art Exhibition Finalists
- Data Dig Day held on February 4th by Jozelda Porter.
- Reading Scholars Event for 4th grade students who made presentations to a HHS BETA Club panel about what they read and their thought

about the book. BETA members had also read the book and were able to discuss plots, characters and themes with the students.

- Instructional Coaches held a Data Dig Day for HJSHS students.
- Next Data Dig Day will be February 17 for teachers with Instructional Partners using the Instruction Pacing Guide.
- Tom & O.E. Stigall Ethnic Library & Museum will be tutoring on Saturday's for 3rd Grade on Reading Skills.
- Jr. High Girls are Regional and Sectional Champions and will be going to State on February 10th, and Jr. High Boys are the Regional Champions. Congratulations to both teams!
- February 17th is President's Day and school will be closed.

VI. Citizens Concern

VII. Adjournment

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

Rev. Mark Hodge: Absent
Mr. Terry Johnson: Yea
Mr. Wayne McLemore: Absent
Mr. Leon McNeal: Yea
Ms. Valeria Wedley: Yea
Yea: 3, Nay: 0, Absent: 2

Valeria Smith-Wedley, Chairman

Date

Dr, Janice Epperson, Superintendent

Date

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

Date: 3/2/2023
To: Janice Epperson, Superintendent
From: Wayne Sheehan, Technology Supervisor
RE: E-RATE Vendor 2023-24

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

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

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



ESSER 3.0 Public Plan 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 FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.



ESSER 3.0 Public Plan for Remaining Funds

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

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

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

General Information

LEA Name: 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: 1/27/23

Total Student Enrollment:	<u>1,101</u>
Grades Served:	<u>Pre-K-12th</u>
Number of Schools:	<u>3</u>

Funding

ESSER 2.0 Remaining Funds:	<u>\$504,478.49</u>
ESSER 3.0 Remaining Funds:	<u>\$3,944,030.14</u>
Total Remaining Funds:	<u>\$4,485,746.25</u>



Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		\$11,866.68
	Summer Programming	\$21,290.82	\$50,626.23
	Early Reading	\$15,946.80	\$50,000.00
	Interventionists		
	Other		\$256,237.66
	Sub-Total	\$37,237.62	\$318,730.57
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		\$94,977.47
	Mental Health		\$327,565.87
	Other		\$97,138.56
	Sub-Total		\$519,681.90
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other	\$7,716.27	\$499,095.98
	Sub-Total	\$7,716.27	\$499,095.98
Foundations	Technology		\$52,404.24
	High-Speed Internet		
	Academic Space (facilities)	\$459,524.60	\$2,311,399.95
	Auditing and Reporting		\$23,268.00
	Other		\$219,449.50
	Sub-Total	\$459,524.60	\$2,606,521.69
Total		\$504,478.49	\$3,944,030.14

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Academics

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

- Provide students with resources and intervention to increase achievement in ELA.

- Provide students with resources that will increase ACT composite and math scores.

- Provide students with resources and intervention to increase achievement in Math.

HCS has narrowed the focus of the needs assessment moving from five (5) goals in 2022 to three (3) goals in 2023. This streamlined approach will drive rigor and intensive support for the three (3) initiatives. The goals above are all directly related to the activities below.

Strategies to accelerate Academic Achievement include:

- Super Saturdays for 2nds for extended learning opportunities. Second grade students will be tutored every Saturday in March by certified teachers for interactive virtual math interventions.
- Intersession Fall Break for extended learning opportunities. Targeted students received additional virtual instruction during fall break.
- myON Digital Learning Program is a district-wide initiative providing a personalized online library that gives students access to more than 7,000 enhanced digital books in the core collection.
- Fast Forward is a district-wide reading intervention initiative targeting for HJSHS during RTI², English Learners & and Students with Disabilities utilized as an additional resource for classroom and at-home.
- Summer Academic Camps were provided additional teachers for 2022 and will provide additional teachers for 2023 through ESSER 2.0 and 3.0 funds.
- Math Textbook Adoption resources will be a one-time purchase using ESSER 3.0 funds.

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

The Academic Achievement "other" category includes:

Parent Liaison is a district-wide position implemented in 2021-2022 with ESSER Funds. This liaison visits every school and is an advocate for parents. The liaison also conducts home

visits, mentors students, makes frequent check-ins to all school administrators to provide additional support and also, holds parents accountable for their responsibilities with their children.

Learning Loss Coach is a HJSHS position that coaches all junior high teachers on how to accelerate student learning and how to narrow the pandemic learning loss gaps.

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.

*All of the ESSER **Student Readiness** support the investments in the needs assessments through improved students' health, emotional and mental services and support academic support in our population of English Learners. Students must have their basic needs met before student learning occurs.*

Additional ESL Teacher serves our EL population at Stigall Primary School. During the pandemic ELs were at home during quarantine with families where English was/is not the primary language. This created an academic gap due to the limited English acquisition and the lack of in-person instruction for this special population.

Social Workers were/are provided for all schools. The social workers assist with student attendance, parent meetings, student mental health support, RTI2-B, work with special populations including foster students and coordinate resources with local non-profit organizations to accommodate parent and student needs.

Behavior Specialist is a district-wide initiative providing mental and emotional services for students that need intensive behavior therapy. This specialist conducts check-ins with all students that need intense services, works with DCS, and provides students and parents with behavior plans for school and at home.

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

Additional School Nurse allows students to receive the care they need to be healthy and to return to school as soon as possible. With the pandemic, the number of students that need services by the nurse have doubled and tripled at high contagion and contractual time periods.

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.

Teachers in HCS support the **Recruitment, Retainage and Educators and School Personnel** through on-going professional development.

Professional Development is provided for all teachers and staff in a plethora of opportunities. ESSER funds are used to bring in high-quality presenters for the beginning of the year PD days and throughout the year as needed. Also, after-school hours professional development is provided for teachers and staff with stipends for



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

the additional hours of work. HCS also offers professional development on Saturdays throughout the year with stipends for the additional hours of work. Some PD opportunities are:

- Strategies to Improve Classroom Instruction
- Data digs
- Culture and Climate
- Classroom management
- Social-emotional
- ACT prep strategies
- Early and secondary Literacy
- Math initiative
- Google
- Team building
- How to set up a classroom
- Innovative Schools
- Audio enhancement training
- Reflex Math
- Myon
- Fast Forward
- Literacy and Writing Strategies

Communications Director was a position added in 2021-2022 school year. This position supports all school and district events. She does newsletters, newspaper articles, social media, all calls, remind text and other important information that needs to be communicated to all staff. She attends all events and takes pictures, promoting HCS and *tells the story* of the work that is taking place in our district. She updates families on all school on-goings and opportunities.

Foundations

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

Allocations support and **Strengthen Structural Expectations** through technology, facility improvement and support staff and students’ safety.

Technology activities include:

- Installation fees of (75) smart TVs for teachers
- Technology for the library (Smart tables, Virtual reality headsets and table and robotics)
- Technology for (2) 3rd grade teachers
- Classroom audio enhancement speakers with installation for hearing impaired special education students.

- Portable audio enhancement system for hearing impaired special education students.

Academic Space (Facilities) were improved for mitigation of the COVID pandemic. Paint, floors, bio-ionization filters in HVACs, bathroom remodels, new roof, carpet, and furniture are some of the facility repairs.

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

Safety Project Manager role coordinates with construction and renovation companies. This position also takes care of all safety ranging from buildings to student safety.

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 Bookkeeper gives the ESSER Director expenditure reports, and the director monitors these reports weekly. 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 allowable and reasonable. When invoices are received the director codes the bill and keeps the purchase requisition, P.O., invoice 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 meetings, updates, newsletters, social media with staff and the community. The director also conducts surveys with stakeholders and reports the survey responses through google drive.

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.

The ESSER director monitors the 20% fiscal obligation on the application spending guide for compliance. The director also tags learning loss initiatives are tagged correctly in the ESSER budgets.

Learning Loss Calculation (LEAs must spend a minimum of 20% across the life of the grant, on Addressing Learning Loss)	
\$4,406,285.59	Original Allocation
\$1,337,057.12	20% to be expended on Addressing Learning Loss
\$3,069,228.47	How much was expended on Addressing Learning Loss in FY22?
\$1,491,171.59	The remaining minimum amount based on the LEA original allocation minus the amount expended on Addressing Learning Loss in FY22.
\$1,546,549.06	Amount

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 a 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.

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.

The stakeholders surpassed the minimum 10% of engaged stakeholders by asking every attendee to give input. The committee communicated that all the implemented projects should continue for FY2023.

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

HCS engaged a wide array of stakeholders through a 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.

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.

In-person meetings, newsletters, surveys, and google drive modalities. Stakeholders always think that our additional support staff is the strongest initiative. With that continual feedback, the ESSER Director developed a way to honor our ESSER staff, to further communicate what they do on a daily basis and recognize their work experience. The Director spotlights each ESSER funded position through a “Get to Know” newsletter that explains more about their role in the district. The director sends this newsletter to all staff and posts it on social media.



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: ~~February 21, 2023~~

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

[Humboldt City Schools had a Safe Return to In-person Instruction committee meeting on February 13, 2023. Stakeholders included the representation of the SWD population with the IDEA Supervisor, ELs with the ESL teacher, parent with the school-to-home perspective, school nurse, Gibson County Health Department with the Public Health Environment Coordinator, Director of Communications, Director of Professional Development & Instruction, Coordinated School Health, Federal Programs and an Academic Coordinator.](#)

[The Federal Programs Director officiated the meeting. Each attendee was given a copy of the previous plan. Collectively, the committee revised the work of updating the Humboldt City Schools policies and procedures. This addendum is aligned with the CDC recommendations and the scope of work is for in-person student instruction for post, current and the future preventative strategies relevant to the COVID pandemic.](#)

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

The Public Health Environment Coordinator attended on behalf of the Gibson County Health Department. The PHE Coordinator was engaged and gave a brief update on policies and procedures. The coordinator confirmed our plan aligned with the Health Department plan.

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.

Appropriate accommodations for children with disabilities with respect to health and safety policies
<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>
Physical distancing (e.g., use of cohorts/podding)
<i>HCS is continuing to mandate that students are to be 3 feet apart in classrooms/non-classrooms.</i>
Hand washing and respiratory etiquette
<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>
Cleaning and maintaining healthy facilities including improving ventilation
<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 a bio-ionization filter in all school HVACs.</i>
Contact tracing in combination with isolation and quarantine
<i>The district is no longer implementing contact tracing, however, HCS has updated quarantining procedures. If staff or student test positive for COVID-19 they must stay home for 5 days. If staff or student come into direct contact with a person that is COVID POSITIVE, they are asked to monitor their symptoms for 3 days. Students and staff may remain in school if they do not present any symptoms or have a negative COVID test.</i>
Diagnostic and screening testing
<i>Staff and students have diagnostic screening opportunities provided by Coordinated School Health and district nurses.</i>
Efforts to provide vaccinations to educators, other staff, and students, if eligible
<i>The Coordinated School Health Director offers links and sign-up lists for vaccine appointments. The CSH Director will coordinate safe COVID vaccination opportunities in the Gibson County region for HCS staff members. The director will share logistical information to all district and school staff through email.</i>
Universal and correct wearing of masks
<i>Masks for students and staff are still optional but highly recommended.</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 District Social Worker and Behavioral Specialist. They are allowed daily check-ins if needed to support both academic and social growth.
- District Social Worker provides training to teachers during PLC meetings regarding mental health needs of our students. This training will be on-going throughout the school year.
- Behavior Specialist provides training & instruction to teachers that have students with Behavior Plans regarding how to support that student in the classroom. This training will be on-going throughout the school year.
- District Social Worker & Behavior Specialist 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 by Behavior Specialist or District Social Worker to our Pathways Mental Health liaison to start receiving 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.
- Teachers continue to provide virtual instruction when students are absent.

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Humboldt City Schools
Math Implementation Grant
2022-2023

Amendment #10

Account Number	Description	Budget	
142-935-47307	Revenue	71,250.00	
142-935-72210-399	Other Contracted Services	71,250.00	Contract with NIET

Humboldt City Schools
Early Literacy Grant
2022-2023

Amendment #11

Account Number	Description	Budget	
142-951-47309	Revenue	40,000.00	
142-951-72210-399	Other Contracted Services	40,000.00	Contract with Instruction Partners Literacy training grades K-2

**Humboldt City Schools
Resilient Communities Grant
2022-2023**

Amendment #12

Account Number	Description	Budget	
142-942-47590	Revenue	146,756.17	
142-942-72130-130	Social Workers	80,000.00	Pays a portion of salary
142-942-72130-201	Social Security	6,500.00	for our 3 Social Workers
142-942-72130-204	State Retirement	7,952.00	
142-942-72130-207	Health Insurance	25,500.00	
142-942-72130-208	Dental Insurance	750.00	
142-942-72130-212	Medicare	2,400.00	
142-942-72210-189	Other Salaries and Wages	7,001.00	Stipend for Grant Coordinator
142-942-72210-201	Social Security	435.00	
142-942-72210-204	State Retirement	609.30	
142-942-72210-207	Health Insurance	1.00	
142-942-72210-208	Dental Insurance	200.00	
142-942-72210-212	Medicare	102.50	
142-942-72210-524	Staff Development	15,305.37	
	Total	146,756.17	

Humboldt City Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Code of Ethics	Descriptor Code: 1.106	Issued Date:
		Rescinds:	Issued:

1 *General*¹

2 Board members and school district employees may not accept, directly or indirectly, any gift, money,
3 gratuity, consideration, or favor that a reasonable person would understand was intended to influence
4 the vote, official action, or judgment of the board member or employee in executing decisions
5 affecting the school district. It is also prohibited for a board member's or an employee's spouse or
6 child living in the same household to accept such items.

7 It shall not be considered a violation of this policy for a board member or employee to receive
8 entertainment, food, refreshments, meals, health screenings, amenities, food, or beverages that are
9 provided in connection with a conference sponsored by an established or recognized statewide
10 association of school board officials or by an umbrella or affiliate organization of such statewide
11 association of school board officials.

12 **ETHICS COMPLAINTS**

13 The Board may create a School District Ethics Committee (Ethics Committee), consisting of three (3)
14 members who will be appointed to one-year terms by the Board Chair with confirmation by the Board.
15 At least two (2) members of the committee shall be members of the Board. The Ethics Committee shall
16 convene as soon as practicable after its appointment and elect a Chair and a Secretary. The records of
17 the Ethics Committee shall be maintained by the Secretary and shall be filed in the Director of
18 Schools' office, where they shall be open to public inspection.

19 Questions and complaints regarding violations of this Code of Ethics shall be directed to the Chair of
20 the Ethics Committee. Complaints shall be in writing, signed by the person making the complaint, and
21 include details as to the facts surrounding the complaint.

22 The Ethics Committee may investigate an ethical complaint received against a board member or
23 employee and make recommendations to cease any activity that, in the Ethics Committee's judgment,
24 constitutes a violation of this Code of Ethics. If a member of the Ethics Committee is the subject of a
25 complaint, the member shall recuse himself/herself from all proceedings involving the complaint.

26 The Ethics Committee may:

- 27 1. Refer the matter to the board attorney;
28
29 2. In the case of a board member, refer the matter to the Board of Education for possible public
30 censure, if warranted;
31

- 1 3. In the case of an employee, refer the matter to the Director of Schools/designee for possible
- 2 disciplinary action, if warranted; or
- 3
- 4 4. In a case involving possible violation of state statutes, refer the matter to the district attorney
- 5 for possible ouster or criminal prosecution.

Legal References

1. TCA 8-17-103

Cross References

- Board Member Conflict of Interest 1.107
Duties of Board Members 1.202

Humboldt City Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date:
		Rescinds:	Issued:

1 *General*

2 State law provides specific instances when direct or indirect conflicts of interest may affect a board
3 member's ability to vote on certain matters.

4 Direct conflicts of interest may arise if the school district contracts with a board member or with a
5 business in which the board member is a sole proprietor, partner, or person having a controlling
6 interest.¹

7 Indirect conflicts of interest may arise if a board member votes on a matter involving a situation that a
8 reasonable person would infer affects his/her personal finances indirectly. If a board member has a
9 direct interest but is the sole supplier of goods or services in the city or county, he/she would be
10 considered indirectly interested in such a matter.²

11 **DIRECT CONFLICT OF INTEREST¹**

12 A board member shall not be directly interested in any contract in which the Board may be interested.

13 If there is a pre-existing contract that predates the board member's election to the Board, the board
14 member shall refrain from voting or discussing any matter related to that contract since he/she has a
15 direct interest. Upon expiration, the contract shall not be renewed by the Board.³

16 This shall not prohibit any board member from voting on the school budget or any budget amendments
17 unless the vote is on a specific budget amendment in which the board member is directly interested.⁴

18 **INDIRECT CONFLICT OF INTEREST²**

19 A board member shall not be indirectly interested in any contract where the Board may be interested
20 unless the board member publicly acknowledges such interest. The disclosure of this interest shall be
21 made at the board meeting in which the Board is taking action on the contract. A board member with
22 an indirect interest is not required to refrain from voting on the contract.

23 **PENALTY FOR UNLAWFUL INTEREST⁵**

24 If a board member is found to have an indirect interest and fails to disclose such interest, or becomes
25 directly interested in any contract, he/she shall forfeit all compensation. He/she shall also be dismissed
26 from the Board and be ineligible to serve in the same or similar position for ten (10) years.

Legal References

1. TCA 12-4-101(a); Op. Tenn. Att'y Gen. No. 10-46
2. TCA 12-4-101(b)
3. Op. Tenn. Att'y Gen. No. 99-209
4. TCA 12-4-101(a)(1)
5. TCA 12-4-102

Cross References

- Code of Ethics 1.106
- Duties of Board Members 1.202

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: Board members are required to disclose conflicts of interest in matters that affect, or would lead a reasonable person to infer that it would affect, the exercise of discretion of a board member.

1. Date of disclosure: _____

2. Name: _____

3. Description of conflict of interest (describe below in detail):

Signature of Board Member

Signature of Witness

New Hires

Martin Marable – Stigall Custodian
Gene Pledge – HJSHS Custodian
Kayla Hall – East P.E. Teacher

Resignations

Brittney Keller – East 5th Grade

Termination

Bobby Johnson – HJSHS Custodian