

Board of Education
July 28, 2022 6:00 PM
Central Services Board Room

BOARD MEMBERS:

1. Call to Order - Mr. Jim Inman
2. Welcome to Visitors - Mr. Jim Inman
3. Moment of Silence/Pledge of Allegiance - Mr. Jim InmanJim Inman led moment of silence.
4. Special Recognition - Mr. Jim Inman
5. Roll Call
6. Declaration of Conflict - Mr. Earl Patton
7. *Approval of July Minutes
8. *Approval of Agenda
9. Acknowledgement of Elected Officials
10. Community Comments
11. School Board Reports
 - 11.A. TLN Report - Mr. Robert Safdie
12. Board Member(s) Report from Training(s)
13. Legal Report - Mr. Earl Patton
14. Kandie Newcome-Homestead Concerns
15. Director's Report - Mr. William Stepp
 - 15.A. *SPED Job Descriptions
 - 15.B. *System Wide Testing Coordinator
 - 15.C. *CC School Nutrition '22-'23 Startup Packet
 - 15.D. *CAC Athletic Co-Op Agreement
 - 15.E. *DHA Board Members
 - 15.F. *Request to accept Fuel Up to Play Grant

15.G. Annual Planning Calendar

15.H. Safe Schools Counseling

15.I. SRO Annual Report

15.J. FYI

15.J.1. Administrative Meeting Agenda

15.J.2. Attendance Report

15.J.3. Personnel Report

15.J.4. Substitute List

15.J.5. Professional Development Report

15.J.6. School News Articles

15.J.7. School Calendar of Events

16. School Board Committees

16.A. Policy Committee-Mr. Tony Brock

16.A.1. *Approval of First Reading of Policies

16.A.1.a. Policy 2.806 Bids and Quotations

16.A.1.b. Policy 3.202 Emergency Preparedness Planning and Training

16.A.1.c. Policy 4.210 Credit Recovery

16.A.1.d. Policy 4.402 Reconsideration of Textbooks and Instructional Materials

16.A.1.e. Policy 4.403 Library Materials

16.A.1.f. Policy 4.502 Parent and Family Engagement

16.A.1.g. Policy 4.600 Grading System

16.A.1.h. Policy 5.119 Employment of Retirees

16.A.1.i. Policy 6.200 Attendance

16.A.1.j. Policy 6.204 Attendance of Non-Resident Students

16.A.1.k. Policy 6.300 Code of Conduct and Discipline

16.A.1.l. Policy 6.307 Drug-Free Schools

16.A.1.m. Policy 6.3071 Extracurricular Activity Drug Testing

- 16.A.1.n. Policy 6.405 Medicines
- 16.A.1.o. Policy 6.409 Reporting Child Abuse
- 16.A.2. *Approval of Second Reading of Policies
 - 16.A.2.a. Policy 4.210 Credit Recovery
 - 16.A.2.b. Policy 4.502 Parent and Family Engagement
 - 16.A.2.c. Policy 4.600 Grading System
 - 16.A.2.d. Policy 6.405 Medicines
- 16.B. Athletic Committee - Mr. Tony Brock
- 16.C. Budget Committee Meeting - Mr. Chris King
- 16.D. Building and Grounds Committee-Mr. Robert Safdie
 - 16.D.1. *Martin Elementary Culvert Replacement
- 16.E. Safety Committee-Mrs. Rebecca Hamby
- 17. Contract Committee-Ms. Teresa Boston
 - 17.A. Educational Resource Management Consortium and Invoice
 - 17.B. MOU between CCS and Dr. Laruen Fox-Bergvin
 - 17.C. MOU between CCS and Avalon Center
 - 17.D. TDOE Educator Preparation Agreement
 - 17.E. TNTP Math Implementation Grant Contract
 - 17.F. Stellar Therapy Administrative and Clinical Services Agreement
- 18. Chief Financial Officer's Report
 - 18.A. Monthly Financial Report
 - 18.B. Monthly Sales Tax Report
 - 18.C. *141 Budget Amendments
 - 18.D. *142 Budget Amendments
 - 18.E. *143 Budget Amendment
- 19. *Consent Agenda
 - 19.A. *Approval of Volunteers

- 19.A.1. CCHS Volunteer List
- 19.A.2. CCMS Volunteer List
- 19.A.3. SMHS Volunteer List
- 19.B. *Approval of Overnight and Out of State Field Trips
- 19.C. *Approval of Contracts
 - 19.C.1. North Elementary and Strawbridge Studios Agreement
 - 19.C.2. Stone Elementary & Strawbridge Studios Agreement
- 19.D. *Approval of Grants
- 19.E. *School Wide Fundraisers
- 19.F. *Approval of Disposal of Surplus Property
 - 19.F.1. CTE, Food Service, Gen., and SPED Retirement List
- 19.G. *Executive Approval
- 20. Old Business
- 21. Questions from Media
- 22. Adjournment
- 23. (*) Indicates Board Approval Required

Board of Education
June 23, 2022 6:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a regular session on Thursday, June 23, 2022, in the Central Services Board Room, where the meeting was called to order by Vice Chair Karge at the approximate hour of 6:00 pm.

PRESENT: Karge, King, Safdie
Parris, Hamby,
Hale, Boston

Earl Patton (Attorney)
Moira “Mo” Charnot (Media)

ABSENT: Inman, Brock (due to illness)

STUDENT REPRESENTATIVES: None

1. Call to Order - Mrs. Stace Karge (See above)
2. Moment of Silence/Pledge of Allegiance - Mrs. Stace Karge - After a moment of silence, Addison Hill and Avery Stewart from Pleasant Hill Elementary led the audience in the Pledge of Allegiance. Addison Hill and Avery Stewart were awarded a certificate of appreciation for their participation in tonight’s meeting.

Karge advised, just so you know that Mr. Inman is not feeling good tonight so please have mercy on me. This will be my first time chairing.

3. Welcome to Visitors - Mrs. Stace Karge - Karge advised, I wanted to say a big welcome to all of our visitors. So thank you for joining us tonight, including our Cumberland County Association President. Who is almost always here; Mrs. Julai Timson. Thank you so much. Anything you would like to share? Timson replied, everything is going well, it’s summer time. Karge advised, I do want to say one thing real quick. I want to say this before the girls stepped out of here. This is my last couple meetings, because I am not running again and seeing the young people coming into these meetings has been the greatest joy. So thank you parents for allowing your children to participate and it really, it just touches my heart and I know I am not alone in that feeling.

4. Special Recognition - Mrs. Stace Karge - Karge advised, moving right along. Special Recognition, I am going to turn that over to Dr. Maxwell. Maxwell advised, I do not have any special recognition this month. Karge replied, actually you are incorrect Dr. Maxwell. We do have some special recognition. Karge asked Dr. Maxwell to join her in front of the audience. Karge continued, I feel very, very honored that I get to do this tonight. I did not really know Dr. Maxwell when she became our Director of Schools and she asked one question in the interview and that was what were we looking for in a director and I spoke up and I hold that answer that I I gave you. It’s true then, as it is now. My answer was I wanted somebody kind. I was just hoping for someone kind. I cannot imagine anyone who is kinder than Dr. Maxwell. In the two years I’ve gotten to know you it’s been an absolute pleasure for me personally and

on the behalf of your board we have an engraved vase for you and it's a crystal vase, which says Dr. Ina Maxwell in appreciation for your service to our schools. This is your 2022 BOE 6-30-22 because that's your last day and not a moment sooner. Karge advised, if any board members would like to say anything the floor is open to you. Hale replied, I wrote it in the card.

5. Roll Call (See above)

6. Declaration of Conflict - Mr. Earl Patton - Declarations of Conflict- Per TCA 49-2-202 Board of Education Members who have relatives (per the statute: relative means: Spouse, parent, parent-in-law, child, son-in-law, daughter-in-law, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, or any person who resides in the same household as you) employed by the system are asked to raise your hands to identify yourself. "Do you certify that the votes that you make tonight will be in the best interest of the school system, regardless of the effect that your vote may have upon the employment of your relative or relatives?" Boston certified by saying individually, "I do."

7. *Approval of Minutes (See Exhibit #1 & #2) Karge advised, time for the Approval of Minutes. Would you like to put the board with the Special Called or would you all like to take them separately? Whoever has a motion, free to do so. Hamby advised, I'll make a motion we approve both together. Karge asked, do I hear a second? Boston replied, second.

VOICE VOTE: Hamby (mover-yes)
Boston (seconder-yes)
All Ayes

MOTION: **Motion Carried**

8. *Approval of Agenda (See Exhibit #3) Karge advised, Approval of Agenda. King moved and Hale seconded the motion to approve the agenda as presented.

VOICE VOTE: King (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: **Motion Carried**

9. Acknowledgement of Elected Officials - Karge advised, except the Acknowledgement of Elected Officials and I am not seeing anyone in the crowd. Am I missing anyone? Alright, well we always appreciate our elected officials coming and I know with it being summertime it's a little hectic.

10. Community Comments - Karge advised, time now for Community Comments. Before we start community comments we'd like to remind you we can not discuss personnel issues. If you ever have a personnel issue there is a policy on file. You can talk to the front office. They'd be happy to give you a copy of that along with a complaint form. That being said, I have two that have registered for tonight. You will have three minutes and again no personnel issues. The first one is Mrs. Bonine. If you would come up to the microphone up here. State your name and your address and again you will have three minutes and I understand that you have some support tonight behind you and that is perfectly acceptable and your time will begin after you state your name and your address and Mr. Safdie will be keeping time.

Jeannie Bonine 267 West End Road in Rockwood - Subject: Changes in atmosphere at Pine View. National scale on separating parents from school happenings. Spoke in detail of the effects and the needs of a child.

Brandy Carter 2090 Dogwood Road, Rockwood, TN - Parents, bus drivers, staff contacted her to speak for them. They are afraid to come, speak on their own. She discussed their concerns and the impact it could have on their children and themselves. Concerned how they are being led and the environment they are being led in. Safdie asked, how active are your PTO's there? Carter replied, not as active as they should be. I didn't even know how to join until just recently. I asked about it. So there is no promotion for the PTO. That is another issue that we need to put out there. I heard that there is not going to be any parent forms for volunteers this year in the administration packet that we get. So that is being taken out. Karge advised, I am gonna kind of stop that line of question, that line right there. I don't want to go down a rabbit hole we don't need to go down. Carter advised, we need to be more involved and we need those forms for PTO and how to be involved and we haven't had that this year.

11. School Board Reports

11.A. TLN Report - Mr. Robert Safdie - Safdie advised, as usual I can be as long-winded and short-winded as necessary. Karge advised, I'm going for the land speed record. So we'll take the short version. Safdie replied, you're going with the short-winded. Okay, I appreciate that madam chairperson. There were 65 pieces of legislation that the governor signed during this past academic year and I am only going to talk about one of them, because I thought that this would have a relevant impact immediately on our school and on our school libraries. So what I am going to do is, I'm going to read what the legislature passed. I believe you all know what this bill is, but I'd like to read it to the public. It is Senate Bill 2047 beginning with the 2022-2023 school year. The bill requires each school operated by an LEA, that is us the Board of Education and each public charter school to maintain a current list of the materials in the school's library collection and have the list posted on the school's website. The bill requires each local Board of Education, that's us and the public charter school governing body, to adopt a policy for developing and reviewing school library collections by the 2022-2023 school year. The policy must include a procedure for the development of a library collection at each school that is appropriate for the age and maturity level of the students. I think that is an awfully important component to have age appropriate reading material for students at those age levels. Then the board will have the responsibility of governing to evaluate feedback from students. A student, parent or guardian or a school employee regarding one or more of the materials in the library collection of the students or employee or school. So that means unless there's something that I don't understand, is that complaints about the library will come to the Board of Education. Okay now, if that is the case, we probably should have an AD HOC Committee developed. So that and selected. Then number three. The procedure to periodically review the library collection at each school to ensure that the library's collection maintains appropriate age-appropriate materials has to be consistent with the educational mission of the school and I'm sure that with the Department of Education. The bill requires a local Board of Education to evaluate each material for which feedback is provided. To determine whether the material is appropriate. So if the material is not appropriate then the school must remove the material from the library collection. So I see some, I see some good things and some difficult things to deal with. Karge asked, so with the school board having the onus to evaluate; where in the past I would assume that would fall on our librarians who are skilled in that. So I'm a little

concerned that it's not very much overstepping, on the way of the BOE. Since we are not educators. Safdie replied, this bill says this, that the school board will have the responsibility for evaluating and examining any complaints that come in. Karge replied, okay. That is where I was disconnected, but. Safdie continued, whether or not, whether it's not clear, whether or not the school board can transfer the responsibility to the Director of Schools, but that's not what this says; alright. The second issue besides you know this responsibility for evaluating criticisms of a particular book of parents or the community about an item in the collection is, it says that the school system by 2023. Sometime this year we have got to make sure that the libraries publish the listing of all their books and periodicals at a website. Now it says the school's website, but I am assuming that the Board of Education's, the Central Office's website could you know. Rather than put the onus on these elementary and high schools to create a web page where all those things are listed. It might be more advantageous for the board, for the Central Office to put that as part of their website. So this is a; of course the reason why this bill was passed was because there was an instant in one, I think it may have been Hamilton County. Where they had this book and it contained some pretty foul language and it was accessible by, in the K-8 area and people became really indignant that this literature was there. Even though it was an award winning book. I am firmly; I believe that it should be the board's responsibility to make sure that age appropriate materials are in our libraries for students. That makes common sense to me. So then the question is, well will a single foul word okay, constitute an inappropriate selection for a person in high school or a person in the ninth grade or eighth grade and I think that's where our librarians are going to have a real think through on how they handle this and of course all of this will depend on parents and community input. Boston asked, do we suspect that TSBA is going to create this policy? Safdie replied, I hope they get it out to us soon. Boston replied, okay. Because that would be a very complex policy, which to follow. Safdie replied, I will call TSBA and see if they've got it in the works. Karge advised, I would be concerned about the slippery slope that we're creating, because you can take that and you can interpret that too. Does that mean you know, does "Mice and Men no longer belong in our libraries"? Safdie replied, that's true. Karge continued, do you see what I am saying? Do we ban "To Kill a Mockingbird?" How far do we go? It's a scary slope. Safdie replied, well I think that ultimately we are responsible for taking a look at the review and helping our school system determine whether the feedback we got from the community or for a parent's concern is not legitimate, but has merit. So I feel comfortable with the Board of Education and I feel comfortable with our parents and our school system and our librarians. The big problem is going to be getting that list ready in a database that's accessible by parents. Hale advised, I think Mr. Safdie if I recall at North the librarians always had to take an evaluation of all of the books that were there. We already have one, so they have a title. I'm sure all the schools have the titles of the books that they have in their libraries, because we had inventory. That is what I was trying to do. They take inventory. So they are aware of what they have and it would take weeks for them to do that inventory. Safdie replied, well I just hate for this to become a; if our librarians look at a synopsis of a book and they say this book is age appropriate, because all of the literature says it's age appropriate and then it has pages where there's inappropriate material. Will we be able to handle that with grace and with appropriate behavior on our part without having the legislature or the community take a stand and say, look, that librarian should be fired. This book has bad words in it. You know and that's what was happening in these other counties and I just don't think; I have more faith in Cumberland County and our parents than that, because we will handle it. We will take criticisms of our selection in the library and as long as I'm on

the board I think I can be pretty objective along with other board members. Karge advised, I think your suggestion that you know perhaps the next board can create that Ad HOC Committee. Safdie replied, we need to have a committee. Karge continued, that might be. Safdie continued, they may never meet. Can that count as my regular committee? Karge replied, sure? Any other questions for Mr. Safdie? No one responded.

12. Board Member(s) Report from Training(s) - Karge asked, Board Members Report from Training. Did anyone attend any training? No one responded.

13. Legal Report - Mr. Earl Patton - Patton advised, as you know we do have a couple of cases making their way through courts, but as you also know from experience just as I do justice moves slow and so I don't really have any updates on the cases at this point in time. I should have some updates for you next week. Karge advised, I did see something interesting that I wanted to bring up. That the JUUL, regarding the JUUL case. That JUUL has now been banned in the United States. Patton replied, I say that as well. I am sure that will have an effect on the current litigation. Karge advised, I would imagine so.

14. *Coordinated School Health Report (See Exhibit #4) Karge advised, time now for the Coordinated School Health Report. I'm going to turn that over to you Dr. Maxwell. Maxwell advised, okay so what you have in front of you. This is the Coordinated School Health letter to participate. Along with the Tennessee Department of Education MOU. This came to us after the last contract meeting and then this morning before noon a corrected MOU came to us from the Department of Education, because they asked us to please use the current one that was emailed this morning. Because the previous one did not have the Assistant Commissioner's name on it. So this would require board approval and Mrs. Polson is here if you have any questions. Hamby asked, that was the only change, just adding the Assistant's name? Maxwell replied, yes they changed. Hamby continued, I make a motion we approve with the new. Safdie advised, second. Karge advised, since this has to do with money I am going to go ahead and do a Roll Call.

ROLL CALL VOTE: Hamby (mover-yes)
Safdie (seconder-yes)
Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: Motion Carried

15. *TDOE Early Literacy Network Agreement Year 2 (See Exhibit #5) Karge advised, the TDOE Early Literacy Network Agreement; Dr. Maxwell. Maxwell advised, This is the second year for this agreement. The board approved this last year. This is part of the Commissioner's Reading 360 Initiative, which we were identified as a district for. Dr. Farley, Mrs. Bernebei, Mrs. South, Mrs. Barnes, Mrs. Helton. Several have worked diligently on this to provide additional training to our teachers. Safdie advised, I make a motion to move to approve. Hamby advised, second. Karge advised, since it has to do with money we'll go ahead and Roll Call again.

ROLL CALL VOTE: Safdie (mover-yes)
Hamby (seconder-yes)

Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: **Motion Carried**

16. Director's Report - Dr. Ina Maxwell - Karge advised, we will move on to the Director's Report and for the last time I give you Dr. Maxwell.

16.A. Coordinated School Health Services Report (See Exhibit #6) Maxwell replied, so the first item does not require a vote, but Mrs. Polson has submitted her annual Coordinated School Health Services Report and you can see the highlights of the 2021-22 school year and again she is here if you have questions. She has done an outstanding job of ensuring that our faculty staff and students are taken care of and participation in many things that promote health for our students and faculty. Karge asked, any questions for Mrs. Polson? Hamby advised, I commend her on her work and everything that she does. Safdie advised, I just have a comment. That is incredible. Hale replied, yes; absolutely.

16.B. *Approved Field Trip List (See Exhibit #7) Maxwell advised, the next item will require Board approval. This is the annual Field Trip List, which you will see in your packet. Boston advised, motion to approve. Hamby advised, second. Karge advised, we are just going to do a Voice Vote.

VOICE VOTE: Boston (mover-yes)
Hamby (seconder-yes)
All Ayes

MOTION: **Motion Carried**

16.C. *ARP Homeless Grant Participation Letter (See Exhibit #8) Maxwell advised, the next item you have will require board approval. This is the ARP Homeless Grant Participation Letter and you will see the amounts, the application deadline date and the purpose. Hamby advised, I make a motion to approve. Safdie advised second. Boston advised, the only question that I have is this the same amount or did we get an increase? Maxwell replied, This is a different; I've got to refer to Mrs. Randolph, Mrs. Boston. Boston replied, go ahead. Randolph replied, it's actually a new grant opportunity that the state rolled out at the first of the June and what it does is it supplements the McKinney Vento and all of the Art Homeless Funding Grants. That we've already received. So what we do is it's a \$200,000.00 grant, but it is a \$100,000.00 per year for the next two years. Boston asked, this is new? Randolph replied, this is new from the state; yes ma'am. Boston replied, perfect. Karge asked, any further questions? No one responded. Karge continued, alright. Since it has to do with money we'll go ahead and do a Roll Call.

ROLL CALL VOTE: Hamby (mover-yes)
Safdie (seconder-yes)
Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: **Motion Carried**

16.D. Annual Planning Calendar (See Exhibit #9) Maxwell advised, the next item that you have is the Annual Planning Calendar and you know I have said it many times. Time flies when you are having fun and it is hard to believe that we've come to the end of June and you all will start over again next month. So my best wishes.

16.E. FYI (See Exhibit #10) Maxwell continued, the rest of the items are for your information and if I may Mrs. Karge I would like to say to each of the board members; all nine of you. I truly appreciate each one of you. I've learned from each of you and I will take with me that knowledge, but you've been very kind and supportive and we've gone through some very difficult times. We've survived through a pandemic. We kept our kids in school and I just really appreciate you all for that support and many other things that you all have done. You have accomplished great things as a board and I don't want you to think I don't recognize that on a daily basis. The faculty and staff, employees in our system; they are second to none. They are fabulous. The encouragement has been phenomenal. So I thank you all very much.

- 16.E.1. ESSER Report
- 16.E.2. Administrative Meeting Agenda
- 16.E.3. Attendance Report
- 16.E.4. Personnel Report
- 16.E.5. Substitute List
- 16.E.6. Professional Development Report
- 16.E.7. School News Articles
- 16.E.8. School Calendar of Events

17. School Board Committees

17.A. Policy Committee - Mr. Tony Brock - Karge advised, School Board Committees. Mr. Brock is gone. I understand Mr. King, you're gonna talk on behalf of policy? King replied, Mrs. Hamby. Hamby advised, we do not have any policies on First Reading this time.

17.A.1. *Approval of First Reading of Policies - N/A

17.A.2. *Approval of Second Reading of Policies (See Exhibit #11) Hamby continued, but we do have four for Second Reading. It's Policy 2.702 Inventories, Policy 3.206 Community Use of School Facilities, Policy 5.204 Retirement Incentive, Policy 6.4031 Pediculosis (Head Lice), and those are on Second Reading. They did come out of committee. Karge advised, no second needed. Do we want to vote on them altogether, Mrs. Hamby? Is that acceptable to you? Hamby replied, yes.

- Policy 2.702 Inventories
- Policy 3.206 Community Use of School Facilities
- Policy 5.204 Retirement Incentive
- Policy 6.4031 Pediculosis (Head Lice)

VOICE VOTE: Hamby (mover-yes)
(no second necessary)
All Ayes

MOTION:

Motion Carried

17.B. Athletic Committee - Mr. Tony Brock - Karge advised, Athletic Committee. Is anyone here to speak on Athletic Committee? No one responded. Alright seeing none we will move on.

17.C. Budget Committee Meeting - Mr. Chris King - Karge continued, Budget Committee, Mr. King. King advised, madam chair we approved the budget through a Special Called Meeting. Sent it to the County Commission Budget Committee. They approved it and sent it to the full County Commission for approval. That's where it sits. Karge asked, I understand that there were some questions from the County Commission the other day? Hamby replied, if I may? Karge replied, yes please. Hamby continued, some of us came to that meeting. It is okay and they are moving forward. Everything was taken care of and questions answered. To my knowledge it is moving forward. Karge asked, we are good? Boston replied, yes. Karge asked, anything else you would like to add, Mr. King? King replied, that's all.

17.D. Building and Grounds Committee-Mr. Robert Safdie - Karge advised, Building and Grounds Committee, Mr. Safdie. Safdie replied, the Building and Grounds Committee did not meet this month.

17.E. Safety Committee-Mrs. Rebecca Hamby - Karge replied, alright moving right along. Mrs. Hamby, Safety Committee. Hamby advised, the Safety Committee did not meet this month, but I would like to point out a couple of things. There has been an Executive Order for Safety in the schools. I am seeking further information on that and once I get more information I will set a Safety Meeting, but I would also like to let everyone know we have been working towards the Buddy Benches through the Bikers Against Bullies. We have had seven benches paid for by an amazing company here and some individuals. We only need five more benches and we will have one for every school. So if anyone; the applause goes to Randall Hopkins. The liaison for Bikers Against Bullies. He has been amazing and he has put the word out there and he has worked hard for it and so at a later time and when time permits. We are going to do a recognition of those individuals and companies who have donated. If there are any businesses out there listening that would like to donate for the remainder five, they are \$850.00 per bench and so you can let us know. Karge replied, thank you and thank you for what you have done.

17.F. Contract Committee-Ms. Teresa Boston (duplicate on the agenda)

17.G. Contract Committee - Ms. Teresa Boston - Karge advised, Mrs. Boston, Contract Committee. Boston replied, Contract Committee met. We had several contracts. We had quite a lengthy meeting. What I would like to do is take the Attorney Contract, let's get it approved or put it out for motion and then separate, because the remainder are mental health services. Those contracts are mental health services. Hamby advised, since it came out of committee. Boston continued, it needs no second. Patton replied, the Attorney Contract is too, if I might say. Boston replied, it's a mental health contract. Sometime I question. Karge advised, since it has to do with money, let's go ahead and do a Roll Call Vote. If that's alright with everyone, regarding the contract for Mr. Patton.

17.G.1. G. Earl Patton Contract (See Exhibit #12)

ROLL CALL VOTE: Boston (mover-yes)
(no second necessary)

Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: Motion Carried

(See Exhibit #13) Boston continued, the remainder of the contracts have to do with supplemental mental health services that come into our school system. Dr. Maddox was here and provided us and I think it made everybody feel a lot better. With the procedures in which they are coming into the school, so that everybody is on the same page. We reviewed these contracts very thoroughly and I would submit them to the board for approval. Karge asked, would you like to put them all together and do one? Boston replied, yes I would. Karge replied, again since these have to do with money let's go ahead and do a Roll Call. Boston replied, we don't; there's no cost to us. Karge replied, we don't need a Roll Call. I'm sorry, then let's just do a Voice Vote.

- 17.G.2. Stellar Therapy Services
- 17.G.3. Sericia Seiber and CC Schools for Speech/Language Services
- 17.G.4. Sidekick Therapy Partners
- 17.G.5. Global Therapies/Karyn Henderson OT Services
- 17.G.6. Volunteer Behavioral Health MOA Project BASIC
- 17.G.7. Volunteer Behavioral Health MOA Positive Action Program
- 17.G.8. Volunteer Behavioral Health MOU Project Anchor
- 17.G.9. Volunteer Behavioral Health MOU Dept. of Mental Health and Substance Abuse Services
- 17.G.10. Centerstone of TN MOU

VOICE VOTE: Boston (mover-yes)
(no second necessary)
All Ayes

MOTION: Motion Carried

18. Chief Financial Officer's Report-Mrs. Kacee Harris (See Exhibit #14) Karge advised, alright Mrs. Kacee Harris with our Financial Statement. Harris replied, thank you. A couple of updates I wanted to share. The TISA rules, I think Dr. Maxwell has talked at the Budget School and Education Committee spoke to this. The state has released the TISA rules for public comment. If you google TISA, they are accepting public comment through August 2nd. That might be some interesting reading.

18.A. Monthly Financial Report - Harris continued, and then for the Financial Report for May. In May we received about \$1.5 million in revenue. For a year to date total of about \$51.6 million. Against our budget of \$57.7. So are there any questions about revenues? Boston asked, we expect the remainder of the revenue to come in June? Harris replied, so that is an interesting point. I am glad you mentioned that. So, yes we expect more revenue to be coming in. I did get a notice today from that state. Typically we don't get the BEP payment in May. They hold it out and pay us, kind of do their calculations and we get that towards the middle to end of June. We got notification today like everything else in the world. They are experiencing some delays. So we won't be receiving that in June, but we will be recording it when we get it in July, it will hit this year. So I expect it will hit our

revenues. Boston asked, okay. So this 89% of our revenues, that will, actually whenever we do get our BEP money, it will be reflected on this year's budget? Harris replied, yes. Boston replied, okay. That would make me feel more comfortable. Harris asked, any other questions on revenues? No one responded. Harris continued, next we have our expenditures. You can see there in May we expended about \$4.6 million. For a year to date total of about \$46.8. Against our budget of \$61 million. So are there any questions about expenditures? No one responded. Harris advised, we are in the process of assuring a lot of those up. I think we talked at the last meeting about some of those projects. What will be done, what won't be done. We are in that process right now. So there will be more to come about that.

18.B. Monthly Sales Tax Report - Boston asked, Kacee, what about our Sales Tax? Harris replied, so Sales Tax' that's next. I don't have the official report yet, but I did attend a meeting where just an oral report was given that June numbers are continuing to be very positive and so far for the year we are at about \$947,000 over projections. So we'll still have one more month. They take July and give it to us this year. When I get the official report I will share, but it is still looking very favorable. So please continue to shop local. It definitely helps our schools. Boston replied, I'm going to Buc-ee's. Harris asked, any other questions about Sales Tax? No one responded.

18.C. *142 Budget Amendments (See Exhibit #15) Harris advised, the next items we have several 142 Federal Budget Amendments. Mrs. Angela is here if there are questions. Karge advised, I would like to group these together. If someone would like to make a motion and we can vote on these first, it's like five? King replied, motion. Karge asked, is there a second? Safdie replied, second. Karge advised, since it is money we are going to go ahead and do a Roll Call Vote.

ROLL CALL VOTE: King (mover-yes)
Safdie (seconder-yes)
Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: **Motion Carried**

18.D. *143 Budget Amendments (See Exhibit #16) Harris advised, this is just a little clean up for our cafeteria fund. Karge asked, do I hear a motion? Safdie moved and King seconded. Karge advised, I've got Mr. Safdie with a motion and Mr. King with a second. Again we will do a Roll Call.

ROLL CALL VOTE: Safdie (mover-yes)
King (seconder-yes)
Parris - Y, Hale - Y
Karge - Y, King - Y
Hamby - Y, Boston - Y

MOTION: **Motion Carried**

19. *Consent Agenda (See Exhibit #17)

19.A. *Approval of Volunteers

- 19.A.1. SMHS Volunteer List
- 19.A.2. Middle School Volunteer List
- 19.B. *Approval of Overnight and Out of State Field Trips
 - 19.B.1. Brown Elementary Overnight Request
 - Nashville, TN. June 27-27, 2022 National Beta Convention
 - 19.B.2. CCHS Overnight Request
 - TN Tech Cookeville, TN July 12-14, 2022 Football Camp
 - 19.B.3. SMHS Overnight Request
 - Maryville College Soccer Camp, Maryville, TN July 17-July 20, 2022- Girls' Soccer Team
- 19.C. *Approval of Contracts
 - 19.C.1. CCHS and Josten's Agreement
 - 19.C.2. -SMHS and Vendor Agreements
 - Five Star Food Service
 - Josten's Pix
 - Pro Studio 7
 - Josten's
- 19.D. *Approval of Grants
- 19.E. *School Wide Fundraisers
- 19.F. *Approval of Disposal of Surplus Property
 - 19.F.1. Crab Orchard Retirement List
 - 19.F.2. CTE, Food Service, SPED Retirement List
 - 19.F.3. South Elementary Retirement List
 - 19.F.4. Stone Elementary Retirement List
 - 19.F.5. Transportation Retirement List
- 19.G. *Executive Approval

Karge advised, Consent Agenda. Do I hear a motion? Boston replied, motion to approve. King replied, second. Karge advised, Mrs. Boston and Mr. King. We will just do a Voice Vote.

VOICE VOTE: Boston (mover-yes)
 King (seconder-yes)
 All Ayes

MOTION: **Motion Carried**

- 20. Old Business - none
- 21. Questions from Media - none
- 22. Adjournment - Boston move and Hamby seconded a motion to adjourn at 6:42pm

VOICE VOTE: Boston (mover-yes)
 Hamby (seconder-yes)
 All Ayes

MOTION: **Motion Carried**

23. (*) Indicates Board Approval Required

23. (*) Indicates Board Approval Required

Dr. Ina Maxwell
Director of Schools

Mrs. Stace Karge
Vice - Chair of the Board

I, Tabitha Webb, do hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on July 20, 2022.

Tabitha Webb
Board of Education Recorder

Board of Education Special Called
July 14, 2022 5:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a special session on Thursday, July 14, 2022, in the Central Services Board Room, where the meeting was called to order by Chairman Inman at the approximate hour of 5:00 pm.

PRESENT: Inman, King, Brock,
Parris, Hamby,
Hale, Boston

Earl Patton (Attorney)
Moira “Mo” Charnot (Media)

ABSENT: **Safdie, Karge**

STUDENT REPRESENTATIVES: None

1. Call to Order - Mr. Jim Inman (See above)
2. Moment of Silence/Pledge of Allegiance - Mr. Jim Inman - After a Moment of Silence, Mr. Inman led the board in the Pledge of Allegiance.
3. Roll Call (See above)
4. *Approval of Agenda (See Exhibit #1) Inman advised, next item is the agenda. Boston replied, I make a motion to approve. Hale replied, second. Inman advised, I’ve got Mrs. Boston with the motion and Mrs. Hale with the second. A Voice Vote was taken.

VOICE VOTE: Boston (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: **Motion Carried**

5. *Chief Financial Officer Job Description/Transportation Supervisor Job Description (See Exhibit #2 and #3) Inman advised, the next time on the agenda is the Chief Financial Officer Job Description and Transportation Supervisor Job Description. We will take these separately and I will turn it over to Mr. Stepp, but first I think we need to welcome Mr. Stepp. I think this is your very first full meeting. Isn’t it? Stepp replied, yes sir. Thank you. Inman continued, so jumping right into the fire. Stepp replied, yes sir. Hamby replied, welcome Mr. Stepp. Iman replied, yes welcome. Stepp advised, as we know there is a resignation from our Chief Financial Officer. Mrs. Kacee whose awesome, but we are looking at the job description for the Chief Financial Officer to kind of match up with just running the financial side, Chief Financial Officer side of a \$65 million dollar budget. As well as helping with federal monies that are coming in also and the balancing of that. Which we all know, it is ESSER money, some capital projects and that sort of thing. So I really like to look at when we look at the job function of this, really trying to find someone with accounting, CPA or equivalent experience and that is where the job description,

where we developed a little bit and that would be someone whose primary role would be the Chief Financial Officer. Running budgets and not supervising other departments. With the level of budget that we have and amount of projects that we have going. I would really like to be able to put a person in this position that can handle that and also not be certified or equivalent as a Chief Financial Officer, not necessarily just have a teacher certification, but be able to compensate this person for their level of certification to do a Chief Financial Officer job. Inman advised, I believe right now according to our pay scale the Chief Financial Officer if it was a non certified person I believe it would start out at \$44,000 approximate. Stepp replied, yes sir. Inman continued, we are not going to get a Chief Financial Officer for \$44,000. Boston asked, well if I might Mr. Chairman? Inman replied, yes. Boston continued, right in the 21-22 budget we've got \$75,000 budgeted. So that is what we are operating under until sometime after August. That will be \$79,000 that was budgeted for next year. Which is available to us. So my question I guess would be do we need to make a motion to approve this job description and then discuss finances or do you want to do it and do discussion before? Inman replied, let's take the job description first and then we will do the budget. Boston replied, I make a motion to approve. Hamby replied, second. Inman replied, I've got a motion by Mrs. Boston and I've got a second by Mrs. Hamby and Mr. King. A Voice Vote was taken.

Chief Financial Officer Job Description

VOICE VOTE: Boston (mover-yes)
Hamby and King (seconder-yes)
All Ayes

MOTION: **Motion Carried**

Inman continued, now let's discuss the budgetary. Hamby asked, do we need to make a motion on the floor to discuss the budget or how do we need to do that? Inman replied, no. We are talking about, this is all about the Chief Financial Officer and it falls under that. Hamby replied, okay. Boston asked, can I ask a question? Inman replied, yes. Boston asked, is this position posted? Stepp replied, yes. We posted at the current, if they are non certified what that salary approximately would be. Boston asked, if it is a certified position how much are we looking at? I know it is based on years of service and education. Stepp replied, it would be less than what we budgeted, but it would be in that same realm of salary in the higher end as opposed to non certified, which is at that \$44,000. Boston asked, can I ask and I don't know if you have a number floating around, but do you have something? If it is certified we will just have to wait and see. If it is non certified do you have a number that is floating around that you would? Stepp replied, I've looked at approximately what counties around us are affording for an accountant of that level. I believe in Putnam County you are looking in the high 90's. Bledsoe County we're looking at in the 80's currently. We tried to get Roane County and a couple of other counties around us to look at that and I wasn't able to find that at this time. It was a quick turn around and so I apologize for not having more options out there and then Morgan County was a little less than, I think it was right around \$61ish somewhere around there. I can't give you an exact number, but those were the approximate according to size. Bledsoe is a small county, but their payscale is much higher than most surrounding. Putnam is a large county. Their budget is in the 120's and their CFO is not teacher certified and makes in the 90's, high 80's - 90's. Inman asked, are they a CPA or somewhere around in that area? Stepp replied, he is an accountant and that's his background is in accounting. Boston asked, what's your suggestion? Stepp replied, to get somebody at that level with experience, if they have the experience and certifications we would definitely want to look at where we are budgeted now. Boston replied, that's fine. Stepp continued, If they have zero experience and somebody we have to train up. Obviously that

would be a range that you all would feel comfortable with and what you feel would be reasonable in that area. Inman advised, now whenever he says certified, he is talking about accounting certification. Stepp replied, accounting certification, CPA or equivalent. Inman replied, not a teacher certification. Stepp continued, it could be somebody who has worked as a Financial Officer for however many years for a corporation or anyone with a budget within our range or somewhere close. Boston asked, what if we have a certified educator? Stepp replied, then they would fall within the range that we are currently budgeting depending on their experience. Boston replied, okay. Stepp continued, and that is depending on experience. I mean, do they have or had CFO experience or Financial Officer experience, That type of stuff. I think that would be a huge consideration when we are looking at a teacher who is certified. Are they moving straight from the classroom or an admin position to the CFO without experience? Those are the types of considerations I would think we would look at. Boston asked, so how do we go about giving you the authority to stay within the amount that's budgeted? Could we word it like that? Stepp replied, and it is not unprecedented. We have done this for other positions before. So this is not a new request. I believe we've done this for HR; that area. Boston continued, it's not, I guess if they come to us as a certified in finance or CPA, whatever. Obviously somebody coming right out of college that has a finance degree, maybe a Finance Masters is not going to make as much as a CPA, but you want to get a qualified person in that position. So could we word a motion to give the Director of Schools the authority to stay within what's budgeted? Inman advised, I think what we need to do is give him an amount to go up to and we can start it; he can start with where it is at \$44,000 and go up to. Stepp replied, and not to exceed. Inman continued, and not to exceed the. Hamby replied, budgeted amount. Inman continued, budgeted amount, which would be \$79,000. Boston advised, right now we can't spend anymore than \$75,000. Inman replied, well we could say \$75,000. Boston continued, but come August then that would be \$79,000. Stepp advised, this is a 12 month position. So it is not equivalent to a 10 month position. Inman advised, it is based as a non certified position and if you all remember we took out the Non Certified Supervisor's part of the pay scale. We were looking at only four people and we were going to come back and look at that. Now it's time we've got to look at that. Boston replied, I would make a motion and I will certainly entertain assistance with this motion to look at; to give the authority to the Director of Schools to offer, start at our salary that is what we have approved and go up to \$75,000 according to their credentials. Hamby replied, I will second that. Boston asked, now is that worded? Inman replied, I think that is worded fairly well. I think that will work. Hamby advised, I think that covers the small and large of it. King advised, Mr. Chair it becomes a salary range negotiable contingent on qualifications. Inman advised, okay. We've got a motion and a second. Any other discussion? Hale asked, would it be on the same pay scale that we are doing now? Inman replied, well actually we don't have a pay scale right now for the certified, well actually they're still on the old pay scale. The certified, the non certified supervisors, which was only four people, because we took that out whenever we did the new pay scales. We took that out and said we would come back to it and visit it later, because it was only four people, but now that we have an opening we've got to deal with it and so at some point in time the board will have to look at a pay scale for non certified supervisors and go from there. Hale asked, so we will revisit that pay scale? Inman replied, you guys will have to at some point in time. Boston advised, I think that has been discussed. We are going to have to. I mean we have too many stragglers out there that are going to need to be. Hamby replied, it is going to have to be revisited, yes. Boston continued, but I think right now the urgency if we are wanting to kind of go in a professional with certifications and education in finance. I think we are going to have to look at up to \$75,000. Inman advised, I have said for years for somebody to be taking care of as large of a budget as we've got \$65 million dollars that we ought to have a CPA in that position. But the problem with that is right now a CPA would be somewhere around \$100,000 to \$120,000 and we can't afford that. Hamby and Boston replied, no. Inman asked, do we have any further discussion on the motion? Does everybody understand the motion? No one responded. Inman advised, since this deals with budget we will do a Roll Call Vote.

ROLL CALL VOTE:

Boston (mover-yes)
Hamby (seconder-yes)
Parris - Y, Hale - Y, Inman - Y,
Brock - Y, King - Y
Hamby - Y, Boston - Y

MOTION:**Motion Carried**

Inman advised, next item is the Transportation Supervisor. Stepp advised, on this we are actually not looking at changing the job description. We are just looking at the same situation that we just now did with the CFO. We are looking at someone who is qualified, meets all of the qualifications and requirements as listed. Obviously when we post this it is listed at \$44,000. People in that department, some of our most senior mechanics, make almost \$2,000 more than that, which is kind of a discrepancy you might want to discuss as a board. On how can we as a Transportation Supervisor make it comparable to their experience and expertise also? Same discussion with the Chief Financial Officer. Inman advised, this is another one of those non certified supervisor positions we were talking about. King replied, one of those four. Inman replied, ya one of those four. Stepp advised, it is 12 month. It is a 12 month position, not a 10 month position. Boston advised, for 21-22 we've got \$64,000 budgeted. For 22-23 we've got \$73,000 budgeted. So if we fill the position prior to the budget being passed then you are talking about a \$9,000 difference. Hamby advised, if the position is not filled until after budget then they? Boston replied, ya but we are starting school and I think that is urgent. Inman replied, we've got to get something. Boston continued, I think that is an urgent position. It is right after maintenance. Jimmy, I think 23. Inman replied, I've got down, on my budget this is the one that we just passed. I've got done that 21-22 school year it was at \$73,000 and then the one for the upcoming proposed. Boston replied, \$79,000. Inman continued, was \$79,000. Boston advised, I looked at the wrong line on that. Inman continued, so I think that we've got up to \$73,000 that we could. Boston asked, you're looking at 21-22? Inman replied, yes. Now that's what this budget says and this is the last one I received and this is the one that was approved by the board. Boston replied, okay I've got \$64,000 and this is the one, this is the last one that went before the Budget Committee. That is the only one. Inman replied, the one I've got is on the 2021-2022 budget was \$64,467. Boston replied, right. Inman continued, but it was projected that the 21-22 to finish up at \$73,000. That is what my budget shows. Boston replied, I'll take your budget. It doesn't bother me. Inman replied, this is the one that the school board approved. King replied, and we can't ask the CFO. Hale asked, is it my understanding that we are going to start them out at this? Bray replied, basically you had a change in personnel. We went from having a non certified person in that position to a certified person in that position. Inman replied, and that is why the projected was moved up. Boston replied, to \$73,000. Bray replied, correct. Boston asked, and we ended the 21-22 school year with \$73,000? Bray replied, for a certified. Hamby advised, both of you all were correct. Inman advised, so I think we've got up to \$73,000 we can look at right now. I don't know if this board wants to go that high. Boston asked, do we have any ideas on what neighboring counties? Stepp replied, I can't quote you exact numbers right now. I have them on my computer and I should have brought it. Mrs. Webb told me I should have brought it. Boston asked, do you have anything floating around out there? Stepp replied, it was very similar to the CFO. This is a very high profile position. Customer service is paramount in this, because that's what you do all day is answer phones of mad parents about

whatever situation is going on. As well as managing the many different personal that you have from mechanics to the drivers to all the things that you have to deal with as well as the safety and the liability, which is a very high position. It would be comparable to a CFO. I would think right now, but I can get you exact numbers. Boston replied, I don't need exact. Inman asked, Mrs. Bray what is the highest paid employee out there at the bus garage right now? Bray replied, the senior mechanic. Stepp replied, \$54,000. Bray continued, \$57,000 in the new year. Inman replied, \$57,000 so we definitely got to go up above that. So what about us giving him leeway again and start at \$60,000 up to the budgeted \$73,000? What would you all think about that? Hale asked, again is this for certified or non certified or whoever? Somebody with experience? Inman replied, well this is going to be for somebody hopefully with the experience and we would want of course anybody that is going to come into that position I don't care who it is they've got to be paid more than the highest paid employee out there. I don't care who it is. But that way we've got the base at \$60,000 and then you could go up to \$73,000 for somebody that might be a certified personal or it might be somebody that's just really good with a lot of experience and stuff and everything and that would give him a range to work with. Just like we did with the CFO. Boston advised, if we've got a certified person in there now and he's got a lot of years experience and he's projected at \$73,000 I don't think. It would be rare for somebody to come through and apply for that job that has more qualifications then he does as a certified person. Inman replied, I agree. Boston contintined, a non certified is kind of different. I don't care to make the motion that we give the Director of Schools the leeway to begin with this position offering \$60,000 and according to their experience and credentials have the authority to go up to \$73,000. Inman replied, I've got a motion. Do I hear a second? Hamby replied, second. Inman replied, I've got a motion. Is there any discussion? Any questions? No one responded. Inman replied, alright. Once again this is budgetary. We will do a Roll Call Vote.

ROLL CALL VOTE: Boston (mover-yes)
Hamby (seconder-yes)
Parris - Y, Hale - Y, Inman - Y,
Brock - Y, King - Y
Hamby - Y, Boston - Y

MOTION: **Motion Carried**

Hamby advised, I know we just voted, but I have a question. This was on the job description and the budget since the description didn't change? Inman replied, ya we didn't change the job description or anything. All we did was the budget. Hamby replied, I just wanted to clarify that.

6. *Federal Programs Coordinator Job Description (See Exhibit #4) Inman advised, next item is the Federal Programs Coordinator Job Description, Mr. Stepp. Stepp advised, yes on this one in my haste to get it in front of you so we could redefine the job description. I needed to fix a couple of terminology things and I would like to be able to pass these out to you. I highlighted in blue so you can compare it to the copy you have. I am just changing, like where it says, "Programs Director," to "Programs Coordinator." We are just changing that type of terminology. Inman advised, it's just terminology. It is all the same. Stepp replied, there are two pages. I have the one that's posted up there. I have it to the left and my corrected one to the right. As you can see on the first line the original says, "Federal Programs Director," as the correction says, "Federal Programs Coordinator." So it would match the title. Also where it says, directing/overseeing coordinate Federal," on that first line and then as you go under it

says, Essential Functions and the other one says, where it “supervise” to “coordinate.” I was just trying to match up with the actual job title. I had some help with correcting that. So I appreciate those that helped me with that and spoke with me about this. Then on the second page on the third line. Just added to that, “to accomplish expected results.” So those were just terminology that I felt that we needed to have so it aligns to the Federal Coordinator title. Hamby replied, I make a motion that we approve with the changes that Mr. Stepp has made. King replied, second. Inman advised, I’ve got a motion by Mrs. Hamby and a second by Mr. King. Is there any discussion? Hale asked, does this change like their salary or this kind of thing? Stepp replied, yes ma’am. So this would go from a supervisor position to a coordinator. So Instruction Coaches, the ESL side will go under Chief Academic Officer and also underneath the Pre K - 8 Instructional Supervisor. So what I am trying to do is align the instructional resources with the instructional supervisors that are responsible for those areas. Instead of spreading all of these people out under several different bosses. Hale replied, okay. Stepp continued, so the Federal Programs Coordinator primarily would be working the budget, the federal grants, all of the compliance with that. I feel like we talked about with the CFO, they need to focus on those duties. Not supervising other areas on top of that. Now Federal Programs does fund Instructional Coaches and personnel. I feel they need to fall underneath the Instructional Supervisors who are responsible for that kind of coordination with the schools, because they all are a part of the same instructional support and educational services. Hale replied, okay. Thank you. Boston asked, is this a 260 day position? Stepp replied, it is a 240, it’s a 12 month. Boston replied, 240 okay. Stepp replied, correct me if I am wrong Mrs. Bray that is a 12 month, correct? Bray replied, if it is a certified person it is a 240. If it is a non certified it is a 260 based on 12 months. Stepp replied, it is 12 month, correct. Boston advised, a non certified would be 260. Inman replied, ya well and the 240, which we have discussed this a lot over the years, but they are 240 in a 12 month position, but they’ve got 20 non-paid days that they get to take off. Stepp replied, non contract days. Inman continued, ya I don’t understand that. I’ve never understood that. Hamby replied, I’ve never understood the day thing. Inman continued, that’s not for a discussion here right now. We will discuss that later. Boston asked, will this actually; right now we budgeted \$83,000 for that position. What scale does that fall under? Bray replied, if they are certified they would just be under the system-wide teacher scale. Boston asked, as a non certified, where would they fall? Bray replied, that would be for you guys to decide. Inman replied, I don’t think you can have non-certified personnel in that position. Boston asked, it’s a certified position? Inman replied, I think so. Am I not correct Mr. Stepp? Stepp replied, I am looking at that right now. Hamby advised, it says certified or non certified position. Inman replied, oh does it. I’ve never heard anybody non certified in that position. Boston replied, we just got through discussing a non certified who would work 260 days. Inman replied, ya but, well the 240 they’re working year around pretty much. Boston replied, they just get some time off. So the non certified, what scale would that? Because we just approved the non certified. Where would they fall? Bray replied, we would have to, you guys would have to determine that, because we’ve never had a non certified in that position. We don’t really have a scale. Inman replied, I would not be comfortable with a non certified person in that position. Hamby asked, do we need to amend the job description and take non certified out and put certified only position? Paris replied, I think we should. Inman replied, I think so, because I have never heard of a Federal Programs Coordinator being non certified in any school system anywhere. Boston asked, what would be the requirement or what would be the need for them to be certified? Stepp replied, well through the Federal Programs as we talked about they’re working on budgets for instructional supplements items that go

throughout. Plus educational grants and that experience in the classroom knowing what is needed working in a school system. Allows you to understand the importance of those grants and the areas that you have to fulfill for those requirements. Boston asked, do we need to take out non certified? Hamby replied, I am going to make a motion that we take that out. Boston replied, well we; there is a motion on the floor. Hamby replied, sorry. Inman replied, there is motion on the floor for Mrs. Hamby. Hamby asked, may I amend my motion? Inman replied, yes you can amend your motion if you wish. Do you want to make your motion too? Hamby replied, to approve it with his changes. Also removing under requirement removing the non certified and just leaving as a certified position. Inman asked, Mr. King, will you accept that? King replied, I will. Inman replied, Mr. King will reevaluate his second and now is there any questions? Boston asked, Mr. Stepp, is that in line with what you? Stepp replied, absolutely I can make that work. Boston replied, okay. Inman asked, any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Boston (mover-yes)
King (seconder-yes)
All Ayes

MOTION: **Motion Carried**

7. *Special Education Compliance Coordinator Job Description (See Exhibit #5) Inman advised, next item is the Special Education Compliance Coordinator Job Description. Stepp replied, so on this one Mrs. Holton would like to update this job description from Master's to Bachelor's degree. At this time we have no applicants that have met the Cumberland County Schools SPED expectations. So we are looking at being able to widen the net to see if we can fill that position. Hamby asked, so you are wanting to remove Masters and add Bachelors? Stepp replied, correct. Hamby replied, I'll make the motion to make that correction. King replied, second. Inman replied, I've got a motion by Mrs. Hamby and a second by Mr. King. Is there any discussion? No one responded. Hale asked, what are we removing? Inman replied, we are just taking it instead of; it was requiring a Master's degree. Now it's going to just be a Bachelor's degree, because nobody with a Masters has applied. So they are having trouble finding somebody. Kind of open it up for some more people. Hale replied, alright. Thank you. Inman replied, you are welcome. Does anybody have any other discussion or any other questions? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
King (seconder-yes)
All Ayes

MOTION: **Motion Carried**

8. *Regular Education Behavior Support Coordinator (See Exhibit #6) Inman advised, next item is the Regular Education Behavior Support Coordinator. Stepp advised, so this is a new position, but it was already in the budget. So it was approved in the budget process. So at this time this is the job description that we would like to use to post this position. Boston replied, I've got a couple of questions. Inman advised, well let's get a motion and a second before we discuss it. King replied, move to approve. Brock replied, second. Inman advised, I've got a motion by Mr. King. A second by Mr. Brock. Now open up

for discussion, Mrs. Boston. Boston asked, is this the Behavioral Specialist that we approved during the 22-23 budget? Inman replied, yes. Stepp replied, correct. Boston asked, this is the job description for that? Inman replied, this is the new one. Boston replied, okay. Were we, because this is going to fall under the Chief Academic Officer. The other mental health employees and job descriptions that we have do not fall under the CAO. Is there a reason for that? Stepp replied, Mrs. Holton. Holton replied, I mimicked this one to the Special Ed Behavior Support Coordinator. The Behavior person is under me and so because I really paid with SPED money I didn't know if the Regular Ed could be under me. So the next option would be the Academic Officer. They have the Mental Health Counselors. Boston replied, right and if they were buying this with the Mental Health would the Behavioral Specialist or whatever we are calling this person not fall under those same; I mean in that department? Under those guidelines? Inman replied, Mental Health. Boston continued, that is what I would think, because that is where they are going to have to work. Holton replied, remember this is the one that goes in the classrooms and works with the teachers. Instructional, strategy, behavioral management of the student. The Mental Health just pulls students and do counseling and that type of thing. So this person is going to have to know instructional strategies, how to handle behavior, how to coach the teacher, how to have professional conversations, how to model that instruction, how to model and interact with that student. So it is going to be different then the Mental Health side. I don't care to put it under me. Boston asked, I am asking. Inman replied, I am like you. I don't know that we can put this one, because it is regular ed under special ed. I don't know if we can do that. Stepp replied, with this along with her description to make it short this is an academic support position. That focuses on behavior, therefore it would fall under the Chief Academic Officer on that side of the chart. Boston replied, and I am fine with that. That is what I was questioning. Stepp continued, it helps students be successful in a learning environment. Whereas the others are pulling kids and working on emotional, social and emotional needs outside of the classroom. Boston asked, where do we put; if this person is not aligned with the Mental Health and I get it. Where do we put this person? I mean, would this person be in schools? Would this person be? Stepp replied, yes, this is designed in the purpose statement. It is designed to go in and work with the teachers, directly with students to be successful in the learning environment. Boston asked, and this would be under your direction? Stepp replied, it would be. Boston asked, so would those teachers and principals come to this individual person and say you know I've got a or would there be a curriculum developed? Stepp replied, there is a vetting system for anything that we do. So it would be passed up that there is a need and then it would come through us and we would develop a plan specifically for that child. That interventionist would go in and help support. I think it is similar to support teams and other things where we have to go through to see if they qualify and then we support that system through there. Mrs. Holton, correct me if I am wrong. Holton replied, we do have a Behavioral Request Form that principals or teachers fill out for the SPED Behavior Coach, but principals know that we are in and out of the building. So they will just call me and say hey Marlene we have tried everything with this kid. Can you please just come and see if there are any other ideas that we haven't thought of. Boston asked, and when they fill out that form, I am assuming we have the same form or close to it. They would send it to this particular person whoever is put in this position? Would they send it to you? That would go to you and you would direct her? Stepp replied, that is correct. So they are under that supervision so that supervisor would have to make that decision, that need is there. If we are going to allocate that asset to that room specifically or if there are other issues that we need to redirect. Boston replied, okay. Hale asked, was this one of the positions that we said we were only going to try for a year? Boston replied, yes. Hale

asked, and they know that they can be terminated after a year. Stepp replied, when we hire this person that will be clear. Inman replied, this is from the bulletin board. Boston replied, yes and it is a year position. For right now. Inman replied, well everybody is year to year when they first start. Boston replied, but this is one, that's why we kind of want those I think when we were doing the bulletin board. In our minds that this Behavioral assists the Mental Health Counselors and I think it has kind of going in a different direction and I am not so sure that's not the direction it needs to go in. I am just saying, this is a trial for us in regular ed. So I mean I think it is going to be trial. It's going to be however we do it. Inman advised, I think all of us felt like it would be part of the Mental Health. Boston replied, that is what I assumed. Inman replied, I did to. Stepp replied, I think we were talking about the social and emotional needs that include Mental Health. So this handles; there's multiple facets of the Mental Health side of the social and emotional needs. So this is one that works directly with the classroom. Whereas professionals on the other side are working directly with the student outside of the classroom. So it's kind of a multi pronged attack as far as us trying to help students be successful. King advised, any student can be served by both. Stepp replied, correct if needed. Holton advised, it does specify that in the job description that they will work with the Mental Health Counselors and outside agencies. Boston replied, right. I mean I saw that. I just didn't understand why it was a part of the, because we kind of, I guess I misunderstood. Inman replied, well I think it was we were talking so much about Mental Health and it was just kind of lumped in with that. I think we all assumed that. Stepp replied, Mr. Chair I believe Mr. Magnusson had a comment. Magnusson advised, I just wanted to add, they are going to work together is a good thing, but our health folks have to be able to be pulled immediately for student safety. So they are more focused on their physical health and they are focused more on their behavior in the classroom. So our folks, they get called out all of the time with a situation we may have with a student and that is going to be very disruptive to somebody who is trying to work with a teacher in the classroom. But I think the knowledge they both gain, certainly when they work together I think sharing information is important. So if they are seeing similar things to help that student be more successful. Hamby asked, didn't we decide on this position? Boston replied, \$75,000 was allowed. Hamby replied, okay. Boston asked, is that correct Mrs. Bray? Bray replied, yes. Hamby replied, that is what I thought. I just wanted to make sure. Holton advised, it would just be a 200 day certified position. So it would be based on what we expect for the position. King replied, it was the Mental Health that was the \$75,000. Is that not right? The Mental Health person was \$75,000? Bray replied, no the budget said this one was \$75,000. Boston replied, this one was \$75,000. King replied, okay. Boston asked, and you are telling me that this is a 200 day contract for a certified teacher? Do we have teachers that are qualified and have the credentials to be a Behavioral? Holton replied, it says related, related experience I think. A special ed teacher that has dealt with behavior, a regular ed teacher that's had inclusion. That you know when you go into a school you know that teacher has had those types of students. That can model or a teacher that is very confident in high expectations, good classroom management and strategies. Those types of things. We are wanting that mentor to help teachers and principals when they need help. Hale asked, my question is how is the teaching that is having the problem child in their classroom. How are they going to be assured that this person is going to come and help to alleviate that child and work with that child? King replied, they fill out a request and it goes through the process. Hale replied, pardon. King replied, they fill out a request that goes through the process. Hale replied, okay, because there is a lot of children. Stepp replied, so the accountability system would go through the Chief Academic Officer as well as me. So to reassure, services are going to be provided. So we will be aware of requests and we will be

following up. Hale replied, okay. Thank you. I want the teachers to be able to get the help. If we are hiring somebody for this position I want to make sure the teachers are going to get the help that is needed and it's not just another position that we are hiring. Boston advised, well and I think if you don't mind Mrs. Hale if I can interrupt. I think that there is a difference between a classroom teacher who has dealt with a problem student to a Behavioral Specialist who has training in these particular situations and if what you are describing to me of who can apply. If I've had an inclusion class, I've had the experience to be a Behavioral Specialist and I don't agree, I don't necessarily agree that, that was our intention. Hamby advised, there is a lot of misconception to what we had discussed about this position as to what it is. Boston replied, they would absolutely and I am going to; any teacher, any first grade teacher who had a difficult student. You are telling me they now have the experience to apply for this position. I mean I am just trying to clarify. Hale replied, that is what I am hearing also. Inman replied, it says right here. Experience, three years in a behavioral setting or other job related experience is desired. Boston asked, what does that mean? Hamby advised, that leaves it wide open. Inman continued, of course they have to have a Bachelor's degree in regular or special ed and it is a certified position. Boston replied, right. Inman advised, it is not requiring them to have a Behavioral Specialist degree. I don't even know if there is such a thing. Hamby replied, yes there is such a thing. Boston advised, you would find it very difficult to find that person to come to a school system and I get that, but is there training that we can establish for this person to deal with behaviors and train and work with teachers on behaviorals? Stepp replied, yes there is and I believe the county has experienced this before, because I know that the Behavioral Specialist from Putnam County came up here and spoke with faculty members here. I believe it was last year. Is that correct? Where Mr. Clinton came up. So we are beginning the process on the behavioral side in this county. I think when we look at job requirements I think we already had discussion a couple of times tonight where we are having to reduce requirements so we can open the net so we can have applicants. So that is another concern that we have. I think every county has at this point as far as finding qualified employees to come in and help us. We obviously have an expert with Mrs. Holton and we have other experts that I have worked with before. We will give them the training. There is many avenues to that. I am confident that whoever we choose are going to make them successful so that the student comes first and there is plenty of areas of behavior training that we can provide and luckily this county has already started that process by having Behavioral Specialist from other counties that are highly experienced with several different areas to come in and start that process here. Because we are at the beginning of this process. This is our baby step 1 is to start implementing these things. So that we can continue to create a Behavior Program, which Mrs. Holton and I have talked about extensively too, is coming to a point where we actually have a Behavior Program as behavior modification. Not just isolation or sent to another location. We want a situation where they are in school and they work their way out over; the program I am used to is 6 weeks you earn your way out. If everything goes well you earn another class out. Eventually you want them to be modified where they can handle themselves in a larger environment. This is a baby step towards that. Currently we don't have an extensive behavior program like that, but we've got to start somewhere. Boston asked, if we approve this what you're kind of indicating to this board is that if it is a classroom teacher that is going to step up and wants to go with this direction, our baby step, but you will provide them the training? That's all I guess I need a reinsurance. Stepp replied, that is the best practice across the board. So We're already spent hours this week with my team working on creating those avenues of training. Just not regular ed teachers, principals, assistant principals. We are working on that on every avenue with every employee in this

county. So once we learn best practices and we can come up with those processes of training them up, which is what we are going to do starting day one. Monday is our first day with principals. There will be two days of pretty intense leadership training that I am going to be leading and then we will follow up with all the other stop gaps that we need to do with SPED, other angles with that leadership. Then that will continue on not just with curriculum, but behavior, classroom management and of course our new teacher training. That we started planning a few weeks ago. That we start planning on what they need to be successful too. So that the principals are not the only one providing those supports. Inman advised, okay. We've got a motion and a second to pass this Educational Behavior Support Coordinator. Is there any other questions? Hamby replied, okay so this person is going to be considered a Behavioral Specialist, but we are only going to pay them, regular teacher salary? Just clarifying. Boston replied, well if they are a teacher. Holton replied, this person is a 200 day contract and she is system wide, because she serves the system, but she is on a 200 day contract. Just like teachers, because the main purpose of her job is to be there when the kids are there. That is what she was. She was a classroom behavior special day classroom, behavior classroom. She was the teacher of that classroom. She had a lot of behaviors and then she came over here. Inman replied, I started to say that this would be a systemwide payscale. Hamby advised, I just wanted to clarify. Boston asked, where did we get \$75,000? Inman replied, I don't know. Bray replied, plus benefits. Inman continued, oh, that's plus benefits, that's why. Boston asked, that is including benefits? Bray replied, yes. Boston replied, this includes benefits. That makes more sense. Inman replied, that makes a whole lot more sense. Any further discussion or any further questions? No one responded. A Voice Vote was taken.

VOICE VOTE: King (mover-yes)
Brock (seconder-yes)
All Ayes

MOTION: Motion Carried

9. *Special Education Diagnostician (See Exhibit #7) Inman advised, next is the Special Education Diagnostician. Stepp advised, so this was a change from a School Psychologist position, because we had zero applicants for a School Psychologist. So a Diagnostician would be that level below a School Psychologist as far as the requirements. We are widening the net once again to see if we can come up with someone to fill this position. Hamby asked, you are lowering it from a Masters to a Bachelors? Stepp replied, yes and it would be a Diagnostician and not a Psychologist. Boston replied, motion to approve. Hamby replied, second. Inman advised, I've got a motion by Mrs. Boston and a second by Mrs. Hamby. Alright, any discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Boston (mover-yes)
Hamby (seconder-yes)
All Ayes

MOTION: Motion Carried

10. *141 Budget Amendments (See Exhibit #8) Inman advised, next item on the agenda is the 141 Budget Amendments. Stepp advised, so one this, I need some help. So Mrs. Holton, was these your Budget Amendments? If you could help me out please. Holton replied, one the first one we were told by the Federal Compliance people that instead of line 399 line we needed to use the 310 line to purchase

Insites for Behavior. A program that we run that tracks the students behavior. That describes some of the behaviors, targets certain behaviors. That will be used by the regular ed and the special ed coaches. Any of the district admins counselors. That program we had it in the 399 line and we are just moving it to the 310 line. Hamby advised, motion to approve. KING replied, second. Inman advised, a motion by Mrs. Hamby and a second by Mr. King. Is there any discussion? No one responded. A Roll Call Vote was taken.

General Budget Amendment

ROLL CALL VOTE: Hamby (mover-yes)
King (seconder-yes)
Safdie - Y, Parris - Y, Hale - Y
Inman - Y, Brock - Y, King - Y
Hamby - Y, Boston - Y

MOTION: Motion Carried

11. *142 Budget Amendments (See Exhibit #9) Inman advised, next item is the 142 Budget Amendments. Holton advised, so Baby Birds is the building behind us that TEIS reserves children 18 months to 3 years old and we were given a grant for \$179,000 for three years. They emailed me and said you've been awarded another \$78 additional thousands of dollars grant upto \$250,700. So what we did is we went line by line and put that money, allotted that money. We are asking to add a half time teacher down there with the money and then we put \$5,000 in instructional supplies, \$5,000 in special ed equipment. We put \$13,000 in maintenance and repairs. We are going to try to resurface the mat on the back of the preschool playground. So we just got more money to allocate out. Boston replied, motion to approve. King replied, second. Inman advised, a motion by Mrs. Boston and a second by Mr. King. Is there any discussion? No one responded. A Roll Call Vote was taken.

Federal BBLC Grant Correction and Replacement

ROLL CALL VOTE: Boston (mover-yes)
King (seconder-yes)
Safdie - Y, Parris - Y, Hale - Y
Inman - Y, Brock - Y, King - Y
Hamby - Y, Boston - Y

MOTION: Motion Carried

12. Other Discussion - No one responded.

13. Adjournment - Boston moved and Hamby seconded a motion to adjourn at 5:53pm.

VOICE VOTE: Boston (mover-yes)
Hamby (seconder-yes)
All Ayes

MOTION: Motion Carried

Mr. William Stepp
Director of Schools

Mr. Jim Inman
Chairman of the Board

I, Tabitha Webb, do hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on July 20, 2022.

Tabitha Webb
Board of Education Recorder

CONCERN

The following is Kandi Newcome's statement and concerns regarding the safety of the children that attend Homestead Elementary School (HES). Daughter, Kori Newcome (4th grader) currently attends Homestead Elementary School.

On **Wednesday, May 18th** after my daughter returned home from school, she told me that while at school she and 6 of her friends were playing on the playground and saw a white vehicle pull up on the road next to the school and an old man got out of the passenger side. He opened up the back door behind the passenger side and pulled out a shiny item. The item was about 8 inches long and four inches tall and she said that it looked as though it had a piece of material wrapped around it. The car turned around and headed toward town. The man then crawled under the bushes, by the mailbox on the other side of the road from the school. While he was under the bushes he waved at the kids. The SRO investigated and didn't find the man. Later, I contacted the police, and they found the man. He did not attest to what was in his hand, but I believe he did not have bad intentions. However, this occurrence has brought up many concerns and I have discussed several with management, however I still have a concern that I would like addressed:

Homestead does not have adequate fencing/gates to help keep the children as safe as possible. See attached map. HES needs a tall fence alongside highway 127 S, in the front of the school (behind the tower), and along highway 68. Issues at HES:

- a. The playgrounds are next to the highways. Currently the boundary for the children while on the playground next to 127 S, is the gravel cross-country path, which is less than 30 ft from the highway.
- b. Homestead has multiple buildings, 20+, and is spread out.
- c. The school is very close to the road.
- d. The school has 4 access points
- e. The school only has one gate
- f. The school is 4 miles away from the county officer building
- g. It is the only school in the county that has two highways bordering it
- h. It is the only school in the county that has a historical site, the Homestead Tower Museum that entertains 10,000 visitors yearly (per Plateau properties/Cumberland Homestead-Project) without any division of the areas
- i. Several other schools in the county already have fences in front and/or in the back of the school, but yet Homestead does not. All the other schools have fencing around playground areas when close to the road.
- j. HES has a cross-country path very close to the highways without fencing that children run on.

Reasons to have adequate fencing/gates:

- Mass killings are taking place in schools across the United States. Uvalde County in Texas has a population of 27,000. Cumberland County has a population of 60,000. Can we say that it won't happen here? A fence may not stop an intruder, but it may slow them down or be the first indication that a person on foot, is trying to intrude. If there is a real threat not far from the school, with adequate fencing and gates, the SRO could close the gates and the school be bettered secured from vehicle entry.
- A fence could prevent a student from easily being kidnapped while on the playground or running cross-country. Human trafficking is a huge concern among parents. It is estimated that 199,000 incidents occur within the United States every year. (per world poluationreview.com)
- Fencing will help keep children from wandering off or walking across the boundary while playing on the playground. It's a clear, distinct boundary unlike the current boundary.
- A fence would be a clear divider to those individuals visiting the tower and not allow individuals to wander onto school property.

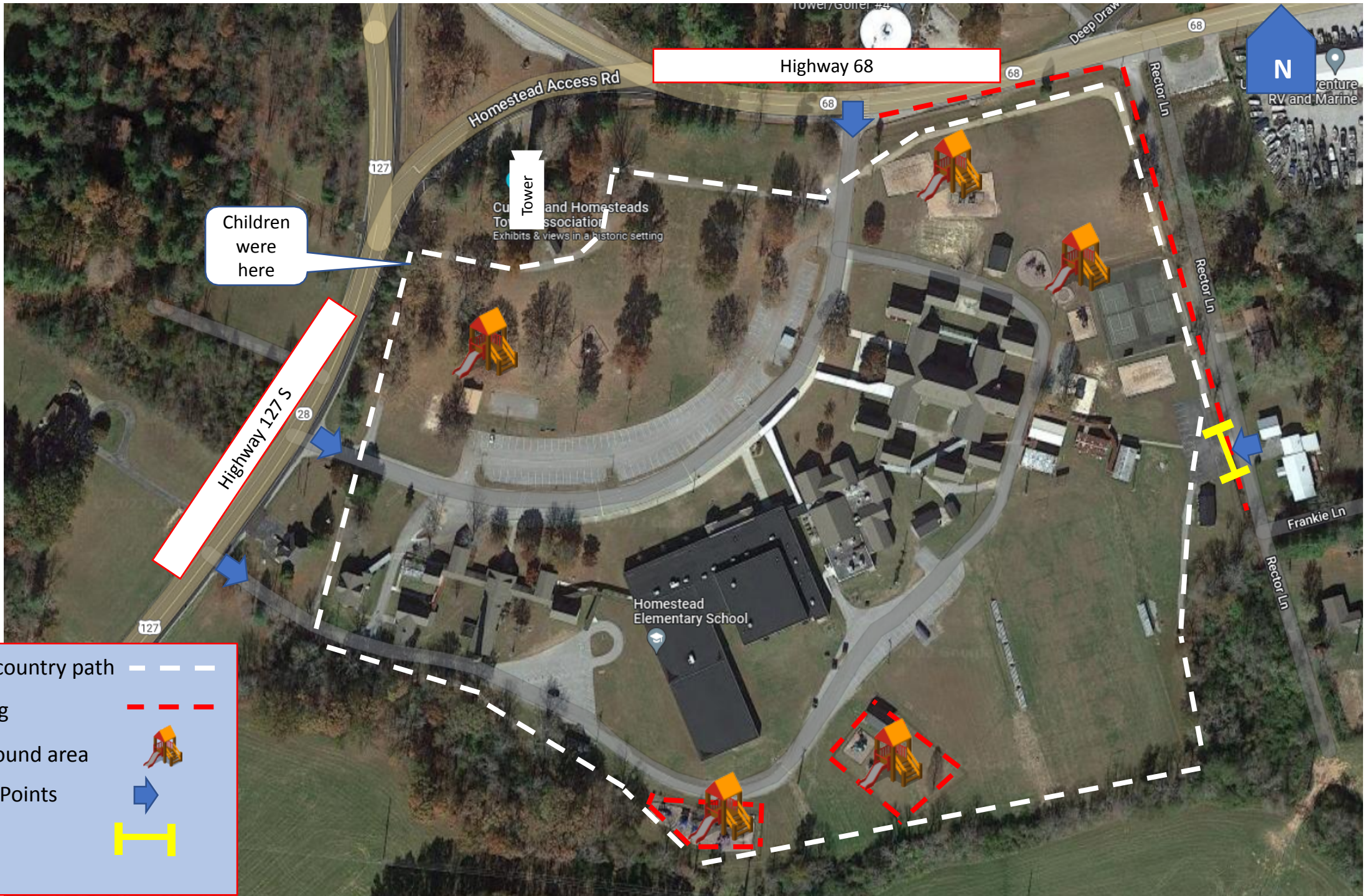
Why does HES not have the same fencing that other schools have?

Shouldn't all the schools be treated the same and if one school is more of a security risk, then more safeguards and security should be required? What is the reason that the school does not already have adequate fencing? I have spoken to several individuals, and I have heard twice, **"it could look like a prison."** Is that the number one concern? 600 students attend HES. Should we risk one student's life just so that the school is not considered less beautiful, or less historic?

I have met with management, and it was stated that in the past, when more fencing was asked for, the reply was, "I was laughed at, because of how much the fencing would cost." The 22-23 school year will start soon, and nothing has been done.

How can we build a security fence so that the children are as safe as possible?

- A nice, fence comprised of rock and steal could be built to match the theme of the school preserve the historic look, if looks are the concern.
- Is there Governor Bill Lee's funding?
- How do I request funding?
- The community would probably be more than willing to help share in the cost. In the past, children brought home envelopes asking for donations for the cross-country track to be built at Homestead School and a track was built.



Highway 68






Highway 127 S

Children were here

Tower
Cultural and Homesteads Tower Association
Exhibits & views in a historic setting

Homestead Elementary School

N
Adventure RV and Marine

- Cross-country path 
- Fencing 
- Playground area 
- Access Points 
- Gate 

JOB DESCRIPTION
Cumberland County School District

DIRECTOR OF SPECIAL EDUCATION/504 COORDINATOR/HOMEBOUND SERVICES

Purpose Statement

The job of Special Education Director was established for the purpose/s of supervising and directing necessary services for students with disabilities, including special education, 504 services, and homebound services; supervising and directing assigned personnel; conveying information regarding department functions and procedures; ensuring efficient operation of support functions; preparing and managing department budget; and coordinating assigned projects and site activities; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

This job reports to the Chief Academic Officer

Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, teachers, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining assigned services and programs. (e.g. Special Education, TEIS Services, 504, RTI, SWPS, etc.)
- Compiles data from a wide variety of sources for the purpose of analyzing issues, ensuring compliance with organization policies and procedures, and/or monitoring program components, making recommendations, and/or preparing information for department.
- Coordinates program components, support needs, and materials for the purpose of delivering services that conform to established guidelines.
- Develops and manages assigned budget(s), expenditures, fund balances and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits, and/or fiscal practices are followed.
- Directs assigned district level operations; the maintenance of services and the implementation of new programs and/or processes for the purpose of providing services within established time frames and in compliance with related requirements.
- Facilitates meetings, workshops, seminars, etc. (e.g. due process hearings, district liaison, special education parent groups, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, serving as a District representative, and providing professional development.
- Participates in a wide variety of meetings (e.g. board meetings, training, hearings, IEPs, etc.) for the purpose of providing and/or receiving information, recording minutes, and supporting the needs of all stakeholders.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Prepares a wide variety of often-complex materials (e.g. plans, grants, budgets, funding requests, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information (e.g. budget overviews, accounting processes, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.

- Researches a variety of topics required to manage special education and 504 programs and services (e.g. relevant policies, new federal and state statutes, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring compliance with regulatory requirements, securing general information and/or responding to requests.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Maintains a wide variety of manual and electronic documents, files and records (e.g. budget data, employee records, financial records, reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a wide variety of activities (e.g. program components, account balances, work order status, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g. letters, memorandums, budget, financial reports, payroll, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes a wide variety of documents and materials for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Supervises a wide variety of projects, functions and/or program components (e.g. Special Education bus routing, intervention services, therapy services, evaluations, etc.)
- Supervises assigned Special Education bus attendants, Homebound teachers, and Special Education staff (e.g. employee concerns/problems, directing work, counseling, disciplining, performance appraisals, etc.) for the purpose of ensuring work assignments are complete and within department objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read, review, and interpret highly technical information, compose a variety of documents, and/or facilitate group discussions, solve practical problems, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: accounting/bookkeeping principles; business telephone etiquette; common office machines; concepts of grammar and punctuation; office methods and practices; pertinent laws, policies, and/or procedures; personnel processes; standard business practices; program planning and development; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with/analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Independent and collaborative problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods to achieve organizational objectives; managing a department; and supervising the use of funds from multiple budgets within the department. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience is required.

Education Bachelor's or Master's degree in job related area.

Requirement

This is a certified position.

Certificates & Licenses

Valid Tennessee Teaching License

Special Education Teaching or Administrator Endorsement

Valid Driver's License/Evidence of Insurability.

Continuing Educ./Training

Maintain License

Clearances

Criminal Justice Fingerprint/Background

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

SPECIAL EDUCATION ADMINISTRATIVE ASSISTANT/BOOKKEEPER

Purpose Statement

The job of Special Education Administrative Assistant/Bookkeeper was established for the purpose/s of providing a variety of secretarial/bookkeeper/assistant support to the Special Education department; establishing and maintaining department records; ensuring compliance of department records with mandated requirements; compiling reports; and monitoring assigned projects and/or program components.

This job reports to Director of Special Education

Essential Functions

- Compiles data (e.g. Easy IEP, Accounting Program, etc.) for the purpose of preparing reports or processing requests.

- Interacts with internal and external persons (e.g. phone, email, in person, etc.) for the purpose of receiving and/or conveying information.

- Coordinates assigned projects and/or program components (e.g. payments for conferences and meetings, travel requirements, department purchases, grant support, etc.) for the purpose of completing activities and/or delivering services in compliance with established guidelines.

- Inspects payroll and ensures all expenses are appropriately expended.

- Maintains a variety of manual and electronic documents, files, and records (e.g. Special Education student active and inactive files, Easy IEP, ePlan, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.

- Processes a variety of documents and materials (e.g. purchase orders, check requests, etc.) for the purpose of disseminating information in compliance with established administrative guidelines.

- Prepares orders for educational supplies, receive bids and quotes for supplies and services.

- Coordinates and maintains Homebound paperwork with teachers, schools and parents.

- Processes vendor requests for payments, checks prices, verifies amounts received, scheduled delivery dates, shipping terms and reconciles discrepancies.

- Prepares a variety of correspondence, reports and other materials for the purpose of documenting activities, providing written reference, and/or conveying information.

- Attend regional and/or state meetings as required.

- Provide information and supporting documentation to State and Federal auditors.

- Prepares yearly budgets for the Special Education Department, which include IDEA Part B, Preschool and TEIS in both Federal and General accounts.

- Prepare a final expenditure report for the Tennessee State Department of Education when final budgets are closed.

- Responds to a wide variety of program-specific and district-general inquiries from a variety of internal and external parties for the purpose of providing information, facilitating communication among parties and/or providing direction.

- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Supports Director of Special Education and Special Education staff for the purpose of providing assistance with administrative functions.
- Process requisitions and purchase orders for all purchases from Special Education budgets.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.
- Forward invoices to the payroll department for payment when the transaction is completed.
- Post hand-kept books monthly and keep a daily record of expenditures in order to have an accurate record of financial balances at all times.
- Prepare a monthly warrant reconciliation report on all federal funds to be reconciled with the trustee's balance.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; common office machines; concepts of grammar and punctuation and office application software.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working with detailed information/data; and displaying adaptability/flexibility.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience is desired.

Education High School Diploma or equivalent.

Requirement

This is a non-certified position.

Certificates & Licenses

None specified

Continuing Educ./Training

None specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

JOB DESCRIPTION Cumberland County School District

SPECIAL EDUCATION BEHAVIOR SUPPORT COORDINATOR

Purpose Statement

To provide behavioral support to students while coaching teachers and administrators using positive behavior interventions and supports so that all students are successful and able to access their education. This job was also established in order to effect positive behavior change in students; provide supportive interventions to families and/or students; comply with Federal, State, County and District policies, regulations, and /or procedures.

This job reports to the Supervisor of Special Education

Essential Functions

- Will model, mentor and support students by working directly with classroom teachers and one to one when determined necessary.
- Will focus on increasing the skills of the regular classroom teacher to better meet the needs of the student with behavioral and/or emotional needs.
- Work collaboratively with the school to identify students in need of early behavioral intervention.
- Will assist in the development of plans and coach teachers in the implementation of plans for programs and services of students with behavioral needs and identifications to ensure program eligibility and compliance.
- Maintain documentation, records and files of student progress.
- Promote a multi-tiered system of support that ensures access to social emotional learning, positive behavior interventions and supports, and sound instruction that supports neural integration.
- Promote a multi-tiered system of support that ensures restorative approaches to student discipline and helps to provide lower stress in the classroom for all.
- Collaborate with other school and outside personnel to provide methods for identification and intervention for students who may need more mental health interventions.
- Collaborate with school personnel, agencies and families in coordinating services.
- Complete all reporting requirements as mandated by the district, state, federal and educational agencies.
- Collect and summarize behavioral data collaboratively with teachers/staff and make recommendations about adjustments that should be made in the plan/program.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Assist with crisis intervention and prevention.
- Provide opportunities for faculty/staff training to support school-wide positive behavior strategies for students.
- Attends transition training and behavioral workshops and shares information with teachers and staff.
- Supports schools in planning student transitional returns from long and short term change of placement.
- Provide functional behavior assessments and data to develop tiered interventions of support for individual students as needed.
- Meet regularly with teacher teams to analyze behavior data and develop strategies for students to be successful in the classroom.
- Model behavior management strategies for teachers and staff for successfully addressing challenging behavior.
- Effectively manage escalated student behavior.
- Acts as a liaison with the public and mental health community for the purpose of supporting individual student development goals.
- Other duties as assigned by the Supervisor of Special Education.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; preparing and maintaining accurate records; planning and managing projects; and using pertinent software applications.

KNOWLEDGE is required to speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: stages of child development, community resources, district policies and regulations and/or laws.

ABILITY is required to schedule a significant number of activities, meetings and/or events; often gather, collate, and/or classify data; and use basic job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes' and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units may be required to perform the jobs functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands; some lifting, carrying, pushing, and/or pulling; and some fine finger dexterity. The job is performed under conditions with exposure to risk of injury and/or illness and in varying environmental conditions.

Experience 3 years of in job-related experience is desired.

Education Bachelor's Degree in Special Education

Requirement This is a certified position

Certificates & Licenses Valid Tennessee Teaching License.

Valid Driver's License/Evidence of Insurability.

Continuing Educ. / Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION

Cumberland County School District

SPECIAL EDUCATION- BUS ATTENDANT

Purpose Statement

The job of Bus Attendant was established for the purpose/s of providing support within the student transportation services area with specific responsibilities for assisting special education students during transport to and from school and/or special activities; ensuring orderly entering and leaving of bus patrons; maintaining seat chart of riders; and ensuring the safety and sanitation of assigned vehicles.

This job reports to Supervisor of Director of Special Education.

Essential Functions

- Assists bus driver for the purpose of handling emergency situations until the driver can take over.
- Assists special education students and other passengers for the purpose of providing safe loading and unloading from buses during normal transport and emergency situations.
- Monitors students with special needs until released to teacher, instructional assistant, parent, etc. for the purpose of ensuring the safe transportation of all passengers.
- Prepares reports (e.g. seating chart of assigned riders, incident reports, passenger misconduct, etc.) for the purpose of documenting activities, providing written reference, conveying information, and/or complying with established guidelines.
- Reports observations and/or incidents (e.g. discipline, accidents, inappropriate social behavior, etc.) for the purpose of communicating information to appropriate personnel for their action.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Secures students and/or their equipment (e.g. restraints, checks wheel chair tie downs, seat belts, opens ramp, etc.) for the purpose of ensuring the safety and well-being of students.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Other Functions

- Attends meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; applying pertinent codes; preparing and maintaining accurate records; and operating equipment used in transporting special needs students.

KNOWLEDGE is required to understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures; emergency evacuation techniques; first aide; health standards and hazards; state regulations and laws pertaining to the operation of school buses; and child behavior.

ABILITY is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; displaying tact and courtesy, establishing and maintaining effective working relationships; communicating with diverse groups; maintaining confidentiality; and working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized routines; providing information and/or advising others; and operating within a defined budget. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 90% sitting, 5% walking, and 5% standing. The job is performed in a generally hazard free environment.

Experience Job related experience is desired.

Education High School diploma or equivalent or Bachelor's Degree.

Requirement This is a non-certified or certified position.

Certificates & Licenses

CPR/First Aid Certificate
Valid Driver's License/Evidence of Insurability

Continuing Educ./Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

Certified is \$20 an hour

JOB DESCRIPTION

Cumberland County School District

SPECIAL EDUCATION BUS DRIVER

Purpose Statement

The job of Special Education Bus Driver was established for the purpose/s of providing support within the student transportation services area with specific responsibilities for transporting Special Education students over scheduled routes and/or to/from special excursions; ensuring vehicle is in safe operating condition; and ensuring safety of students during transport, loading and unloading from buses.

This job reports to Transportation Supervisor.

Essential Functions

- Advises students and other passengers of appropriate behavior for the purpose of reinforcing established guidelines and maintaining passenger safety.
- Assesses incidents, complaints, accidents and/or potential emergency situations (e.g. road hazards, medical emergencies, accidents, etc.) for the purpose of resolving and/or recommending a resolution to the situation.
- Assists special education students and other passengers (e.g. tie-downs, seat belts, electric wheel chair, etc.) for the purpose of providing safe loading and unloading from buses during normal transport and emergency situations.
- Attends unit meetings in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans assigned vehicles, both interior and exterior for the purpose of ensuring safety, appearance, and sanitation of vehicle.
- Conducts emergency evacuation drills at least twice a year for the purpose of ensuring efficiency of procedures and complying with mandated requirements.
- Drives school bus/s for the purpose of transporting passengers over scheduled routes to and from school and/or field trips in a safe and timely manner.
- Fuels assigned vehicle (e.g. oil, water, fuel, etc.) for the purpose of maintaining vehicle in a safe operating condition.
- Informs other school personnel and parents of events, policies and/or practices (e.g. scheduled stops, established routes, route conditions, etc.) for the purpose of providing information and/or clarification of procedures.
- Monitors students and other passengers during transit for the purpose of ensuring the safe transportation of all passengers.
- Performs pre-trip and post-trip inspections (e.g. lights, check oil, bus exit, fluid levels, tire pressure, exterior condition, etc.) for the purpose of ensuring the safe operating condition of the vehicle and complying with mandated guidelines.
- Prepares reports (e.g. field trips reports, incident reports, inspections records, passenger misconduct, mileage logs, student counts, routing information, etc.) for the purpose of documenting activities, providing written reference, conveying information, and/or complying with established guidelines.
- Maintain a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.
- Reports observations and/or incidents (e.g. discipline, accidents, inappropriate social behavior, etc.) for the purpose of communicating information to appropriate personnel for their action.
- Responds to inquiries from students' parents, and/or staff for the purpose of providing the necessary information regarding transportation services.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; applying pertinent codes, policies, regulations and/or laws; operating district vehicles, fire extinguisher, two-way radio, and standard office equipment; and preparing and maintaining accurate records.

KNOWLEDGE is required to read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: emergency evacuation techniques; area streets and locations; basic vehicle maintenance; first aid; health standards and hazards; pertinent codes, policies, regulations and/or laws; safe driving practices; safety practices and procedures; two way radio communication; and utilizing wheelchairs, tie downs, child safety seats, lifts, etc. (by assignment).

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups including school age riders; displaying tact and courtesy; establishing and maintaining effective working relationships; exercising sound judgment; maintaining an understanding of the special needs of students and their parents; maintaining confidentiality; working as a part of a team; and working with constant distractions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education High School diploma or equivalent.

Requirement

Pre-employment Physical Exam.
Initial Drug Testing and Random Drug Testing.

Certificates & Licenses

CDL with P&S Endorsement
CPR/First Aid Certificate
Valid Driver's License/CDL License/Evidence of Insurability

This is a non-certified position.

Continuing Educ./Training

Maintain License

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

JOB DESCRIPTION Cumberland County School District

SPECIAL EDUCATION SECRETARY AND INVENTORY CONTROL CLERK

Purpose Statement

The job of Special Education Secretary and Inventory Control Clerk was established for the purpose/s of providing a variety of secretarial support to the Director of Special Education; establishing and maintaining department records; compiling reports; ensuring compliance of department records with mandated requirements; establishing and maintaining positive interactions; and monitoring assigned projects and/or program components. The job of inventory control clerk was established for the purpose/s of and related instructional materials with specific responsibilities for maintaining physical special education inventories; and tagging all incoming equipment and retire inventory as needed.

This job reports to the Director of Special Education.

Essential Functions

- Process time sheet for bus attendants.
- Performs secretarial duties for Special Education Department where responsibilities of trust and accuracy are important and knowledge of the school system is essential.
- Acts as receptionist for Special Education Department; maintains visitor log, provides requested information if possible, or refers individual to appropriate office personnel.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.
- Updates and maintains the inventory in the fixed asset system daily.
- Types, duplicates, and distributes miscellaneous correspondence as requested by the Director of Special Education.
- Compiles data for the purpose of preparing reports or processing requests.
- Receives and distributes incoming mail.
- Maintain and update federal and general equipment inventory.
- Provide information and supporting documentation to State and Federal auditors.
- Coordinates assigned projects and/or program components (e.g. arrangements for conferences, meetings, travel requirements, equipment reallocation, etc.) for the purpose of completing activities and/or delivering services in compliance with established guidelines.
- Assists in arranging substitute personnel for bus attendants and preparing appropriate leave documents.
- Interacts with internal and external persons (e.g. phone, email, in person, etc.) for the purpose of receiving and/or conveying information.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Researches a variety of topics (e.g. discrepancies, current practices, policies, education codes, etc.) for the purpose of providing information and making recommendations in a variety of administrative areas.
- Supports Director of Special Education and department staff for the purpose of providing assistance with administrative functions.
- Maintains and requests student records as needed.
- Assumes other special activities and/or responsibilities as assigned by the Director of Special Education.
- Tracks inventory, transfers and storage of fixed asset equipment.
- Prepares annual inventory reports for all schools.
- Must be a self-starting teams player that can perform varying tasks, in a cooperative manner, with little or no direct supervision. Often changing from one task to another of differing nature.
- Visits all schools and departments to conduct physical inventory audit(s). Periodically conducts an individual follow-up verification of certain assets.
- Retires equipment and remove from inventory, as needed.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: effective communication; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE shall have no less than a high school education or an equivalency high school diploma. Shall have knowledge of typing, office machines, duplicating machines and computer sufficient to perform essential functions.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans.

Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: flexibility; establishing and maintaining effective working relationships; meeting deadlines and schedules; working with frequent interruptions; and maintaining confidentiality.

Responsibility/Complexity

Special Education/Inventory Control Clerk/Secretary will often be the first staff member encountered by parents or other community members, either in person or telephonically, requiring courtesy and tact. The receipt and proper routing of requirements/requests, for resolution, are critical to providing the most efficient support.

Guidelines

The guidelines for accomplishing the requirements of this position will be administrator guidance, administrative procedures, traditional practices, local Board of Education policy and appropriate State and Federal laws/regulations. Much of the work is performed independently with general supervision and requires judgment to accomplish non-routine tasks or meet student needs.

Working Environment

The work is moderately sedentary, but some lifting of objects that may exceed 20 pounds with frequent lifting and/or carrying of objects that weigh 10 pounds or more. Other physical demands that may be required are pushing, pulling, climbing and/or balancing, stooping, kneeling, crouching and/or crawling, reaching, handling and/or feeling, talking, and/or hearing and seeing. Must display the ability to precisely coordinate hand, finger and eye motions/movements. All positions require a physical exam to meet health and physical requirements. The work is performed in an office environment, but many tasks are accomplished throughout the school facility and its grounds.

Experience Job related experience is desired.

Education High School diploma or equivalent.

Equivalency None Specified

Requirement
This is a non-certified position.

Continuing Educ. / Training
None Specified

FLSA Status
Non Exempt

Certificates & Licenses

Clearances
Criminal Justice Fingerprint/Background Clearance

Approval Date

Salary Grade

JOB DESCRIPTION

Cumberland County School District

SPECIAL EDUCATION TEACHER'S ASSISTANT

Purpose Statement

The job of Special Education Teacher's Assistant was established for the purpose/s of providing support to the instructional program within assigned school with specific responsibility for assisting in the supervision and instruction of special needs students, severely special needs students; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs.

This job reports to Principal and Director of Special Education

Essential Functions

- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.
- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, medication, etc.) for the purpose of meeting immediate health care needs and/or developing children's daily living activities and behavioral skills.
- Applies and removes physical therapy appliances as instructed (e.g. body braces, leg braces, etc) for the purpose of ensuring the student has the proper equipment according to the IEP.
- Assists students by enabling them to access their electronic communicators, switches, pointers, feeders, etc. for the purpose of ensuring equipment is hooked up properly and functioning properly.
- Assists students in and out of wheelchairs; loading and unloading on the bus; transporting students in their wheelchairs in and around school and on field trips for the purpose of ensuring the student gets to and from school and to the proper places safely.
- Assists with pre-lunch and lunch activities (e.g. heat food, grind food, collect lunch money, feeding, etc.) for the purpose of helping the teacher and lunch personnel get the student fed.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, behavior management, Restraint Training, IEPs, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Maintains instructional materials and/or manual and electronic files/records (e.g. lessons, attendance, pencils, paper, teaching supplies, etc.) for the purpose of ensuring availability of items, providing written reference, and/or meeting mandated requirements.
- Monitors students with disabilities during assigned periods within a variety of school environments (e.g. lunch, bus stops, playground, classroom, restroom, field trips, public transportation, assemblies, kitchen, etc.) for the purpose of maintaining a safe and positive learning environment.
- Participates in the implementation of IEP goals for the purpose of meeting IEP goals and/or district benchmarks.
- Participates in the implementation of student behavior plans for the purpose of ensuring effective and safe student learning.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Performs clerical tasks (e.g. making copies, filing, etc.) for the purpose of helping the teacher get instructional materials ready.

- Provides instruction, under the supervision of the teacher, to the students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, giving oral tests, etc.) for the purpose of reinforcing instructional objectives; implementing IEP, and ensuring students' success in school.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: nonviolent crisis intervention restraints; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under supervision following standardized practices and/or methods. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education Associate or Arts Degree (transcript), two years of college (60 hours), or successfully pass the Para-Pro Test.

Requirement
This is a non-certified position.

Certificates & Licenses
CPR and First Aid Certification
Valid CDL Desired

Continuing Educ./Training
None specified

Clearances
Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non Exempt

Approval Date

Salary Grade

CDC and Behavior Assistants will receive a yearly \$500 stipend.

JOB DESCRIPTION

Cumberland County School District

SPECIAL EDUCATION TRANSITION COORDINATOR

Purpose Statement

The job of Special Education Transition Coordinator was established for the purpose of coordinating special education program components and related activities between school, systemwide services and outside agencies; providing information to others; implementing and maintaining services within established guidelines and standards.

This job reports to the Director of Special Education

Essential Functions

- Collects proper documentation for the purpose of meeting the required items for program participation and/or parent/guardian approval through review of IEP, attending IEP Team Meetings and following all local state and federal guidelines.
- Collaborates with building principals, special and regular education teachers, outside agencies, etc. for the purpose of identifying student issues, resolving issues, receiving/conveying information, and/or developing individualize methods of instruction.
- Coordinates contracted services for the purpose of delivering services in compliance with established guidelines for OT/PT services.
- Coordinated Special Transportation Accommodations for Students as documented on IEP's.
- Coordinated and adapts special education services and programs as assigned (e.g. IEP's, student observations, implementation of assistive technology, etc.) for the purpose of delivering services which conform to established guidelines while meeting the individual needs of each student.
- Evaluates special education programs and services for the purpose of carrying out and achieving objectives and adapting program components to meet student needs within assigned area(s) of responsibility.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.
- Makes home visits as needed and/or assigned for the purpose of consulting with parents, transition planning, assessing students, and/or receiving/conveying information.
- Consults/Trains vision students, teachers, and staff; monitors services, and provides vision modifications.
- Provides training for FM systems; Reviews Audiologist reports and provides equipment as needed.
- Provides expertise as an Assistive Technology Practitioner (ATP; Completes AT Assessment and provides materials as needed for support in the classroom.
- Coordinates ongoing compliance monitoring of IEP's that includes reviewing documents to ensure delivery of quality programs, IDEA and ADA Compliance at the District, State and Federal Level.
- Training and ongoing Mentor for special education teachers.
- Represents the District in IEP meetings when appropriate to ensure compliance with the IDEA and local policies, appropriate placement and services monitoring through required State and local training and meetings.
- Supports teachers and students in a variety of work sites according to program guidelines.
- Serves as liaison with State Agencies in the support of individual student development and transitional goals.
- Other duties as assigned by the Supervisor of Special Education.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; preparing and maintaining accurate records; planning and managing projects' and using pertinent applications.

KNOWLEDGE is required to speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: stages of child development, community resources, district policies and regulations and/or laws.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. The job is performed under conditions with exposure to risk of injury and or illness and in varying environmental conditions.

Experience 3 years of job related experience is desired

Education Bachelor's Degree or above in Special Education

Requirement
This is a certified position.

Continuing Education/Training
Maintain Licensure

FLSA Status
Exempt

Certificates & Licenses

Valid Tennessee Teaching License
Valid Driver's License/Evidence of Insurability

Clearances
Criminal Justice Fingerprint/Background Clearance

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT (COTA)

Purpose Statement

The job of Certified Occupational Therapist Assistant (COTA) was established for the purpose/s of providing educationally related occupational therapy services to students suffering from a variety of cognitive, emotional and/or physical illnesses or disabilities according to the student's Individualized Education Plan and under the direction of the Occupational Therapist.

This job reports to Director of Special Education.

Essential Functions

- Adapts school and classroom environment, tools and materials under the supervision of the Occupational Therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
- Assists Occupational Therapist with assessing students' fine motor, and development skills (e.g. oral motor, sensory integration, motor planning, developmental function, activities of daily living, fine motor function postural tone, etc.) for the purpose of determining their deficits and developing recommendations.
- Attends meetings and workshops (e.g. IEPs, training, team meetings, conferences, meetings with outside agencies, etc.) for the purpose of conveying and/or receiving information, including best practices for school OT delivery when requested.
- Consults with occupational therapists, physical therapists, speech therapists, teachers, educational assistants, families, etc. for the purpose of providing requested information, reviewing/revising students' occupational therapy goals/objectives, developing plans for services and/or making recommendations to implement goals.
- Implements therapeutic activities and instructs students, teachers, parents and other involved persons (e.g. positioning, adjusting special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting the student's IEP plan for use in the classroom.
- Maintains files and/or records in cooperation with the Occupational Therapist (e.g. progress reports, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal, and administrative regulations.
- Maintains treatment equipment and supplies in clean and proper working condition for the purpose of implementing motor/therapy goals.
- Prepares written materials (e.g. activity logs, progress notes, reports, memos, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information (e.g. student performance data, clinical feedback, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Provides direct occupational therapy services to students according to IEP goals for the purpose of ensuring compliance with established practices and procedures.
- Provides services at multiple work sites for the purpose of providing therapy and assistance as required.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Provides training, consultation, and instruction to teachers on the use of adaptive devices and equipment for the purpose of ensuring such devices are used safely and optimal benefits are achieved.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals. *Page 1*

- Transports a variety of items (e.g. puzzles, games, assistive devices, assessment tools, etc.) for the purpose of ensuring the availability of materials required for therapy sessions.
- Troubleshoots problems with assistive devices (e.g. computer technology, etc.) for the purpose of ensuring that equipment is in proper working order and/or providing alternative strategies. Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with the administrative and legal requirements.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in occupational therapy; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: student behavior management skills; adaptive equipment; and occupational therapy models, practices and theories.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups; maintaining confidentiality; working as part of a team; displaying tact and courtesy; being empathetic and nonjudgmental; and establishing and maintaining effective relationships, especially with students.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 55% walking, and 15% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education Community College and/or Vocational School degree with study in job related area.

Requirement

This is a non-certified position.

Certificates & Licenses

Certified by the National Board of Certification in Occupational Therapy/Valid Driver's License/Evidence of Insurability.

Continuing Educ./Training

Continuing Education (COTAs)
Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt (Contracted Employee)

Approval Date

Salary Grade

\$30/hr

JOB DESCRIPTION
Cumberland County School District

CERTIFIED PHYSICAL THERAPIST ASSISTANT

Purpose Statement

The job of Physical Therapist Assistant (CPTA) was established for the purpose/s of providing physical therapy services to students identified with a variety of cognitive, emotional and/or physical illnesses or disabilities according to the students' Individualized Educational Plan and under the direction of the physical therapist.

This job reports to Director of Special Education.

Essential Functions

- Adapts school and classroom environment, tools and materials under the supervision of the physical therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
- Adapts the environment and selects, designs and fabricates adaptive equipment and orthotic devices for the purpose of facilitating optimal functioning for students.
- Assists physical therapist with data collection and the assessment of the students' capabilities (e.g. developmental function, activities of daily living, gross motor function, postural tone, etc.) for the purpose of determining their deficits and developing recommendations.
- Attends meetings and workshops (e.g. IEPs, training, team meetings, conferences, meetings with outside agencies, etc.) for the purpose of conveying and/or receiving information when requested.
- Consults with physical therapists, occupational therapists, speech therapists, teachers, educational assistants, families, etc. for the purpose of providing requested information, reviewing/revising students' physical therapy goals/objectives, developing plans for services and/or making recommendations.
- Implements therapeutic activities (e.g. positioning, adjusting special equipment, etc.) for the purpose of providing appropriate care to students and/or supporting the student's IEP.
- Maintains files and/or records in cooperation with the Physical Therapist (e.g. progress reports, activity logs, etc.) for the purpose of documenting activities and/or ensuring an up-to-date trail for compliance with various state, federal, and administrative regulations.
- Maintains physical therapy treatment equipment and supplies in clean and proper working condition for the purpose of implementing motor/therapy goals.
- Monitors the use of orthopedic braces, prostheses and other supportive devices and other adaptive equipment for the purpose of providing appropriate care to students, maximizing their academic success and/or supporting the students' IEP.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Performs site visits at multiple work sites for the purpose of providing therapy and assistance as required.
- Prepares written materials (e.g. activity logs, progress notes, reports, memos, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Presents information (e.g. student performance data, clinical feedback, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- Provides direct physical therapy services to students according to IEP for the purpose of ensuring compliance with established practices and procedures.

- Provides training, consultation, and instruction to teachers and teacher's assistants on the use of adaptive equipment for the purpose of ensuring such equipment is used safely and optimal benefits are achieved.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Transports a variety of items (e.g. puzzles, games, adaptive equipment, assessment tools, etc.) for the purpose of ensuring the availability of materials required for therapy sessions.
- Troubleshoots problems with adaptive equipment (e.g. recommending changes, developing, modifying, etc.) for the purpose of ensuring that equipment is in proper working order and/or providing alternative strategies.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in physical therapy; operating standard office equipment including pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: student behavior management skills; adaptive equipment; and physical therapy models, practices and theories.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups; maintaining confidentiality; working as part of a team; displaying tact and courtesy; being empathetic and nonjudgmental; and establishing and maintaining effective relationships, especially with students.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 15% sitting, 65% walking, and 20% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education Community College and/or Vocational School degree with study in job related area

Requirement

This is a non-certified position.

Certificates & Licenses

Certificate by the National Board of Certification in Physical Therapy
Valid Driver's License and Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

\$30/hr

JOB DESCRIPTION
Cumberland County School District

GIFTED EDUCATION COORDINATOR

Purpose Statement

The Gifted Education Coordinator is responsible for providing leadership in the area of gifted services and education for the entire district. Position objectives include overseeing district services for gifted students; studying, evaluating and implementing innovative techniques and methods; providing leadership in the development, articulation, and implementation of an exemplary gifted services program; and improving the services and program through evaluation; and developing and coordinating the district-wide staff development program for gifted education.

This job reports to Director of Special Education.

Essential Functions

- Provides coordination and expertise to ensure systematic and continuous PreK-12 special education services and programming in planning for the exceptional needs of identified gifted students and high achieving students.
- Establishes and promotes communication and collaboration with school administration, staff, and parents.
- Develops and implements an ongoing professional development plan in collaboration with Director of Special Education.
- Submits appropriate reports to administrations, staff, parents, and community.
- Assists staff in developing specialized learning activities for students who have needs beyond the classroom curriculum to include: cluster grouping, pull-out programs, cross grade offerings, out of level offerings, internship, independent projects, dual enrollment options, etc.
- Confers, counsels, trains, and assists site administrators and school staff regarding special education gifted eligibility procedures and compliance requirements. Works to forecast, plan, implement and improve services to ensure that every student receives supports that are needed.
- Assists principals, teachers, and other student support services staff as necessary in identifying needs, instructional goals, program placement and design of individualized education programs and individualized learning plans.
- Attends and participates in appropriate meetings, conferences, conventions, etc.
- Remains current on latest research and development in gifted education.
- Works with school staff in developing and implementing services/program expectations and professional development.
- Performs other tasks and accepts other responsibilities as assigned.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating a variety of technology in a instructional setting; and the ability to work collaboratively with others maintaining relationships, instructional design skills; and problem solving.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: creating multimedia and digital video presentations and promotions; policies and regulation guidelines as they relate to use of software (specifically, copyright laws and the use of licensed equipment and materials); educational and classroom management software; current and emerging technology; and curriculum and instructional methods.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; and working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services. Organizational and planning abilities; ability to work effectively with individuals and groups; and broad knowledge of elementary and secondary education goals, objectives and curriculum.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience General education or special education license with gifted education endorsement or Employment Standard in Gifted Education. Gifted teaching experience is desired.

Education Bachelor's Degree or Above

Requirement

This is a certified position.

Certificates & Licenses

Valid Tennessee Teaching License
Valid Driver's License/Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

INTERPRETER FOR THE HEARING IMPAIRED

Purpose Statement

The job of Interpreter for the Hearing Impaired was established for the purpose/s of facilitating communication between persons who are deaf and/or hard of hearing and others; using sign language to convey teacher instruction and intent; assisting students with daily activities; providing voice to sign, sign to voice oral transliterate support; participating as a team member to plan, review and share information; and serving as a resource to other school personnel requiring assistance with hard of hearing and deaf person/s.

This job reports to Principal and Director of Special Education

Essential Functions

- Assists deaf and hard of hearing students in academic and nonacademic activities, individually or in groups as well as deaf or hard of hearing staff and parents (e.g. classroom instruction, non-captioned movies, tests, library, computer lab, recess, sports, music, assemblies, special events, after school activities, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Implements, under the supervision of assigned teacher, instructional/behavioral programs and lesson plans for the purpose of assisting the teacher in improving students' academic and life skill success through a defined course of study.
- Interprets at various meetings as may be requested (e.g. IEP, individual teacher/parent conferences, etc.) for the purpose of receiving and/or conveying information with deaf or hard of hearing participants.
- Interprets or transliterates all language necessary for student's education for the purpose of facilitating effective communication.
- Monitors individual students for the purpose of providing assistance as needed and ensuring a quiet, safe and positive learning environment.
- Participates in meetings (e.g. staff inservice, workshops, etc.) for the purpose of receiving or conveying information related to serving the general goals of education to the deaf or hard of hearing.
- Prepares for daily classroom lectures and activities (e.g. set up for speaker, review materials ahead of lectures, etc.) for the purpose of ensuring a clear understanding and interpretation.
- Provides support/tutoring to the deaf or hard of hearing student for the purpose of facilitating communication and/or reinforcing classroom objectives.
- Responds to inquiries from administrators, teachers and other staff for the purpose of providing information or referring to appropriate personnel.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Tutors deaf or hard of hearing students in a variety of subjects for the purpose of supplementing daily classroom learning and promoting student success.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment using pertinent software applications; and expressing oneself through manual communication skills (sign language, expressive, & receptive) and oral support techniques.

KNOWLEDGE is required to have specific knowledge-based competencies required to satisfactorily perform the functions of the job include: philosophies and purposes of mainstreaming hearing impaired students; ASL and Signed English; oral support techniques; child development, Deaf Culture, oral strategies and transliteration; educational methods; and interpreter's code of ethics.

ABILITY is required to schedule activities; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; working as part of a team; and possessing sound emotional judgment.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 33% sitting, 33% walking, and 34% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience within specialized field is desired.

Education Associates Degree

Requirement

This is a non-certified position.

Certificates & Licenses

Valid Driver's License and Evidence of Insurability.

Obtain passing score on the written portion of the EIPA; and obtain a minimum score of 3.0 on the performance assessment portion of the EIPA.

Continuing Educ./Training

Maintain License

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

JOB DESCRIPTION

Cumberland County School District

OCCUPATIONAL THERAPIST

Purpose Statement

The job of Occupational Therapist was established for the purpose/s of assessing students' functional physical development level; planning and implementing appropriate treatment to meet individual student objectives; identifying architectural barriers; providing recommendations for accessibility, program development and student placement; and providing direction to Certified Occupational Therapy Assistants.

This job reports to Director of Special Education.

Essential Functions

- Administers occupational therapy procedures and modalities for the purpose of achieving program objectives.
- Assesses students' fine and gross motor skills and functional abilities (e.g. perceptual-motor, hand functions, motor coordination, sensory development, muscle strength, etc.) for the purpose of determining program eligibility and developing recommendations for occupational therapy treatment, appropriate assistive devices and/or curriculum access.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services, making recommendations and/or coordinating occupational therapy services with those of other disciplines.
- Develops treatment plans, interventions and/or educational materials from the IEP for the purpose of remediating students' motor skill deficits and ensuring compliance with regulatory requirements.
- Directs the work of assigned COTA's for the purpose of providing guidance and ensuring that program objectives are achieved.
- Identifies structural issues for the purpose of removing barriers for students with physical limitations and/or identifying appropriate technology and assistive equipment.
- Instructs students and staff for the purpose of providing information on medical/behavioral attributes, use of assistive devices and/or implementing plans for remediation of functional limitations.
- Interprets medical and academic reports for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate.
- Maintains files and/or records (e.g. progress reports, activity logs, treatment plans, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Participates in a variety of meetings (e.g. training, workshops, seminars, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information.
- Prepares a wide variety of written materials (e.g. activity logs, correspondence, memos, treatment plans, evaluations, reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides direct occupational therapy services for the purpose of developing students' daily living skills in compliance with established goals and objectives.

- Provides services at multiple work sites for the purpose of providing direct therapy interventions and assistance as required.
- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information and/or referral as appropriate.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Screens students for the purpose of determining the need for further individualized assessment.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating equipment used in occupational therapy strategies; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; health standards and hazards; safety practices and procedures; stages of child development; abnormal development and medical diagnoses related to Special Education funding categories; current OT treatment interventions; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy data into meaningful educational activities.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 70% walking, and % standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience with increasing levels of responsibility is desired.

Education Bachelor's degree in job related area.

Requirement

Certificates & Licenses

Eligible for registrations as an Occupational Therapist with the
National Board of Certified Occupational Therapists or successful
Completion of the National Certification Examination and current
State of Tennessee Occupational Therapist License
Valid Driver's License and Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Approval Date

Salary Grade

\$78 and hour.
Contracted as needed.

JOB DESCRIPTION
Cumberland County School District

PHYSICAL THERAPIST

Purpose Statement

The job of Physical Therapist was established for the purpose/s of assessing students' physical development level; providing appropriate treatment to meet individualized student objectives; identifying architectural barriers; providing recommendations for accessibility; providing direction to Physical Therapy Assistant(s) and providing recommendations for program development and student placement.

This job reports to Director of Special Education

Essential Functions

- Assesses students' functional capabilities and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or curriculum access.
- Assesses students' gross motor and development skills (e.g. perceptual-motor, motor coordination, sensory development, muscle strength, etc.) for the purpose of determining their deficits and developing recommendations.
- Communicates with students, parents, teachers and/or other personnel for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Consults with students, parents and guardians for the purpose of enhancing student access and mobility in school and in school related activities / functions.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates with the IEP team for the purpose of determining appropriate treatments, etc. to meet the needs of specific students and attends IEP Team Meetings when requested to be present.
- Develops treatment plans and interventions from the IEP for the purpose of remediating students' motor skill deficits and ensuring compliance with regulatory requirements.
- Identifies structural issues for the purpose of removing barriers for students with physical limitations and/or identifying appropriate adaptive equipment and/or devices.
- Instructs students and staff for the purpose of providing information on medical attributes, use of adaptive equipment and/or implementing plans for remediation of functional limitations.
- Participates in meetings, workshops and seminars when requested for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials in compliance with State, Federal, and administrative regulations (e.g. IEP goals etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides services at multiple work sites for the purpose of providing direct therapy interventions and assistance as required.

- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Screens students for the purpose of determining the need for further individualized assessment.
- Supervises physical therapist assistants for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum as well as meeting the needs of students.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items desired.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating equipment used in physical therapy strategies; preparing and maintaining accurate records; and adhering to safety practices.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: stages of child development; current physical therapy treatment interventions; pertinent cods, policies, regulations and/or laws; principles of physical therapy; health standards and hazards; safety practices and procedures; and age appropriate activities.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: meeting deadlines; working as part of a team; working with detailed information; maintaining effective working relationships; translating therapy data into meaningful educational activities; communicating with diverse groups; and maintaining confidentiality.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 30% walking, and 50% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience Job related experience with increasing levels of responsibility is desired.

Education

Requirement

Certificates & Licenses

Current State of Tennessee Physical Therapist License
Valid Driver's License and Evidence of Insurability

Clearances

Criminal Justice Fingerprint/Background Clearance

Continuing Educ./Training

Maintain Licensure

FLSA Status

Approval Date

Salary Grade

\$100 per hour/contracted
as needed.

JOB DESCRIPTION
Cumberland County School District

SCHOOL PSYCHOLOGIST

Purpose Statement

The job of School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; interpreting and applying state and federal codes.

This job reports to Director of Special Education

Essential Functions

- Administers standardized and/or supplemental assessments for the purpose of measuring the intellectual, adaptive, academic, social and emotional development of children and/or determining eligibility for services in compliance with regulatory requirements.
- Assesses students' functional capabilities at home and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement.
- Assists other staff for the purpose of developing and applying student monitoring systems and designing academic and behavioral interventions.
- Assists all specialists (e.g. Special education teachers, RTI² coordinators, behavior specialists, occupational and physical therapists, speech language pathologists, etc.) for the purpose of creating and delivering student supports.
- Compiles information from a variety of sources (e.g. administrators, teachers, nurse, parents, mental health agencies, other professionals, etc.) for the purpose of producing a comprehensive screening/ evaluation report in compliance with established guidelines.
- Consults with teachers, parents, and/or other outside personnel or professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates with school staff to implement school wide program development and program evaluation (e.g. RTI, SWPBS) for the purpose of ensuring effective programs to assist children who experience physical, mental, social and emotional difficulties.
- Consults with students, parents and guardians for the purpose of enhancing student success in school.
- Has strong understanding in Response to Intervention (RTI²) for the purpose of interpreting the data to intervene, offering interventions and eventually determining eligibility.
- Helps students for the purpose of creating smooth transitions to and from school and community learning environments.
- Participates in meetings, workshops and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.
- Researches resources and methods (e.g. intervention, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Supports individualized student instruction for the purpose of ensuring the success of all students.
- Uses student information for the purpose of making sound data-based decisions to achieve student growth.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Supervises interns for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: psychology and educational principles; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a number of activities, meetings, and/or events; Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and some fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience within specialized field is desired.

Education Master's degree in job related area.

Requirement

This is a certified position.

Certificates & Licenses

Tennessee Certification as School Psychologist
Valid Tennessee Teaching License
Valid Driver's License/Evidence of Insurability

Clearances

Criminal Justice Fingerprint/Background Clearance

Continuing Educ./Training

Maintain Licensure

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

SPEECH LANGUAGE PATHOLOGIST

Purpose Statement

The job of Speech Language Pathologist was established for the purpose/s of identifying students with communication disabilities; planning and implementing appropriate treatment to minimize adverse impact on student success; recommending treatment plans; and providing direction to Speech Language Pathologist Assistants and Speech/Language Assistants.

This job reports to Director of Special Education.

Functions

- Assesses students' communication skills (e.g. articulation, fluency, voice, expressive and receptive language, etc.) for the purpose of identifying communication disorders, determining program eligibility and developing recommendations for treatment.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
- Coordinates meetings and processes for eligible students (e.g. testing/screening, IEPs, parent conferences, pre-referral staffing, etc.) for the purpose of presenting evaluation results, developing treatment plans, and/or providing training to parents/students/staff.
- Develops treatment plans, interventions and/or educational materials for the purpose of minimizing the adverse impact of communication disorders in compliance with regulatory requirements.
- Instructs assigned support staff for the purpose of providing information on communicative disorders, use of assistive devices and/or implementing prescribed treatment plans.
- Instructs eligible students in the use of appropriate communication technologies (e.g. hearing aids, FM systems, augmentative communication devices, etc.) for the purpose of minimizing the adverse educational impact of communication disorders in accordance with established guidelines and legal requirements.
- Interprets medical reports within the scope of Speech/Language Pathologist's experience and goals for the purpose of providing information and/or ensuring that treatment/intervention plans are appropriate.
- Maintains files and/or records (e.g. progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Participates in meetings, workshops, and seminars (e.g. training, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information.
- Provides services at multiple work sites for the purpose of providing direct therapy interventions and assistance as required.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a wide variety of written materials (e.g. activity logs, correspondence, memos, treatment plans, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides speech and language therapy to students for the purpose of minimizing the adverse impact of speech and language disorders on student success.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Screens students for the purpose of determining the need for further individualized assessment.

- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' needs.
- Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information and/or referral as appropriate.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.
- Supervises Speech Language Assistants to ensure speech services are effective in meeting the needs of individual students.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating a variety of technology in a instructional setting; proficiency in a windows based environment; and the ability to work collaboratively with others maintaining relationships, instructional design skills; and problem solving.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: creating multimedia and digital video presentations and promotions; policies and regulation guidelines as they relate to use of software (specifically, copyright laws and the use of licensed equipment and materials); educational and classroom management software; current and emerging technology; and curriculum and instructional methods.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; and working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services. Organizational and planning abilities; ability to work effectively with individuals and groups; and broad knowledge of elementary and secondary education goals, objectives and curriculum.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and some fine motor dexterity. Generally the job requires 40% sitting, 40% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience is desired.

Education Masters degree in job related area

Requirement

Praxis II Testing

This is a certified position.

Certificates & Licenses

Valid Tennessee Teaching License

Prefer Certification of Clinical Competencies (CCC's)

Valid Driver's License/Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

SPEECH & LANGUAGE PATHOLOGIST ASSISTANT (SLPA)

Purpose Statement

The job of Speech & Language Pathologist Assistant (SLPA) was established for the purpose/s of under the supervision of a speech and language pathologist, conducting various tasks/treatment interventions to assist students with speech and language disorders.

This job reports to Speech/Language Pathologist and Director of Special Education.

Essential Functions

- Adapts educational materials and equipment for the purpose of providing intervention and/or meeting the individual student's needs.
- Assists in facilitating meetings/communications between therapist, site staff, parents, etc. for the purpose of developing plans and/or providing information regarding students goals.
- Collects data on student achievements for the purpose of documenting activities, preparing reports and/or updating IEP logs.
- Consults with speech/language pathologist, teachers, etc. for the purpose of providing requested information, developing plans for services.
- Instructs individual students with instruction (e.g. phonetic alphabet, vocabulary and language, fluency, oral motor exercises, etc.) for the purpose of implementing goals for remediation of speech and language deficits.
- Maintains and prepares a wide variety of manual and electronic materials (e.g. charts, logs, records and/or reports) for the purpose of documenting activities, providing written reference, conveying information; and/or complying with mandated requirements.
- Maintains augmentative communication devices and equipment for the purpose of ensuring availability of required tools.
- Orders materials (e.g. catalogues, testing materials, warehouse orders, etc.) for the purpose of ensuring supplies are available to users.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Participates in parent/teacher meetings, in-service trainings and/or research projects for the purpose of receiving or conveying information related to job responsibilities.
- Performs site visits at multiple work sites for the purpose of providing therapy and assistance as required.
- Researches resources and methods for the purpose of addressing students' functional goals.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; applying assessment instruments; operating standard office equipment using pertinent software applications; preparing and maintaining accurate records; and operating equipment used in speech and language therapy.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: articulation, language, fluency and oral motor therapy; sign language.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; and establishing effective relationships with students.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience within specialized field is desired.

Education

Requirement

This is a certified position.

Certificates & Licenses

SLPA medical license

Valid Driver's License & Evidence of Insurability

Continuing Educ./Training

Maintain License

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

SPEECH/LANGUAGE TEACHER'S ASSISTANT

Purpose Statement

The job of the Speech Language Assistant was established for the purpose/s of providing speech/language therapy sessions as determined by the individual student's Individual Educational Plan under the supervision of the SLP/SLPA. The therapy sessions support special education students. This job reports to Principal and Director of Special Education

Essential Functions

- Adapts classroom activities, assignments and/or materials under the direction of the SLP/SLPA for the purpose of supporting and reinforcing classroom objectives.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, behavior management, Restraint Training, IEPs, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with SLP/SLPA for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Maintains instructional materials and/or manual and electronic files/records (e.g. lessons, attendance, pencils, paper, teaching supplies, etc.) for the purpose of ensuring availability of items, providing written reference, and/or meeting mandated requirements.
- Monitors students with disabilities during assigned periods within a variety of school environments, (Speech/Language therapy sessions) for the purpose of maintaining a safe and positive learning environment.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.
- Participates in the implementation of IEP goals for the purpose of meeting IEP goals and/or district benchmarks.
- Participates in the implementation of student behavior plans for the purpose of ensuring effective and safe student learning.
- Performs clerical tasks (e.g. making copies, filing, etc.) for the purpose of helping the SLP/SLPA get instructional materials ready.
- Provides instruction, under the supervision of the SLP/SLPA, to the students in a variety of individual and group speech/language therapy sessions for the purpose of reinforcing instructional objectives; implementing IEP, and ensuring students' success in school.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: nonviolent crisis intervention restraints; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education Associate or Arts Degree (transcript), two years of college (60 hours), or successfully pass the Para-Pro Test.

Requirement

This is a non-certified position.

Certificates & Licenses

Valid Driver's License/Evidence of Insurability

Continuing Educ./Training

None specified

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

JOB DESCRIPTION

Cumberland County School District

TEACHER - HOMEBOUND

Purpose Statement

The job of Homebound Teacher was established for the purpose/s of providing support to the instructional process by serving as a teacher for students while they are on homebound; developing lesson plans for individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Director of Special Education.

Essential Functions

- Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan (e.g. classroom teachers, doctors, counselors, etc.)
- Counsels students for the purpose of improving performance, health status, appropriate behavior, problem solving techniques and a variety of personal issues.
- Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements in the home setting or other settings as appropriate.
- Instructs students for the purpose of improving their success in academics through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Participates in a variety of meetings and professional development activities for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.
- Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.
- Participate in development of IEP, 504 plans, or health plans as appropriate.
- Complies with all school, district, state, and federal guideline and Cumberland County Board of Education policies.

- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquire from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference in accordance with administrative and legal requirements.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 40% sitting, 20% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience is desired.

Education Bachelor's degree in job related area.

Requirement

This is a certified position.

Certificates & Licenses

Valid Tennessee Teaching License
Valid Driver's License/Evidence of Insurability.

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

TEACHER - SPECIAL EDUCATION

Purpose Statement

The job of Teacher - Special Education was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Principal and Director of Special Education

Functions

- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

Essential Functions

- Adapts classroom work, after collaborating with other teachers for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administers, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Complies with all school, district, state, and federal guidelines and Cumberland County Board of Education policies.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective intervention program that addressing individual student requirements.
- Instruct students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.

- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings, including IEPs, Data team meetings, PLCs, and 504 meetings for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, IEPs, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, restraints, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state and federal laws and school board policies.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of enduring documentation for future reference is in accordance with administrative and legal requirements.

Other Functions

- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience is desired.

Education Bachelor's degree in job related area.

Requirement

This is a certified position.

Certificates & Licenses

Valid Tennessee Teaching License

Valid Driver's License/Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

exempt

Approval Date

Salary Grade



William G. Stepp • Director of Schools

Jim Inman • Board Chair

To: Cumberland County Board of Education
From: Mr. William G. Stepp
Date: July 7, 2022
Re: System Testing Coordinator

Action Required: Board Approval

In accordance with Policy 4.701, I am appointing Mrs. Stephanie R. Barnes as the system testing coordinator for the 2022-2023 school year.

Respectfully,

A handwritten signature in black ink, appearing to read 'William G. Stepp', is written above the typed name.

Mr. William G. Stepp
Director of Schools



William G. Stepp • Director of Schools

Jim Inman • Board Chair

Date: July 19, 2022

To: Mr. William G. Stepp, Director of Schools
Mr. Jim Inman, Board of Education Chair

From: Kathy Hamby, School Nutrition District Supervisor

Subject: Approval of the SY 2022-2023 Agreement to Administer the School Nutrition Programs Packet

The Cumberland County School Nutrition Program requests approval of the SY 2022-2023 Agreement to Administer the School Nutrition Programs packet. The packet must be updated and approved annually, and it is required to participate in the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, and the Seamless Summer Option Meals Program.

The packet contains the following:

- o The School Year 2022-2023 Agreement to Administer the School Nutrition Programs and Policy Statement for Providing Free and Reduced-Price Meals to Students (17 pages) (Mr. Stepp's signature is required on page 17)
- o Local Agriculture Products Compliance Plan (1 page) (Mr. Inman's and Mr. Stepp's signatures are required)
- o Letter to Households (3 pages)
- o Instructions for Applying for Free and Reduced-Price School Meals (2 pages)
- o 2022-2023 Household Application for Free and Reduced-Price School Meals (2 pages)
- o Request for Waiver of School Fees (1 page)
- o Community Eligibility Provision (CEP) Notification Letter (1 page)
- o Offer Versus Serve Procedures (1 page)
- o Procedures for Civil Rights Compliance (2 pages)
- o Meal Charge Administrative Procedures (2 pages)

***Additional general information and nutritional outreach will be provided to parents as needed.

A Spanish version of all the above documents will be available to families.

All forms must be signed in blue ink.

Please return the original signed copy to the for submission to the Tennessee State Department of Education.

School Year 2022-23 Agreement to Administer the School Nutrition Program(s)

School Breakfast Program- Child Nutrition Grant (CFDA 10.553)
National School Lunch Program- Child Nutrition Grant (CFDA 10.555)
Seamless Summer Option- Child Nutrition Grant (CFDA 10.555)
Afterschool Snack Program- Child Nutrition Grant (CFDA 10.555)
Special Milk Program- Child Nutrition Grant (CFDA 10.556)

This Agreement ("Agreement") exists to achieve the purposes of: (1) the Richard B. Russell National School Lunch Act, as amended (42 U.S.C. 1751-1760) and regulations governing the National School Lunch Program (7 CFR 210 and 245) and (2) the Child Nutrition Act of 1966, as amended (7 U.S.C. 1771 – 1985), and regulations governing the School Breakfast Program (7 CFR 220 and 245) and (3) the Special Milk Program for Children (7 CFR 215); (4) Public Law 105 – 336 authorizing reimbursement for snacks, (5) Public Law 85-478, as amended authorizing the Seamless Summer Option (formerly known as the Seamless Summer Food Service Program; (6) Public Law 108-265 to amend the National School Lunch Act and Child Nutrition Act of 1966 to provide children with increased access to food and nutrition assistance, to simplify program operations and improve program management; (7) Public Law 111-296 the Healthy, Hunger Free Kids Act of 2010; (8) 2 CFR Part 225 (formerly Office of Management and Budget (OMB) Circular A-87) which stipulates allowable and unallowable expenses in the non-profit School Nutrition Program; (9) Tennessee Code Annotated (T.C.A.) Title 49, Chapter 6, Part 23 governing the operation of the School Nutrition Programs within the state of Tennessee; and (10) State Board of Education rules, regulations, and minimum standards for the operation of the public school system, Chapter 0520-01-06 governing the operation of the School Nutrition Programs within the State of Tennessee.

The Tennessee Department of Education, hereinafter referred to as the "State Agency (SA)," and the School Food Authority (SFA), listed below, hereinafter referred to as the "SFA" agree to comply with the conditions of this Agreement which are based on public laws, regulations, statutes, policies, procedures and best practices that govern the School Nutrition Programs to be operated by the SFA.

The State Agency (SA)

- a. Agrees that to the extent of funds available, it shall reimburse the SFA in connection with meals, snacks and milk served to children in the indicated program(s) in schools, institutions or sites included in the Agreement and/or amended Agreement during the effective period of this Agreement; agrees that during any fiscal year, the amount of reimbursement paid to the SFA for meals and snacks served to children in each school, institution or site shall not exceed the amount equal to the number of meals or snacks by types (free, reduced, paid), served to children, multiplied by the assigned rates;
- b. Agrees that it will supply, in writing or electronically, to the SFA's School Nutrition Program Administrator, all changes, additions and deletions to federal and state regulations and policies of the Tennessee Department of Education and State Board of Education that govern the operation of the programs;
- c. Will operate in accordance with U.S. Department of Agriculture policy, which prohibits discrimination on the basis of race, color, national origin, sex, age, or disability;
- d. Reserves the right to disallow any claim for reimbursement, to withhold School Nutrition funds and/or to recover any School Nutrition funds which are used in a manner that is not in accordance with federal and state laws and regulations or the terms of this Agreement;
- e. Shall execute this Agreement.

The School Food Authority (SFA)

- a. Application. An official of an SFA shall make written application to the State Agency (SA) for any school in which it desires to operate the Program. Applications shall provide the State Agency (SA) with sufficient information to determine eligibility. The SFA shall also submit for approval a Free and Reduced Price Policy Statement in accordance with part 245 of Chapter 7 of the Code of Federal Regulations.
- b. Agreement. The Parties establish this Agreement, as each SFA approved to participate in the program is required under 7 CFR 210.9 to enter into a written agreement with the State Agency (SA) that may be amended as necessary. Nothing in the preceding sentence shall be construed to limit the ability of the State Agency (SA) to suspend or terminate this Agreement in accordance with 7 CFR 210.25. The SFA and participating schools under its jurisdiction, shall comply with all provisions of 7 CFR parts 210, 215, 220 and 245. This Agreement shall provide that each SFA shall, with respect to participating schools under its jurisdiction:
 1. Maintain a nonprofit school nutrition program and observe the requirements for and limitations on the use of nonprofit school nutrition program revenues set forth in 7 CFR 210.14 and limitations on any competitive school food service as set forth in 7 CFR 210.11 and T.C.A. § 49-6-2307;
 2. Limit its net cash resources in the School Nutrition Program to an amount that does not

exceed three (3) months average expenditures for its nonprofit School Nutrition Program or such other amount as may be approved by the SA in accordance with 7 CFR 210.19 (a); agrees that indirect costs may be recovered from the School Nutrition Program only from a reserve fund that exceeds three (3) months' operating expenses as outlined in T.C.A. § 49-6-2305 Reserve Fund;

3. Maintain a system of financial accounting as prescribed under 7 CFR 210.14, 220.13 and 225;
4. Comply with uniform administrative requirements, cost principles, and audit requirements of federal awards in 2 CFR part 200 as applicable;
5. Serve meals, during meal periods, which meet the requirements for food components and dietary standards as prescribed in 7 CFR 210.10 and 220.8;
6. Price meals as a unit;
7. Serve meals free or at a reduced price to all children who are determined by the local educational agency to be eligible for such meals under 7 CFR part 245;
8. Comply with the requirements of Provision 2, the Community Eligibility Provision, and reimbursement alternatives if applicable.
9. Claim reimbursement at the assigned rates only for reimbursable free, reduced price, and paid meals served to eligible children in accordance with 7 CFR parts 210 and 220. Agree that the SFA official who electronically signs the claim shall be responsible for reviewing and analyzing meal counts to ensure accuracy as specified in 7 CFR 210.8 and 220.9 governing claims for reimbursement. Acknowledge that failure to submit accurate claims will result in the withholding of payments, suspension or termination of the program as specified in 7 CFR regulations. Acknowledge that if failure to submit accurate claims reflects embezzlement, willful misapplication of funds, theft or fraudulent activity the penalty specified in 7 CFR 210.26 and 220.19 shall apply;
10. Count the number of free, reduced price and paid reimbursable meals served to eligible children at the point of service, or through another counting system if approved by the State Agency (SA);
11. Submit claims for reimbursement in accordance with 7 CFR 210.8 and 220.11;
12. Comply with the requirements of the United States Department of Agriculture regulations regarding nondiscrimination (7 CFR parts 15, 15a, 15b);
13. Not discriminate against any child because of his or her eligibility for free or reduced price meals in accordance with the approved Free and Reduced-Price Policy Statement;

The program applicant hereby agrees that it will comply with:

- i. Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.);

- ii. Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.);
- iii. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);
- iv. Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.);
- v. Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. 12131-12189);
- vi. Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency. (August 11, 2000);
- vii. All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 CFR Part 15 et seq.);
- viii. Department of Justice Enforcement Guidelines (28 CFR Part 35, 42, and 50.3);
- ix. Food and Nutrition Services (FNS) directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement.
- x. The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review and copy such records, books, and accounts, access such facilities and interview such personnel as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession

of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on the behalf of the Program applicant.

14. Enter into an agreement with United States Department of Agriculture to receive donated foods as required by 7 CFR part 250;
15. Maintain, in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable state and local laws and regulations, and comply with the food safety requirements of § 210.13 and 220.13;
16. Accept and use, in as large quantities as may be efficiently utilized in its nonprofit school food service, such foods as may be offered as a donation by the United States Department of Agriculture;
17. Maintain necessary facilities for storing, preparing and serving food;
18. Upon request, make all accounts and records pertaining to its school food service available to the State Agency (SA) and to FNS, for audit or review, at a reasonable time and place. Such records shall be retained for a period of 3 years after the date of the final Claim for Reimbursement for the fiscal year to which they pertain, except that if audit findings have not been resolved, the records shall be retained beyond the 3 year period as long as required for resolution of the issues raised by the audit;
19. Maintain files of currently approved and denied free and reduced price applications, which must be readily retrievable by school.
20. Maintain files of the names of children currently approved for free meals through direct certification with the supporting documentation, as specified in 7 CFR 245.6(b)(5) of Chapter 7 of the Code of Federal Regulations which must be readily retrievable by school. Documentation for direct certification must include information obtained directly from the appropriate state or local agency, or other appropriate individual, as specified by FNS, that:
 - i. A child in the Family, as defined in § 245.2 of Chapter 7 of the Code of Federal Regulations, is receiving benefits from SNAP, FDPIR or TANF, as defined in § 245.2 of this chapter; if one child is receiving such benefits, all children in that family are considered to be directly certified;
 - ii. The child is a homeless child as defined in § 245.2 of Chapter 7 of the Code of Federal Regulations;
 - iii. The child is a runaway child as defined in § 245.2 of Chapter 7 of the Code of Federal Regulations;
 - iv. The child is a migrant child as defined in § 245.2 of Chapter 7 of the Code of Federal Regulations; or
 - v. The child is a Head Start child as defined in § 245.2 of Chapter 7 of the Code of Federal

Regulations.

21. Retain the individual applications for free and reduced price meals and meal supplements submitted by families for a period of 3 years after the end of the fiscal year to which they pertain or as otherwise specified under paragraph (b)(17) of 7 CFR 245.2.
 22. No later than December 31 of each year provide the State Agency (SA) with a list of all elementary schools under its jurisdiction in which 50 percent or more of enrolled children have been determined eligible for free or reduced price meals as of the last operating day the preceding October. In addition, each SFA shall provide, when available for the schools under its jurisdiction, and upon the request of a sponsoring organization of day care homes of the Child and Adult Care Food Program, information on the boundaries of the attendance areas for the elementary schools identified as having 50 percent or more of enrolled children certified eligible for free or reduced price meals.
- c. Afterschool care requirements. Those SFAs with eligible schools (as defined in 7 CFR 210.10(n)(1)) that elect to serve meal supplements during afterschool care programs, shall agree to:
1. Serve meal supplements which meet the minimum requirements prescribed in 7 CFR 210.10;
 2. Price the meal supplement as a unit;
 3. Serve meal supplements free or at a reduced price to all children who are determined by the SFA to be eligible for free or reduced price school meals under 7 CFR part 245;
 4. If charging for meals, the charge for a reduced price meal supplement shall not exceed 15 cents;
 5. Claim reimbursement at the assigned rates only for meal supplements served in accordance with this Agreement;
 6. Claim reimbursement for no more than one meal supplement per child per day;
 7. Review each afterschool care program two times a year; the first review shall be made during the first four weeks that the school is in operation each school year, except that an afterschool care program operating year round shall be reviewed during the first four weeks of its initial year of operation, once more during its first year of operation, and twice each school year thereafter; and
 8. Agree to provide organized, regularly scheduled activities in a structured and supervised environment, including an educational or enrichment activity; and
 9. Comply with all requirements of 7 CFR 210, except that, claims for reimbursement need not be based on "point of service" meal supplement counts (as required by 7 CFR 210.9(b)(9)).
- d. Seamless Summer Option (SSO). Those SFAs with eligible schools that elect to serve meals and

meal supplements with the seamless summer option, shall agree to:

1. feed children in low-income areas during the summer months (or during extended breaks of a year-round school schedule). The National School Lunch Act at 42 USC 1761(a)(8) allows public and non-profit school food authorities/ Local Educational agency (SFA/LEA) participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to operate the Seamless Summer Option. The SFA/LEA will follow requirements, where applicable, in the NSLP and SBP regulations at 7 CFR Parts 210, 220 and 225 for this option.
2. apply with the location and description of the option site, percentage of Free/Reduced price meals, type of site and method of advertisement;
3. adhere to the special provisions of the Seamless Summer Option, which are described in the following sections (4-23)
4. demonstrate financial and administrative capability for Program operations and accept final financial and administrative responsibility for total Program operations at all sites;
5. follow SSO policy (established in the body of regulations, instructions, handbooks, and other written guidance) to choose SSO sites.
6. Restricted Open Site is an open site initially (open to all children through age 18 in the community), but later restricted by the district for security, safety or control reasons;
7. Closed enrolled site is a site located in eligible or non-eligible areas that are limited to a group of enrolled children through age 18, of which at least 50 percent must be eligible for free or reduced price school meals (academic summer schools are excluded). An example of a closed enrolled site is a summer enrichment program in a school site that has less than 50 percent of its regular students eligible for free and reduced price meals but 50 percent or more of the students enrolled in the enrichment program are eligible for free and reduced price meals. Contact the State Agency (SA) for additional information needed for enrolled sites or camps;
8. the SFA will not claim any meals under the seamless option at any site without receiving prior approval from the State Agency (SA);
9. all persons meeting the definition of Children in the Summer Food Service Program (SFSP) federal regulations at 7 CFR 225.2 are eligible to participate. This includes all persons in the community who are 18 years of age and under and (as defined at 7 CFR 225.2) those persons over age 18 who meet the State Agency (SA) definition of mentally or physically disabled persons;
10. the SFA/LEA will follow NSLP meal service requirements for lunch or snacks (7 CFR 210.10) and SBP meal service requirements (7 CFR 220.8) for breakfast. With State Agency (SA) approval, the SFA/LEA may serve a supper meal, using applicable NSLP meal service requirements for lunches.
11. meals will be counted at the point of service.



12. second meals are not reimbursable and may not be claimed.
 13. production and menu records will be maintained that show compliance with meal requirements;
 14. the designated lunch period will be between the hours of 10 a.m. and 2 p.m., unless otherwise exempted by FNS (such as supper service that would not occur during these hours).
 15. the SFA/LEA may allow “offer versus serve” meals at SSO sites.
 16. Off-site consumption of meals will not be allowed, except as part of a scheduled event such as a planned field trip.
 17. the number and types of meals will comply with the SFSP requirements at 7 CFR 225.16(b), as described below in sections # 18-23.
 18. All sites except camps or migrant sites: With State Agency (SA) approval, the SFA/LEA may serve up to two meals at all sites. Meal service may include breakfast, lunch, snack, or supper. The SFA/LEA may not claim both lunch and supper meals at the same site on the same day.
 19. there will be no charge for meals served to eligible participants.
 20. meals at all approved SSO sites, except camps, will be served free to all children in accordance with 7 CFR 225.6(e)(4) of the SFSP regulations.
 21. the SFA/LEA may claim meals at the “free” rates prescribed by USDA for the NSLP (including snacks) and the SBP. Supper meals, if permitted by the State Agency (SA), may be claimed at the free rate for NSLP lunches. All lunches and suppers served under this amendment will receive the standard commodity support rate available for the NSLP. SSO sites that qualify for the severe need breakfast rate will continue to receive this differential.
 22. on the monthly claim filed with the State Agency (SA), the SFA/LEA must identify meals served at SSO sites separately from other NSLP or SBP meals served at other sites.
 23. the SFA/LEA will review the meal counting, claiming, and meal pattern compliance within the three (3) weeks of starting operations for all sites that are newly approved to operate the Seamless Summer Feeding Option or that are operated by non-SFA/LEA personnel.
- e. The Fresh Fruit and Vegetable Program (FFVP) allows selected schools to receive reimbursement for the cost of making free fresh fruits and vegetables available to students during the school day. The following conditions must be met:
1. these fresh fruits and vegetables must be provided separately from the lunch or breakfast meal, in one or more areas of the school during the official school day;
 2. all schools that participate in the FFVP are required to widely publicize within the school the availability of free fresh fruits and vegetables;

3. schools with the highest free and reduced price enrollment will be selected;
4. yearly training with any updates shall be available to all FFVP schools;
5. selected schools must meet the following criteria: be an elementary school, represent the highest percentage of students certified for free and reduced price benefits, participate in the NSLP, complete an annual application and/or update for the FFVP;
6. a per-student allocation of \$50-\$75 per year will be made;
7. provide a serving of fruit or vegetable only to teachers who are directly responsible for serving the fruit or vegetable;
8. submit a monthly claim for reimbursement;
9. may use no more than 10% of your school's total grant for administrative costs;
10. receive reimbursement for the costs of purchasing, preparing, and serving fresh fruits and vegetables to children in your schools.

The SA and the SFA mutually agree that:

- a. Schools or sites may be added or deleted by amending this Agreement as the need arises and references herein to schools or sites within the SFA shall be deemed to include all schools or sites as added through the Site Application.
- b. Both shall cooperate with USDA officials and contractors conducting evaluations and research in the School Nutrition Programs.
- c. For the purpose of this Agreement, the following terms will mean respectively:
 1. *Adult*: means a person who is (1) a staff member or employee of a school, including all faculty, supervisory and other personnel and (2) not under 21 chronological years of age in non-profit Residential Child Care Institutions (RCCIs) and (3) not a student of high school grade or under as determined by the state education agency in schools as defined in 7 CFR 210.2;
 2. *Child*: means (a) a student of high school grade or under as determined by the state education agency, who is enrolled in an educational unit of high school grade or under as described in paragraph (a) and (b) of the definition *school* including students who are mentally or physically disabled as defined by the state and who are participating in a school program established for the mentally or physically disabled; or (b) a person under 21 chronological years of age who is enrolled in an institution or center as described in paragraph (c) of the definition of school or (c) for purposes of reimbursement for meal supplements served in after school care programs, an individual enrolled in an after school care program operated by an eligible school who is twelve (12) years of age or under or in the case of migrant workers and children with disabilities, not more than eighteen (18) years of age or under;

3. *Meals*: means food served at a school under the indicated programs which meets the applicable nutritional requirements set forth in the regulations and policies; *Meals* include breakfast, lunch or snack;
 4. *Non-profit School Nutrition Program*: means meal service operated by the SFA for the benefit of children, all of the income from which is used solely for the operation or improvement of such meal service and for no other purpose;
 5. *School*: (a) an educational unit of high school grade or under, recognized as part of the educational system in the state and operating under public or non-profit private ownership in a single building or complex of buildings; (b) any public or non-profit private classes of pre-primary grade when they are conducted in the aforementioned schools; or (c) any public or non-profit, private residential child care institution, or distinct part of such institution, which operates principally for the care of children, and, if private, is licensed to provide residential child care services under the appropriate licensing code by the state or a subordinate level of the government, with the exception of residential summer camps, which participate in the Summer Food Service Program for Children, Job-corps Centers funded by the Department of Labor, and private foster homes; the term "Residential Child Care Institution" includes, but is not limited to: homes for the mentally, emotionally, or physically impaired, and unmarried mothers and their infants; group homes; half-way houses; orphanages; temporary shelters for abused children and for runaway children; long term care facilities for chronically ill children; and juvenile detention centers; a long term care facility is a hospital, skilled nursing facility, intermediate care facility, or distinct part thereof, which is intended for the care of children confined for thirty (30) days or more;
 6. *School food authority*: means the governing body which is responsible for the administration of one or more schools, institutions or sites, and which has the legal authority to operate the NSLP, the SBP, the SMP, the SSO and/or the ASSP therein.
- d. This Agreement is effective for the programs as approved in the electronic application for the period commencing July 1 and ending the following June 30; the Agreement will be permanent for each school year thereafter unless legislation changes and new requirements are added and/or deleted. This must be signed by the Director of Schools and maintained at the SFA level. Approval in the Tennessee: Meals, Accounting, and Claiming (TMAC) system will be made as soon as SFAs submit the appropriate information through the TMAC system.
 - e. The SFA/LEA shall comply with all requirements of 7 CFR 245.6(f) when disclosing students' free and reduced price eligibility status without parental consent. This includes the requirement that SFAs/LEAs may only disclose such information to persons determined to be "directly connected" with the administration or enforcement of a federal education program, state education program, state health program, or a means-tested nutrition program, as well as to persons directly connected with the Comptroller General Office or law enforcement for an authorized activity. Eligibility information shall not be made generally available to all school officials. Only individuals with a legitimate "need to know" to provide a service or carry out an authorized activity may access or use eligibility information. Teachers, guidance counselors, principals, or other school officials who are not providing assistance under the appropriate statutory or regulatory requirements

cannot have access to eligibility information. The SFA/LEA is responsible for determining whether it is legally permissible and appropriate for an individual to have access to and/or disclose students' free and reduced price eligibility information.

- f. State agencies, SFAs/LEAs, and schools must also ensure data systems, records, and other means of accessing a student's eligibility status are limited to officials directly connected with administration or enforcement of federal or state program or activity. Online data systems shall have a masking or de-identification capability to prevent unauthorized access to free and reduced price eligibility status.
- g. The State Agency (SA) may withhold Federal School Nutrition funds from the SFA when there is evidence of material non-compliance with the terms and conditions of this Agreement; the State Agency (SA) may also withhold Federal School Nutrition funds for failure of the SFA to take corrective action within sixty (60) days of notification of non-compliance as a result of a USDA mandated review, an Additional Administrative Review (AAR) or Technical Assistance (TA) Review; the State Agency (SA) may terminate this Agreement with the SFA immediately upon receipt of evidence that the terms and conditions of this Agreement or any of the regulations specified herein have not been fully complied with the SFA; any termination of the Agreement by the State Agency (SA) shall be in accordance with applicable laws and regulations.
- h. The terms of this Agreement shall not be modified or changed in any way other than by written amendment, agreed to in writing by both parties hereto.

Policy Statement for Providing Free and Reduced Price Meals to Students

This document is part of the Agreement between the SFA and the SA to administer the School Nutrition Programs.

The SFA accepts responsibility for providing **free and reduced price meals and/or free milk and afterschool snacks** to eligible children in the schools under its jurisdiction.

The SFA assures the Tennessee Department of Education that the school district will uniformly implement the following policies to administer the program(s) in schools under its jurisdiction. In fulfilling these responsibilities, the SFA agrees to the following provisions:

- A. Serve meals free to children from households whose income is at or below the free meal eligibility scale listed in the current income eligibility guidelines, or whose participation in SNAP (formerly Food Stamp Program) or Families First also called Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR) qualifies them for direct certification for free meals, or whose migrant, homeless, runaway or foster child status or other federally-approved status as described in a policy memorandum issued by the United States Department of Agriculture, entitles them for categorical eligibility for free meals;
- B. Serve meals at a reduced price to children from households whose income is at or below the reduced price meal eligibility scale listed in the current income eligibility guidelines and/or use other available resources for the student co-pay for reduced price breakfast meals (\$.30 per meal) or paid meals to serve breakfast meals at no charge to students who are eligible for reduced price meals or paid meals;
- C. Set reduced price charges for lunch and breakfast at or below the maximum reduced price allowed by regulations and below the full price of the lunch or breakfast. Reduced price charges for lunch shall be set at \$.40 or less, reduced price breakfast shall be served free of charge to qualifying students using the state allocation provided under Session Law 21-345 or at \$.30 or less and reduced price snacks shall be served at \$.15 or less;
- D. Ensure food is not used as a means of rewarding or punishing students for any purpose;
- E. Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price. The names of children eligible to receive free or reduced price meals shall not be distributed, published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens, tickets, identification numbers or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to:
 - 1. Work for their meals;

2. Use separate dining room areas;
 3. Go through a separate serving line;
 4. Enter the dining room through a separate entrance;
 5. Eat meals at a different time;
 6. Eat a meal different from the one sold to children paying the full price.
- F. Operate the School Nutrition Programs so that no child shall be discriminated against on the basis of race, color, national origin, sex, age, or disability.
- G. Authorize the School Nutrition Administrator/Designee to serve as the Determining Official for the LEA; the Determining Official shall determine student's meal eligibility status based on the 2022-2023 eligibility guidelines. This official agrees that information on the application will be used to determine the child's eligibility for only those benefits designated by the parent/guardian. The determining official is also authorized to make decisions about extending school meal benefits to students residing in households where other students are directly certified for free meals and who are subsequently eligible to receive them based USDA guidance. (Note: The Determining Official may not serve as the Hearing Official. See Item K.)
- H. Develop and make available to each child's parent or guardian, a letter as outlined herein, including a household application for free or reduced price meals, at the beginning of each school year. The school system must develop a procedure and keep it on file for disseminating applications (school packets, email, website, or combination, etc.). This procedure must define if applications will be paper or electronic and how they will be returned. Parents will be responsible for completing a household application and returning it to the school or Board of Education for review. Such applications and documentation of action taken will be maintained for three (3) years after the end of the school year to which they pertain. Applications are effective for one year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be provided an application for meal benefits. If a child transfers from one school to another under the jurisdiction of the LEA, his eligibility for free or reduced price meal will be transferred to, and honored by, the receiving school. Parents or guardians will be notified, within 10 working days, of the acceptance or denial of their applications. Children will be served meals immediately upon the submission of a complete application; children whose applications are approved for free meal benefits shall not incur charges during the application processing period.

Use data from the state agency's Direct Certification Technology System to issue meal benefits to students who are directly certified for free meals and to notify the students' households of free meal benefits and allow the household the opportunity to decline free meal benefits should they choose to do so.

Public Law 111-296 allows certification of a foster child for free meals, without application, if the local educational agency or other child nutrition program institution obtains documentation from an

appropriate state or local agency indicating the status of the child as a foster child whose care and placement is the responsibility of the state or that the foster child has been placed with a caretaker household by a court. The foster child is categorically eligible and may be certified without an application. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child, on the same household application that includes their non-foster children. This will streamline the application process and may help the foster family's non-foster children qualify for free or reduced price meals based on household size and income.

In processing the application, the LEA would certify the foster child for free meals, and then make an eligibility determination for the remainder of the household based on the household's income (including personal income earned by the foster child) or other categorical eligibility information reported on the application. Foster payments received by the family from the placing agency are not considered income and do not need to be reported. The presence of a foster child in the household does not convey eligibility for free meals to all children in the household in the same manner as FNS, Temporary Assistance for Needy Families (TANF), Food Distribution Program.

When an application is denied, parents or guardians will be provided written notification in a language that parents and guardians can understand, to the extent practicable, which shall include the following:

1. Reason for the denial of benefits, (for example: income in excess of allowable limits or incomplete application).
 2. Notification of the right to appeal the denial of benefits.
 3. Specific instructions on how to appeal.
 4. Statement reminding parents that they may reapply for free and reduced price benefits at any time during the school year. (Note: The reasons for ineligibility shall be properly documented and retained on file at the LEA level.)
- I. Select and verify by November 15 the eligibility of a sample of the approved free and reduced price applications on file as of October 1. The SFA further agrees to maintain the following records relative to verification for a period of three (3) years:
1. Total number of applications on file as of October 1st.
 2. Documentation of the sample selection.
 3. Summary of all verification activities and outcomes.
- J. Conduct a second party review of applications to ensure the applications are complete and benefits are accurately issued if a computerized system is not used.

K. Identify individuals within the district who are authorized to serve as liaisons in the following areas:

- Migrant
- Homeless/Runaway
- Head Start
- Even Start
- Foster Child

These liaisons will be authorized to provide official, accurate information to the SFA's determining official for the purpose of determining categorical eligibility for students who meet pre-established criteria.

L. Designate a Hearing Official to establish and use a fair hearing procedure under which:

1. A household can appeal a decision made on the original application.
2. A household can appeal an adverse action made because of verification of an application.
3. The SFA can challenge the continued eligibility of any child. During the appeal and hearing, the child who was determined to be eligible based on the application submitted will continue to receive free or reduced price meals or free milk.

The Hearing Official must be someone not involved in the original eligibility determination. It is suggested that the Hearing Official hold a position at a higher administrative level than that of the Determining Official.

Hearing Procedure

Prior to initiating the hearing procedure, the school official, the parent(s) or the guardian may request a conference to provide an opportunity for the parent(s)/guardian(s) and school official(s) to discuss the situation, present information, obtain an explanation of data submitted in the application and the decisions rendered. Such a conference shall not in any way prejudice nor diminish the right to a fair hearing.

The designated hearing official shall ensure that the hearing procedure provides the following for both the household and the LEA:

1. A publicly-announced, simple method for making an oral or written request for a hearing;
2. An opportunity to be assisted or represented by an attorney or language interpreter;
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
4. Reasonable promptness and convenience in scheduling a hearing, and adequate notice as to its time and place;

5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference;
 6. An opportunity to question or refute any testimony or other evidence and to confront and cross examine any adverse witness(es);
 7. That the hearing will be conducted and the decision be made by an official who did not participate in the decision under appeal (or any previous conference);
 8. That the decision of the hearing official will be based on the oral and documentary evidence presented at the hearing and entered into the hearing record;
 9. That the parties concerned and any designated representative thereof be notified in writing of the decision;
 10. That for each hearing, a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefore, and a copy of the notification to the parties concerned of the hearing official's decision; and,
 11. That such written record must be retained for a period of three (3) years after the close of the school year to which it pertains; these records must be made available for examination by the parties concerned or their designees at any reasonable time and place during such period.
- M. Submit a public/press release annually to notify the public of the process for applying for free and reduced price meal benefits or maintain a copy of the press release from the state which is issued statewide. At such time during the course of the year the LEA is informed of major employers contemplating or experiencing large layoffs, or other conditions that would result in loss of income to households, the LEA will provide specific information about applying for free or reduced price school meal benefits to employees whose children may be enrolled in the LEA. In addition, the LEA agrees to provide such a public release whenever there is a change in eligibility criteria, unless specifically exempted from doing so.
- N. Establish a written procedure to collect money from children who pay for their meals and milk and to account for the number of free, reduced price, and full price and alternate meals served. The procedure described will be used so that no other child in the school will be aware of such procedure or the identity of the children receiving free or reduced price meals or free milk.
- O. Submit to the Tennessee Department of Education, School Nutrition Program, Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, TN 37243-0389, any revisions to the administrative procedures outlined in this policy statement before implementation. Such changes will be effective only upon approval by the department. All changes in eligibility criteria must be publicly announced in the same manner used at the beginning of the school year.

Agreement to Administer the School Nutrition Program(s) for Local Education Agencies/SFAs School Year 2022-23

My signature below indicates that I understand and agree to all the terms and conditions contained in the 2022-23 Agreement and Free and Reduced Price Policy Statement to operate the School Nutrition Program(s) and will ensure all school personnel abide with the provisions set forth in the Agreement and Policy Statement.

Cumberland County School Nutrition Program

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[Name of SFA]

[SFA Agr #]

System DUNS Number: 008486487

Indirect Cost Rate: 14.98

On behalf of the School Food Authority:

Director of Schools:

Mr. William G. Stepp

07/01/2022

[Print]

[Signature]

[Date]

School Nutrition Program Administrator:

Mrs. Kathy Hamby

Kathy Hamby

07/01/2022

[Print]

[Signature]

[Date]

On behalf of the Tennessee Department of Education:

State Director, School Nutrition Program:

Dr. Sandy Dawes

[Print]

[Signature]

[Date]

NOTE: This signature page must be provided in conjunction with the electronic renewal of the agreement between the SFA and the Tennessee Department of Education, to administer the School Nutrition Program(s). After completing the automated Agreement renewal process, reviewing the Agreement and the Policy Statement, please sign in blue ink and upload to the application packet in the Tennessee: Meals, Accounting, and Claiming (TMAC) system.

Local Agriculture Products Compliance Plan School Year 2022-23

T.C.A § 49-6-2303-6

Cumberland County School Nutrition Program

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[Name of SFA]

[SFA Agr #]

I/we certify to the Tennessee Commissioner of Education that the School Nutrition Program was implemented according to this plan for compliance and that we will make efforts to:

- KH** Make available to our school nutrition program local agriculture products, freshness and transportation cost to be considered
- KH** Allow flexible bidding process to assist farmers to bid competitively on portions of a given bid, rather than the entire bid
- KH** Require that all food provided for public school use meet or exceed food safety standards for commercial food operations

Each local school board shall submit this plan for compliance 60 days prior to the beginning of the school year. In subsequent school year, each local school board shall submit modifications to this plan 60 days prior to the beginning of the school year.

On behalf of the School Food Authority:

Director of Schools:

Mr. Willaim G. Stepp

07/01/2022

[Print]

[Signature]

[Date]

School Board Chairperson:

Mr. Jim Inman

07/01/2022

[Print]

[Signature]

[Date]

NOTE: This signature page must be provided in conjunction with the electronic renewal of the agreement between the SFA and the Tennessee Department of Education, to administer the School Nutrition Program(s). After reviewing the Local Agriculture Products Compliance Plan, please sign in blue ink and upload to the application packet in the Tennessee: Meals, Accounting, and Claiming (TMAC) system.



Feeding Hungry Minds

Cumberland County School Nutrition Program

368 Fourth Street

Crossville, TN 38555

Phone: (931)484-6722 Fax (931)484-6516

E-mail: khamby@ccschools.k12tn.net

Dear Parents and Guardians:

*****CHANGE Beginning August 3, 2022, to receive free or reduced meals you MUST have an approved benefit application on file.**

Please fill out and return the Household Benefit Application for Free and Reduced Price School Meals. Even if you are approved for free or reduced meals, you will be responsible for all charges accumulated before the application is received (Federal Regulation).

If you are not interested in applying, OR you have filled out an application online or with another child, please write your child's name on the application and draw a BIG X on the application. Then return the application with your child to school. This is required to ensure every parent/guardian receives information about the program. If you have filled out an application in the past, an updated version is required each year to reevaluate income.

Also, if one of your children are approved for free or reduced price meals and another is not, please contact your school cafeteria manager or Alice Treadway at 931/484-6722 treadwaya@ccschools.k12tn.net immediately.

Please ONLY Return 1 completed application per household.

Just a reminder....you can't teach a hungry child! Please encourage your child to eat breakfast. We would love to feed your child breakfast at school. This year students at ALL schools get 1 breakfast at no charge so please have your child join us for a nutritious breakfast each morning.

One last reminder, if a student leaves the Cumberland County School System without requesting reimbursement within 30 calendar days of money left on the student(s) account and attempts to contact the family is unsuccessful, the unclaimed funds will be used within the school nutrition program to cover other outstanding charges.

Have a wonderful year!

Kathy Hamby

Kathy Hamby, SNS District Supervisor
Central Services Office - School Nutrition



**healthier
tennessee**
COMMUNITY

FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS

Dear parent/guardian:

Children need healthy meals to learn. The **Cumberland County School Nutrition Program** offers healthy meals every school day. Breakfast costs **\$0.00 for all grades**; lunch costs **\$2.10 for grades PK-8** and **\$2.70 for grades 9-12**. **Your children may qualify for free meals or for reduced price meals.** Reduced price is **\$0.30** for breakfast and **\$0.40** for lunch. This packet includes an application for free or reduced price meal benefits and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE OR REDUCED PRICE MEALS?

- All children in households receiving benefits from SNAP, or Families First, are eligible for free meals.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL ELIGIBILITY INCOME CHART For School Year 2021-22

Household size	Annual	Monthly	Twice per month	Every two weeks	Weekly
1	25,142	2,096	1,048	967	464
2	33,874	2,823	1,412	1,303	652
3	42,606	3,551	1,776	1,639	820
4	51,338	4,279	2,140	1,975	968
5	60,070	5,006	2,503	2,311	1,156
6	68,802	5,734	2,867	2,647	1,324
7	77,534	6,462	3,231	2,983	1,492
8	86,266	7,189	3,595	3,318	1,659
Each additional person:	8,732	728	364	336	168

2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and have not been told your children will get free meals, please call 931-484-6135 **Lisa Phillips, Homeless Liaison** or **Sandy Helton, Migrant Coordinator**.

3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to:

Cumberland County High School	660 Stanley Street	Crossville, TN. 38555	931-456-6876
Homestead Elementary	3889 Highway 127 S.	Crossville, TN. 38555	931-484-0280
South Cumberland Elementary	3536 Lantana Road	Crossville, TN. 38572	931-788-2740
Stone Memorial High School	2800 Cook Road	Crossville, TN. 38555	931-484-5192

4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE MEALS? No, but please read the letter you got carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact Alice Treadway, 368 Fourth Street, Crossville, TN. 38555, 931-484-6722 or treadway@ccschools.k12tn.net immediately.

5. CAN I APPLY ONLINE? Yes! You are encouraged to complete an online application instead of a paper application if you are able. The online application has the same requirements and will ask you for the same information as the paper application. Visit <http://www.ccschools.k12tn.net> To begin or to learn more about the online application process. Contact Alice Treadway, 368 Fourth Street, Crossville, TN 38555, 931-484-6722 or treadwaya@ccschools.k12tn.net if you have any questions about the online application.
6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year, through **September 19th, 2022**. You must send in a new application unless the school told you that your child is eligible for the new school year. If you do not send in a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Kathy Hamby at khamby@ccschools.k12tn.net or 931-484-6722, 368 Fourth Street, Crossville, TN 38555**
11. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
12. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
13. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
14. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.
15. WHAT IF THERE ISN'T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application. Contact Alice Treadway, 368 Fourth Street, Crossville, TN. 38555, 931-484-6722 or treadwaya@ccschools.k12tn.net to receive a second application.
16. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for SNAP or other assistance benefits, contact your local assistance office or call 1-866-311-4287.

If you have other questions or need help, call 931-484-6722 or email at treadwaya@ccschools.k12tn.net

Sincerely,

Kathy Hamby

Kathy Hamby, School Nutrition District Supervisor

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Cumberland County. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact Cumberland County School Nutrition Program, Alice Treadway, 931-484-6722, or treadway@ccschools.k12tn.net.

PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.

STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

Who should I list here? When filling out this section, please include ALL members in your household who are:

- Children age 18 or under AND are supported with the household's income;
- In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth;
- Students attending Cumberland County Schools regardless of age.

<p>A) List each child's name. Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p>B) Is the child a student at Cumberland County Schools Mark 'Yes' or 'No' under the column titled "Student" to tell us which children attend Cumberland County Schools. If you marked 'Yes', write the grade level of the student in the 'Grade' column to the right.</p>	<p>C) Do you have any foster children? If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are ONLY applying for foster children, after finishing STEP 1, go to STEP 4. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.</p>	<p>D) Are any children homeless, migrant, or runaway? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway" box next to the child's name and complete all steps of the application.</p>
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STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN SNAP OR FAMILIES FIRST

If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:

- The Supplemental Nutrition Assistance Program (SNAP).
- Temporary Assistance for Needy Families (TANF) or Families First.

A) If no one in your household participates in any of the above listed programs:

- Leave **STEP 2** blank and go to **STEP 3**.

B) If anyone in your household participates in any of the above listed programs:

- Write a case number for SNAP or Families First. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your local assistance office, or call 1-866-311-4287.
- Go to **STEP 4**.

STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

How do I report my income?

- Use the charts titled "Sources of Income for Adults" and "Sources of Income for Children," printed on the back side of the application form to determine if your household has income to report.
- Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.
 - Gross income is the total income received before taxes.
 - Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.

STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the check boxes to the right of each field.

3.A. REPORT INCOME EARNED BY CHILDREN

A) Report all income earned or received by children. Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's income if you are applying for them together with the rest of your household.
What is Child Income? Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

3.B. REPORT INCOME EARNED BY ADULTS

Who should I list here?

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- Do NOT include:
 - o People who live with you but are not supported by your household's income AND do not contribute income to your household.
 - o Infants, Children, and students already listed in STEP 1.

B) List adult household members' names. Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." Do not list any household members you listed in STEP 1. If a child listed in STEP 1 has income, follow the instructions in STEP 3, part A.

C) Report earnings from work. Report all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.
What if I am self-employed? Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

D) Report income from public assistance/child support/alimony. Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.

E) Report income from pensions/retirement/all other income. Report all income that applies in the "Pensions/Retirement/ All Other Income" field on the application.

F) Report total household size. Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number MUST be equal to the number of household members listed in STEP 1 and STEP 3. If there are any members of your household that you have not listed on the application, go back, and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

G) Provide the last four digits of your Social Security Number. An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled "Check if no SSN."

STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.

A) Provide your contact information. Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

B) Print and sign your name and write today's date. Print the name of the adult signing the application and that person signs in the box "Signature of adult."

C) Mail Completed Form to: Cumberland County School Nutrition Program, 368 Fourth Street, Crossville, TN. 38555

D) Share children's racial and ethnic identities (optional). On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.

2022-2023 Household Application for Free and Reduced Price School Meals

Apply online :<https://family.titank12.com/>

Complete one application per household. Please use a pen (not a pencil).

STEP 1

List ALL Household Members who are infants, children, and students up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper)

Definition of Household Member: "Anyone who is living with you and shares income and expenses, even if not related." Children in Foster care and children who meet the definition of Homeless, Migrant or Runaway are eligible for free meals. Read How to Apply for Free and Reduced Price School Meals for more information.	Child's First Name	MI	Child's Last Name	Grade	Student?		Foster Child	Homeless, Migrant, Runaway
					Yes	No		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check all that apply

STEP 2

Do any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, TANF, or FDIPIR?

IF NO > Go to STEP 3. IF YES >

Write a case number here then go to STEP 4 (Do not complete STEP 3)

Case Number:

Write only one case number in this space.

STEP 3

Report Income for ALL Household Members (Skip this step if you answered "Yes" to STEP 2)

A. Child Income

Sometimes children in the household earn or receive income. Please include the TOTAL income received by all Household Members listed in STEP 1 here.

Child Income	How often?		
	Weekly	Bi-Weekly	2x Month
\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. All Adult Household Members (including yourself)

List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work			Public Assistance/ Child Support/Alimony			Pensions/Retirement/ All Other Income				
	Weekly	Bi-Weekly	2x Month	Weekly	Bi-Weekly	2x Month	Monthly	Weekly	Bi-Weekly	2x Month	Monthly
	\$			\$			\$				
	\$			\$			\$				
	\$			\$			\$				
	\$			\$			\$				
	\$			\$			\$				

Total Household Members (Children and Adults)

Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member

Check if no SSN

STEP 4

Contact information and adult signature. Mail Completed Form To: INSERT YOUR SCHOOL/DISTRICT MAILING ADDRESS HERE

"I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

Street Address (if available)	City	State	Zip	Daytime Phone and Email (optional)
Apt #				
Printed name of adult signing the form	Signature of adult			Today's date

INSTRUCTIONS Sources of Income

Sources of Income for Children	
Sources of Child Income	Example(s)
- Earnings from work	- A child has a regular full or part-time job where they earn a salary or wages
- Social Security - Disability Payments - Survivor's Benefits	- A child is blind or disabled and receives Social Security benefits - A Parent is disabled, retired, or deceased, and their child receives Social Security benefits
-Income from person outside the household	- A friend or extended family member regularly gives a child spending money
-Income from any other source	- A child receives regular income from a private pension fund, annuity, or trust

Sources of Income for Adults		
Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
- Salary, wages, cash bonuses - Net income from self-employment (farm or business) If you are in the U.S. Military: - Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) - Allowances for off-base housing, food and clothing	- Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits	- Social Security (including railroad retirement and black lung benefits) - Private pensions or disability income from trusts or estates - Annuities - Investment income - Earned interest - Rental income - Regular cash payments from outside household

OPTIONAL Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity (check one): Hispanic or Latino Not Hispanic or Latino Black or African American Native Hawaiian or Other Pacific Islander White
 Race (check one or more): American Indian or Alaskan Native Asian

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotype, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture
 Office of the Assistant Secretary for Civil Rights
 1400 Independence Avenue, SW
 Washington, D.C. 20250-9410
 fax: (202) 690-7442; or
 email: program.intake@usda.gov
 This institution is an equal opportunity provider.

Do not fill out For School Use Only

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice a Month x 24 Monthly x 12

Total Income

Weekly	Bi-Weekly	2x Month	Monthly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Eligibility:

Free	Reduced	Denied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Categorical Eligibility

Determining Official's Signature

Date

Confirming Official's Signature

Date

Verifying Official's Signature

Date

2022-2023 REQUEST FOR WAIVER OF SCHOOL FEES

Dear Parent/Guardian:

You do not have to complete the form below to get free and reduced-price meals.

You MUST complete it to receive the benefits listed below.

(1) If your student is eligible for free or reduced meal benefits, the Cumberland County Board of Education will not charge certain fees for him/her to participate in the following programs for which other students are charged:

Determined at each school per Principal and BOE Policies.

(2) Cumberland County Schools Board of Education will supply the following supplies required to participate in all courses offered for credit or grade:

Determined at each school per Principal and BOE Policies.

Sincerely,

Kathy Hamby

Kathy Hamby
School Nutrition Supervisor

To receive these benefits, you are required to check the benefits you want to receive and sign the following permission:

Once processed, these forms will be kept on file in the school front office.

____ I want my student's fees waived for the activities that qualify for fee waiver.

____ I want my student's fees waived for the supplies that qualify for fee waiver.

I understand that I will be releasing information that will show that I am applying for free and reduced-price benefits under the national school lunch program. School officials may verify all information used to determine my student's free or reduced-price lunch eligibility. If my social security number is included on the application, it may only be used by the Board of Education in this verification process. I give up my rights to confidentiality for these purposes only. I certify that I am the parent/guardian of the child for whom application is being made.

Signature of Parent/Guardian

Date

Student's Name

School

Grade

Teacher

THIS REQUEST SHOULD BE RETURNED TO:

THE SCHOOL CAFETERIA (for processing)

APPROVED BY SCHOOL STAFF FOR FEE WAIVER _____ YES _____ NO

*Mr. William Stepp
Director of Schools*



*Mr. Jim Inman
Board of Education Chair*

Feeding Hungry Minds
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555
Phone: 931-484-6135
Fax: 931-484-6491

Dear Parents and Guardians:

We are pleased to announce that your school will continue to implement an option available to select schools in Tennessee that participate in the National School Lunch and School Breakfast Programs. It is called the Community Eligibility Provision (CEP)

The Community Eligibility Provision, a key provision of The Healthy, Hunger-Free Kids Act of 2010, allows the nation's highest poverty districts and schools to serve all students free meals without the burden of collecting household applications. This alternative saves districts and schools time and money by streamlining paperwork and administrative requirements. CEP gives foodservice professionals more time to focus on preparing nutritious meals their students will enjoy and gives students more time to eat those meals by cutting down on time spent in the lunch line. Because all students receive meals at no charge, individual children at CEP schools no longer must worry about the stigma associated with free or reduced-price status. And most importantly, by offering all students a nutritious breakfast and lunch at no cost, CEP helps boost participation, helping schools ensure more students come to class well-nourished and ready to learn. For more information, visit:

<http://www.fns.usda.gov/school-meals/community-eligibility-provision>

What does CEP mean for my student(s) who attend a participating school? In a CEP school, **all** students receive a nutritious breakfast and lunch at no cost, regardless of family income.

What if my child changes schools? Your child is eligible for free meals at the school where he/she is currently enrolled. If he/she eats meals at or transfer to a non-CEP school during the 2022-2023 school year, you may be responsible for meal charges. If transferring to a non-CEP school, a free/reduced application is required to be considered for free or reduced-price meals.

Withdrawn students and/or graduating students with money left in the child's meal account? Please request any money left in your child's meal account no later than 10 days after the last day of enrollment. Requests should be written and can be made to the following address above or to the email below. Please include the following information: child's name, your name, phone number, and the correct address for the check to be mailed. A request can also be made to transfer the funds to a sibling or another account. Any money left in your child's account after the 10 days of the withdrawal or graduation will be transferred to an "extra money" account and be deemed as a donation in our computer system to be used for other students in need.

If paying with cash, ALL change will be applied to the student's meal account. This helps to decrease the spread of germs and gives students more time to eat meals by cutting down on time spent in the lunch line. You may pay in cash, check or at family.titank12.com

If you have any questions, please contact Kathy Hamby at khamby@ccschools.k12tn.net or 931-484-6722.

Respectfully,
Kathy Hamby
Kathy Hamby, SNS District Supervisor
Central Services – School Nutrition Program

Offer versus Serve Procedure

The Cumberland County School Nutrition Program uses the Food-Based Menu Planning, Traditional Category for both Lunch and Breakfast. The selection option is called Offer versus Serve. Offer versus Serve (OVS) allows students in grades K – 12 to decline a certain number of food items in the meal. The goals of OVS are to minimize plate waste and to offer more food choices. The following are conditions of OVS:

- At a minimum, students must be offered one full serving of all five required components for lunch:
 - Fruit
 - Grain
 - Meat/Meat Alternate
 - Milk
 - Vegetable
- At a minimum, students must be offered one full serving of the required components for breakfast consisting of 4 items:
 - Fruit/Vegetable
 - Grains/Meat/Meat Alternate
 - Milk
- Students can decline two of the five required food components for lunch.
- Students can decline one of the four required food items for breakfast.
- Serving sizes must be at least equal to the minimum required quantities by age or grade group.
- The meals are priced as a unit, and a student's decision to decline the allowed number of food items or components does not affect the charge for the meal.
- For an OVS lunch to qualify as a reimbursable meal, it must contain certain combinations of foods. Servers and cashiers will monitor the components of the reimbursable meal (3 of the 5 required components must be present).
- For an OVS breakfast to qualify as a reimbursable meal, it must contain certain combinations of foods. Servers and cashiers will monitor the components of a reimbursable meal (3 of the 4 required items must be present).
- Students will be encouraged randomly as needed to take all five components for lunch and four items for breakfast.
- For a meal to be considered reimbursable, the student must take at least ½ cup of Fruit or Vegetable.

Due to the new PK meal pattern, the OVS option does not apply, and PK students must receive all meal components/items but can pick a variety of food items within those components/items.

Procedures for Civil Rights Compliance

In compliance with USDA policy, the Cumberland County School Nutrition Program ("our LEA") will disseminate, abide by, and enforce the following guidelines:

1. Our LEA will provide "And Justice For All" posters to all participating schools. (Poster can be located at www.fns.usda.gov/cr/justice.htm; click on 475C.pdf for the correct poster and the poster size must be 11"x17".)
2. Our LEA will make available to all participating schools a copy of the Non-Discrimination Statement.
3. TDOE will provide a news release annually to the public regarding program activities, requirements and benefits, and a nondiscrimination statement to be placed in a prominent place in the release.
4. Our LEA's School Nutrition Program (SNP) will provide annual civil rights training to all individuals identified as front line staff, including those who take applications, make benefit decisions, or provide a meal.
5. Our LEA will utilize the data collection procedures currently existing in TDOE.
6. Our LEA's SNP will inform each participating school of the required civil rights complaint procedures necessary for compliance with FNS 113-1, which is:
 - a. Our LEA's SNP will develop a written complaint procedure for discrimination and will disseminate this information to all food service staff and make the complaint procedure available to all program recipients.
 - b. Our LEA's SNP will record all verbal and written complaints of discrimination and forward those complaints to TDOE by contacting Christy Ballard, Staff Attorney at phone (615) 741-2921, fax: (615) 532-4791, or email: Christy.Ballard@tn.gov.
7. Our LEA will provide access to language translation services.
8. Our LEA has designated the following individual in the LEA to receive School Nutrition complaints of discrimination:

Kathy Hamby, SN District Supervisor
368 Fourth Street
Crossville, TN 38555
931-484-6722
khamby@ccschools.k12.tn.net

Civil Rights Complaint Form
School Nutrition Program

School (System)/Institution _____ Date of the Incident _____
Name of person or persons accused of discrimination: _____

Complaint: Written: _____ (Attach copy) Verbal: _____

Complaint Filed by: Name _____ Date _____
Address _____ City _____ State _____ Zip Code _____
Telephone _____ FAX _____ E-Mail _____

Nature of complaint (include location, date, time, circumstances surrounding the alleged incident, and description of what happened)

Names/signatures of witnesses:

Complaint received by: _____ State Notification Date _____

This institution is an equal opportunity provider.

Cumberland County Schools Meal Charge Administrative Procedure

Effective Date: July 1, 2022

As provided in SP 46-2016, all school food authorities (SFAs) operating the federal school meal programs (National School Lunch Program and/or School Breakfast Program) must have a written and communicated meal charge administrative procedure in place no later than July 1, 2017. All SFAs must have an administrative procedure in place for children participating at the reduced price or paid meal rate who either do not have money in their account or in hand to cover the cost of the meal at the time of service. SFAs are required to communicate that administrative procedure to families and school and/or district-level staff members as appropriate. SFAs should ensure the administrative procedure is communicated on an annual basis.

Families will have access to the meal charge administrative procedure via packets that are given to each student at the start of each school year. Families of transfer students (during the year) will receive a written copy of the district-wide charge administrative procedure with the enrollment packet.

Local Charge Administrative Procedure – Student Fees & Fines (Policy Reference: 6.709)

Cumberland County School Nutrition believes in the importance of providing healthy nutritious meals for our students. Just as with any services, there is an expense involved with every meal that we provide. Our county has a very high population of free and reduced students and our free and reduced onboarding process functions extremely well. The guidelines outlined in this procedure have been developed to protect and nurture the children of our school system. While it would be best if all meals for all students were paid in full, that is simply not possible, although we are moving towards that goal. We must set standards and procedures to address high student cafeteria charges.

General

Students who are unable to pay for their meals at the time of the meal service are allowed to charge:

- ✓ Breakfast
- ✓ Lunch

Students charging breakfast and/or lunch will receive reimbursable meals. A la cart items are never allowed to be charged.

Charge Limits and Household Notification

All students will be given a verbal reminder regarding low balances. Students will also be given a verbal reminder of a negative balance after the first meal by the cashier. Additionally, negative balance notices will be sent out by the Cumberland County School Nutrition Program via charge letter, phone, and email.

All students will be given a written notice after the negative balance reaches \$10.00. Students will not be permitted to purchase concessions during fundraising events until the cafeteria balance is settled. Pre-printed reminders will be available to cashiers and will be given to the child through the homeroom teacher.

If the negative balance reaches \$20.00, the student's teacher and Family Resource Representative will be informed. To not embarrass the child, the meal will be provided through the normal food line. The parent will be contacted by the district's Family Resource Representative and/or the student's teacher. be provided as needed up to and including education on the Free and Reduced School Lunch Forms and process. The café manager will provide a list

daily to the principal of all balances over \$20.00. The principal will then provide the name of the student's teacher and Family Resource Representative. As an added benefit, the Community Table cart is available to all students.

The negative balance for full pay students should never rise above \$20.00. The negative charges will follow a student if they transfer schools. Any remaining balance will be charged to the school. If for some unseen reason the negative balance reaches \$50.00, legal counsel will send a letter requesting payment. The School Nutrition District Supervisor will provide the Director of Schools a list of all accounts that exceed \$50.00 on the 15th and 30th of each month. The letters will be sent semi-monthly upon receiving the list of accounts on the 15th and 30th of each month by the DOS Office.

Alternate meals

No alternate meals will be given.

Delinquent Debt

Delinquent debt is defined as overdue unpaid meal charges that are considered collectible, with efforts being made to collect them. The debt may remain on the accounting documents until it is either collected or determined to be uncollectable. The debt may be carried over at the end of the school year (beyond June 30). Before the SFA requests payment of the outstanding debt, the household's debt will be delinquent until it is deemed by the Director of Schools that it be classified as bad debt. Collection attempts will continue as long as the debt is deemed delinquent as a joint effort of the School Cafeteria Manager, the School Office Administrative Staff, the Cumberland County School Nutrition Office, and the Director of Schools' Office. **Furthermore, all unpaid charges will be sent to the Department of Children's Services and the account will be sent to collections.**

Repayment plans

Each household may request a repayment plan that will include payment levels and due dates appropriate to a household's particular circumstances. Please contact Kathy Hamby at khamby@ccschools.k12tn.net or 931-484-6722 for establishing a repayment plan.

Bad Debt

Bad debt is determined to be uncollectable when further collection efforts for delinquent debt are deemed useless or too costly. Delinquent debt will be considered as bad debt as deemed by the Director of Schools.

- Bad debts (debts which have been determined to be uncollectable), including losses (whether actual or estimated) arising from uncollectable accounts and other claims, are unallowable. Related collection costs, and related legal costs, arising from such debts after they have been determined to be uncollectable are also unallowable (section 200.426 of subpart E).
- Bad debt must be written off as an operating loss as deemed by the Director of Schools; the nonprofit school food service account (NSFSA) resources may not be used to cover the costs related to the bad debt. These funds may come from the school district's general fund, school or community organizations, or any other non-federal sources.
- Once delinquent meal charges are converted to bad debt, records relating to those charges must be maintained according to record retention requirements in 7 CFR 210.9(b)(17) and 7 CFR 210.15(b).
-

Additional Resources

Families may find assistance with applying for free or reduced-price school meals by contacting Kathy Hamby, School Nutrition District Supervisor at khamby@ccschools.k12tn.net or 931-484-6722.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
program.intake@usda.gov

Revised May 16, 2022



Christian Academy of the Cumberland
"Academic Excellence in a Christian Atmosphere"

To: Whom It May Concern
From: Kim Wattenbarger, Principal, CAC
Regarding: Sports
Date: July 12, 2022

To Whom It May Concern:

Christian Academy of the Cumberland is requesting to enter into a Co-Op Agreement with
Cumberland County Schools' Athletics.

Sincerely,

Kim Wattenbarger, Principal

Christian Academy of the Cumberland



William G. Stepp • Director of Schools

Jim Inman • Board Chair

To: Mr. William G. Stepp
From: Mr. Bo Magnusson
Date: July 7, 2022
Re: DHA Board Members

Please approve the following individuals to serve on the Disciplinary Hearing Authority Board for the 2022-2023 school year.

Mr. Bo Magnusson, Chairman
Mrs. Stephanie Barnes
Mrs. Kim Bray
Dr. Rebecca Farley
Mrs. Sandy Helton
Mrs. Marlene Holton
Dr. Keena Inman
Dr. Scott Maddox
Mrs. Lisa Phillips



William G. Stepp • Director of Schools

Jim Inman • Board Chair

Date: July 20, 2022

To: Mr. William Stepp, Director of Schools

Cumberland County Board of Education

From: Marsha Polson, RN, Coordinated School Health Supervisor

Re: Acceptance of FUTP60 Grants

I respectfully request the acceptance and approval of the Fuel Up to Play 60 grant for the purposes of the following:

Cumberland Co.	Cumberland Co. HS	\$ 3,117.00	MooBrew; Cafeteria Equipment for Preparation \$1617. Small Fitness Equipment Pickleball \$1500. Total Grant equals \$3117.
Cumberland Co.	Stone Mem. HS	\$ 2,500.00	MooBrew; Cafeteria Equipment for Preparation from \$1500 PA budget, Small Fitness Equipment Pickleball \$1000. Total Grant equals \$2500.
Cumberland Co.	Pleasant Hill ES	\$ 3,000.00	Smoothie Kit; \$2000 for Smoothie Kit delivered directly to school leaving \$1000 for physical activity play equipment for gym.

This grant funding allows us to prepare for the health, wellness and combat the obesity of our students, staff, parents, and community. The grant does not require a cash match.

Thank you for your attention to this matter.

Marsha Polson RN, CSH & Health Services Supervisor

Cumberland County Board of Education

2022-2023 Annual Planning Calendar

JULY

- Summer Law Institute
- Approval of Members 6.317- BO
- Appoint System Testing Coordinator
- Annual Utilization Report SRO's-Bo
- Orientation for New Teachers
- Field Trip Approval
- Vendor Contracts – School

AUGUST

- Service Celebration (Convocation)
- Professional Achievement Celebration (Convocation)
- New Teacher Celebration and Orientation
- Retirement Celebration
- Apply for Grants FRC, CSH, and SS
- New Board Member In-service

SEPTEMBER

- Election of Officers
- Appointment of TLN Representative 1.105
- Appoint Committees 1.300
- Accountability Presentation
- Fall District Meeting
- TSBA Boardmanship Code of Ethics

OCTOBER

- Student Activity Finds Audit Report 2.900
- School Compliance Document
- Approval of Compliance Report

NOVEMBER

- Annual Notification of Student Rights 6.601
- Food Service Report 3.500
- Financial Report for Last Fiscal Year 2.701
- TSBA Leadership Conference/Annual Conference
- School/System Report Card
- Salary and Benefit Review Task Force
- TASBO

DECEMBER

- Budget Preparation Calendar 2.200
- Distribute Budget Requests to Staff
- DEC 1 Report-HR

WORK SESSIONS OR RETREAT TOPICS

- School System Report Card
- Coordinated School Health
- Facility Planning
- 5-year Capital Improvement Plan
- Salary and Benefits Review

- Pending Task
- Initiated Task
- Completed Task
- Disregard Task

JANUARY

- State Financial Audit Review
- Prioritize Budget Request
- Insurance Benefits Review
- Tenure Teacher Election and Celebration
- BOE Retreat – Annual Review of Strategic Plan
- Strategic Plan Update

FEBRUARY

- Day on the Hill
- Safety committee 3.201
- Budget Preparation

MARCH

- Certification of Textbook Adoptions 4.401
- Budget Preparation

APRIL

- Budget Preparation
- Present Preliminary Budget
- District Solutions Bus Advertising Contract

MAY

- Employee Non-Rehire Notification
- Approval Facilities Use Fees 3.206
- Submit Budget
- Director of Schools Evaluation
- Approve Tuition Fees 6.204
- Approval of Travel Compensation Rates 2.804
- Review Attorney Contract (bi-annually)
- Review SRO Contracts
- Strategic Compensation Plan Approval
- Year End Experience Report-HR

JUNE

- Non-Rehire/Tenure Notifications 5.201
- Approve Annual Budget 2.200
- Submit Budget to County Government
- Federal Consolidated Plans (ESSA, IDEA, CTE, VPK, Homeless, 21st CCLC)
- Coordinated School Health Report
- Submit Salary Scales for Approval

ON GOING

- Attendance Monthly Report
- Financial Monthly Report
- Maintain Board of Distinction
- Policy Review and Update
- Monitor School Zones
- School Visits
- Administrative Evaluations
- Employee Advisory Council
- Student Advisory Council
- Monthly Administrative Meetings
- Personnel Report

TO: Mr. William Stepp, Director of Schools
Safe Schools Update
July 2022
2021/2022 School Year

Below are the numbers for the Safe Schools Counseling program. This report covers the entire 2021/2022 school year. We keep a daily log of our activities and documentation on each student in our office. The numbers below reflect the overall activity of the program during the entire school year.

Number of Student Referrals	289
Student Counseling sessions	894
Counseling sessions with Staff	42
Parent Communications (phone/visits)	286/98
Emergencies	107
School Meetings/Consultations	742
One Time Crisis Sessions (not referrals)	98

The number of referred students reflect only those students referred for services and NOT those students seen on a one-time only emergency/crisis event. However, the total number of student sessions reflect both referred students and emergency calls. We maintain a report in our office detailing our counseling activity at each school. Depending on duration of time spent at Alt School, some students seen at the Alternative School are counted in their school of origin. There were several counseling sessions conducted with various staff members on a one-time only basis that are also reflected in the above numbers. Those sessions are predetermined not to be regular or ongoing. They are in response to various situations as they develop.

Emergencies refer to the times we were called to various schools to address threats of suicide/homicide and/or various student behavioral/emotional concerns. Some of these students were seen on a one-time basis and referred for various outside services while others were signed up and are reflected in the above counseling numbers.

A large portion of work time was also devoted to consultation with parents, teachers, and various school staff. This consisted of attending various meetings, personal visitation, and phone conversations. We worked in cooperation with, and made referrals to, outside agencies as needed. In cooperation with CTE leadership, a set of guidelines was developed to ensure regulation of outside mental health agencies providing mental health services within our schools. Additional time also consisted of creating and maintaining notes and records. A formative evaluation of employees was conducted in January and a summative evaluation will be performed at the beginning of the next school year. A summative evaluation reflecting the previous school year was conducted in August. As usual, a presentation on mental health was provided to all new teachers at the beginning of the year. A brief training on stress management/mental health was provided to our system's nurses during the year. A six hour inservice training on trauma was provided

during the summer and a three hour version of that training was provided to SMHS staff during the school year. Another six hour trauma inservice will be provided this summer. Our staff has continued to monitor the use of our system-wide set of Suicide Prevention Protocols. These Protocols have been used frequently by school staff to guide them in addressing the needs of students with suicidal ideations. Next year, it is our hope to finish and implement a set of Postvention Protocols to guide schools in the event of an actual student or staff suicide. Our staff are equipped to provide virtual sessions as an option for students confined to home due to COVID-19.

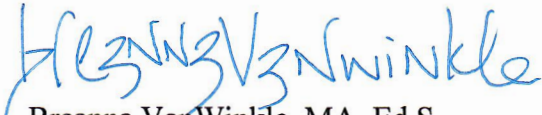
Thank you and have a great summer!



Scott Hull, MA
LPC/MHSP
Lead Safe Schools Counselor



Erica Cantrell, MSSW
LMSW
Safe Schools Counselor



Breanna VanWinkle, MA, Ed.S
Safe Schools Counselor

**Cumberland County Schools
2021-2022 SRO Annual Report**

ACTIVITY	TOTALS
Reports (Offense/Incident)	78
Arrests/Citations	187
Violence Related	91
Disorderly Conduct	22
Theft Related	16
Weapon Related	17
Traffic Related (School Crossings/Tickets/Accidents)	1153
Drug/Alcohol Related	37
Student Consultations	4180
Parent Consultations	577
Faculty Consultations	1654
After Hour Events	147
School Meetings	124
Classroom Instruction	126

CERTIFIED**New Hires:**

Name	Location	Date	Replacing
Denise Bailey	Central SPED	8/1/22	N/A
Kathleen Martin	Transportation	8/1/22	Brian Conatser
Tracey Velong	SMHS	8/1/22	Josette Schlafer
Sistina Martin	CCHS	8/1/22	Jennifer Hopkins
Krista Moomey	CCHS	8/1/22	Steve Plemons
Tracie Buckner	PHS	8/1/22	Tammy Knipp
Theresa Bernabei	Central	7/1/22	Rehire
Katelyn Wise	COE	8/1/22	Megan Hild
Tiffany Pimentel	SCE	8/1/22	Melinda Wattenbarger
Julie Womack	PVES	8/1/22	Miranda Collins
Vickie Tayse	MES	8/1/22	Kelsey Paschal
Sara Saxton	PVES	8/1/22	N/A
Mary Kelly-Cagle	PVES	8/1/22	N/A
Cheryl McDonald	Stone Elem	8/1/22	Andrea Pierce
Rachel McDonald	Stone Elem	8/1/22	Rebecca Garrett
Todd McDonald	SMHS	8/1/22	Reem Smith
Sharon Daniels	Central SPED	8/1/22	N/A
Chassady Slagle	PVES/HES	8/1/22	Kason Wheeler
Sarah Wheeler	HES	8/1/22	Alexandra Kessling
Karri Hobby	CCHS	7/1/22	Jon Hall
Patricia Smith	COE	8/1/22	Donna Benson
Jordan Manning	SMHS	8/1/22	Kenneth Bates
Brent Hunter	SMHS	8/1/22	Brandy Alley
Catherine Robinson	County Wide	8/1/22	Robin Inman/James Boone
Aaron Lewis	SMHS	8/1/22	Tracey Velong
Kalyn Lewis	SMHS	8/1/22	Jessica Tomberlin
Carolyn Collis	SMHS	8/1/22	Megan Apuzzo

Resignations/Retirements

Name	Location	Date	Status
Audrianna Niner	Stone Elem	7/11/22	Resign
Angela Johnson	COE	7/13/22	Resign
Terra DeBord	HES	7/12/22	Resign
Ryan Flowers	CCHS	7/11/22	Resign
Leslie Hammontree	Central	7/31/22	Resign
Kacee Harris	Central	7/15/22	Resign
Hannah Kalbarczyk	SCE	6/30/22	Resign
Lynne Campbell	HES	7/23/22	Resign
Angela Nealon	PVES	7/27/22	Resign
Walton Knight	NCE	6/21/22	Resign

Kason Wheeler	HES/PVES	5/25/22	Resign
Abbi Dunford	SMHS	6/14/22	Resign

Transfers

Name	From/To	Date	Replacing
Ricky Brown	Phoenix/CCHS	8/1/22	David King
Amber Christmas	PHS/Stone Elem	8/1/22	Katherine Broomhead
Jonathan Hall	CCHS Principal/CCHS Teacher	8/1/22	Judy York
Marcy Harelson	COE/SMHS	7/25/22	Abbi Dunford
Vanessa Hurley	CCHS/Phoenix	8/1/22	Sydney Noland
Olivia Johnson	NCE/MES	8/1/22	Tina Niles
Laura Kidwell	PHS/SMHS	8/1/22	Andrea Simmons
Rhonda Morehead	SCE/Central	8/1/22	Terri Tanner
Tina Niles	MES/PVES	8/1/22	Casey Clark
Catherine Robinson	MES/County Wide	8/1/22	Robin Inman
Summershea Shadden	NCE/PVES	8/1/22	Angela Nealon
Kathryn Frashier	PHS/NCE	8/1/22	Summershea Shadden

NON-CERTIFIED

New Hires:

Name	Location	Date	Replacing
Michael McClain	HES	7/18/22	Michael Sitton
James Dotson	SCE	7/12/22	Bill Dirscherl
Tonya Forpahl	MES	7/18/22	Benny Hedgecoth
Alexis Holton	HES	8/1/22	Erica Finley
Linda Bennett	CCHS	7/13/22	Jane Way
Delores Adams	Stone Elem	8/1/22	Laci Cope
Melissa Hendricks	HES	8/1/22	Elizabeth Brewer
Penny Phipps	Central	7/1/22	Rehire
Katherine Hillis	HES	8/1/22	Courtney Day

Resignations/Retirements:

Name	Location	Date	Status
Teri Pullum	BROWN	7/11/22	Resign
Gina Carruba	SCE	7/15/22	Resign
Christenner Sherrill	HES	7/1/22	Resign

Transfers

Name	From/To	Date	Replacing
Pamela Connelly	Stone Elem/HES	8/1/22	Tara Bruce
Nichole Jones	MES TA/MES Bkpr	8/1/22	Sherrie Weir
Francis Phipps	MES Pre-K/MES Reg Asst.	8/1/22	Ashley Dutch
Amy Sisco	CENTRAL/PHS	7/1/22	Sarah Matthews

Terminations

Name	From/To	Date



William G. Stepp ● Director of Schools

Jim Inman ● Board Chair

July 20, 2022

Mr. William G. Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Cumberland County Board of Education,

I am submitting to you the Cumberland County School Nutrition Program's staff changes:

Hire:

Mark Rosenthal, Café Manager Trainee, 06/20/2022
Robin (Rena) Brock, Full Time Floating Sub, 06/20/2022

Resignations/Terminations:

Jessie Smith, Accept Resignation, 06/16/2022
Jodi Pyles, Accept Resignation, 06/22/2022
Sandra Pryor, Accept Resignation, 06/30/2022
Barbara Laughter, Accept Resignation, 07/07/2022
Stacy (LeeAnn) Wyatt, Accept Resignation, 07/08/2022
Joshua Rowland, Accept Resignation, 07/11/2022
Mark Rosenthal, Approve Termination, 07/12/2022

All background check requirements have been completed.

Respectfully,

Kathy Hamby

Kathy Hamby
School Nutrition District Supervisor
Cumberland County Board of Education – Central Services

Homestead Elementary

August 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 SMMS Softball @ 5pm SMHS	3 Student Registration 7am-10am	4 SMMS Football @ 6:30pm SMHS	5	6
7	8 First Full Day of School	9 Back to School Night 3:30-5:00pm SMMS Softball @ 5pm SMHS	10	11	12 Registration Paperwork Due SMMS Soccer @ 5:30pm Duer	13
14	15	16 SMMS Softball @ 5pm SMHS	17	18 SMMS Softball @ 5:30pm SMHS SMMS Football @ 6:30pm SMHS	19	20
21	22 SMMS Soccer @ 6pm Duer	23	24	25 SMMS Softball @ 5pm SMHS 6pm BOE Meeting	26	27
28	29	30 SMMS Football @ 6:30pm SMHS				

Beginning of Year Assessments:

- August 8-19: Upper Cumberland Kindergarten readiness Assessment
- August 15-26: EasyCBM Benchmark Screener for all students in PK-8th

Looking Ahead....

Friday, September 2

Monday, September 5

October 10-14

Monday, October 24

Tuesday, October 25

Fall Picture Day

Labor Day- No School

Fall Break

Parent-Teacher Conferences

Fall Make Ups, Cheer & Basketball Pictures



Peace Love Bulldogs

Cumberland County Board of Education

Monitoring: Date last reviewed: January 2005	Descriptor Term: Bids and Quotations	Descriptor Code: 2.806	Issued Date: 07/22/21
		Rescinds: 2.806	Issued: 12/06/18

1 *General*

2 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five
3 thousand dollars (\$25,000.00) including those of individual schools, shall be based on competitive bids.¹
4 These bids shall be solicited by advertisement in a newspaper of general circulation within the school
5 district. The advertisement may be waived by the purchasing agent in an emergency.² The purchasing
6 agent shall advertise for bids and receive quotations.

7 All purchases of twenty-five thousand dollars (\$25,000.00) or less, including those of individual schools,
8 may be made in the open market without newspaper notice, but shall, whenever possible, be based on at
9 least three (3) competitive bids.²

10 The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or
11 all bids or any part of any bid and, if applicable, to accept that bid which is best as evidenced by reasons
12 relative to the purpose of the purchase.³ Any bid may be withdrawn prior to the scheduled time for the
13 opening of bids. Any bid received after the time and date specified shall not be considered.

14 The bidder to whom the award is made may be required to enter into a written contract.

15 The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding
16 or other purchasing procedures is prohibited.

17 **EXEMPTIONS FROM COMPETITIVE BIDDING**

18 Contracts for legal services, educational consultants, **services from an insurance provider**, and similar
19 services by professional persons or groups of high ethical standards shall not be based upon competitive
20 bids but shall be awarded on the basis of recognized competence and integrity.⁴

21 **Insurance purchased through a plan authorized and approved by an organization of governmental entities**
22 **representing cities and counties shall also be exempted.**⁵

Legal References

1. TCA 49-2-203(a)(3) Public Acts of 2022 ~~2021~~, Chapter No. ~~310~~ 1016
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2) Public Acts of 2022, Chapter No. 1016
3. TCA 49-2-203(a)(~~3~~ D)(c)
4. TCA 12-3-1209; TCA 12-4-107; Public Acts of 2022, Chapter No. 719; TCA 29-20-407
5. ~~TCA 29-20-407~~

Cross References

Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Emergency Preparedness Planning and Training	Descriptor Code: 3.202	Issued Date: 09/26/19
		Rescinds: 3.202	Issued: 09/28/17

1 The Director of Schools shall be responsible for developing, maintaining, and acquiring board
2 approval of the district Emergency Preparedness Plan,¹ which shall include procedures for bomb
3 threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and
4 medical emergencies.

5 The principal of each school shall develop and implement emergency preparedness drills, which, shall
6 be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with
7 emergency response agencies. These procedures shall be in written form and distributed to all staff,
8 students, and parents. However, the procedures/plans shall not be open to the public for inspection. In
9 addition, any meetings involving school safety plans are not subject to the open meeting laws.

10 FIRE AND SAFETY DRILLS

11 The principal shall ensure that one fire drill requiring full evacuation is given every thirty (30) school
12 days, with two (2) fire drills occurring during the first thirty (30) one of which must occur within the
13 first 15 full days of the school year.² Additionally, he/she shall ensure that four (4) fire safety
14 educational announcements are conducted throughout the year.²

15 The principal shall ensure that three (3) additional safety drills are given during the school year.³ These
16 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not
17 require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in
18 each school's office.³

19 The principal shall regularly check the quantity, locations and conditions of fire extinguishers and shall
20 give all school personnel instructions on how to properly use fire extinguishers.

21 ARMED INTRUDER DRILLS

22 The Director of Schools or his/her designee shall ensure that each school safety team conducts at least
23 one (1) armed intruder drill annually within the first 30 days in coordination with local law
24 enforcement.⁴

25 AED DRILLS

26 ~~Any~~ All schools with an Automated External Defibrillator (AED) shall conduct a Cardiopulmonary
27 Resuscitation (CPR) and AED drill to ensure students are aware of the steps that must be taken in the
28 event of a medical emergency. The principal shall be responsible for ensuring the drill occurs.⁵

29 ~~The principal or designee shall regularly check the quantity, locations, and conditions of fire~~
30 ~~extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.~~

1 **MEDICAL EMERGENCIES/PANDEMIC FLU**

2 In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate
3 and consult with the local and state health departments and other local emergency or healthcare
4 providers in protecting students and the community from further infection. The Director of Schools
5 shall develop procedures for health emergencies in accordance with state law and regulations.⁶

6 **RECORD OF DRILLS**

7 A record of all fire or safety drills, including the time and date shall be kept in each school's office.

8 **REMOTE LEARNING DRILLS⁷**

9 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately
10 reflect how students will transition to remote learning in the event of a disruption to school operations.
11 Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. TRR/MS 0520-1-3-.03(15); TCA 49-6-804
2. TCA 68-102-137(b)
3. TCA 68-102-137(f)
4. TCA 49-6-807
5. TCA 49-2-122 TCA 49-6-1208; Public Acts of 2019, Chapter No. 391
6. TCA 49-6-3004(a),(e); TCA 49-5-404
7. [Public Acts of 2022, Chapter No. 936](#)

Cross References

Emergency Closings 1.8011
[Safety 3.201](#)
Community Use of School Facilities 3.206

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.210	Issued Date: 06/25/20
		Rescinds: 4.210	Issued: 09/28/17

1 *General*¹

2 The Director of Schools shall ensure that credit recovery facilitators receive training regarding course
3 organization, online instruction management, and related technology.

4 Credit recovery teachers shall comply with all State Board of Education certification requirements.¹

5 **ADMISSION AND REMOVAL**²

6 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

7 1. The student's parent/guardian gives written consent for the student to enroll in the proposed
8 credit recovery course. Parent(s)/guardian(s) shall be informed that not all postsecondary
9 institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will
10 not accept credit recovery courses for credit; and

11
12 ~~2. CCHS & SMHS: The student has previously taken an initial, non-credit recovery section of the~~
13 ~~proposed course and received a grade of at least sixty percent (60%). Students who receive a~~
14 ~~grade of below sixty percent (60%) in the non-credit recovery section of the course must re-~~
15 ~~take the course.~~

16
17 3. ~~Phoenix:~~ The student has previously taken an initial, non-credit recovery section of the
18 proposed course and received a grade of at least fifty percent (50%). Students who receive a
19 grade of below fifty percent (50%) in the non-credit recovery section of the course must re-take
20 the course.

21 If a student is seeking to recover credit for the first semester of a two-semester course, the student may
22 not receive the full credit for the course until he/she has enrolled in and passed the second semester of
23 the course and taken any applicable End of Course examinations.

24 The Board shall track students enrolled in credit recovery courses as directed by the Tennessee
25 Department of Education.

26 **INSTRUCTION AND CONTENT**³

27 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content
28 and instruction.

29 The Director of Schools shall ensure that all credit recovery courses:

- 1 1. Align with Tennessee's current academic standards for the relevant course content area, as
2 approved by the State Board of Education; and
3
- 4 2. Differentiate instruction to address individual student growth needs based on diagnostic
5 assessment or End of Course data.

6 **Students in credit recovery programs:**

- 7 1. Shall complete a course skill-specific diagnostic to determine skill-specific goals;
8
- 9 2. Shall meet individual skill-specific goals in a flexible time frame as established by identified
10 student need;
11
- 12 3. May be required to complete additional assignments as directed by local board of education
13 credit recovery policy and credit recovery teacher of record; and
14
- 15 4. Shall master all individualized skill-specific goals as established by the diagnostic process in
16 order to earn credit.

17 **GRADES⁴**

18 Students passing credit recovery shall receive a grade of seventy percent (~~70~~ 60%). Grades awarded in
19 credit recovery courses shall adhere to the State Board of Education's Uniform Grading Policy.⁵

Legal References

1. SBOE Policy 2.103(7)(b)
2. SBOE Policy 2.103(7)(c)
3. SBOE Policy 2.103(7)(d)
4. SBOE Policy 2.103(7)(e)
5. SBOE Policy 3.301

Cross References

Grading System 4.600
Promotion and Retention 4.603

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Selection of Instructional Materials (Other than Textbooks) Reconsideration of Textbooks and Instructional	Descriptor Code: 4.402	Issued Date: 01/25/18
	Materials	Rescinds: 4.402	Issued: 09/28/17

Materials

1 ~~The Board will seek to provide a wide range of instructional materials¹ on all levels of difficulty,~~
2 ~~with diversity of appeal, and the presentation of different points of view and will provide~~
3 ~~procedures for review and reconsideration of allegedly inappropriate instructional materials.~~

4 If a complaint is filed by a parent/guardian, employee, or student regrading textbooks or instructional
5 materials, this process is to be followed:¹
6

- 7 1. Inform the complainant of the selection procedures and make no commitments.
- 8
- 9 2. Request the complainant to submit a Request for Reconsideration of Textbooks and
10 Instructional Materials form.
- 11
- 12 3. Inform the principal (and other appropriate personnel).
- 13
- 14 4. Keep challenged materials available for use during the reconsideration process. The materials
15 shall be removed immediately if they:²
 - 16 a. Were created to align exclusively with Common Core; or
 - 17 b. Are marketed or otherwise identified as Common Core textbooks or instructional
18 materials.
- 19
- 20
- 21
- 22 5. Upon receipt of the completed form, the principal shall notify the Director of Schools.
- 23
- 24
- 25 6. The principal shall request review of the challenged materials by an ad hoc materials review
26 committee within 10 school days days. The review committee is appointed by the principal and
27 includes representatives from classroom teachers, one or more parents, and may include one or
28 more students. The principal will inform the Director of Schools of the review committee's
29 progress.
- 30
- 31 7. The review committee shall take the following steps after receiving the challenged materials:
 - 32 a. Read, view, or listen to the contested material in its entirety;
 - 33 b. Check general acceptance of the material by reading recognized and evaluative reviews;
 - 34

- 1 c. Determine the extent to which the material supports the curriculum;
- 2 d. Complete the appropriate Checklist for Reconsideration of Textbooks and Instructional
- 3 Materials, judging the material for its strength and value; and
- 4 e. Present recommendation to principal for further action and to the Director of Schools
- 5 for purposes of information.
- 6
- 7 8. If the complainant desires further action after receiving the recommendation of the committee
- 8 and the decision of the principal, an appeal may be made to the Board.

OBJECTIVES OF SELECTION⁺

In order to assure that instructional materials are an integral part of the educational program, the following selection objectives are adopted:

- 1. To provide materials that will enrich and support the curriculum and personal needs of the students, taking into consideration their varied interests, abilities and learning styles;
- 2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- 3. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
- 4. To provide materials on opposing sides of controversial issues so that the students may develop under guidance the practice of critical analysis;
- 5. To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;
- 6. To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive media collection appropriate for all students.

Legal References

- 1. TRR/MS 0520-01-03-.07(3)
- 2. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)
- 3. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

Cross References

- Instructional Standards 4.101
- Textbooks and Instructional Materials 4.400
- School and System Websites 4.407
- Controversial Materials 4.801

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Reconsideration of Instructional Materials and Textbooks Library Materials	Descriptor Code: 4.403	Issued Date: 01/25/18
		Rescinds: 4.403	Issued: 05/26/16

~~The Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States¹ and expressed in the Library Bill of Rights of the American Library Association.~~

~~Because opinions differ, there may be questions concerning some instructional and library materials despite the quality of the selection process. If a complaint is made, the following procedure is to be followed:~~

General

~~The Director of Schools/Designee shall be responsible for library collection development. Library materials shall be reviewed to endure the content aligns with state law. ¹ The Library collection shall adhere to the following criteria:~~

- ~~1. Inform the complainant of the selection procedures and make no commitments.~~
 1. Materials shall be suitable for and consistent with the educational mission of the school;
- ~~2. Request the complainant to submit a formal "Request for Reconsideration of Instructional Materials".~~
 2. Materials shall be appropriate for the age and maturity levels of the students who may access them. The determining factor will be based on an assessment of any mature themes or content (i.e., violence, sexual content, vulgar language, substance abuse);
- ~~3. Inform the principal and media specialist (and other appropriate personnel).~~
 3. Materials shall contain literary, historical, and/or artistic value and merit; and
- ~~4. Questioned materials (including, but not limited to, textbooks, library books, and related instructional materials adopted by the Board of Education) shall remain in use during the reconsideration process, and will only be removed upon recommendation of the committee, the Director of Schools, and the Board of Education.~~
 4. The collection as a whole shall offer a variety of viewpoints.
- ~~5. Upon receipt of the completed form, the Director of Schools requests review of the questioned materials by an ad hoc materials review committee within fifteen (15) working days. The review committee is appointed by the Director of Schools, and includes a minimum of two teachers from different schools currently using the questioned materials, one other non-related content area teacher, one or more parents and may include one or more students.~~

- 1 ~~6. All meetings of the Review Committee shall be advertised and open to the public.~~
- 2
- 3 ~~7. The review committee shall take the following steps after receiving the questioned materials:~~
- 4
- 5 ~~a. Read, view or listen to the questioned material in its entirety or in the case of a~~
- 6 ~~textbook, the questioned portion of the material.~~
- 7
- 8 ~~b. Check general acceptance of the material by reading recognized and evaluative reviews;~~
- 9
- 10 ~~c. Determine the extent to which the material supports the curriculum;~~
- 11
- 12 ~~d. Complete the appropriate "Checklist for Reconsideration of Instructional Materials"~~
- 13 ~~judging the material for its strength and value; and~~
- 14
- 15 ~~e. Present recommendation to Director of Schools for further action. If the committee and~~
- 16 ~~the Superintendent of Schools recommend the questioned materials be removed, the~~
- 17 ~~Board of Education may uphold or overturn this action.~~
- 18
- 19 ~~8. If the complainant or the committee desires to appeal the decision of the Director of Schools an~~
- 20 ~~appeal may be made to the Board.~~
- 21
- 22

23 COMPLAINTS

24 If a complaint is made by an employee, student, or parent/guardian, this process is to be
25 followed:

- 26 1. Inform the complainant of the selection procedures and make no commitments.
- 27 2. Request the complainant to submit a Request for Reconsideration of Library
- 28 Materials form.
- 29 3. Inform the principal (and other appropriate personnel).
- 30 4. Keep challenged materials available for use during the reconsideration process.
- 31 5. Upon receipt of the completed form, the principal shall notify the Director of
- 32 Schools.
- 33 6. The principal shall request review of the challenged materials by an ad hoc
- 34 materials review committee within 10 school days. The review committee is
- 35 appointed by the principal and includes certified library media personnel,
- 36 representatives from classroom teachers, one or more parents, and may include one
- 37 or more students. The principal will inform the Director of Schools of the review
- 38 committee's progress.
- 39 7. The review committee shall take the following steps after receiving the challenged
- 40 materials:
- 41 a. Read, view, or listen to the contested material in its entirety;
- 42 b. Check general acceptance of the material by reading recognized and
- 43 evaluative reviews;
- 44 c. Determine the extent to which the material is appropriate for the age and
- 45 maturity levels of the students who have access to the materials and whether

- 1 the material is suitable for, and consistent with, the educational mission of
2 the school;
3 d. Complete the appropriate Checklist for Reconsideration of Library
4 Materials, judging the material for its strength and value; and
5 e. Present a recommendation to the Director of School and the Board.
6

8. The Board shall review the recommendation presented by the review committee and make the determination whether the material is appropriate for the age and maturity level of the students who have access to the materials and whether the material is suitable for, and consistent with, the educational mission of the school.
9. If it is determined that the material is not appropriate for the age and maturity levels of the students who have access to them or it is not suitable for, and consistent with, the educational mission of the school, the Board shall require the school to remove the material from the library collection.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); **Public Acts of 2022, Chapter No. 744**

Cross References

Textbooks and Instructional Materials 4.400.
School and System Websites 4.407.
Controversial Materials 4.801

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Parent and Family Engagement	Descriptor Code: 4.502	Issued Date: 01/25/18
		Rescinds: 4.502	Issued: 02/24/11

1 **GENERAL EXPECTATIONS FOR PARENT ENGAGEMENT**

2 The board is committed to increasing and ensuring the involvement of parents and other family members in the
3 education of students.¹

4 The board shall implement the following as required by federal or state laws or regulations:²

- 5 • The school district shall annually work with parents in evaluating and potentially revising the provisions
6 of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers
7 to greater participation by parents (with particular attention to parents who are economically
8 disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial
9 or ethnic minority background).
- 10 • The school district shall provide the coordination, technical assistance, and other necessary support to
11 assist individual schools with planning and implementing parental involvement activities.
- 12 • The school district shall involve parents with the development of required educational or improvement
13 plans.
- 14 • The school district shall coordinate and integrate parental involvement strategies with those associated
15 with other federal or state programs.
- 16 • The school district shall put into operation activities and procedures for the involvement of parents in all
17 of its schools.¹ Those programs, activities, and procedures will be planned and operated with meaningful
18 consultation with parents.
- 19 • The school district shall ensure that activities and strategies are implemented to support this policy and
20 included in the district plan.
- 21 • The district improvement plan shall include strategies for parental participation in the district's schools,
22 which are designed to improve parent and teacher cooperation in such areas as homework, attendance,
23 discipline, and higher education opportunities for students.
- 24 • The district plan shall include procedures to enable parents to learn about the course of study of their
25 children and have access to all learning materials.
- 26 • The district plan shall identify opportunities for parents to participate in and support classroom
27 instruction in the school. Such opportunities include, but are not limited to, organizing fundraising
28 activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the
29 playground, offering after-school clubs, and recycling clothes.
- 30 • If the school district's plan is not satisfactory to parents, the school district shall submit parental
31 comments regarding the plan to the State Department of Education as required.

- 1 • The school district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.
2 The director of schools shall develop and implement any procedures necessary to accomplish the goals of this
3 policy.

4 **SCHOOL LEVEL POLICY**

5 Each school shall submit to the director of schools and board, for review and comment, its Title I school parent
6 involvement policy, which must meet state and federal requirements, including a school-parent compact. This
7 school level policy shall be developed jointly with and distributed to parents of participating students. A copy of
8 these documents shall be retained in the district office and made available on the school's (if applicable) and
9 school system's website.

10 **SUPPORT FOR PROGRAM**

11 If the Title I allocation is \$500,000 or more to the school system, then at least one percent (1%) of that
12 allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in
13 the Title I programs shall be consulted on the use of these funds.

14 **FAMILY-SCHOOL PARTNERSHIPS¹**

15 Families and community members should be engaged in the education of students based on the following
16 standards:

- 17 • Families are welcomed into the school community;
18 • Families and school staff should engage in regular and meaningful communication about student
19 learning;
20 • Families and school staff work together to support student learning and development;
21 • Families are informed and encouraged to be advocates for students;
22 • Families are full partners in the decisions that affect children and families; and
23 • Community, civic, and business resources are made available to strengthen school programs, family
24 practices, and student learning.

25 Schools shall establish and develop programs and practices that enhance family engagement and address the
26 specific needs of students and families. Decisions affecting students, schools, and established schools'
27 procedures shall always be made within the parameters of legal and Board of Education policies. The
28 programs and practices will be comprehensive and coordinated and will include the following goals: ³

- 29 I. Assist families in developing skills and techniques to support their children's learning.
30
31 II. Promote clear, two-way communication between school and family about school issues,
32 instructional programs, and children's progress.
33

34

- 1 III. Identify and reduce barriers to family engagement, including such barriers as those of economic
2 concerns, disabilities, limited English proficiency, limited literacy, or issues related to cultural
3 diversity.
4
- 5 IV. Inform, involve, and train family members, where appropriate, in voluntary instructional and
6 support roles at school.
7
- 8
- 9 V. Provide information about community and support services for children and families.
10
- 11 VI. Include families in decision-making affecting schools and programs when consistent with law and
12 board policy.
13
- 14 VII. Provide professional development for teachers and staff on ways to work effectively with parents,
15 families, and volunteers.
16
- 17 VIII. Provide access to the family engagement policy for each family and post the policy in each school.

Legal References

1. [TCA 49-6-7001-7003](#)
2. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; SBOE Policy 4.207; TCA 49-2-305; 20 USCA § 6318
3. [State Board of Education-Parent/Family Involvement and Community Schools 4.207](#)

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 01/24/19
		Rescinds: 4.600	Issued: 01/25/18

1 The director of schools shall develop an administrative procedure to establish a system of grading and
2 assessment for evaluating and recording student progress and to measure student performance in
3 conjunction with board-adopted content standards for grades K-8.¹ The grading/assessment system shall
4 follow all applicable statutes and rules and regulations of the State Board of Education. The
5 grading/assessment system shall be uniform district-wide at comparable grade levels, except that the
6 director of schools shall have the authority to establish and operate ungraded and/or unstructured classes
7 in grades K-3 according to state rules and regulations.²

8 The director of schools shall submit a copy of the grading, reporting and assessment systems to the board
9 before the system is implemented.³ These guidelines shall be communicated annually to students and
10 parents/guardians.¹

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)**

13 Schools teaching grades nine through twelve shall use the uniform grading system established by the
14 State Board of Education. Using the uniform grading system, students' grades shall be reported for the
15 purposes of application for post-secondary financial assistance administered by the Tennessee Student
16 Assistance Corporation.

17 Subject-area grades shall be expressed by the following letters with their corresponding percentage
18 range:

- 19 • A (~~93-100~~) **90-100**
- 20 • B (~~85-92~~) **80-89**
- 21 • C (~~75-84~~) **70-79**
- 22 • D (~~70-74~~) **60-69**
- 23 • F (~~0-69~~) **0-59**

24 Letter grades transferred into the Cumberland County School System will be converted to
25 numerical grades for figuring class rank and scholarship purposes. Each letter grade will be assigned a
26 numerical grade that falls within the mid-point of the grade scale used in this system.

27 Transfer Scale: A+ = 100; A = ~~97~~ **95**; A- = ~~93~~ **90**; B+ = ~~92~~ **89**; B = ~~89~~ **85**; B- = ~~85~~ **80**; C+ = ~~84~~
28 **79**; C = ~~79~~ **75**; C- = ~~75~~ **70**; D+ = ~~74~~ **69**; D = ~~72~~ **65**; D- = ~~70~~ **60**; F = ~~69~~ **59**

29 This grading system shall be uniform throughout the school system for each grade.

1 Advanced coursework grades will be weighted with additional percentage points to calculate the
2 semester average. Depending on the course taken, the following percentage points will be assigned:

- 3 • Honors Courses – three (3) percentage points;
- 4 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment
5 Courses – four (4) percentage points; and
- 6 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and
7 International Baccalaureate Courses – five (5) percentage points.

8
9 Beginning with the senior class of 2019-20

10
11 GPA calculations will be called **Lottery GPA** and **Local Weighted GPA**. The **Lottery GPA** will be
12 based on a 4.0 scale. The **Local Weighted GPA** will be based on a **5.0 scale**. Teachers will continue
13 to add additional points to the final grade of the course, and the following guidelines will be adhered
14 to:

- 15 • One half (1/2) quality point shall be added to the numerical quality point value corresponding
16 to the letter grade received for the honors course.⁶
- 17 • One (1) quality point shall be added to the numerical quality point value corresponding to the
18 letter grade received in a Statewide Dual Credit Course, Industry Certification Aligned Course,
19 Dual Enrollment Course, or an Advanced Placement Course.⁶

20
21 Final Grade notification

- 22 • Honors courses – will receive three points added to their final grade
- 23 • Dual enrollment courses – students must be enrolled at Roane State Community College
24 (RSCC) and/or Tennessee college of Applied Technology (TCAT) to receive four additional
25 points to their final grade;
- 26 • Statewide dual credit courses - students enrolled in a statewide dual credit course must sit for
27 the dual credit exam in order to receive four additional points on their final grade
- 28 • AP courses – In order to receive five additional points, students are required to take the
29 corresponding AP exam;
- 30 • Industry Certifications – CTE courses that are aligned to an industry certification recognized by
31 the Tennessee Department of Education will receive an additional four points if the student sits
32 the industry certification exam.

33 34 **LOTTERY SCHOLARSHIPS⁴**

35 Each school counselor shall provide incoming freshman with information on college core courses
36 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score,
37 etc.) that must be met in order to receive a scholarship.

1 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
2 Student Aid (FAFSA). The FAFSA is available at the guidance office or online at www.fafsa.ed.gov.
3 Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications
4 in a timely manner.

5 Elementary school counselors should explain the HOPE Scholarship and its requirements to their
6 students and impress upon them the benefits of making good grades.

7 **LOTTERY SCHOLARSHIP DAY**

8 Each school year, prior to scheduling courses for the following school year, schools teaching students in
9 grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁵

Legal References

1. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
2. TCA 49-1-302(e)(2), (g)
3. TCA 49-2-203(b)(7)
4. TCA 49-4-904, 907
5. TCA 49-4-932(f)
6. Tennessee State Board of Education Policy 3.301

Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Employment of Retirees	Descriptor Code: 5.119	Issued Date:
		Rescinds:	Issued:

1 *General*

2 The Director of Schools may hire a retired individual if certain conditions are met as provided for in
3 state law.

4 **EMPLOYMENT CONTRACTS FOR UP TO 120 DAYS**

5 Teachers who retire under the Tennessee Consolidated Retirement System (TCRS) may be employed
6 for up to one hundred twenty (120) days per year without loss of retirement benefits. Retired teachers
7 may substitute teach for additional days if the Director of Schools certifies in writing to the Division of
8 Retirement that no other qualified personnel are available to substitute teach.¹

9 **EMPLOYMENT CONTRACTS FOR ONE YEAR**

10 The Director of Schools may employ teachers retired for at least one (1) year for full-time employment
11 as a kindergarten through twelfth (K-12) grade teacher on a year-to-year basis. Retirement benefits will
12 not be lost or suspended under certain conditions which include, but are not limited to, the following:²

- 13 1. The Director of Schools of the employing district shall certify in writing that no other qualified
14 individuals are available to fill the position;
- 15
- 16 2. The Commissioner of Education shall certify that the employing school district serves an area
17 that lacks qualified teachers to serve in the position to be filled;
- 18
- 19 3. The retired teacher shall hold a valid license and shall not be entitled to tenure status;
- 20
- 21 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or
22 receive medical insurance coverage; and
- 23
- 24 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the
25 Board for teachers with no experience filling similar positions or more than eighty-five percent
26 (85%) of the rate of compensation set by the Board for teachers with comparable training and
27 years of experience filling similar positions.

1 **ADDITIONAL EMPLOYMENT OPTION FOR RETIREES³**

2 Retired members of TCRS or a similar system may be offered reemployment for up to one (1) year as
3 a kindergarten through twelfth (K-12) grade teacher, substitute teacher, or bus driver under the
4 following conditions:

- 5 1. The retired member has been retired for at least sixty (60) calendar days;
- 6
- 7 2. The retirement benefit payable to the retired member is reduced to seventy percent (70%) of the
8 retirement allowance;
- 9
- 10 3. The retired member’s employment can’t be longer than a one (1) year period; however, the
11 retired member can be reemployed for additional one (1) year periods;
- 12
- 13 4. The retired member is not drawing disability retirement benefits; and
- 14
- 15 5. The retired member can’t accrue additional retirement benefits.

16 The Director of Schools shall notify TCRS of the member’s reemployment and certify in writing that
17 the retired member has the required experience and training for the position and that no other qualified
18 persons are available to fill the position.

19 Once the retired member is hired by the district, the district shall pay TCRS as prescribed by state law.
20 The school district shall pay to TCRS during the period of reemployment the greater of (1) a payment
21 equal to the amount the school district would have contributed to TCRS; or (2) an amount equal to five
22 percent (5%) of the retired member’s pay rate.
23

Legal References

- 1. TCA 8-36-805
- 2. TCA 8-36-821
- 3. Public Acts of 2022, Chapter No. 821

Cross References

Application and Employment 5.106
Substitute Teachers 5.701

Cumberland County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Attendance	Descriptor Code: 6.200	Issued Date: 10/28/21
		Rescinds: 6.200	Issued: 07/22/21

1 Attendance is a key factor in student achievement and therefore, students are expected to be present each
2 day school is in session.

3 The Director of Schools/designee shall ensure that this policy is posted in each school building and
4 disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

5 The attendance supervisor shall oversee the entire attendance program which shall include:¹

- 6 1. All accounting and reporting procedures and their dissemination;
- 7 2. Alternative program options for students who severely fail to meet minimum attendance
8 requirements;
- 9 3. Ensuring that all school age children attend school;
- 10 4. Providing documentation of enrollment status upon request for students applying for new or
11 reinstatement of driver's permit or license; and
- 12 5. Notifying the Department of Safety whenever a student with a driver's permit or license
13 withdraws from school.²

14 Student attendance records shall be given the same level of confidentiality as other student records. Only
15 authorized school officials with legitimate educational purposes may have access to student information
16 without the consent of the student or parent/guardian.³

17 Absences shall be classified as either excused or unexcused as determined by the principal or his/her
18 designee.

19 Excused absences shall include:⁴

- 20 1. Personal illness/injury;
- 21 2. Illness of immediate family member;
- 22 3. Death in the family; funeral notice
- 23 4. Extreme weather conditions;
- 24 5. Religious observances;⁵
- 25 6. Pregnancy;
- 26 7. School-endorsed activities
- 27 8. Summons, subpoena, or court order; or
- 28 9. Circumstances which in the judgement of the principal create emergencies over which the student
29 has no control.
- 30 10. Other absences as pre-approved by the principal, based on appropriate documentation at least 10
31 (ten) school days prior to day(s) to be missed. This does not include personal family vacations.

1 11. If a student is exempt from final exams per Board policy, the absence on the day of the exam is
2 excused.

3 12. Driver's license/permit appointments will be excused with proof of appointment.

4 Tardies including early dismissal for any reason other than the previously mentioned excuses will be
5 considered unexcused.

6 The Principal shall be responsible for ensuring that:⁶

7 1. Attendance is checked and reported daily for each class;

8 2. Daily absentee sheets contain sign in/sign-out sheets and indicate students present or absent for
9 the majority of the day;

10 3. All student absences are verified;

11 4. Written excuses are submitted for absences and tardiness; and

12 5. System-wide procedures for accounting and reporting are followed.

13 **TRUANCY**

14 Annually the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that
15 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled
16 school day in order to be counted present. Students may attend part-time days alternating days, or for a
17 specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be
18 considered present for school attendance purposes. If a student is required to participate in a remedial
19 instruction program outside of the regular school day where there is no cost to the parent(s)/guardians
20 and the school system provides transportation, unexcused absences from these programs shall be
21 reported in the same manner.⁷

22 Students who are absent five (5) days without adequate excuse shall be reported to the Director of
23 Schools/designee who will, in turn, provide written notice to the parents/guardians of the student's
24 absence. If a parent/guardian does not provide documentation within adequate time excusing those
25 absences, or request an attendance hearing, then the Director of Schools/designee shall implement Tier
26 II of the progressive truancy plan described below prior to referral to juvenile court.

27 The Director of Schools/designee shall develop appropriate administrative procedures to implement this
28 policy.

29 **Progressive Truancy Plan⁸**

30 Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide
31 prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are
32 not limited to;

33 1. After three (3) unexcused absences a student will be required to meet with a school attendance
34 representative to discuss reasons for student absences.

35 2. Regularly scheduled follow-up meetings, with the student to discuss his/her progress. If the
36 student accumulates additional unexcused absences, he/she shall be subject to the additional tiers.

1 Tier II of the progressive truancy plan shall be implemented after the student accumulates four (4)
2 unexcused absences, but before referral to juvenile court, and includes the following;

- 3 1. A conference with the student and the student's parent(s)/guardian(s);
4
- 5 2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s),
6 and the Attendance Supervisor/designee. The contract shall include:
 - 7 a. A specific description of the school's attendance expectations for the student;
 - 8 b. The period for which the contract is effective; and
 - 9 c. Penalties for additional absences and alleged school offenses, including additional
10 disciplinary action and potential referral to juvenile court.
- 11 3. Regularly scheduled follow-up meetings to discuss the student's progress; and
- 12 4. A school employee shall conduct an individualized assessment detailing the reasons a student
13 has been absent from school. The employee may refer the student to counseling, community-
14 based services, or other services to address the student's attendance problems.

15 Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III shall
16 consist of the following interventions:

- 17 1. After the 5th unexcused absence, the student will be referred to Truancy Court.
- 18 2. Failure to attend Truancy Court and/or additional unexcused absences, the student will be cited
19 to Juvenile Court
- 20 3. The Court will be provided a report of all interventions that have been provided to support this
21 student.

22 The interventions shall address student's needs in an age appropriate manner. Finalized plans shall be
23 approved by the Director of Schools/designee.

24 **Upon completion of Tiers I, II, and III, the student will be cited to Juvenile Court.**

25 **NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY⁹**

26 A principal/designee may excuse a student to participate in non-school sponsored extracurricular
27 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)
28 absences each school year. No later than seven (7) business days prior to the student's absence, the
29 student shall provide documentation to the school as proof of the student's participation along with a
30 written request for the excused absence from the student's parent/guardian. The Director of Schools will
31 develop procedures to implement this process. The request shall include the following:

- 32 1. Student's name and personal identification number;
- 33 2. Student's grade;
- 34 3. The dates of the student's absence;
- 35 4. The reason for the student's absence; and
- 36 5. The signature of the student and parent/guardian.

1 RELEASED TIME COURSE ¹⁰

2 A principal/designee may excuse a student to attend a course in religious moral instruction for up to one
3 (1) class period per school day. Students shall not be excused during any class which requires an
4 examination for state or federal accountability purposes.

5 The student shall submit a written consent form signed by the student's parent/guardian prior to
6 participation in the released time course. The principal/designee shall document the approval in writing.
7 The student shall provide documentation to the principal/designee as proof of the student's participation
8 in the released time course.

9 The district shall not be responsible for transporting students to and from the place of instruction.

10 (IF THE BOARD WANTS TO ALLOW STUDENTS TO RECEIVE CREDIT FOR THESE
11 COURSES-ADD THIS LANGUAGE) Upon submission of the student's transcript from the entity that
12 provided the released time course, the student may be awarded on-half (1/2) unit of elective credit. The
13 Director of Schools shall develop procedures with secular criteria for determining whether credit shall
14 be awarded.

15 MAKE-UP

16 Students in grades K – 8 will be allowed to make up work.

17 High School students will be allowed to make-up work from all excused absences. Students are allowed
18 to make up work from the first three unexcused absences per semester.

19 The following guidelines will be used to submit all make-up work:

- 20 1) 1 day absent, students will have 3 school days to make up work;
21 2) 2 consecutive days absent, students will have 4 days to make up work;
22 3) 3 consecutive days absent, students will have 5 school days to make up work.

23 (The number of consecutive days missed +2 will equal the total number of days students are allowed to
24 submit make-up work.)

25 Extenuating circumstances may be appealed to the building principal.

26 EXAM EXEMPTIONS

27 "A" average and a maximum of 3 days excused absence

28 "B" average and a maximum of 2 days excused absence

29 "C" average and a maximum of 1 day excused absence

30 Students with any unexcused absences are ineligible for exam exemptions.

31 All students who obtain four (4) or more unexcused tardies in any class will be required to take the
32 semester exam regardless of grade average or days absent. Students who are suspended from school or
33 who are remanded to the Alternative School for cause shall forfeit all exam exemptions.

1 STATE-MANDATED ASSESSMENT

2 Students who are absent the day of the scheduled End of Course Exams (EOC) shall present a signed
3 doctor's excuse or shall have been given an excused release by the principal prior to testing to receive
4 an excused absence. Students who have excused absences will be allowed to take a make-up exam.
5 Excused students will receive an incomplete in the course until they have taken the EOC exam.

6 Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be
7 averaged into their final grade.

8 Extenuating circumstances may be appealed to the building principal.

9 CREDIT/PROMOTION DENIAL

10 Credit/promotion denial determinations may include student attendance, however, student attendance
11 may not be the sole criterium.¹⁰⁻¹¹ If attendance is a factor, prior to credit/promotional denial, the
12 following shall occur:

- 13 1. Parents/guardians and students shall be advised if a student is in danger of credit/promotion
14 denial due to excessive absenteeism.
- 15 2. Procedures in due process are available to the student when credit or promotion is denied.

16 DRIVER'S LICENSE REVOCATION²

17 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any
18 semester **or fails to maintain satisfactory academic progress** shall be ineligible to retain a driver's
19 permit or license.

20 **In order to qualify for reclaiming a driver's permit or license, the student shall return to school and**
21 **make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a**
22 **subsequent grading period or become eighteen (18) years of age.**

23 ATTENDANCE HEARING^{10, 12}

24 Students with excessive (more than 5) unexcused absences or those in danger of a credit/promotion
25 denial shall have the opportunity to appeal to an attendance hearing committee appointed by the
26 principal. If the student chooses to appeal, the student or his/her parent(s) guardian(s) shall be
27 provided written or actual notice of the appeal hearing and shall be given the opportunity to address the
28 committee.

29 An attendance committee appointed by the principal will conduct a hearing to determine if any
30 extenuating circumstances exist or to determine if the student has met attendance requirements that
31 will allow him/her to pass the course or be promoted. Upon notification of the attendance committee
32 decision, the principal shall send written notification to the Director of Schools/designee and the
33 parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences.
34 The notification shall advise parents/guardians of their right to appeal such action within two (2)
35 school days to the Director of Schools/designee.

- 1 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c) **Public Acts of 2022, Chapter No. 878**
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009; **Public Acts of 2021, Chapter No. 223**
9. TCA **49-2-203(b) (7)**; ~~49-6-3022-3002(b)~~
10. TCA 49-2-130 TCA 49-6-3002(b)
11. **TCA 49-2-203 (b) (7); TCA 49-6-3002(b)**
TRR/MS 0520-01-02-.17(7)
12. **TRR/MS 0520-01-02-.17(7)**

Cross References

- School Calendar 1.800
- Extracurricular Activities 4.300
- Interscholastic Athletics 4.301
- Field Trips/Excursions/Competitions 4.302
- Reporting Student Progress 4.601
- Promotion and Retention 4.603
- Recognition of Religious Beliefs, Customs, & Holidays 4.803
- Voluntary Pre-K Attendance 6.2011
- Homeless Students 6.503
- Students in Foster Care 6.505
- Students from Military Families 6.506
- Student Records 6.600

- 2 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's
 3 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
 4 Following the review, the Board may affirm or overturn the decision of the Director of
 5 schools/designee. The action of the Board shall be final.

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Attendance of Non-Resident Students	Descriptor Code: 6.204	Issued Date: 05/25/17
		Rescinds: 6.204	Issued: 05/06/04

1 ~~Students that are not residents of Cumberland County may attend Cumberland County Schools and~~
2 ~~receive education services under the conditions outlined below. In addition, requests for attendance will~~
3 ~~only be considered from counties with reciprocal agreements to accept Cumberland County students in~~
4 ~~their school systems.~~

5 ~~Students residing outside the boundaries of the school district may attend schools within the school~~
6 ~~district under the following conditions:~~

7 ~~1. Parents or guardians must submit requests for attendance in writing for approval by the~~
8 ~~Board of Education upon the recommendation of the director of schools.¹ Both the “Out of~~
9 ~~County Resident Application to Attend Cumberland County Schools” and the “Request for~~
10 ~~Out of Zone School” forms must be completed and initially submitted to the Cumberland~~
11 ~~County requested school. Guardians must provide court approved documentation~~
12 ~~identifying them with their responsibility for the education and care of the child.~~

13 ~~1. They shall be approved by the Director of Schools. ¹~~

14 ~~2. Requests to attend Cumberland County Schools will be approved or denied based on~~
15 ~~available space of the requested school, the student’s attendance record, and the student’s~~
16 ~~discipline history.~~

17 ~~2. They shall pay a tuition fee established annually by the Board. Annual tuition may not~~
18 ~~exceed per student, per annum, an amount equal to the amount of local funds actually used~~
19 ~~for school purposes by the school district per student during the preceding school year~~
20 ~~minus any funds received from the student’s resident district. Tuition for the out-of-state~~
21 ~~students shall be charged at the same rate as the average cost per student (state and local~~
22 ~~funds) in the district attended. ²~~

23 ~~3. Parents/Guardians must pay a tuition fee, for each child, established annually by the Board.~~
24 ~~Tuition may not exceed per student, expenditure realized in the preceding school year~~
25 ~~minus any funds received from the state or from the student's resident system.²~~

3 ~~Non-resident students shall make application at least two (2) weeks prior to the first day of~~
school. ³ ~~The Director of Schools/designee shall provide non-resident students notice of~~
eligibility for re-enrollment by the end of the school year.

26 ~~4. Non-resident students must make application at least two weeks prior to the first day of~~
27 ~~school.³ Request for transfers at other times will be approved only by joint agreement~~
28 ~~between respective Boards and when the transfer is in the best interest of the student.~~
29 ~~Application forms will be provided to the parent/guardian by the Cumberland County~~

1 ~~director of schools.~~

2 4. Requests from students from adjoining states to attend school shall be considered on a
3 case-by-case basis. ⁴

4 5. ~~When accepted at a specific school, future enrollment will be reviewed, by the principal and
5 director of schools, on an annual basis to approve or deny continued enrollment.
6 Parents/Guardians will be required to reapply on an annual basis, and subsequent year
7 attendance may be terminated when it adversely impacts the school population or class
8 structure.~~

9 6. 5. Students who become residents of Cumberland County will be refunded any unused
10 portion of the tuition on a pro-rata basis.

11 7. 6. When payment is not made on all or any part of the required tuition for a previous year, the
12 student(s) shall be excluded from future attendance until all prior and current tuition is
13 paid.

14 8. If an employee of this school district has a residence outside the school district, his/her
15 children may be allowed to attend if the appropriate tuition requirements are met. ⁵

16 ~~Students requiring services that are in addition to the regular education program at the time of
17 application for attendance or when such services are required following application may attend or
18 continue attendance only under the following additional conditions:~~

19 a. ~~The Board of Education for the resident system must agree to assume the cost of any current
20 or future additional services for the applicant student while attending Cumberland County
21 schools.~~

22 b. ~~Parent/Guardian is responsible for obtaining this agreement from the resident system.
23 Agreement will be a part of the initial attendance application.~~

24 c. ~~Without this agreement, attendance in Cumberland County Schools will not be approved
25 nor continued.~~

26 ~~This policy does not circumvent nor replace the attendance regulations regarding non-resident
27 students with disciplinary, drug, or weapons offenses in other school systems.~~

Legal References

1. TCA 49-6-3104;
~~FRR/MS 0520-01-03-03(11)(f)-(i)~~
2. TCA 49-6-3003; TCA 49-6-403(f) **Public Acts of
2022, Chapter No. 709**
3. TCA 49-6-3105

4. TCA 49-6-3108; TCA 49-6-403 (f)
5. TCA 49-6-3113; TCA 49-6-3103; Public Acts of 2022, Chapter No. 709

Cumberland County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct and Discipline	Descriptor Code: 6.300	Issued Date: 08/26/21
		Rescinds: 6.300	Issued: 02/27/20

1 The board delegates to the Director of Schools the responsibility of developing specific codes of
2 behavior and discipline, which are appropriate for each level of school.¹ Codes of conduct for students
3 in pre-kindergarten and kindergarten shall utilize alternative disciplinary practices such as time-out,
4 1(one) minute for each year of the student's age. Exclusionary discipline shall only be used as a
5 measure of last resort.² The development of each code shall involve principals and faculty members of
6 each level and shall be based on evidence-based behavior supports and interventions.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
8 protect all members of the educational community in the exercise of their rights and duties to maintain
9 a safe learning environment where orderly learning is possible and encouraged.⁴ These misbehaviors
10 apply to student conduct on school buses, on school property, and while students are on school
11 sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall ensure
12 that disciplinary measures are implemented in a manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
16 allowed in school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following
25 trauma-informed discipline practices: RTI²B, multi-tiered system of supports, or behavior intervention
26 plans. Principals shall use appropriate discipline management techniques when enforcing the code of
27 conduct.

28 **MISBEHAVIORS: Level I**

29 This level includes minor misbehavior on the part of the student which impedes orderly classroom
30 procedures or interferes with the orderly operation of the school, but which can usually be handled by
31 an individual staff member.

32 *Examples (not an exclusive listing):*

- 1 • Classroom disturbances
- 2 • School or class tardiness
- 3 • Cheating and lying
- 4 • Abusive language
- 5 • Non-defiant failure to do assignments or carry out directions
- 6 • Wearing while on the grounds of a public school during the regular school day, clothing
- 7 that exposes underwear or body parts in an indecent manner that disrupts the learning
- 8 environment⁶
- 9 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
- 10 Cyber-bullying, and/or Hazing)

11 *Disciplinary Procedures:*

- 12 • Immediate intervention by the staff member.
- 13 • Determine what offense was committed and its severity.
- 14 • Determine offender and that he/she understands the nature of the offense.
- 15 • Employ appropriate disciplinary options.
- 16 • Record of the offense and disciplinary action maintained by staff member.

17 *Disciplinary Options:*

- 18 • Verbal reprimand
- 19 • Special assignment
- 20 • Restricting activities
- 21 • Assigning work details
- 22 • Counseling
- 23 • Withdrawal of privileges
- 24 • Issuance of demerits which might affect citizenship or department grades
- 25 • Strict supervised study
- 26 • Detention
- 27 • Corporal punishment
- 28 • In-school suspension
- 29 • RTI²B, multi-tiered system of supports or behavior intervention plans

30 **MISBEHAVIORS: Level II**

31 Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school.
 32 Included in this level are misbehaviors which do not represent a direct threat to the health and safety of
 33 others but whose educational consequences are serious enough to require corrective action on the part
 34 of administrative personnel.

35 *Examples (not an exclusive listing):*

- 36 • Continuation of unmodified Level I behaviors
- 37 • School or class tardiness
- 38 • Using forged notes or excuses

- 1 • Disruptive classroom behavior

2 *Disciplinary Procedures:*

- 3 • Student is referred to principal for appropriate disciplinary action.
 4 • Principal meets with student and teacher.
 5 • Principal hears accusation made by teacher, permits student the opportunity of
 6 explaining his/her conduct.
 7 • Principal takes appropriate disciplinary action and notifies teacher of action.
 8 • Record of offense and disciplinary action maintained by principal.

9 *Disciplinary Options:*

- 10 • Teacher/schedule change
 11 • Modified probation
 12 • Behavior modification
 13 • Social probation
 14 • Peer counseling
 15 • ~~Referral to outside agency~~
 16 • In-school suspension
 17 • Transfer
 18 • Detention
 19 • Corporal punishment
 20 • Suspension from school-sponsored activities or from riding school bus
 21 • Out-of-school suspension (not to exceed ten (10) days).
 22 • RTI²B, multi-tiered system of supports or behavior intervention plans

24 **MISBEHAVIORS: Level III**

25 Acts directly against persons or property but whose consequences do not seriously endanger the health
 26 or safety of others in the school.

27 *Examples (not an exclusive listing):*

- 28 • Continuation of unmodified Level I and II behaviors
 29 • Fighting (simple)
 30 • Vandalism (minor)
 31 • Use, possession, sale, and/or distribution of tobacco, ~~drugs~~, and/or alcohol
 32 • ~~Use, possession, sale or distribution of drug paraphernalia~~
 33 • ~~Use, sale, distribution and/or being under the influence of drugs~~
 34 • Stealing
 35 • Threats to others
 36 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
 37 Cyber-bullying, and or Hazing)

1 *Disciplinary Procedures:*

- 2 • Student is referred to principal for appropriate disciplinary action.
- 3 • Principal meets with student and teacher.
- 4 • Principal hears accusation and allows the student the opportunity to explain his/her
- 5 conduct.
- 6 • Principal takes appropriate disciplinary action and notifies the staff member of the
- 7 action.
- 8 • Principal may refer incident to director of schools and make recommendations for
- 9 consequences.
- 10 • If student's program is to be changed, adequate notice shall be given to the student and
- 11 his/her parents/guardian(s) of the charges against him, his/her right to appear at a
- 12 hearing and to be represented by a person of his/her choosing.
- 13 • Any change in school assignment is appealable to the Board.
- 14 • Record of offense and disciplinary action maintained by principal or Director of
- 15 Schools.

16 *Disciplinary Options:*

- 17 • In-school suspension
- 18 • Detention
- 19 • Corporal punishment
- 20 • Restitution from loss, damage or stolen property
- 21 • Out-of-school suspension not to exceed ten (10) days
- 22 • Social adjustment classes
- 23 • Transfer
- 24 • ~~Expulsion~~ [Alternative School](#)
- 25 • RTI²B, multi-tiered system of supports or behavior intervention plans

26 **MISBEHAVIORS: Level IV**

27 Acts which result in violence to another's person or property or which pose a threat to the safety of

28 others in the school. These acts are so serious that they usually require administrative actions which

29 result in the immediate removal of the student from the school, the intervention of law enforcement

30 authorities and/or action by the Board.

31 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school

32 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or

33 death to another person.⁷

34 *Examples (not an exclusive listing):*

- 35 • Unmodified Level I, II and III behaviors
- 36 • Death threat (hit list)
- 37 • Extortion
- 38 • Bomb threat

- 1 • Possession/use/transfer of dangerous weapons *
- 2 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
- 3 employee of the school, or a school resource officer*
- 4 • Aggravated Assault *
- 5 • Vandalism
- 6 • Theft/possession/sale of stolen property
- 7 • Arson
- 8 • Possession of unauthorized substances (i.e. any controlled substance, controlled
- 9 substance analogue, or legend drug)*
- 10 ~~• Use/transfer of unauthorized substances~~
- 11 • Use, possession, sale or distribution of drug paraphernalia
- 12 • Use, sale, distribution and/or being under the influence of drugs
- 13 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
- 14 Cyber-bullying, and/or Hazing)
- 15 • Electronic threat to cause bodily injury or death to another student or school employee*
- 16 • Unauthorized possession of a firearm*

17 *Disciplinary Procedures:*

- 18 • Principal confers with appropriate staff members and with the student.
- 19 • Principal hears accusations and permits offender opportunity to explain his/her conduct.
- 20 • Parents/guardians are notified.
- 21 • Law enforcement officials are contacted.
- 22 • Incident is reported and recommendations made to the Director of Schools.
- 23 • The principal notifies the staff members of the resolution.
- 24 • If the student's placement is to be changed, adequate notice of the charges shall be
- 25 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 26 disciplinary hearing.

27 *Disciplinary Options*

- 28 • Expulsion
- 29 • Alternative schools
- 30 ~~• Other hearing authority or Board action which results in appropriate placement~~
- 31 • RTI²B, multi-tiered system of supports or behavior intervention plans

32 *Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the
33 Director of Schools on a case-by-case basis.

34 **ADDITIONAL GUIDELINES:**

- 35 • A student shall not be suspended solely because charges are pending against him/her in
- 36 juvenile or other court.
- 37 • A principal shall not impose successive short term suspensions that cumulatively
- 38 exceed ten (10) days for the same offense.³

- 1 • A teacher or other school official shall not reduce or authorize the reduction of a
2 student's grade because of discipline problems except in deportment or citizenship.
3 • A student shall not be denied the passing of a course or grade promotion solely on the
4 basis of absences except as provided by board policy.
5 • A student shall not be denied the passing of a course or grade promotion solely on the
6 basis of failure to:
7 ○ pay any activity fee;
8 ○ pay a library or other school fine; or
9 ○ make restitution for lost or damaged school property.

* Zero tolerance offences

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. Public Acts of 2021, Chapter No. 77
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4009
7. TCA 49-6-4008

Cross References

Traffic and Parking Controls 3.403
 Procedural Due Process 6.302
 Student Discrimination, Harassment, Bullying,
 Cyber-bullying, and Intimidation 6.304
 Title IX & Sexual Harassment 6.3041
 Interference/Disruption of School Activities 6.306
 Bus Safety and Conduct 6.308
 Zero Tolerance Offenses 6.309
 Dress Code 6.310
 Corporal Punishment 6.314
 Detention 6.315
 Suspension 6.316
 Safe Relocation of Students 6.4081

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Drug-Free Schools	Descriptor Code: 6.307	Issued Date: 12/05/02
		Rescinds: 6.307	Issued: 01/06/98

1 In order to protect the rights of students, to safeguard the learning environment, and to contribute to a
2 “Drug Free” community, the Board’s plan for dealing with alcohol and drugs¹ shall include the
3 following:

- 4 1. Appropriate ways for handling alcohol/drug-related medical emergencies;
- 5 2. Guidelines for reporting alcohol/drug incidents and illegal activities;
- 6 3. Guidelines for referral of students who may have an alcohol/drug problem and/or are considered
7 "high risk" to agencies and other sources of appropriate help;
- 8 4. Effective working relationships with appropriate community agencies, such as alcohol/drug
9 service providers, law enforcement agencies and judicial officials.

10 Through the use of state guidelines the director of schools shall be responsible for:

- 11 1. Developing and implementing an appropriate curriculum on alcohol and drug education for
12 students;
- 13 2. Providing adequate information and training for all staff personnel as appropriate to their
14 responsibilities;
- 15 3. Implementing the relevant portions of the Drug-Free Youth Act² ;
- 16 4. Developing administrative rules and guidelines for the school system to effectively respond to
17 alcohol and drug situations that may occur at school or school-sponsored events; and
- 18 5. Providing notification to parents and students that compliance with this policy is mandatory.

19 Students will not consume, possess, use, sell, distribute or be under the influence of illegal drugs or
20 alcoholic beverages in school buildings or on school grounds at any time, in school vehicles or buses, or
21 at any school-sponsored activity, function or event whether on or off school grounds. This includes but
22 is not limited to abuse of inhalants and prescription drugs.³

23 Disciplinary sanctions will be imposed on students who violate standards of conduct required by this
24 policy. Such sanctions will be consistent with local, state and federal laws, up to and including
25 suspension/expulsion as well as referral for prosecution.⁴ Completion of an appropriate rehabilitation
26 program may also be recommended.

27
28 [School disciplinary sanctions will be imposed on students who consume, possess, use, sell, distribute or
29 are under the influence of any non-prescribed drug or intoxicating substance. Such substances may
30 include but are not limited to THC, HHC, or any type of intoxicating substance. Violation of this policy
31 may include suspension for up to one calendar year.](#)
32

- 1 Information about drug and alcohol counseling and rehabilitation programs will be made available
- 2 through the school office.

Legal References:

1. TRR/MS 0520-1-3-.08(2)(d)
2. 20 USCA § 7116; 34 CFR § 86.200
3. TCA 39-17-417; TCA 39-17-715

Cross References:

- Drug-Free Workplace 1.804
Zero Tolerance Offenses 6.309
Suspension/Expulsion/Remand 6.316

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Extracurricular Activity Drug Testing	Descriptor Code: 6.3071	Issued Date: 02/23/12
		Rescinds:	Issued:

1 Participation in extracurricular activities is a privilege and not a right. Students in grades 7- 12 taking
2 part in these activities will be subject to random drug testing.

3 In order to create a drug-free educational and athletic environment and to limit the potential liability for
4 the schools as a result of injury or health problems arising from substance abuse, the Board authorized
5 drug testing for students who participate in extracurricular activities.

6 Randomly, throughout the school year, mandatory substance screening will be required for students in
7 grades 7-12 who desire to participate in extracurricular activities. The drug testing program ~~is not~~
8 ~~punitive, but~~ is designed to create a safe, drug-free environment for students involved in extracurricular
9 activities and assist them in getting help when needed.

10 DEFINITION OF TERMS

11 **Extracurricular** is defined as — voluntary; not falling within the scope of regular curriculum and
12 carrying no academic credit. This includes all Cumberland County Schools' athletes, cheerleaders, band
13 members, club members, student council members, etc.

14 **Drugs** — Any substance, including alcohol, considered illegal or controlled by the Food and Drug
15 Administration. Substance abuse may, according to medical research, lead to serious health
16 complications.

17 **Calendar Year** — 365 days from date of positive test result

18 RANDOM DRUG TESTING

19 All students who participate in extracurricular activities shall be subject to random drug testing. All
20 parents/guardians of students who participate in extracurricular activities and the student who voluntarily
21 participates in extracurricular activities shall be required to sign a written consent for random drug testing
22 prior to participation. All signatures must be witnessed by a designated school official and must comply
23 with consent requirements as stated on the consent form. A student who participates in extracurricular
24 activities will not be allowed to participate in any extracurricular activity until the Random Drug Testing
25 Consent Form is signed. The principal may allow a custodial parent/guardian to give permission for
26 testing, if after reasonable attempts, the other parent/guardian is verified to be unavailable to sign the
27 permission form. **If a student who participates in extracurricular activities refuses to be tested at
28 anytime, he/she will be suspended from extracurricular activities for one calendar year.**

1 Random tests shall be unannounced. The cost of the random screening shall be the responsibility of the
2 Board.

3 **RANDOM TEST PROCEDURE**

4 Random drug testing will be conducted not less than two (2) times at various intervals during the calendar
5 year in grades 7-12.

6 Selection of students, who participate in extracurricular activities, for random testing shall be conducted
7 in the following manner:

8 The student number of each student who participates in extracurricular activities shall be placed in a
9 "pool" from which a blind draw will be held. The notification of those students who participate in
10 extracurricular activities, whose numbers were drawn for testing, will be made in person by a school
11 administrator/designee. Those selected for testing will be notified immediately and tested the same day.

12 **TESTING PROCEDURES**

13 Tests will be performed by a certified independent laboratory. Tests for any illegal drug or controlled
14 substance may be included.

15 Specimens will be collected in a manner to ensure student privacy to the greatest extent possible while
16 maintaining the integrity of the testing.

17 The school system shall follow strict procedures regarding the chain of custody and access to the test
18 results. The Medical Review Officer (MRO) of the collection facility will contact a person designated
19 by the director of schools, who will contact parents of a minor student for medication verification. If the
20 student is eighteen (18) years of age, the designee may contact him/her directly. A positive or negative
21 test will then be reported directly to the director of schools. Only the director of schools, the school
22 administration and the collection facility shall have access to test results. The results will be kept until
23 the student graduates. Should the student leave Cumberland County Schools, the records will be kept
24 until the student's projected date of graduation. All records shall be maintained in a secure location with
25 controlled access.

26 **PENALTIES**

27 If a student tests positive, the following action will be taken:

28 **First Offense**

- 29 1. Notify the parent/ guardian.
- 30 2. The principal will conduct a due process hearing with the parent/guardian and the student.
- 31 3. ~~The student will be given the option of:~~ The student is suspended from extracurricular
32 participation and will be given the option of:
33
34
35

- 1
2
3 a. Accepting a referral for participation in an assistance program and taking a drug test, which
4 may be weekly for up to six weeks, as determined by the MRO/family physician. This shall
5 be at the expense of the parent or guardian. If the student continues to test positive beyond
6 the retention time, or at the end of the six weeks time period, it will be considered his/her
7 second offense. *If the student tests negative beyond the retention time, the student may return
8 to normal extracurricular activity participation.*

9 OR

- 10 b. Suspension from participating in extracurricular activities for one calendar year from date of
11 first positive test result.

11 **Second Offense**

- 12 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
13
14 2. The principal will conduct a due process hearing with the parent/guardian and the student.
15
16 3. Participate in an assistance program and taking a drug test, which may be weekly for up to six
17 weeks, as determined by the MRO/family physician. This shall be at the expense of the parent or
18 guardian. If the student continues to test positive beyond the retention time, or at the end of the
19 six weeks time period, it will be considered his/her third offense.
20
21 4. The student will be referred to the juvenile court system.
22
23 5. The student is suspended from participating in extracurricular activities for one calendar year.

24 **Third Offense**

- 25 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
26
27 2. A due process hearing will be conducted by the principal with the parent/guardian and the
28 student.
29
30 3. The student will be referred to the juvenile court system.
31
32 4. The student is suspended from participating in extracurricular activities for the remainder of
33 his/her attendance in Cumberland County Schools.

34 *All penalties remain applicable while student is in attendance, regardless of withdrawal and re-
35 admittance into Cumberland County Schools.

Cumberland County Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Medicines	Descriptor Code: 6.405	Issued Date: 02/25/21
		Rescinds: 6.405	Issued: 04/26/18

1 If a student is required to take non-prescription or prescription medication during school hours and the
2 parent/guardian cannot be at school to administer the medication, only the principal/designee will assist
3 in self-administration of the medication if the student is competent to self-administer medicine with
4 assistance and in compliance with the following guidelines.¹

5 The parent/guardian must provide a written medication order on the Medication Authorization Form
6 from a licensed health care provider with a signed parent consent for use when prescription drugs,
7 inhalants, over-the-counter drugs, eye drops, creams and ointments are to be administered at school or
8 during a school field trip. The district reserves the right to clarify and verify medication orders directly
9 with the health care provider.

10 Written instructions signed by the parent/guardian are required and will include:

- 11 1. Child's name;
- 12 2. Name of Medication;
- 13 3. Name of Physician;
- 14 4. Time to be self-administered;
- 15 5. Dosage and directions for self-administration (non-prescription medicines must have label
16 directions);
- 17 6. Possible side effects, if known; and
- 18 7. Termination date for self-administration of the medication.

19 The administrator/designee will:

- 20 1. Inform appropriate school personnel of the medication to be self-administered;
- 21 2. Keep written instructions from parent/guardian in student's record;
- 22 3. Keep an accurate record of the self-administration of the medication as reported;
- 23 4. Keep all medication in a locked cabinet except medication retained by a student per physician's
24 order;
- 25 5. Return unused prescription to the parent/guardian only; and
- 26 6. Ensure that all guidelines developed by the Department of Health and the Department of
27 Education are followed.

28 The parent/guardian is responsible for informing the designated official of any change in the student's
29 health or change in medication.

30 A copy of this policy shall be provided made available to a parent/guardian upon receipt of a request for
31 long-term administration of medication.

1 The medication shall be delivered to the ~~principal's~~ nurse's clinic or front office in person by the
2 parent/guardian of the student unless the medication must be retained by the student for immediate self-
3 administration. The parent/guardian must provide a current professionally labeled bottle from a
4 pharmacist for prescription drugs. Over-the-counter medications (includes lotions, salves, ointments,
5 ibuprofen, Tylenol) must be unopened with the student's full name written on the bottle or box. All
6 CAM's-Complimentary and Alternative Medications shall be prescribed by a licensed prescriber on an
7 individual basis as determined by the child's health status. All medications, including over-the-counter
8 medication must be supplied by the parents/guardians in original containers.

9 **BLOOD GLUCOSE SELF-CHECKS²**

10 Upon written request of a parent/guardian, and if included in the student's medical management plan
11 and in the Individualized Healthcare Plan (IHP), a student with diabetes shall be permitted to perform a
12 blood glucose check or administer insulin using any necessary diabetes monitoring and treatment
13 supplies, including sharps. The student shall be permitted to perform the testing in any area of the school
14 or school grounds at any time necessary.

15 Sharps shall be stored in a secure, but accessible location, including the student's person, until use of
16 such sharps are appropriate.

17 Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee
18 Occupational Safety and Health Administration (TOSHA).³

19 **STUDENTS WITH PANCREATIC INSUFFICIENCY OR CYSTIC FIBROSIS⁴**

20 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage
21 their prescribed medication in a manner directed by a licensed healthcare provider without additional
22 assistance or direction. The Director of Schools shall maintain procedures for the development of an
23 IHP for every student who wishes to self-administer medications.

24 **STUDENTS WITH ADRENAL INSUFFICIENCY⁵**

25 The parent/guardian of a student with adrenal insufficiency shall notify the school district of the student's
26 diagnosis. Once notified, the district shall observe the following procedure:

- 27 1. The district shall train school personnel who will be responsible for administering the medication
28 for the treatment for adrenal insufficiency and any who volunteer to administer the medication.
- 29 2. The district shall maintain a record of all school personnel who have completed this training; and
- 30 3. If a student has an adrenal crisis, a school nurse or other licensed health care professional may
31 administer the prescribed medication to the student. If a school nurse or other licensed health
32 care professional is not immediately available, trained school personnel may administer the
33 prescribed medication.

34 The Director of Schools shall develop procedures on the administration of medications that treat adrenal
35 insufficiency, including the treatment of an adrenal crisis while on school transportation and during
36 activities such as field trips, and recordkeeping in accordance with state law.

37

1 **STUDENTS WITH ASTHMA**

2 Students with asthma shall be permitted to self-administer prescribed, metered dosage asthma reliever
3 inhalers if the parent/guardian provides a written statement.

4 Written statement from the prescribing health practitioner that the student has asthma and has been
5 instructed in self administration [as well as student will be able to demonstrate proficiency](#).

6 **STUDENTS WITH SEIZURES AND DIABETES⁶**

7 School personnel, who volunteer, under no duress or pressure and have been properly trained by a
8 Registered Nurse, are permitted to administer glycemic agents and anti-seizure medication in emergency
9 situations to a student based on physician's orders and/or the student's Individual Health Plan. If the
10 school nurse is on site, the nurse shall provide the service to the student.

11 The school nurse shall be responsible for updating and maintaining each Individual Health Plan. There
12 must be a parent/guardian signature on file giving permission prior to any trained school personnel
13 administering glycemic agent and anti-seizure to that parent/guardian's child. The decision as to whether
14 said personnel shall receive the prerequisite training, however, shall rest with the Cumberland County
15 School District.

Legal References

1. TCA 49-50-1602 *et seq.*; TRR/MS 0520-01-13-.03
2. TCA 49-50-1602(d)(7)
3. State Board of Education Policy 4.205 TRR/MS
0800-01-10
4. TCA 49-50-1601
5. TRR/MS 0520-01-12; State Board of Education
Policy 4.205
6. [TCA 49-50-1602 \(b\), \(g\)](#)

Cross References

Emergency Allergy Response Plan 6.412
Promoting Student Welfare 6.400

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Reporting Child Abuse	Descriptor Code: 6.409	Issued Date: 10/22/20
		Rescinds: 6.409	Issued: 12/05/19

1 General

2
3 The Director of Schools shall;¹

- 4 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional
- 5 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;
- 6 2. Require that the Coordinator and the Alternate receive appropriate training;
- 7 3. Supply the Coordinator with all necessary resources;
- 8 4. Ensure that all school personnel employees working directly with students annually complete
- 9 the child abuse training program required by state law.²

10 The Coordinator shall assist any employee with appropriately reporting and responding to instances of

11 child abuse or child sexual abuse.

12 REPORTING

13 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.³ If personnel

14 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed

15 immediately with the Coordinator, the Department of Children’s Services (DCS), and law

16 enforcement.⁴ When alleged abuse involves someone employed by, previously employed by, or

17 otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement

18 prior to notifying the Coordinator.⁵

19 The report shall include to the extent known by the reporter:⁵⁶

- 20 1. The name, address, telephone number and age of the child;
 - 21 2. The name, telephone number, and address of the parents or persons having custody of the child;
 - 22 3. The nature and extent of the abuse or neglect; and
 - 23 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
 - 24 abuse or neglect.
- 25

26 The Director of Schools/designee shall develop reporting procedures, including sample indicators of

27 abuse and neglect, and shall disseminate the procedures to all school personnel.

28 CONFIDENTIALITY

29 District employees shall keep all information regarding any child abuse confidential in accordance

30 with state law.

1 INVESTIGATIONS

2 School administrators and employees have a duty to cooperate, provide assistance and information in
 3 child abuse investigations⁶ ⁷ including permitting Department of Children’s Services child abuse review
 4 teams to conduct interviews while the child is at school. The principal may control the time, place and
 5 circumstances of the interview, but may not insist that a school employee be present even if the
 6 suspected abuser is a school employee or another student. The principal is not in violation of any laws
 7 by failing to inform parent(s) /guardian(s) that the child is to be interviewed even if the suspected
 8 abuser is not a member of the child’s household.⁷ ⁸

Legal References

1. ~~H.B. 2461, 111th Tenn. Gen. Assembly (2020);~~
TCA 49-6-1601
2. TCA 37-1-408 **Public Acts, Chapter No.841**
3. TCA 37-1-403(a)(1) TCA 37-1-412; TCA 37-1-602;
TCA 37-1-605(a)(4)
4. ~~TCA 37-1- 403(a)(2) H.B. 2461, 111th Tenn. Gen.~~
~~Assembly (2020) TCA 49-6-1601~~
5. ~~TCA 37-1-403(b)~~ **Public Acts of 2022, Chapter No.**
781
6. TCA 37-1-403(b)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

Recommendations and File Transfers 5.203
 Staff-Student Relations 5.610
 Interrogations and Searches 6.303
 Student Discrimination, Harassment, Bullying, Cyber-
 bullying, and Intimidation 6.304
 Title IX & Sexual Harassment 6.3041
Promoting Student Welfare 6.400

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.210	Issued Date: 06/25/20
		Rescinds: 4.210	Issued: 09/28/17

1 *General*¹

2 The Director of Schools shall ensure that credit recovery facilitators receive training regarding course
3 organization, online instruction management, and related technology.

4 Credit recovery teachers shall comply with all State Board of Education certification requirements.¹

5 **ADMISSION AND REMOVAL**²

6 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

7 1. The student's parent/guardian gives written consent for the student to enroll in the proposed
8 credit recovery course. Parent(s)/guardian(s) shall be informed that not all postsecondary
9 institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will
10 not accept credit recovery courses for credit; and

11
12 ~~2. CCHS & SMHS: The student has previously taken an initial, non-credit recovery section of the~~
13 ~~proposed course and received a grade of at least sixty percent (60%). Students who receive a~~
14 ~~grade of below sixty percent (60%) in the non-credit recovery section of the course must re-~~
15 ~~take the course.~~

16
17 3. ~~Phoenix:~~ The student has previously taken an initial, non-credit recovery section of the
18 proposed course and received a grade of at least fifty percent (50%). Students who receive a
19 grade of below fifty percent (50%) in the non-credit recovery section of the course must re-take
20 the course.

21 If a student is seeking to recover credit for the first semester of a two-semester course, the student may
22 not receive the full credit for the course until he/she has enrolled in and passed the second semester of
23 the course and taken any applicable End of Course examinations.

24 The Board shall track students enrolled in credit recovery courses as directed by the Tennessee
25 Department of Education.

26 **INSTRUCTION AND CONTENT**³

27 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content
28 and instruction.

29 The Director of Schools shall ensure that all credit recovery courses:

- 1 1. Align with Tennessee's current academic standards for the relevant course content area, as
2 approved by the State Board of Education; and
3
- 4 2. Differentiate instruction to address individual student growth needs based on diagnostic
5 assessment or End of Course data.

6 **Students in credit recovery programs:**

- 7 1. Shall complete a course skill-specific diagnostic to determine skill-specific goals;
8
- 9 2. Shall meet individual skill-specific goals in a flexible time frame as established by identified
10 student need;
11
- 12 3. May be required to complete additional assignments as directed by local board of education
13 credit recovery policy and credit recovery teacher of record; and
14
- 15 4. Shall master all individualized skill-specific goals as established by the diagnostic process in
16 order to earn credit.

17 **GRADES⁴**

18 Students passing credit recovery shall receive a grade of seventy percent (~~70~~ 60%). Grades awarded in
19 credit recovery courses shall adhere to the State Board of Education's Uniform Grading Policy.⁵

Legal References

1. SBOE Policy 2.103(7)(b)
2. SBOE Policy 2.103(7)(c)
3. SBOE Policy 2.103(7)(d)
4. SBOE Policy 2.103(7)(e)
5. SBOE Policy 3.301

Cross References

Grading System 4.600
Promotion and Retention 4.603

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Parent and Family Engagement	Descriptor Code: 4.502	Issued Date: 01/25/18
		Rescinds: 4.502	Issued: 02/24/11

1 GENERAL EXPECTATIONS FOR PARENT ENGAGEMENT

2 The board is committed to increasing and ensuring the involvement of parents and other family members in the
3 education of students.¹

4 The board shall implement the following as required by federal or state laws or regulations:²

- 5 • The school district shall annually work with parents in evaluating and potentially revising the provisions
6 of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers
7 to greater participation by parents (with particular attention to parents who are economically
8 disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial
9 or ethnic minority background).
- 10 • The school district shall provide the coordination, technical assistance, and other necessary support to
11 assist individual schools with planning and implementing parental involvement activities.
- 12 • The school district shall involve parents with the development of required educational or improvement
13 plans.
- 14 • The school district shall coordinate and integrate parental involvement strategies with those associated
15 with other federal or state programs.
- 16 • The school district shall put into operation activities and procedures for the involvement of parents in all
17 of its schools.¹ Those programs, activities, and procedures will be planned and operated with meaningful
18 consultation with parents.
- 19 • The school district shall ensure that activities and strategies are implemented to support this policy and
20 included in the district plan.
- 21 • The district improvement plan shall include strategies for parental participation in the district's schools,
22 which are designed to improve parent and teacher cooperation in such areas as homework, attendance,
23 discipline, and higher education opportunities for students.
- 24 • The district plan shall include procedures to enable parents to learn about the course of study of their
25 children and have access to all learning materials.
- 26 • The district plan shall identify opportunities for parents to participate in and support classroom
27 instruction in the school. Such opportunities include, but are not limited to, organizing fundraising
28 activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the
29 playground, offering after-school clubs, and recycling clothes.
- 30 • If the school district's plan is not satisfactory to parents, the school district shall submit parental
31 comments regarding the plan to the State Department of Education as required.

- 1 • The school district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.
2 The director of schools shall develop and implement any procedures necessary to accomplish the goals of this
3 policy.

4 **SCHOOL LEVEL POLICY**

5 Each school shall submit to the director of schools and board, for review and comment, its Title I school parent
6 involvement policy, which must meet state and federal requirements, including a school-parent compact. This
7 school level policy shall be developed jointly with and distributed to parents of participating students. A copy of
8 these documents shall be retained in the district office and made available on the school's (if applicable) and
9 school system's website.

10 **SUPPORT FOR PROGRAM**

11 If the Title I allocation is \$500,000 or more to the school system, then at least one percent (1%) of that
12 allocation shall be reserved for the purpose of promoting parent involvement. Parents of students participating in
13 the Title I programs shall be consulted on the use of these funds.

14 **FAMILY-SCHOOL PARTNERSHIPS¹**

15 Families and community members should be engaged in the education of students based on the following
16 standards:

- 17 • Families are welcomed into the school community;
18 • Families and school staff should engage in regular and meaningful communication about student
19 learning;
20 • Families and school staff work together to support student learning and development;
21 • Families are informed and encouraged to be advocates for students;
22 • Families are full partners in the decisions that affect children and families; and
23 • Community, civic, and business resources are made available to strengthen school programs, family
24 practices, and student learning.

25 Schools shall establish and develop programs and practices that enhance family engagement and address the
26 specific needs of students and families. Decisions affecting students, schools, and established schools'
27 procedures shall always be made within the parameters of legal and Board of Education policies. The
28 programs and practices will be comprehensive and coordinated and will include the following goals: ³

- 29 I. Assist families in developing skills and techniques to support their children's learning.
30
31 II. Promote clear, two-way communication between school and family about school issues,
32 instructional programs, and children's progress.
33

34

- 1 III. Identify and reduce barriers to family engagement, including such barriers as those of economic
2 concerns, disabilities, limited English proficiency, limited literacy, or issues related to cultural
3 diversity.
- 4
- 5 IV. Inform, involve, and train family members, where appropriate, in voluntary instructional and
6 support roles at school.
- 7
- 8
- 9 V. Provide information about community and support services for children and families.
- 10
- 11 VI. Include families in decision-making affecting schools and programs when consistent with law and
12 board policy.
- 13
- 14 VII. Provide professional development for teachers and staff on ways to work effectively with parents,
15 families, and volunteers.
- 16
- 17 VIII. Provide access to the family engagement policy for each family and post the policy in each school.

Legal References

1. [TCA 49-6-7001-7003](#)
2. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; SBOE Policy 4.207; TCA 49-2-305; 20 USCA § 6318
3. [State Board of Education-Parent/Family Involvement and Community Schools 4.207](#)

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 01/24/19
		Rescinds: 4.600	Issued: 01/25/18

1 The director of schools shall develop an administrative procedure to establish a system of grading and
2 assessment for evaluating and recording student progress and to measure student performance in
3 conjunction with board-adopted content standards for grades K-8.¹ The grading/assessment system shall
4 follow all applicable statutes and rules and regulations of the State Board of Education. The
5 grading/assessment system shall be uniform district-wide at comparable grade levels, except that the
6 director of schools shall have the authority to establish and operate ungraded and/or unstructured classes
7 in grades K-3 according to state rules and regulations.²

8 The director of schools shall submit a copy of the grading, reporting and assessment systems to the board
9 before the system is implemented.³ These guidelines shall be communicated annually to students and
10 parents/guardians.¹

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)**

13 Schools teaching grades nine through twelve shall use the uniform grading system established by the
14 State Board of Education. Using the uniform grading system, students' grades shall be reported for the
15 purposes of application for post-secondary financial assistance administered by the Tennessee Student
16 Assistance Corporation.

17 Subject-area grades shall be expressed by the following letters with their corresponding percentage
18 range:

- 19 • A (~~93-100~~) **90-100**
- 20 • B (~~85-92~~) **80-89**
- 21 • C (~~75-84~~) **70-79**
- 22 • D (~~70-74~~) **60-69**
- 23 • F (~~0-69~~) **0-59**

24 Letter grades transferred into the Cumberland County School System will be converted to
25 numerical grades for figuring class rank and scholarship purposes. Each letter grade will be assigned a
26 numerical grade that falls within the mid-point of the grade scale used in this system.

27 Transfer Scale: A+ = 100; A = ~~97~~ **95**; A- = ~~93~~ **90**; B+ = ~~92~~ **89**; B = ~~89~~ **85**; B- = ~~85~~ **80**; C+ = ~~84~~
28 **79**; C = ~~79~~ **75**; C- = ~~75~~ **70**; D+ = ~~74~~ **69**; D = ~~72~~ **65**; D- = ~~70~~ **60**; F = ~~69~~ **59**

29 This grading system shall be uniform throughout the school system for each grade.

1 Advanced coursework grades will be weighted with additional percentage points to calculate the
2 semester average. Depending on the course taken, the following percentage points will be assigned:

- 3 • Honors Courses – three (3) percentage points;
- 4 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment
5 Courses – four (4) percentage points; and
- 6 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and
7 International Baccalaureate Courses – five (5) percentage points.

8
9 Beginning with the senior class of 2019-20

10
11 GPA calculations will be called **Lottery GPA** and **Local Weighted GPA**. The **Lottery GPA** will be
12 based on a 4.0 scale. The **Local Weighted GPA** will be based on a **5.0 scale**. Teachers will continue
13 to add additional points to the final grade of the course, and the following guidelines will be adhered
14 to:

- 15 • One half (1/2) quality point shall be added to the numerical quality point value corresponding
16 to the letter grade received for the honors course.⁶
- 17 • One (1) quality point shall be added to the numerical quality point value corresponding to the
18 letter grade received in a Statewide Dual Credit Course, Industry Certification Aligned Course,
19 Dual Enrollment Course, or an Advanced Placement Course.⁶

20
21 Final Grade notification

- 22
23 • Honors courses – will receive three points added to their final grade
- 24 • Dual enrollment courses – students must be enrolled at Roane State Community College
25 (RSCC) and/or Tennessee college of Applied Technology (TCAT) to receive four additional
26 points to their final grade;
- 27 • Statewide dual credit courses - students enrolled in a statewide dual credit course must sit for
28 the dual credit exam in order to receive four additional points on their final grade
- 29 • AP courses – In order to receive five additional points, students are required to take the
30 corresponding AP exam;
- 31 • Industry Certifications – CTE courses that are aligned to an industry certification recognized by
32 the Tennessee Department of Education will receive an additional four points if the student sits
33 the industry certification exam.

34 **LOTTERY SCHOLARSHIPS⁴**

35 Each school counselor shall provide incoming freshman with information on college core courses
36 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score,
37 etc.) that must be met in order to receive a scholarship.

1 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
2 Student Aid (FAFSA). The FAFSA is available at the guidance office or online at www.fafsa.ed.gov.
3 Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications
4 in a timely manner.

5 Elementary school counselors should explain the HOPE Scholarship and its requirements to their
6 students and impress upon them the benefits of making good grades.

7 **LOTTERY SCHOLARSHIP DAY**

8 Each school year, prior to scheduling courses for the following school year, schools teaching students in
9 grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁵

Legal References

1. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
2. TCA 49-1-302(e)(2), (g)
3. TCA 49-2-203(b)(7)
4. TCA 49-4-904, 907
5. TCA 49-4-932(f)
6. Tennessee State Board of Education Policy 3.301

Cumberland County Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Medicines	Descriptor Code: 6.405	Issued Date: 02/25/21
		Rescinds: 6.405	Issued: 04/26/18

1 If a student is required to take non-prescription or prescription medication during school hours and the
2 parent/guardian cannot be at school to administer the medication, only the principal/designee will assist
3 in self-administration of the medication if the student is competent to self-administer medicine with
4 assistance and in compliance with the following guidelines.¹

5 The parent/guardian must provide a written medication order on the Medication Authorization Form
6 from a licensed health care provider with a signed parent consent for use when prescription drugs,
7 inhalants, over-the-counter drugs, eye drops, creams and ointments are to be administered at school or
8 during a school field trip. The district reserves the right to clarify and verify medication orders directly
9 with the health care provider.

10 Written instructions signed by the parent/guardian are required and will include:

- 11 1. Child's name;
- 12 2. Name of Medication;
- 13 3. Name of Physician;
- 14 4. Time to be self-administered;
- 15 5. Dosage and directions for self-administration (non-prescription medicines must have label
16 directions);
- 17 6. Possible side effects, if known; and
- 18 7. Termination date for self-administration of the medication.

19 The administrator/designee will:

- 20 1. Inform appropriate school personnel of the medication to be self-administered;
- 21 2. Keep written instructions from parent/guardian in student's record;
- 22 3. Keep an accurate record of the self-administration of the medication as reported;
- 23 4. Keep all medication in a locked cabinet except medication retained by a student per physician's
24 order;
- 25 5. Return unused prescription to the parent/guardian only; and
- 26 6. Ensure that all guidelines developed by the Department of Health and the Department of
27 Education are followed.

28 The parent/guardian is responsible for informing the designated official of any change in the student's
29 health or change in medication.

30 A copy of this policy shall be provided made available to a parent/guardian upon receipt of a request for
31 long-term administration of medication.

1 The medication shall be delivered to the ~~principal's~~ nurse's clinic or front office in person by the
2 parent/guardian of the student unless the medication must be retained by the student for immediate self-
3 administration. The parent/guardian must provide a current professionally labeled bottle from a
4 pharmacist for prescription drugs. Over-the-counter medications (includes lotions, salves, ointments,
5 ibuprofen, Tylenol) must be unopened with the student's full name written on the bottle or box. All
6 CAM's-Complimentary and Alternative Medications shall be prescribed by a licensed prescriber on an
7 individual basis as determined by the child's health status. All medications, including over-the-counter
8 medication must be supplied by the parents/guardians in original containers.

9 **BLOOD GLUCOSE SELF-CHECKS²**

10 Upon written request of a parent/guardian, and if included in the student's medical management plan
11 and in the Individualized Healthcare Plan (IHP), a student with diabetes shall be permitted to perform a
12 blood glucose check or administer insulin using any necessary diabetes monitoring and treatment
13 supplies, including sharps. The student shall be permitted to perform the testing in any area of the school
14 or school grounds at any time necessary.

15 Sharps shall be stored in a secure, but accessible location, including the student's person, until use of
16 such sharps are appropriate.

17 Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee
18 Occupational Safety and Health Administration (TOSHA).³

19 **STUDENTS WITH PANCREATIC INSUFFICIENCY OR CYSTIC FIBROSIS⁴**

20 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage
21 their prescribed medication in a manner directed by a licensed healthcare provider without additional
22 assistance or direction. The Director of Schools shall maintain procedures for the development of an
23 IHP for every student who wishes to self-administer medications.

24 **STUDENTS WITH ADRENAL INSUFFICIENCY⁵**

25 The parent/guardian of a student with adrenal insufficiency shall notify the school district of the student's
26 diagnosis. Once notified, the district shall observe the following procedure:

- 27 1. The district shall train school personnel who will be responsible for administering the medication
28 for the treatment for adrenal insufficiency and any who volunteer to administer the medication.
- 29 2. The district shall maintain a record of all school personnel who have completed this training; and
- 30 3. If a student has an adrenal crisis, a school nurse or other licensed health care professional may
31 administer the prescribed medication to the student. If a school nurse or other licensed health
32 care professional is not immediately available, trained school personnel may administer the
33 prescribed medication.

34 The Director of Schools shall develop procedures on the administration of medications that treat adrenal
35 insufficiency, including the treatment of an adrenal crisis while on school transportation and during
36 activities such as field trips, and recordkeeping in accordance with state law.

37

1 **STUDENTS WITH ASTHMA**

2 Students with asthma shall be permitted to self-administer prescribed, metered dosage asthma reliever
3 inhalers if the parent/guardian provides a written statement.

4 Written statement from the prescribing health practitioner that the student has asthma and has been
5 instructed in self administration [as well as student will be able to demonstrate proficiency](#).

6 **STUDENTS WITH SEIZURES AND DIABETES⁶**

7 School personnel, who volunteer, under no duress or pressure and have been properly trained by a
8 Registered Nurse, are permitted to administer glycemic agents and anti-seizure medication in emergency
9 situations to a student based on physician's orders and/or the student's Individual Health Plan. If the
10 school nurse is on site, the nurse shall provide the service to the student.

11 The school nurse shall be responsible for updating and maintaining each Individual Health Plan. There
12 must be a parent/guardian signature on file giving permission prior to any trained school personnel
13 administering glycemic agent and anti-seizure to that parent/guardian's child. The decision as to whether
14 said personnel shall receive the prerequisite training, however, shall rest with the Cumberland County
15 School District.

Legal References

1. TCA 49-50-1602 *et seq.*; TRR/MS 0520-01-13-.03
2. TCA 49-50-1602(d)(7)
3. State Board of Education Policy 4.205 TRR/MS
0800-01-10
4. TCA 49-50-1601
5. TRR/MS 0520-01-12; State Board of Education
Policy 4.205
6. [TCA 49-50-1602 \(b\), \(g\)](#)

Cross References

Emergency Allergy Response Plan 6.412
Promoting Student Welfare 6.400

Cumberland County Board of Education

368 Fourth Street, Crossville, TN 38555

Section 1

Due to the fact that these additions, remodels or construction projects when completed become the sole responsibility and liability of Cumberland County Schools, all projects must be reviewed by the Building and Grounds committee and approved by the full Board of Education

Date 7-15-2022

School Name Martin Elem

Project Name Crosswalk

Project Description Replacing drain culvert in front parking lot

with bigger pipe in hopes to drain more water from front of school

Estimated Value \$10,000.-

Funding Source Gen Budget Maintenance

Section 2

Plans, designs, installation information and process for funding must be submitted to the Maintenance Department for review. These documents must include Fire Marshall, Codes Inspectors, Playground Inspectors and Insurance approval as needed.

Approved by:

Director of Maintenance Mary Kingen

Fire Marshall Code Inspectors City Approved

Playground Inspectors Insurance Approval

Director of Schools _____

Building and Grounds Committee _____

Board of Education Approval Date _____

**CONTRACT
BETWEEN
CUMBERLAND COUNTY BOARD OF EDUCATION
AND
EDUCATIONAL RESOURCE MANAGEMENT CONSORTIUM, LLC**

This Contract (“Contract”) is entered into by and between the **CUMBERLAND COUNTY BOARD OF EDUCATION** (“CCBOE”) and (“Contractor”) for the limited purpose of allowing Contractor to provide education consulting services to CCBOE.

WHEREAS, CCBOE is dedicated to ensuring that its cross-cutting grants management policies and procedures are in alignment with federal and state requirements. CCBOE is also committed to ensuring compliance with the planning, programming, and expenditure of ESSER 1.0 (“ESSER 1.0” from the Coronavirus Aid, Relief, and Economic, Security Act), ESSER 2.0 (“ESSER 2.0” from the Coronavirus Response and Relief Supplemental Appropriations Act), and ESSER 3.0 (“ESSER 3.0” from the American Rescue Plan Act of 2021).

WHEREAS, Contractor contracts with persons experienced in the direct oversight and administration of compliant federal education grants management. Contractor represents that it has in effect all licenses, permissions, certifications, and otherwise all legal qualifications to perform under this Contract.

It is agreed as follows:

- 1. Parties.** CCBOE is a local education agency (“LEA”) that is subject to regulations under Tennessee and federal law related to the education of children. Contractor represents and warrants that Contractor’s employees have appropriate training and screening to be eligible to provide these services pursuant to this Contract, though Contractor will not provide direct services to children. Contractor will work and communicate directly with CCBOE staff.

- 2. Scope of Services and Required Behavior.** Contractor agrees to ensure that each of its employees who serve CCBOE will comply with the following conduct:
 - a. Contractor will consult with CCBOE federal programs staff and review CCBOE policies and related cross-cutting procedures focused on: records retention, audits, procurement, obligation and liquidation, travel expenses and reimbursements, equipment, and personnel for compliance with federal and state requirements.
 - b. Within 90 days of receiving all needed information and documents from CCBOE, Contractor will produce a written report summarizing the review and analysis of CCBOE policies and procedures noted above in 2(a) as well as provide suggested actions, and if appropriate, sample documents and templates.
 - c. Contractor will review sample ESSER 1.0, 2.0, and 3.0 expenses and related documentation to test internal controls and share determinations and suggestions for any potential

areas of concern in a final report within 90 days of receipt of all necessary information and documents from CCBOE.

d. Contractor will participate in a scheduled call with CCBOE staff to discuss the final report determinations.

e. Contractor will meet with CCBOE's Federal Programs Director and meet with her biweekly or as requested on an "as needed" basis.

f. Total compensation for this contract shall not exceed \$44,500. Invoice, final report, and related templates will be emailed to barness5@ccschools.k12tn.net.

3. Evaluation of Contractor Performance. CCBOE Federal Programs Director or designee will be responsible for performing and documenting Contractor's performance evaluation during the term of this Contract. Contractor performance will be evaluated based on: a) Timeliness and thoroughness of final report, and b) feedback from CCBOE staff on the quality and applicability of the consulting services

4. Indemnification. Contractor shall indemnify and hold harmless CCBOE, its agents and employees from any and all liability to Contractor, its agents and employees or any third parties for claims, personal injuries, property damages, or loss of life or property resulting from, or in any way connected with, or alleged to have arisen from the performance of this Contract, except where the proximate cause of such injury, damage or loss was the sole negligence of CCBOE, its agents or employees. Contractor shall save, indemnify and hold CCBOE harmless and pay all judgments that shall be rendered in any such actions, suits, claims, or demands against CCBOE alleging liability referenced above, except where the proximate cause of such injury, damage or loss was the sole negligence of CCBOE, its agents or employees.

5. Independent Contractor. Contractor and its employees shall render all services to CCBOE as an independent contractor and shall not be considered an officer, agent or employee of CCBOE. Contractor and its employees are not entitled to any form of compensation, benefits, insurance, pension, worker's compensation, or any other benefit provided to an employee of CCBOE because Contractor is not an employee of CCBOE.

6. Confidentiality. The Contractor agrees that any and all educational information related to CCBOE students and staff that may be acquired by the Contractor's employees will be kept strictly confidential and the Contractor's employees shall not share such information with any person or entity outside of CCBOE personnel without prior approval from CCBOE in writing.

a) Contractor shall keep in strict confidence as required and to the fullest extent required by any Applicable Law, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g and the Children's Online Privacy Protection Act of 1998 ("COPPA") 15 U.S.C. § 6501-6506, any and all records and information, in whatever form or format received, pertaining to CCBOE's individual students and children, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services or supplemental educational services, social security or public benefits, or information as to race, ethnicity, or disability.

b) With regard to any reports, studies, or other works developed in the course of this Contract, or as a result thereof, Contractor shall not publish Confidential Information or any other information which identifies students, employees, or officers of CCBOE by full name without first obtaining written consent from such individuals, or in the case of a student, his or her parent or legal guardian. Contractor shall provide to CCBOE for its review any proposed publication, brochure, or advertisement in which CCBOE is named not less than thirty (30) calendar days prior to submission for publication and Contractor shall remove CCBOE's name or information identifying CCBOE from the publication if CCBOE requests removal.

7. Term. The term of this Contract shall be from July 13, 2022 and shall terminate on March 1, 2023, unless terminated earlier pursuant to paragraph 13 herein.

8. Compensation. Contractor agrees to bill CCBOE at the contract rate of \$44,500. Payment will be due within 30 days upon receipt of invoice.

9. Record Keeping. Contractor shall maintain documentation for all charges against CCBOE. The books, records, and documents of Contractor, insofar as they relate to work performed or money received under the Contract, shall be maintained for a period of five (5) full years from the date of final payment.

10. Termination. If the Contractor shall fail to fulfill, in a timely and proper manner, the Contractor's obligations under this Agreement. If Contractor or any of its professionals assigned to work with CCBOE violate any state or federal law or regulation, CCBOE shall have the right to immediately terminate this Contract without notice.

11. Force Majeure. Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.

12. Entire Agreement and Amendments. This Contract contains the entire agreement between the parties with respect to the subject matter hereunder, and no waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by both CCBOE and the Contractor.

13. Severability. If any provision of this Contract is rendered or declared illegal by reason of any existing or subsequently enacted legislation or by decree of a court of last resort, CCBOE and the Contractor will promptly meet and negotiate substitute provisions for those declared or rendered illegal, but all the remaining provisions of the Contract shall, otherwise, remain in full force and effect.

14. Syntax. Any reference in this Contract to the singular includes the plural and vice versa.

15. Gender. Any reference in this Contract to the masculine gender includes the feminine and neuter genders and vice versa.

16. Captions. The headings or captions of the Paragraphs of this Contract are inserted for convenience and reference only and shall not be deemed a part hereof or used in the construction or interpretation hereof.

17. Governing Law. This Contract shall be governed by and enforced under the laws of the State of Tennessee.

18. Waiver. Any party's failure to insist on compliance or enforcement of any provision of this Contract shall not affect its validity or enforceability.

19. Iran Divestment Act. In accordance with the Iran Divestment Act, Tennessee Code Annotated ("TCA") §12-12-101 et seq., Contractor certifies that to the best of its knowledge and belief, neither Contractor nor any of its subcontractors are on the list created pursuant to TCA §12-12-106. Misrepresentation may result in civil and criminal sanctions, including contract termination.

20. Debarment and Suspension. Contractor certifies, to the best of its knowledge and belief, that it, its current and future principals, its current and future subcontractors and their principals:

a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal or state department or agency;

b) have not within a three (3) year period preceding this Contract been convicted of, or had a civil judgment rendered against them from commission of fraud, or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or grant under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;

c) are not presently indicted or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses detailed in section b. of this certification; and

d) has not within a three (3) year period preceding this Contract had one or more public transactions (federal, state, or local) terminated for cause or default.

e) Contractor shall provide immediate written notice to CCBOE if at any time it learns that there was an earlier failure to disclose information or that due to changed circumstances, its principals or the principals of its subcontractors are excluded or disqualified.

21. Counterparts. More than one (1) copy of this Contract may be executed, and all parties agree and acknowledge that each executed copy shall be a duplicate original.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date of the last signature applied hereto.

CUMBERLAND COUNTY BOARD OF EDUCATION

By: _____

Date: _____

CONTRACTOR

Date: _____

By:

Larry J. Baker, Ed.D., CEO of Educational Resource and Management Consortium, LLC

QUOTE

ATTN: Stephanie Barnes
Cumberland County Board of Education 368 Fourth Street Crossville, TN 38555
Email: barness5@ccschools.k12tn.net

QTY	DESCRIPTION	COST
	Educational consulting services to include the following:	\$44,500
1	Comprehensive review of CCBOE policies and cross-cutting procedures related to the following topics for compliance with EDGAR and UGG: <ul style="list-style-type: none"> ● records retention ● audits ● procurement ● obligation and liquidation ● travel expenses and reimbursements ● equipment ● personnel 	
1	Review of selected sample ESSER 1.0, 2.0, and 3.0 expenses and related documentation to test the internal controls of the procedures noted above. CCBOE federal programs staff will provide sample expenses and documentation for each ESSER grant for ERMC consultants to test for alignment with procedures and requirements (including the documents related to ESSER equitable services for participating non-public schools).	
1	Completion of a thorough report including a summary and analysis for every policy and procedure reviewed. Suggestions for potential areas of risk will be provided as well as sample documents and templates (as needed).	
1	Completion of the final written report will be submitted within 90 days of receiving needed information and documents from CCBOE federal programs staff. ERMC consultants will schedule a call with district/federal programs staff to discuss the report determinations.	
1	Availability for calls, virtual meetings, and email communication as needed/requested.	

TOTAL	\$44,500
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SPECIAL NOTES

This quote for educational consulting services is submitted on 07/13/22.
It is valid until 03/01/2023.

This price includes at least two levels of review by experienced educational consultants, who will also utilize information available in ePlan and on other publicly-accessible sites. The estimate includes access to a secure site to which CCBOE staff will upload artifacts for review.

CONTRACTOR:

Educational Resource and Management Consortium, LLC
Dr. Larry J. Baker, CEO
710 Dell Place
Bozeman, MT 59715
406-219-8579
Email: consultants@er-mc.org
<https://www.er-mc.org>

Memorandum of Understanding
Between the Cumberland County Schools &
Dr. Lauren Fox-Bergvin for Consulting Physician Services

School Year 2022-2023

I. Parties:

This agreement is by and between Dr. Lauren Fox-Bergvin and Cumberland County Schools a public school district. Dr. Lauren Fox-Bergvin, hereinafter referred to as the "Consulting Physician" is to document essential assurances, obligations and related information pertaining to medical practices within the Cumberland County Public School System.

II. Purpose

This memorandum of understanding sets out the terms by which Dr. Lauren Fox-Bergvin and the Board of Education will work together to have successful and available health services within Cumberland County schools.

III. Scope of Services

As the Consulting Physician for Cumberland County Public Schools, The following services shall be provided:

- Review of district health related policies, offering suggestions for improvement and aligning with most current medical regulations.
- Review of school protocols for compliance with medical regulations.
- Development of medical protocols, as needed.
- Development and review of standing medical orders, as needed.
- Consult regularly with the lead school nurse.
- Consult with school administrators and other school personnel, as needed.

Examples of where school physician consultation may be useful but are not limited to:

- Students with special health care needs
- Students with individualized educational plans (IEP); individual health care plans (IHCP) and Section 504 plans, as needed
- Immunizations or implementation of state mandated immunization regulations

Infection and outbreak control

- Medical orders for emergency medications
- Policy, procedures and protocols

The Consulting Physician agrees to comply with all of the provisions of state and federal laws and regulations, including provisions related to the collection or release of any student data as well as the administration of any student health screenings or students surveys, and required parental notifications and approvals for the following laws: Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), Health Insurance Portability and Accountability Act (HIPAA), Tennessee Data Accessibility, Transparency and Accountability Act of 2014 (Chapter 905 pf the Public Acts of 2014), and Chapter 1013 of the Public Acts of 2014.

IV. COMPENSATION/AGENCY RELATIONSHIP

It is agreed that Consulting Physician is offering the services specified herein on a volunteer basis and that no employee/employer relationship is intended or resulting from this agreement.

V. Duration of the Understanding

This understanding will remain in effect and may be updated at any time through the written agreement of each partner. Any party can terminate the agreement with 15 days written notice.

VI. Signatures

Cumberland County Board of Education and the consulting physician agree to this memorandum of understanding and its purpose. The parties also agree to maintain regular and open communication to evaluate the effect of this agreement and suggest improvements and adjustments that may be necessary.

This agreement constitutes a final written expression of the terms of this agreement.

IN WITNESS WHEREOF, the parties have caused this agreement to be signed by their duly authorized officers.

Mr. William Stepp, Director of Schools in Cumberland County

Date

Dr. Lauren Fox-Bergvin

Date

Memorandum of Understanding

between

Avalon Center: Domestic Violence and Sexual Assault Program
and
Cumberland County Board of Education

I. Parties

- a. This memorandum of understanding is by and between the Avalon Center, a nonprofit organization that works to support schools in implementing prevention education, and the Cumberland County Board of Education, a public school district located in Cumberland County, Tennessee.

II. Purpose

- a. This memorandum of understanding sets out the terms by which Avalon Center and the Board of Education will work together to implement the Life of Point Curriculum within Cumberland Counties' schools.

III. Key Contacts

- a. The key contact for the Avalon Center will be the Child and Youth Program Director and the Coordinated School Health Supervisor will be the key contact for the Board of Education. These individuals are responsible for ensuring the conduct of the activities listed below:

IV. Avalon Center's Roles and Responsibilities

- a. Avalon Center agrees to:
 - i. Develop a lesson plan for the Life on Point Curriculum, in compliance with the current state educational standards, to be submitted to the Cumberland County Board of Education for approval.
 - ii. Facilitate presentations of the approved Life on Point lesson plan to Cumberland County students in seventh and eighth grades.

V. Cumberland County Board of Education's Roles and Responsibilities

- a. The Board of Education agrees to:
 - i. Assist in the development of the lesson plan for the Life on Point Curriculum.
 - ii. Provide approval for the Life on Point lesson plan.

- iii. Permit Avalon Center staff to provide Life on Point presentations to Cumberland County students in seventh and eighth grades.
- iv. Provide information to teachers, guidance counselors, and principals within the school system about the availability of Life on Point presentations.

VI. Duration of the Understanding

- a. This understanding will remain in effect until _____ and may be updated at any time through the written agreement of each partner. Any party can terminate the agreement with 15 days written notice.

VII. Signatures

- a. This memorandum of understanding shall be effective upon the signatures of the Avalon Center and Cumberland County Board of Education authorized officials. The Avalon Center and Board of Education both warrant that the persons signing this agreement are authorized to execute this agreement with full authority and bind their respective party accordingly to the memorandum of understanding.

Cumberland Co. Board of Education, Title

Date

Avalon Center, Title

Date



Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Western Governors University
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Local Education Agency (LEA)	Cumberland County School District
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Academic Year of Agreement	1 September 2022 – 31 August 2023
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EPP Contact/Designee	
Name: Jonathan Workman	Title: Field Experience Outreach Relationship Specialist
Email Address: Jonathan.workman@wgu.edu	Phone Number: 385-428-8965

LEA Contact/Designee	
Name: Rebecca Farley	Title: Supervisor of Instruction, Grades Pre-K-8
Email: rfarley@ccschools.k12tn.net	Phone Number: 931-484-6135

Other Key Staff	
Name: Amy Warren	Name: Danielle Borja
Title: Placement Coordinator	Title: Placement Coordinator
Name:	Name:
Title:	Title:

Certification (signatures verify partnership)							
EPP Head Administrator	<table style="width: 100%;"> <tr> <td style="width: 60%;">Name: Jennifer Doshier</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td>Title: Director, Field Experience, Teachers College</td> <td></td> </tr> <tr> <td colspan="2">Signature:</td> </tr> </table>	Name: Jennifer Doshier	Date:	Title: Director, Field Experience, Teachers College		Signature:	
Name: Jennifer Doshier	Date:						
Title: Director, Field Experience, Teachers College							
Signature:							
LEA Director of Schools	<table style="width: 100%;"> <tr> <td style="width: 60%;">Name: William Stepp</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td>Title: Director of Schools</td> <td></td> </tr> <tr> <td colspan="2">Signature:</td> </tr> </table>	Name: William Stepp	Date:	Title: Director of Schools		Signature:	
Name: William Stepp	Date:						
Title: Director of Schools							
Signature:							

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Prompt 1: Identify the collaboratively-developed recruitment and selection strategies and goals.
(500 words)

General Candidate Selection and Support

Educator candidates are admitted to WGU followed by formal admission to the TC and the educator preparation program. During the program candidates receive guidance and support to ensure professional success after graduation.

WGU General Admission Requirements

WGU focuses on student success by identifying students who are most likely to thrive in WGU's learning environment. To be admitted into WGU undergraduate programs applicants must:

- Have earned a high school diploma or GED
- Submit official transcripts of all prior academic work completed at community colleges, colleges, or universities attended.
- Meet any program-specific admissions requirements (see below).
- Interview with a WGU Enrollment Counselor to determine "fit" with WGU's expectations

WGU general admission requirements and policies appear on the website at www.wgu.edu/admissions/requirements. Candidate Recruitment, Selection, and Monitoring, provides a synopsis of this admission process. WGU uses a three-part screening strategy to ensure that admitted students have a higher likelihood of success in the WGU learning environment. This assessment is required for any applicant to the TC who does not submit a transcript verifying completion of at least an associate degree. In addition, to guide the admission of students into its programs, WGU employs a predictive admissions model to assess the likelihood of success for each student, based primarily on their prior academic experience in conjunction with the results of the readiness assessment.

TC Formal Program Admission

Students are accepted into TC programs upon successful completion of basic skills and content exams, background check, dispositional assessment, and competencies in program-specific courses. Formal admission into the program provides access to the Preclinical Experience (PCE). In preparation for DT, candidates complete PCE designed to introduce them to the classroom through a series of activities, including observations and lesson planning.

See agreement below for further information

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Prompt 2: Identify how entities will collaborate to select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. (500 words)

Clinical educators support teacher candidates throughout clinical experiences and play key roles in the quality of the experience. WGU has collaborated with the school district to implement processes for the selection, training, and support of clinical educators.

Selection

Clinical educators provide regular, detailed feedback to candidates during the clinical experience: Clinical Supervisors (CSs), hired by WGU, and Host Teachers (HTs), selected by the school district, based upon qualifications from Tennessee Educator Preparation Policy 5.504, WGU and the school district.

The CS serves as advisor, observer, and assessor throughout the candidate's experience. The CS must meet the following qualifications:

- Master's degree in education preferred, minimum of a bachelor's degree in education
- 5-years of teaching and/or education administration experience
- Knowledgeable in current teaching strategies
- Comfortable in using technology to enhance teaching
- Comfortable with virtual settings

The HT is the cooperating teacher in the school who hosts the candidate.

WGU additional qualifications:

- 5-years of experience preferred
- Models WGU ethical considerations
- Demonstrated competence with technology

Training

WGU provides training for clinical educators. The Clinical Experience Liaison Team (CEL) conducts training, tracks completion of training, and creates all support resources.

Clinical Supervisors. Must attend orientation prior to each cohort, which provides training information, expectations, and informs when and where to go for support.

Host Teachers. WGU provides training and support to effectively guide, collaborate, and support the teacher candidate. Prior to the clinical experience, a welcome email is sent including a links to the Host Teacher Training Webinar, the Online Host Teacher Folder, and the Host Teacher Training and Support Site.

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Support Resources

CEL maintains support sites for CSs and HTs that serve as resources after orientation and houses all training materials. They contain all information CS's and HT's need to complete their duties, including policies, procedures, and expectations concerning CS and HT quality and job duties; support for our candidates; how to work with adult learners; pacing during demonstration teaching, etc.

CEL implemented outreach programs for CSs and HTs to increase communication, training, support, and to help build a sense of community. Emails are sent to provide just-in time support throughout the cohort. These short but impactful outreach efforts include updates, timely reminders, tips, and trainings to assist the CS/HT continue to support candidates, and inspirational stories about our students.

Evaluation and Retention

The WGU Clinical Partner Survey provides a 360-degree evaluation of how well Teachers College programs prepare and support candidates during demonstration teaching. Perspectives from the HT, CS, principals, and candidates provide evidence of the quality of candidate performance, program preparation, and support mechanisms during demonstration teaching. Individual feedback will be shared with the appropriate clinical educators.

See agreement below for further information

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

STUDENT TEACHING LETTER OF AGREEMENT

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and the District. The terms and conditions set forth in this Agreement shall take effect and bind the parties upon District's acceptance of a WGU Teacher Candidate for Field Experience. (Alternatively, if a different agreement is desired, or if a signed agreement is needed please contact WGU as described at the end of this Agreement.)

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the WGU full-time and continuous requirement of 12 weeks or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to have completed a background check acceptable to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.
- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Encourage Cooperating Teachers to participate in WGU's training, held for each cohort (Fall or Spring) when a new Teacher Candidate is assigned, to understand WGU's policies, processes, procedures, and how to mentor adult learners.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Designation of Representative.** Each party shall designate a representative to serve as a point of contact between the parties for communication and coordination of Student Teaching.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.
- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.

- You must follow appropriate protocol to submit recordings to WGU.
 - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
 - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
 - You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
 - **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
 - **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties.
 - **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
 - **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

This Agreement is effective as indicated above.

THIS SERVICES AGREEMENT (this "**Agreement**") is made by and between TNTP, Inc., a not-for-profit corporation organized under the laws of the State of Delaware, with its principal office at 500 7th Avenue, 8th Floor, New York, New York 10018 ("**TNTP**"), and Cumberland County Schools, with its principal office at 368 4th Street, Crossville, TN 38555 (the "**Client**"). This Agreement shall be effective as of the later of the dates beneath the parties' signatures below (the "**Effective Date**").

STATEMENT OF PURPOSE: TNTP entered into Contract No. 73912 with the State of Tennessee, Department of Education (the "State"), dated April 1, 2022, pursuant to which TNTP would provide support services for school districts awarded a Math Implementation Support Grant ("State Contract"). The State Contract requires each participating school district to enter into its own contract with TNTP for support services. The Client is a Math Implementation Support Grant Recipient. Accordingly, the Client wants to engage TNTP to provide school support as detailed in this Agreement. Any terms not defined here shall have the meaning assigned to them in the State Contract.

Section 1. Term and Services.

For the period commencing on the Effective Date until **April 30, 2024** (the "**Term**"), TNTP agrees to provide services for the Client as specified in Schedule A ("**TNTP's Services**"), attached to and incorporated by reference in this Agreement. TNTP's Client proposal will be considered accepted upon execution or upon commencement of the services at Client's direction following Client's instructions to commence services under the Proposal.

Section 2. Client Responsibilities.

Cooperate with TNTP, to facilitate the performance of TNTP's Services, and provide TNTP with access (which may be in-person or via virtual means such as teleconference and videoconference, as agreed upon by the parties) to Client personnel, classrooms, meeting spaces, and buildings as needed for TNTP's Services. The Services may require student and/or teacher surveys, focus groups, student work samples and video recordings of classroom activities, students or groups.

TNTP and Client may mutually agree to permit in-person essential work-site visits under certain, very limited circumstances. In making a determination to permit in-person, essential work-site visits, TNTP and Client will take into account CDC guidance, state and local regulations and guidance, the school and district's health and safety COVID-19 response plan and the internal policies of both Client and TNTP. The parties must mutually agree that in-person work-site visits are essential, cannot be done virtually. If the parties agree to work-site visits, school staff and TNTP will be instructed to follow all healthy and safety procedures, including the requisite Personal Protective Equipment prior to commencing on-site work. TNTP reserves the right to discontinue work-site visits at any time if TNTP determines that cessation of work-site visits is necessary to protect the health and safety of its personnel.

If required by the scope of services, provide to TNTP, at no cost to TNTP, and within thirty (30) days of a written request all requested student data ("**Student Data**"), teacher and staff related data ("**Staff Data**"), and demographic and school/district information ("**School Data**"). Student Data, Staff Data, and School Data is collectively referred to herein as "**Data**," as provided in Section 10 of this agreement. The Client's failure to provide TNTP with Data, or access to collect the Data, may cause a material delay in the delivery of services for which TNTP will not be held responsible.

Section 3. Acknowledgements.

- a. For the purposes of this agreement and pursuant to FERPA, CFR 99.31, a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) Is subject to CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records. The Client designates TNTP to act in a School Official role for the purposes outlined in the Scope of Work.
- b. TNTP's relationship to the Client is that of an independent contractor. The Client and TNTP intend that an independent contractor relationship be created by this Agreement, and not an employer/employee relationship, partnership, joint

venture or other business group or concerted action. TNTP may upon written notice to you, subcontract any portion of TNTP's Services in its sole discretion. The Client, and not TNTP, is responsible for all employment-related obligations, liabilities, and decisions that may relate to the implementation of TNTP's services.

- c. TNTP will use its reasonable efforts to achieve the deadlines for services, if any, set forth in any timetable and/or dates for delivery contained in the Scope of Services.
- d. TNTP may use video for any of TNTP's Services in its sole discretion and for its legitimate business purposes in perpetuity so long as it is made pursuant to all federal, state and local laws, rules and policies relating to confidentiality and protected information.

Section 4. Representations and Warranties. Each party agrees that it:

- a. Has the full right, power, legal capacity and authority to enter into this Agreement and to carry out its obligations hereunder.
- b. Maintains adequate and appropriate insurance, including comprehensive general liability, professional liability and workers' compensation insurance, to cover activities under this Agreement.
- c. Will comply in all material respects with all applicable federal, state, and local laws, ordinances, codes, and regulations in performing its services hereunder.
- d. Is not subject to and will not enter into any agreement or arrangements which preclude compliance with the provisions of this Agreement.

Section 5. Payment and Invoicing.

The Client shall pay a flat fee to TNTP in the amount of \$142,500 for TNTP Services (the "Client Fee"). TNTP shall invoice the Client for the total Client Fee according to the following schedule:

Invoice Date	Invoice Amount
May 20, 2023	\$71,250.00
April 30, 2024	\$71,250.00
Total	\$142,500.00

TNTP will submit an invoice reflecting the flat fee according to the above schedule. TNTP's failure to timely invoice will not constitute a waiver of any of TNTP's rights hereunder or constitute a breach by TNTP of this Agreement. The invoice is due and payable by ACH or wire transfer within 30 days of your receipt of the invoice, without regard to any delay for purchase order or invoice reference. The Client will validate any changes to ACH or wire payments by contacting TNTP at finance@tntp.org. After 30 days, interest may be charged at a rate of 1% per month. The Client agrees to provide, for inclusion in each Project Proposal, the specific information that must be included on an invoice (e.g., a Purchase Order Number or other reference). If there are disputed amounts on any invoice, the balance of such invoice, after deducting any disputed amounts, shall be paid in full when due and payable, and the disputed amounts shall be presented to TNTP for resolution as soon as such disputed amounts have been determined by the Client. The Client shall not be obligated to compensate TNTP for, and TNTP shall not be obligated to provide, services to be performed after termination of this Agreement.

Financial Contacts:

For TNTP: Tonya Horton
EVP, Central Operations
ar@tntp.org

For Client: _____ (Financial Contact Name)
 _____ (Title)
 _____ (Email Address)
(TNTP will direct invoices to this address)

Section 6. Termination.

If at any time either of the parties believes that the other party has materially breached its obligations hereunder, written notice shall be given setting forth the asserted breach and providing an opportunity to cure the same within thirty (30) days after such written notice. If the asserted breach shall not have been cured to the reasonable satisfaction of the party providing the written notice, but reasonable attempts to cure are claimed in writing by the party to whom the written notice of asserted breach was given, said party will have an additional opportunity to cure for a period of thirty (30) days following the expiration of the initial thirty (30) day cure period. If the asserted breach shall not have been cured to the satisfaction of the party providing written notice of asserted breach, that party may elect to terminate this Agreement upon written notice to the breaching party. If this Agreement is terminated, the rights and obligations of each party hereunder will terminate, provided, however, that such termination will not terminate the rights and obligations of the parties that expressly survive the termination of this Agreement, including, without limitation, the obligation of the Client to pay TNTP for expenses incurred and for all services provided pursuant to this Agreement prior to the effective date of such termination.

Section 7. Indemnification, Limitation of Liability and Subpoenas.

The Parties agree to defend and indemnify the other Party, their subsidiaries and affiliates, and hold them harmless from any and all claims, losses, damages, penalties, costs, and expenses including without limitation, settlement costs and any legal, accounting and other expenses for investigation or defending any actions or threatened actions (collectively, "Losses") to the extent such Losses were caused by (a) the intentional misconduct of a Party, its personnel, or any of their employees or agents, (b) any untruth, inaccuracy, fraud or material omission in any representation or warranty made by a Party, or (c) any employment decisions made by a client related to the services provided by TNTP. Except for a party's indemnification obligations under this Agreement: (i) in no event shall either party be liable for any indirect, consequential, special, incidental or punitive damages arising from or relating to performance under this Agreement, and (ii) in no event shall either party's liability for any and all claims arising out of or relating to its performance under this Agreement exceed the amounts paid by or payable by the Client hereunder, or as allowed by law. Nothing herein is intended to limit or restrict the indemnification rights or obligations outlined in Section 7.

In no event will TNTP be liable for any loss profits, loss of use, loss of contracts or for any indirect or consequential loss or damage. TNTP will not be liable to the Client for any liability arising in connection with TNTP's services, except to the extent such liability results from TNTP's fraud or intentional misconduct.

If TNTP is requested by Client or required by subpoena or similar legal process to produce TNTP's materials or personnel with respect to an engagement for Client, provided that TNTP is not a party to the proceeding, the Client will reimburse TNTP for our professional time and reasonable out of pocket expense, including the reasonable fees and out of pocket expenses of our outside counsel which we incur in responding to such a request.

Section 8. Intellectual Property Rights.

Ownership by TNTP. Title to and ownership of all work product, data, reports, and materials created by or on behalf of TNTP prior to the Effective Date of this Agreement or in the course of implementing and executing the Services, whether partial or complete, and any work product derived therefrom (collectively referred to as the "**Work**"), shall be and remain solely in TNTP except for the Client Data. The Client agrees that all Work created by will not be transferred, shared, licensed or sold by the Client to any other entity under any circumstances without the prior written consent of TNTP. TNTP shall be considered the author of the Work for purposes of copyright and only TNTP shall have the right to copyright the same. Additionally, TNTP retains all rights, title and interest in and to all processes, methods, systems, layouts, and information including TNTP's Video Library, Learning Portal, Insight, Academic Scorecard and online platforms (collectively the "**TNTP Tools**") used in creating the Work. Nothing in this Agreement shall be deemed to grant to the Client any ownership rights in the Work or the TNTP Tools, and except as expressly granted to the Client hereunder, the Client shall have no right or license with respect thereto.

Ownership by the Client. As between the Client and TNTP, the Client owns all Client Data provided to TNTP by or on behalf of

Client in connection with this Agreement. The Client agrees that TNTP may use de-identified Client Data to perform its obligations hereunder and may use de-identified Client Data for its legitimate business purposes, including, without limitation, for purposes of publication, research, evaluation and presentation by TNTP.

Client Partners. The Client grants TNTP permission to share the Client Data with third party researchers, evaluators, partners and funders designated by the Client upon receiving written permission (including permission through electronic mail) from the Client.

Promotional Materials. The Client and TNTP agree that either party may use descriptions of the Services in future promotional materials and client lists, and that TNTP may explicitly identify the Client as a client of TNTP and the Services.

License to the Client. TNTP grants the Client the following limited, revocable non-exclusive, non-transferable, non-sublicensable license to use the deliverables for the Client's own internal business operations, trainings and analysis only and agree not to disclose the deliverables to any third party except as otherwise permitted under this Agreement. TNTP does not convey to Client any ownership or license rights in any TNTP IP used in performance of the Services, or in the frameworks, processes, methodologies, analytical tools and industry data and insights that may be used or developed by TNTP in the performance of the Services. The Client agrees to keep the TNTP IP confidential and nothing in this agreement shall grant any ownership rights in the TNTP IP to the Client.

License to TNTP. The Client grants TNTP a worldwide, perpetual, irrevocable, royalty-free license, with the right to grant sublicenses, to use, modify, reproduce, display, transmit, distribute, publicly perform, and create derivative works of the Client Data in de-identified and/or aggregated form. The Client agrees that TNTP may use any de-identified data and metrics regarding the Client's business which are provided to TNTP by the Client or which are otherwise collected by TNTP during the course of the engagement.

TNTP may identify the Client as the source from which the data originated if it complies with the other terms in this Agreement. The Client and TNTP agree that either party may use descriptions of TNTP's Services in future promotional materials, media and client lists, and that TNTP may explicitly identify the Client as a client of TNTP.

Survival. The terms of this Intellectual Property Rights Section shall survive the termination of this Agreement.

Section 9. Data

The Parties agree that confidential or proprietary Data may be shared between the Parties and may only be used by the other Party for the purposes identified in Appendix A. The Client agrees to provide the requested data in a timely manner to ensure that project timelines are followed. The Parties agree to comply with all relevant federal, state, and local laws and regulations governing the privacy and security of personally identifiable information (including transmission of data), to the extent applicable.

The Parties agree that any disclosure of Confidential Information shall be made available only to its employees, officers, directors, financial and legal advisors, agents or representatives (Representatives) who need to know in order to further the purpose of the services addressed in this agreement and as required by law. The Parties further agree to inform its Representatives of the confidential nature of the Confidential Information and direct them to treat the Confidential Information in accordance with the terms of this Agreement. The Parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services.

Client recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"), TNTP is considered a School Official with a legitimate educational interest, providing services that would otherwise be performed by the Client, and under the control and direction of the Client with respect to the education records. The Client shall define the criteria for determining who constitutes a "school official" and what constitutes a "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Services hereunder, and reasonably inform students or their parents of the same in accordance with 34 C.F.R. § 99.31. TNTP shall comply with all applicable

provisions of the United States Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 CFR Part 99 (FERPA) in receiving and handling personally identifiable information from education records as a "school official" under FERPA.

Notwithstanding the above, Client shall not provide or make available to TNTP any student's personally identifiable information from education records (for purposes of FERPA) unless: (i) Client has obtained, with respect to each student's PII provided to TNTP, appropriate written consent to disclose such PII to TNTP, and authorization for TNTP to use such PII in connection with performing Services, and (ii) written notice identifying particular Data as PII. All personally identifiable information will be destroyed within 60 days of the termination of this agreement.

Separate from the parties' obligations with respect to student data, the Client agrees not to send TNTP any data that can identify an individual ("Personal Data") unless otherwise mutually agree that it is a requirement in order to effectuate TNTP's services under the Agreement. In such circumstances, the parties shall comply with the obligations imposed on us by applicable data privacy legislation and these paragraphs. In providing TNTP with Personal Data the Client will be acting as the data controller and will confirm that Client has complied with relevant laws and obtained all necessary consents for lawful processing, including in connection with any transfers of Client's Personal Data.

Section 10. Miscellaneous.

- TNTP's services are limited to those specifically described in the Agreement and applicable Scope of Services and do not under any circumstances constitute accounting, audit, or tax related assistance or advice, investment advice, legal advice or services (including as to the manner, if any, in which you the Client may lawfully implement any advice provided by TNTP), expert witness services.
- In any event any provision of this Agreement is held by a court to be unenforceable as written, that provision will be reformed so as to give effect to the intentions of the parties, and the other provisions of the Agreement.
- Neither the Client nor TNTP may assign their rights under this Agreement without the prior written consent of the other.
- TNTP will not be liable to the Client or to any third party, nor be deemed to have breached this Agreement, for any failure or delay in performing any of its obligations under this Agreement when such failure or delay is caused by or results from an event beyond TNTP's reasonable control, including without limitation (1) acts of God, (2) natural disasters, (3) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, (4) governmental orders or restrictions, (5) international, national or regional emergency, (6) flood, fire, or explosion, (7) strikes, labor shortages, stoppages or slowdowns, (8) epidemics, pandemics, diseases, quarantines, or other extraordinary event which is determined to constitute a public health risk ("Force Majeure Event"). TNTP will use commercially reasonable efforts to give notice of the Force Majeure Event to the Client stating the period of time the occurrence is expected to continue, provided that (a) TNTP is able, given the nature and scope of the Force Majeure Event, to reasonably state such time period, and (b) any delay by TNTP to provide such notice or to state the time period when performance will be resumed will not negate the enforceability of this Section. Upon cessation of such Force Majeure Event, as reasonably determined by TNTP, TNTP will thereupon use commercially reasonable efforts to resume efforts to promptly perform or complete the performance of TNTP's Services hereunder as soon as reasonably practicable after the cessation or resolution of the Force Majeure Event. If TNTP's failure or delay to resume efforts to promptly perform or complete the performance remains uncured for a period of 60 days following notice given by it to Client under this Section, either party may thereafter suspend or terminate its performance under the applicable Scope of Work upon 30 days' written notice.
- All notices required by this Agreement will be in writing and either personally delivered or mailed, to such party at its address specified on the first page of this Agreement or to such other address as such party may designate by notice given in accordance herewith. If to TNTP, the notice will be to Florrie Chapin, General Counsel.
- This Agreement will be governed by Tennessee law without reference to conflicts of laws principles. The Parties agree and

consent to the jurisdiction of and venue in the state or federal courts of the state of Tennessee in all disputes arising out of or relating to this Agreement.

- This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, representations and agreements, if any, with respect to the subject matter hereof. Neither this Agreement nor any provision hereof may be modified, amended, supplemented, waived, discharged, or terminated except in a writing signed by the parties. No failure or delay in exercising any right or remedy hereunder shall constitute a waiver of such, any other, right or remedy.
- The Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Agreement may also be executed by email, or other electronic means, and so executed shall have the full force and legal effect of an original.

[Signature Page to Follow]

Signatures.

The parties, by signing below, by their duly authorized representatives confirm their acceptance of the terms and agree to execute this Agreement, which shall be effective on the Effective Date.

Cumberland County Schools

By: _____

Date: _____

Name (print): _____

Title: _____

TNTP, Inc.

By: _____

Date: _____

Tonya Horton
EVP, Central Operations

Schedule A
Statement of Work

(All work will be conducted virtually unless agreed to by both parties as described in Section 2.)

TDOE Math Implementation Support Grant: TNTP Scope of Work for Cumberland County Schools

Overview: The TDOE math implementation support grant is a crucial opportunity to support leaders and teachers across the state in deepening understanding of the revised TN Math Academic Standards to be implemented in SY23-24, building knowledge of high-quality instructional materials to inform the textbook adoption process, and supporting ongoing curriculum implementation and instructional best practices using a unified vision for strong math instruction informed by the TN Math Instructional Practice Guide (IPG). TNTP will work in collaboration with Cumberland County Schools to provide targeted support aligned to your district’s needs in accordance with the grant budget (\$71,250 per year for school years 2022-23 and 2023-24; \$142,500 total for the duration of the partnership). Our work with leaders and teachers will focus on the priority areas and development opportunities outlined below.

Primary Focus Area(s) for Support:

- Support will focus on secondary grade levels, with a focus on vertical alignment between middle and high school.
- Primary support audience in year one will be school leaders. Support will focus on:
 - Deepening leaders’ vision of strong math instruction (as outlined in the revised TN Math Academic Standards, math instructional shifts, and Instructional Practice Guide)
 - Conducting regularly-occurring math classroom walkthroughs to set a vision of strong math instruction and monitor progress
 - Participating in teacher-facing support opportunities, as applicable (see below)
- Secondary support audience in year one will be lead teachers serving on textbook adoption committees. Support will focus on:
 - Deepening teachers’ vision of strong math instruction (as outlined in the revised TN Math Academic Standards, math instructional shifts, and Instructional Practice Guide)
 - Supporting the math textbook adoption process

Proposed Scope of Work for SY22-23

August 1, 2022 – June 30, 2023

The general focus for the first year of the grant will be on supporting teachers and leaders with the revised TN Math Academic Standards and high-quality instructional materials to support the textbook adoption process and to build a vision of excellent math instruction through instructional walkthroughs and other professional development, as applicable. In SY22-23, TNTP will provide the following learning opportunities for district leaders, school leaders, and teachers. Content, timing, and delivery of specific support options can be modified for district needs/context. TNTP and the district may agree in writing to revise the proposed services below.

SY22-23 Supports				
	Strategic Planning Sessions	IPG Training/Walkthroughs	PD Sessions	
<i>Purpose</i>	Planning sessions to discuss the district’s focus areas and support plan for the first year of the grant, and recurring check-ins to monitor progress and make adjustments to the support plan as needed	Support leaders in developing their knowledge and understanding of what excellent math instruction looks like, using the TN Math IPG as an observation tool	Training to support teachers’ understanding of revised math standards, elements of high-quality instructional materials, using Instructional Focus Documents to strengthen mathematics instruction, and/or similar topics identified based on district needs	
<i>Primary Audience</i>	District Leaders	District/School Leaders	Teachers, School Leaders	
<i>Cost per session</i>	\$2,500/session	\$9,000/walkthrough day	\$5,000/session	
<i>Amount</i>	3 sessions (BOY, MOY, EOY)	3 1-day walkthroughs (3 days total) (BOY, MOY, EOY)	7 sessions (timing TBD in collaboration with district)	

<i>Support Cost</i>	\$7,500	\$27,000	\$35,000	\$69,500 Total for Initial Scope of Work
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Cost per support above is provided as a reference to demonstrate alignment with rates provided by the State Contract. TNTP will invoice the Client for the total Client Fee according to the schedule provided in Section 5 of the Agreement.

Proposed Scope of Work for SY23-24

July 1, 2023 – April 30, 2024

The general focus for the second year of the grant will be on curriculum implementation (depending on the materials that the district selects for implementation in SY23-24) and continued focus on setting a vision of excellent math instruction and progress monitoring through instructional walkthroughs and other professional development, as applicable. TNTP is committed to developing a scope of work in SY23-24 that aligns with the district’s most current and relevant needs. Therefore, after implementing the professional services outlined above, we will collaboratively re-evaluate the district’s math implementation support needs to define strategic priorities for the remainder of the grant term. In June–July 2023, TNTP and district leaders will determine the Scope of Work for SY23-24 using, but not limited to, the list of services outlined in the State contract and confirming the services in writing. Services will be selected in accordance with and will not exceed the district’s remaining grant budget after completing services in SY22-23. The Scope of Work for SY23-24 is subject to the terms of this Agreement.

The scope of work for SY23-24 may include some, but not all, of the support options listed below. Support can be modified for district needs/context, depending on the results of the textbook adoption process in SY22-23 and on any additional priorities that may arise.

Support Options	Cost
Planning session to help district identify areas of greatest need to determine the district’s focus area for the duration of the two (2) year grant	\$2,500.00/planning session
HQIM knowledge building sessions	\$5,000.00/session
Focused Leader Walk-Through training using the TN Math IPG (School Leader and District leader)	\$9,000.00/training
Focused leader Walk-through training or Coaching on providing teacher support with TN Math IPG	\$9,000.00/training or coaching session
Unit preparation/Lesson Preparation training for math lessons	\$5,000.00/training or coaching session
Use of student work analysis protocols to determine if tasks are on grade level and determine mastery level of students to support and provide next steps needed in Tier I instruction	\$5,000.00/training
Coaching on the use of IFDs in tandem with the TN Math IPG	\$5,000.00/coaching session
Training for math educators in effective research-based instructional strategies (e.g., CRA) and practices for teaching math	\$5,000.00/training
Embedded lesson support for foundational math skills in kindergarten (k) through grade two (2)	\$2,750.00/half day
Training and support for curriculum-embedded Assessments that determine additional supports necessary for students during Tier I instruction	\$5,000.00/training
Training and support on using the IFDs to strengthen mathematics instruction	\$5,000.00/training
Training and support for tutoring program design	\$5,000.00/training



Stellar Therapy Services, LLC

PO Box 8114, Chattanooga, TN 37414

ADMINISTRATIVE AND CLINICAL SERVICES AGREEMENT

This Services Agreement (the “Agreement”) is made on this ___ day of _____, 2022, by and between Cumberland County School District (hereinafter known as "School District") with its principal office at 368 4th Street, Crossville, TN, 38555, and Stellar Therapy Services, LLC (hereinafter known as "Contractor") with its principal office in Chattanooga, TN, 37421.

WITNESSETH

WHEREAS, the Centers for Medicare and Medicaid Services letter to State Medicaid Directors, SMD#14-006, dated December 15, 2014, states that Medicaid reimbursement is available for covered services that are provided to Medicaid beneficiaries regardless of whether there is any charge for the service to the beneficiary or the community at large;

WHEREAS, the School District desires that the Contractor provide billing and related administrative services in connection with healthcare services provided to School District students who are TennCare enrollees;

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein, SCHOOL DISTRICT and Contractor hereby agree as follows:

1. **Term.** The term of this Agreement shall be from July 1, 2022 through June 30, 2023.
2. **Administrative Services.**
 - (a) Contractor shall provide the following services to SCHOOL DISTRICT during the term of this Agreement (the “Administrative Services”):
 - On behalf of School District, Contractor shall prepare and submit to appropriate Managed Care Organizations (as defined under TennCare) all claims for identified eligible healthcare services that are provided to TennCare Eligible School District Students either by service providers who are directly employed by School District

("School District Providers") or who have a current contract with Board of Education ("Contract Providers").

- Assist in credentialing of eligible providers on behalf of the School District. To be eligible for claiming, nursing services must be performed under the supervision and order of a Physician, a Physician's Assistant, or a Nurse Practitioner. Claims for nursing services will be submitted using the credentials and provider number for the supervising Physician, Physician's Assistant, or Nurse Practitioner.
- Ensure that all consents and physicians' orders on behalf of the TennCare Eligible SCHOOL DISTRICT Students are in place in order for Contractor to bill for services provided thereto.
- Assist in obtaining all billing numbers and credentials required for the School District to receive Medicaid payments.
- Train SCHOOL DISTRICT PROVIDERS and CONTRACT PROVIDERS as needed on documentation and clinical requirements related to school-based healthcare services submitted for Medicaid reimbursement.
- Review and assist SCHOOL DISTRICT in the identification of appropriate notices and consents required to be provided students (or their parents or legal guardians) under applicable state and federal laws.
- Perform quality assurance reviews related to compliance with State and Federal regulations with results available to SCHOOL DISTRICT.
- Upon the date of expiration or termination of this Agreement for any reason (the "Termination Date"), Contractor shall have the option to bill exclusively for all claims for services provided to Eligible SCHOOL DISTRICT Students by SCHOOL DISTRICT PROVIDERS or CONTRACT PROVIDERS having dates of service on or prior to the Termination Date (the "Pre-Termination Charges"). This option shall conclusively be deemed to have been exercised by Contractor unless Contractor notifies SCHOOL DISTRICT on or prior to the Termination Date that it has elected not to exercise this option. If Contractor exercises such option, Contractor shall bill exclusively for all Pre-Termination Charges and provide standard reports in connection therewith for a period of up to one hundred twenty (120) days following the Termination Date (the "Post-Termination Period"). Contractor shall have the right to reduce the duration of the Post-Termination Period at any time by providing written notice to SCHOOL DISTRICT specifying

the shorter Post-Termination Period. Contractor shall continue to receive its monthly Administrative Services Fee on all Pre-Termination Charges collected during the Post-Termination Period. Upon expiration of the Post-termination Period, Contractor shall cease providing the Post-Termination Services to SCHOOL DISTRICT.

(b) The parties agree to work together in good faith to address issues arising under applicable state and federal laws, policies, procedures and requirements pertaining to the Administrative Services, so that the Administrative Services shall be structured and performed in accordance with such laws.

(c) All revenue and income resulting from the Administrative Services hereunder shall belong to and accrue to the benefit of School District, unless otherwise agreed by the parties. The parties shall work together to establish appropriate accounts into which such revenues shall be deposited in order to comply with applicable laws.

(d) During the term of this Agreement, School District will not use the services of any other billing or claims processing companies for the purpose of submitting claims for services performed by School District Providers or Contract Providers for TennCare Eligible School District Students.

3. Clinical Services.

(a) To the extent that is necessary to facilitate submission of claims for eligible services, Contractor shall provide Clinical Services for the purpose of providing oversight for nursing services for identified students provided by School District healthcare workers and will serve as the billing entity for the nursing services. When these services are performed by a Physician's Assistant or Advanced Nurse Practitioner, Contractor will provide required physician oversight of the services according to Tennessee State laws. Subject to the terms of this Agreement, the time of performance of the Services shall be as mutually agreed upon by Contractor and School District. Contractor will follow established program protocols agreed upon by all parties.

(b) Contractor represents and warrants that s/he possesses all licenses and qualifications necessary to perform the Supervision Services and agrees to maintain (at his/her expense) such licenses and qualifications, and to conduct himself in accordance with the ethics and standards of the AANP, AAPA and AMA and all applicable rules and regulations according to the applicable health licensure for performance of the Services throughout the term of this Agreement.

(c) School District is prohibited from hiring or causing to be hired any person associated with the Contractor without the expressed written consent of the Contractor for a period of one year from the cessation of this contract or the cessation of working relationship of said person with Contractor.

4. Compensation.

(a) In consideration for the Administrative Services and Clinical Services provided by Contractor, SCHOOL DISTRICT agrees to pay Contractor a Fee for Administrative Services equal to twenty percent (20%) of total revenues received in connection with services provided to Eligible SCHOOL DISTRICT Students by SCHOOL DISTRICT Providers or CONTRACTED Providers and billed by Contractor. If Clinical services are not needed, then the Fee for Administrative Services will be reduced by five percent (5%).

(b) Contractor will provide regular reports to SCHOOL DISTRICT of revenue received by Contractor as a result of services performed by school nurses. This revenue will be distributed monthly by Contractor to School District. The Fee for Administrative Services will be deducted from this disbursement. If revenue is received by School District directly from insurance companies, then Contractor shall invoice SCHOOL DISTRICT on a monthly basis for the Fees under this Agreement, and SCHOOL DISTRICT shall be responsible for paying all Fees within thirty (30) days of receipt of Contractor's invoice therefor.

(c) The parties represent and warrant to the other that all compensation payable to Contractor by SCHOOL DISTRICT hereunder has been determined in arms-length bargaining and is consistent with fair market value. Furthermore, the parties represent and warrant that all compensation hereunder was not determined in a manner that takes into account the volume or value of any referrals or other business generated between the parties.

5. FERPA Compliance. SCHOOL DISTRICT and Contractor shall comply with the Family Education Rights and Privacy Act of 1974 (20 U.S.C. § 1232g) (FERPA) and its accompanying regulations (34 C.F.R. 99). Contractor warrants that it is familiar with requirements of FERPA and its accompanying regulations and that it will comply with all applicable FERPA requirements in the performance of its duties in this contract. Contractor agrees to cooperate with SCHOOL DISTRICT as required by FERPA and its regulations in the performance of its duties in this contract. Contractor agrees to maintain the confidentiality of all education records and student information and use such records and information for the exclusive purpose of performing its duties in this contract (See Attachment).

6. SCHOOL DISTRICT RESPONSIBILITIES.

(a) SCHOOL DISTRICT agrees to provide or cause to be provided to Contractor timely, accurate, complete and up-to-date information required by Contractor to perform the Administrative Services and the Clinical Services, which information may include without limitation demographic, charge, diagnosis, patient or treatment related information. SCHOOL DISTRICT represents and warrants that all clinical documentation provided to Contractor will be true, accurate, complete and up-to-date at the time of provision. SCHOOL DISTRICT will notify Contractor when it becomes aware that any inaccurate or incomplete information has been supplied to Contractor, including but not limited to errors that may affect CPT codes or ICD-10 codes or their equivalents. SCHOOL DISTRICT shall notify Contractor promptly of all non-chargeable patient visits or services.

(b) SCHOOL DISTRICT represents and warrants that the SCHOOL DISTRICT Healthcare Providers and Contract Providers will perform their services in accordance with standards adopted by the governing bodies of their specialty and that such services are and will be medically necessary, usual, customary and reasonable.

(c) SCHOOL DISTRICT acknowledges that the timing and amount of collections generated by the Administrative Services are subject to numerous variables, and that SCHOOL DISTRICT's failure to comply with the requirements of this Agreement may materially interfere with the Administrative Services. SCHOOL DISTRICT additionally acknowledges that Contractor's ability to perform the Administrative Services may be affected by the inability or failure of third party payors beyond the control of Contractor to accurately process data, complete provider enrollment or credentialing on a timely basis, or adopt systems to comply with requirements imposed by federal or state laws.

(d) If Contractor exercises its option to perform Post-Termination Services, then SCHOOL DISTRICT shall ensure that it provides to Contractor all data and back-up information pertaining to the Pre-Termination Charges promptly after receipt thereof. The parties acknowledge that Contractor cannot properly provide the Post-Termination Services without such data and information. If SCHOOL DISTRICT fails to comply with its obligations under this Section, SCHOOL DISTRICT agrees that it shall release and hold Contractor harmless from any claims, losses or damages relating to or arising from Contractor's performance of the Post-Termination Services.

7. Professional Liability Insurance. Contractor will provide proof of insurance with coverage and limits satisfactory to SCHOOL DISTRICT's Office of Risk Management.

8. Acknowledgments.

(a) Contractor and SCHOOL DISTRICT acknowledge and agree that Contractor will act as an independent contractor in the performance of the Services, and that this Agreement shall not be deemed to create an agency, employment, partnership or joint venture relationship between SCHOOL DISTRICT and Contractor. In that regard, while Contractor is subject to general terms and conditions in connection with the performance of the Services, Contractor and SCHOOL DISTRICT acknowledge that Contractor shall, at all times, exercise independent discretion and control over the performance of the Services.

(b) Contractor and SCHOOL DISTRICT acknowledge and agree that they have had a sufficient opportunity to review the terms of this Agreement.

(c) Contractor and SCHOOL DISTRICT acknowledge and agree that in executing this Agreement it is not relying nor has it relied upon any other representation or statement made by either party or by any of either party's owners, partners, officers, employees or agents with regard to the subject matter hereof. Both parties have carefully read and fully understand all of the provisions of this Agreement and are voluntarily entering into this Agreement.

9. Force Majeure. Neither party shall be liable for any failure or delay in the performance of its obligations under this Agreement, due in whole or in part to any cause beyond its sole control, including without limitation fire, accident, labor dispute or unrest, flood, riot, war, terrorism, rebellion, insurrection, sabotage, transportation delays, shortage of raw materials, energy or machinery, public health emergency, acts of God or the civil or military authorities of the state or nature, or the inability, due to the aforementioned causes, to obtain necessary labor or facilities.

10. Tax Liabilities. All taxes applicable to any amounts paid by SCHOOL DISTRICT to Contractor under this Agreement shall be Contractor's liability and SCHOOL DISTRICT shall not withhold or pay any amounts for federal, state or municipal income tax, Social Security taxes, or unemployment or worker's compensation taxes. Contractor hereby acknowledges its personal liability for the tax imposed by the Internal Revenue Code of 1986, and the payment, when applicable, of estimated quarterly taxes and the filing, when applicable, of quarterly Internal Revenue Service forms for the declaration of estimated tax by individuals. Upon request by SCHOOL DISTRICT, Contractor agrees that he will provide documentation evidencing compliance with all applicable federal, state and municipal tax laws, rules and regulations. Notwithstanding the foregoing, SCHOOL DISTRICT shall be solely responsible for all taxes associated with revenues generated from the services provided the TennCare Eligible SCHOOL

DISTRICT Students by SCHOOL DISTRICT Providers and submitted to Managed Care Organizations by contractor as a part of the Administrative Services.

11. Preservation of Records. Contractor and SCHOOL DISTRICT agree that they shall cause the healthcare records generated in connection with the services of the SCHOOL DISTRICT Providers and Contract Providers to be maintained for at least seven (7) years after the furnishing of any healthcare services pursuant to this Agreement. To the extent required by applicable law, Contractor and SCHOOL DISTRICT shall, upon written request, make available to the Secretary of the Department of Health and Human Services (the "Secretary" or the Secretary's duly authorized representatives, the Comptroller General of the United States (the "Comptroller General") or the Comptroller General's duly authorized representatives, such books, documents or records as may be necessary to certify the nature and extent of the cost of any services rendered pursuant to this Agreement. All such books, documents and records shall be subject at all times to all applicable legal requirements, including, without limitation, such criteria and procedures for seeking and obtaining access as may be required in regulations promulgated by the Secretary.

12. Notices. Any notice or other communications required or permitted hereunder shall be sufficiently given if delivered in person or sent by registered or certified mail, postage prepaid, addressed as set forth under each parties signature to this Agreement. Such notice or communication shall be deemed to have been given as of the date so delivered or mailed.

13. Change Of Circumstances. In the event (i) Medicaid, TennCare, any applicable third-party payer or any federal, state or local legislative or regulatory authority establishes or has any law, rule, regulation, policy, procedure or interpretation thereof which establishes a material change or has an adverse effect in the method or amount of reimbursement or payment for the use of or services provided to Eligible School District Students by School District Providers and submitted to Managed Care Organizations by Contractor as a part of the Administrative Services, (ii) any or all of such payers/authorities establishes any law, rule, regulation, policy, procedure or interpretation thereof which establishes or creates a substantial risk of violation of any federal, state or local anti-fraud and abuse law, or (iii) any or all of such payers/authorities impose requirements which require a material change in the manner of either party's operations under this Agreement and/or the costs related thereto, then, upon the request of either party affected by any such change in circumstances or adverse effect, the parties shall enter into good faith negotiations for the purpose of establishing such amendments or modifications as may be appropriate in order to accommodate the new requirements and change of circumstances while preserving the original intent of this Agreement to the greatest extent possible. If, after thirty (30) days of such

negotiations, the parties are unable to reach an agreement as to how or whether this Agreement shall continue, then either party may terminate this Agreement upon thirty (30) days prior written notice.

14. **Governing Law.** This Agreement is made and entered into the State of Tennessee and shall in all respects be interpreted, enforced, and governed under the laws of that state.

15. **Severability.** Should any provision of this Agreement be declared or determined by any court to be illegal or invalid, the validity of the remaining parts, terms, or provisions shall not be affected thereby and said illegal or invalid part, term, or provision shall be deemed not to be a part of this Agreement.

16. **Entire Agreement.** This Agreement sets forth the entire agreement between the parties hereto, and fully supersedes any and all prior agreements or understandings between them pertaining to the subject matter hereof. It is agreed that this Agreement may be modified only by written agreement, executed by both parties.

17. **Assignment.** Contractor shall not assign this Agreement to any other party or parties without the prior written consent of School District.

18. **Headings.** The headings inserted in this Agreement are for convenience only and are not intended to, and shall not be construed to, limit, enlarge or affect the scope or intent of this Agreement or the meaning of any provision hereof.

19. **Counterparts.** This Agreement may be executed in two counterparts, both of which shall constitute an original.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement through their duly authorized representatives below.

SCHOOL DISTRICT

Stellar Therapy Services, LLC

Director of Schools

Melissa Christopher, Owner

Address for Notices:

PO Box 8114
Chattanooga, TN 37414

ATTACHMENT
Authorization and Acknowledgement
of Compliance of Privacy Laws

Whereas, SCHOOL DISTRICT has contracted with Stellar Therapy Services, LLC, for the provision of administrative and billing services related to certain healthcare services described within the contract;

Whereas, the above referenced contract may require the disclosure by the SCHOOL DISTRICT to Stellar Therapy Services, LLC, of certain personally identifiable student information that is confidential under the Family Educational Rights and Privacy Act (FERPA);

Whereas, 34 C.F.R. 99.31 and 34 C.F.R. 99.35, authorize an educational agency or institution to disclose personally identifiable information from an education record of a student without the consent required by Sec. 99.30 to authorized representatives of SCHOOL DISTRICT and local educational authorities in connection with an audit or evaluation of Federal or state supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

Therefore, the SCHOOL DISTRICT and STELLAR THERAPY SERVICES, LLC, hereby agree as follows:

1. STELLAR THERAPY SERVICES, LLC, is authorized to maintain certain student information for the sole purpose of compliance with the requirements of the above referenced contract. This personally identifiable student and parent information may include but not be limited to: Name, Social Security Number, Telephone Numbers, Attendance Record, Disability Information, Grades, Date of Birth, Address, Race, Gender and Enrollment Record.
2. STELLAR THERAPY SERVICES, LLC, as authorized representative of SCHOOL DISTRICT for the sole purpose of complying with the requirements of the above contract agrees to comply fully with FERPA by maintaining the confidentiality of all student information and to use the information solely to fulfill its obligations under the above referenced contract with SCHOOL DISTRICT.
3. STELLAR THERAPY SERVICES, LLC, agrees to destroy all confidential student information when it is no longer needed for purposes of fulfilling its obligations under the above referenced contract.

SCHOOL DISTRICT REPRESENTATIVE

Date

Stellar Therapy Services, LLC

Date

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
40110	Current Property Tax	5,609,514.00	(5,625,434.86)	100.28 %	467,459.50	0.00	0.00 %
40120	Trustee's Collections - Prior Year	142,482.00	(220,226.50)	154.56 %	11,873.50	0.00	0.00 %
40130	Cir Clk/Clk & Master Collections-Pr Yr	111,941.00	(87,098.14)	77.81 %	9,328.42	(6,635.74)	71.13 %
40140	Interest And Penalty	95,142.00	(91,248.77)	95.91 %	7,928.50	(3,004.55)	37.90 %
40210	Local Option Sales Tax	12,686,980.00	(12,477,008.85)	98.34 %	1,057,248.33	(1,185,985.49)	112.18 %
40270	Business Tax	4,371.00	(4,249.25)	97.21 %	364.25	(380.00)	104.32 %
40275	Mixed Drink Sales	64,570.00	(67,928.14)	105.20 %	5,380.83	(12,645.76)	235.01 %
43517	Tuition - Other	110,000.00	(107,520.39)	97.75 %	9,166.67	(8,056.82)	87.89 %
43570	Receipts From Individual Schools	40,000.00	(76,622.98)	191.56 %	3,333.33	12,244.12	-367.32 %
43990	Other Charges For Services	26,000.00	(30,166.50)	116.03 %	2,166.67	0.00	0.00 %
44120	Lease/Rentals	8,000.00	(4,228.21)	52.85 %	666.67	0.00	0.00 %
44145	Sale Of Recycled Materials	7,000.00	(3,484.57)	49.78 %	583.33	0.00	0.00 %
44170	Miscellaneous Refunds	269,491.86	(260,438.82)	96.64 %	22,457.66	(4,347.15)	19.36 %
44540	Sale Of Property	0.00	(49,731.60)	0.00 %	0.00	(7,200.00)	0.00 %
44560	Damages Recovered From Individuals	1,000.00	(665.35)	66.54 %	83.33	(250.00)	300.00 %
44570	Contributions & Gifts	15,000.00	(40,220.13)	268.13 %	1,250.00	0.00	0.00 %
44990	Other Local Revenues	14,000.00	(17,508.25)	125.06 %	1,166.67	(1,226.50)	105.13 %
46511	Basic Education Program	35,390,000.00	(34,546,200.00)	97.62 %	2,949,166.67	(2,657,400.00)	90.11 %
46515	Early Childhood Education	1,059,450.00	(1,070,552.75)	101.05 %	88,287.50	(183,692.18)	208.06 %
46590	Other State Education Funds	1,594,463.78	(597,025.66)	37.44 %	132,871.98	(59,702.57)	44.93 %
46591	Coordinated School Health - ARRA	100,000.00	(83,353.28)	83.35 %	8,333.33	0.00	0.00 %
46594	Family Resource Centers - ARRA	29,611.00	(29,611.65)	100.00 %	2,467.58	(2,317.60)	93.92 %
46610	Career Ladder Program	117,000.00	(95,342.98)	81.49 %	9,750.00	0.00	0.00 %
46640	Vocational Equipment	36,701.04	(36,701.04)	100.00 %	3,058.42	0.00	0.00 %
46981	Safe Schools - ARRA	133,651.00	(68,695.54)	51.40 %	11,137.58	0.00	0.00 %
47143	Education Of The Handicapped Act	0.00	0.00	0.00 %	0.00	20,704.40	0.00 %
47309	Covid-19 Grant D	51,000.00	(51,000.00)	100.00 %	4,250.00	0.00	0.00 %
47590	Other Federal Through State	57,095.58	0.00	0.00 %	4,757.97	0.00	0.00 %
48610	Donations	5,000.00	0.00	0.00 %	416.67	0.00	0.00 %
49700	Insurance Recovery	0.00	0.00	0.00 %	0.00	0.00	0.00 %
	Total Revenues	57,779,464.26	(55,742,264.21)	96.47 %	4,814,955.36	(4,099,895.84)	85.15 %
Expenditures							
71100	Regular Instruction Program	(28,178,614.92)	26,211,664.78	93.02 %	(2,348,217.91)	4,225,490.44	179.94 %
71150	Alternative Instruction Program	(261,916.00)	246,876.43	94.26 %	(21,826.33)	30,812.47	141.17 %
71200	Special Education Program	(3,387,379.00)	3,266,229.73	96.42 %	(282,281.58)	448,939.19	159.04 %
71300	Career And Technical Education	(3,244,163.04)	3,078,206.39	94.88 %	(270,346.92)	393,090.06	145.40 %
71400	Student Body Education Program	(508,211.00)	475,064.03	93.48 %	(42,350.92)	30,881.13	72.92 %

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
72110	Attendance	(216,624.00)	173,844.35	80.25 %	(18,052.00)	17,165.55	95.09 %
72120	Health Services	(627,425.97)	562,023.47	89.58 %	(52,285.50)	89,739.46	171.63 %
72130	Other Student Support	(1,481,265.50)	1,323,180.19	89.33 %	(123,438.79)	191,020.23	154.75 %
72210	Regular Instruction Program	(1,233,433.00)	1,130,944.21	91.69 %	(102,786.08)	105,505.34	102.65 %
72220	Special Education Program	(766,689.00)	675,923.45	88.16 %	(63,890.75)	91,493.93	143.20 %
72230	Career And Technical Education	(398,029.00)	389,719.83	97.91 %	(33,169.08)	56,624.35	170.71 %
72250	Technology	(1,204,777.00)	1,126,392.58	93.49 %	(100,398.08)	64,288.02	64.03 %
72310	Board Of Education	(1,185,116.86)	1,026,236.29	86.59 %	(98,759.74)	53,417.09	54.09 %
72320	Office Of The Superintendent	(287,106.00)	262,392.67	91.39 %	(23,925.50)	19,946.54	83.37 %
72410	Office Of The Principal	(4,291,486.36)	4,071,581.92	94.88 %	(357,623.86)	640,886.54	179.21 %
72510	Fiscal Services	(188,767.00)	177,628.52	94.10 %	(15,730.58)	15,629.04	99.35 %
72520	Human Services/Personnel	(191,229.00)	177,313.38	92.72 %	(15,935.75)	10,233.39	64.22 %
72610	Operation Of Plant	(5,466,793.42)	4,794,126.98	87.70 %	(455,566.12)	354,442.83	77.80 %
72620	Maintenance Of Plant	(2,504,189.50)	1,616,862.12	64.57 %	(208,682.46)	936,624.82	448.83 %
72710	Transportation	(3,565,657.11)	3,147,116.02	88.26 %	(297,138.09)	889,434.68	299.33 %
73300	Community Services	(245,972.58)	117,184.53	47.64 %	(20,497.72)	15,259.99	74.45 %
73400	Early Childhood Education	(1,199,672.00)	1,189,354.85	99.14 %	(99,972.67)	182,447.80	182.50 %
76100	Regular Capital Outlay	(310,000.00)	224,538.37	72.43 %	(25,833.33)	64,023.75	247.83 %
82130	Education	(281,256.00)	281,256.00	100.00 %	(23,438.00)	0.00	0.00 %
82230	Education	(11,640.00)	11,640.00	100.00 %	(970.00)	0.00	0.00 %
	Total Expenditures	(61,237,413.26)	55,757,301.09	91.05 %	(5,103,117.77)	8,927,396.64	174.94 %
Total	141 General Purpose School	(3,457,949.00)	15,036.88	0.43 %	(288,162.42)	4,827,500.80	1,675.27

Notes:

- These numbers are preliminary as the county has not closed the books for fiscal year 2022 yet.
- Total revenues for the year were \$55,742,264 against a budget of \$57,779,464.
- Total expenditures for the year were \$55,757,301 against the budget of \$61,237,413.
- We budgeted the year expecting to pull \$3.4 million from fund balance. With these preliminary numbers, you can see we will actually be adding \$15,000 to the fund balance instead.
- This is typical as we budget for worst case scenario and actual spending has been less historically.

RESOLUTION # _____
Cumberland County, Tennessee
General Purpose School Fund

WHEREAS, an BOE employee was recruited and served as a mentor teacher in the Occupational Teacher Mentoring Consortium, performed all required duties and was paid a stipend for those duties.

WHEREAS, to withhold proper taxes and follow BOE policy that any extra stipend run through the BOE payroll.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 28th day of July, 2022, and by the Cumberland County Commission meeting on this ___ day of _____, 2022, that the following budget amendment be adopted:

Occupational Teacher Mentoring Consortium Stipend #2

Increase Revenue:			
141.44170	Misc. Refund		\$2,500.00
		Total Increase:	\$2,500.00
Increase Expenditures:			
141.72230.189	CTE Support – Other Salary and Wages		\$2,500.00
		Total Increase:	\$2,500.00

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes:_____Nays:_____Abstain:_____

Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote: Ayes:___ Nays:___ Abstain:___

RESOLUTION # _____
Cumberland County, Tennessee
General Purpose School Fund

WHEREAS, certain projects were budgeted in the 2021-22 fiscal year that could not be completed due to supply chain issues.

WHEREAS, the money budgeted for these projects was not expended and rolled into fund balance.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 28th day of July, 2022, and by the Cumberland County Commission meeting on this ___ day of _____, 2022, that the following budget amendment be adopted:

2022 Project Reallocation Amendment

Decrease Fund Balance:

141.39000	Unassigned Fund Balance		\$157,554.00
		Total Decrease:	\$157,554.00

Increase Expenditures:

141.72620.335	Maintenance of Plant – Maintenance Repair		\$ 90,000.00
141.72710.599	Transportation – Other Charges		\$ 12,000.00
141.76100.706	Capital Outlay – Building Construction		\$ 55,554.00
		Total Increase:	\$157,554.00

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes:_____Nays:_____Abstain:_____

Sponsor:

County Commissioner

Approval:

County Mayor

Attest:

County Clerk

Budget Committee Vote: Ayes:___ Nays:___ Abstain:___

BOE APPROVED: NO COMMISSION ACTION REQUIRED
RESOLUTION # _____
Cumberland County, Tennessee
General Program School Fund

WHEREAS, the General budget requires revision to move expenditures to convert a Certified ½ position to a full time Non-certified position at North Cumberland Elementary.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this _____ day of _____, 2022, that the following budget amendment be adopted:

General Budget Amendment

Decrease Expenditures:

141-71200-116	<i>Teachers</i>	\$ 24,500.00
---------------	-----------------	--------------

Increase Expenditures:

141-71200-163	<i>Educational Assistant</i>	\$ 24,500.00
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SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Director of Schools

Ayes:____Nays:___Abstain:_____

Amendment # _____
 Cumberland County, Tennessee
 Federal Perkins Basic Fund

WHEREAS the school district has been awarded the following additional federal funds that were not included in the original Fund 142 Federal School Budget: Perkins Basic Grant. Whereas the grants will provide additional money to supplies, equipment, CTSO Travel, Supervisor Reimbursement and Staff Development.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this ____ day of _____, 2022, and by the Cumberland County Commission meeting on this ____ day of _____, 2022, that the following budget amendment be adopted:

Additional Perkins Basic Funds: 7/29/22

Increase Revenues			
142-801-47131	Federal – Perkins Basic	\$	22,668.16
	Total Increase	\$	22,668.16
 Increase Expenditures			
142-801-71300-429	Instructional Supplies & Materials	\$	5,000.00
142-801-71300-730	Vocational Instruction Equipment	\$	11,396.05
142-801-72130-355	Travel	\$	4,533.63
142-801-72230-105	Supervisor /Director	\$	1,053.28
142-801-72230-201	Social Security	\$	86.71
142-801-72230-204	State Retirement	\$	98.49
142-801-72230-524	In-Service/Staff Development	\$	500.00
	Total Increase	\$	22,668.16

SPONSORED BY:

 BOE Member

APPROVED BY:

 Chairman of the Board

ATTEST:

 Director of Schools

Ayes: __ Nays: __ Abstain: _____

Sponsor: _____
 County Commissioner

Approval: _____
 County Mayor

Attest: _____
 County Clerk

Budget Committee Vote: Ayes: __ Nays: __ Abstain: __

BOE APPROVED, NO COMMISSION ACTION REQUIRED

RESOLUTION# _____

Cumberland County, Tennessee

Innovative High School Fund

WHEREAS, the Innovative High School Grant Budget requires revision to correct June's projected budget that was submitted,

WHEREAS, the revenue amount decreased resulting in decreased expenditures and reallocation of other expenditures.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 28th day of July, 2022, that the following budget amendment be adopted:

**Innovative High School Grant Budget
Revision 7/29/22**

Decrease Revenues

142-951-47310	Federal - Innovative High School Grant	\$	34,542.23
	Total Revenue Decrease:	\$	34,542.23

Decrease Expenditures

142-951-71300-399	Innovative HS Instruction – Contracted Services	\$	34,542.23
	Total Expenditure Decrease:	\$	34,542.23

Decrease Expenditures

142-951-71300-399	Innovative HS Instruction – Contracted Services	\$	1,562.77
142-951-71300-499	Innovative HS Instruction – Other Supplies	\$	4,076.69
	Total Decrease	\$	5,639.46

Increase Expenditures

142-951-71300-730	Vocational Instruction Equipment	\$	5,639.46
	Total Increase	\$	5,639.46

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: ___ Nays: ___ Abstain: ___

Sponsor:

County Commissioner

Approval:

County Mayor

Attest:

County Clerk

Budget Committee Vote: Ayes: ___ Nays: ___ Abstain: ___

RESOLUTION # _____
Cumberland County, Tennessee
Special Education Federal Budget

WHEREAS, the Federal IDEA Part B grant budget requires revision to move expenditures from Contracted Services to Staff Development to cover the cost of upcoming staff development that are coming up before the roll over from previous year is available.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this _____ day of _____, 2022, that the following budget amendment be adopted:

Federal IDEA Part B

Decrease Expenditures:

142-901-72220-312	Contracted Services	\$5,000.00
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Increase Expenditures:

142-901-72220-524	In-Service & Staff Development	\$5,000.00
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SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Director of Schools

Ayes: ___ Nays: ___ Abstain: _____

RESOLUTION # _____

Cumberland County, Tennessee

CENTRAL CAFETERIA FUND

Handwritten signature: K. H. H. H.

WHEREAS, the Cumberland County Board of Education/School Nutrition Program requests the following budget resolution be approved to receive private funding from the Dairy Alliance/NFL Fuel Up to Play 60 Program.

WHEREAS these funds are provided to increase the CCSNP Central Cafeteria Fund budget to support the expansion of milk consumption at CCHS and SMHS. Where \$1,617 has been allocated to CCHS and \$1,500 has been allocated to SMHS.

THEREFORE, be it resolved that the following budget amendment be approved by the Cumberland County Board of Education meeting this 28th day of July 2022 and adopted by the Cumberland County Commission meeting this _____ day of August 2022 .

INCREASE REVENUES:

143.48610 Donations \$3,117.00

TOTAL INCREASE: \$3,117.00

INCREASE EXPENDITURES:

143.73100.499 Other Supplies and Materials \$1,000.00

143.73100.599 Other Charges \$ 717.00

143.73100.710 Equipment \$1,400.00

TOTAL INCREASE: \$3,117.00

With the same grant the CCSNP has been awarded a smoothie kit valued at \$2,000. This equipment will be provided directly to Pleasant Hill Elementary, and no actual funds will be issued.

SPONSORED BY: _____
BOE Member

SPONSORED BY: _____
County Commissioner

APPROVED BY: _____
Chairman of the Board

APPROVED BY: _____
County Mayor

ATTEST: _____
Director of Schools

ATTEST: _____
County Clerk

Ayes: _____ Nays: _____ Abstain: _____

Ayes: _____ Nays: _____ Abstain: _____



Cumberland County High School
660 Stanley Street
Crossville, TN. 38555
Telephone 931-484-6194
Fax 931-456-6872

Karri Hobby, Principal
khobby@ccschools.k12tn.net

July 18, 2022

Mr. William Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN. 38555

Dear Mr. Stepp,

Please approve the following as volunteers at Cumberland County High School for the 2022-2023 school year:

Level 2
Terri Tanner
Ashley Evans
Jared Evans

Level 3
William Burger
Charles Himelrick Jr.
Richard Munch III
Justin Phan
Alex Paige
Paul D. Robinson
Jacob Johnson
Dalton Barnes
John Barnes

The proper paperwork is on file in the office of the principal.

Sincerely,

A handwritten signature in blue ink that reads "Karri Hobby". The signature is fluid and cursive, with a long horizontal stroke extending to the right.
Karri Hobby

July 18, 2022



William G. Stepp • Director of Schools

Jim Inman • Board Chair

Cumberland County BOE
368 4th Street
Crossville, TN 38555

Dean Patton
Cumberland County
Athletic Director

I sincerely request approval of Nathan L. Potter as a level III non-faculty volunteer coach. With your approval, he will be volunteering with CCMS Softball.

Thank you for your consideration

A handwritten signature in cursive script that reads 'Dean Patton'.

Dean Patton



2800 Cook Road
Crossville, TN 38571
(931) 484-5767
Kelly J. Smith, Principal

TO: Mr. William Stepp, Director of Schools
Cumberland County Board of Education

FROM: Kelly J. Smith, Principal

DATE: July 14, 2022

RE: SMHS Volunteers

Please approve the following volunteers. The appropriate volunteer application is on file and references have been checked.

Russell Mellette	Girls Soccer Coach	Level III
Paxton Elmore	Wrestling Coach	Level III
Kristen Garvin	Cheerleading Coach	Level III
Allison Hale	Softball	Level III
Jason Hancock	Softball	Level III
Christopher Hassler	Wrestling	Level III
Travis Isaacson	Basketball	Level II
Kristie Isaacson	Basketball	Level III
Elizabeth Collins	Dance	Level III
Christopher Osmun	Football	Level III
Jamie Wade Smith	Tennis	Level II
Amy Strong	Soccer	Level II
Rachel Hawn	Dance	Level III
Brylee Galan	Volleyball	Level III
Brooklyn Buck	Volleyball	Level III
Anthony Leckie	Football	Level III

Thank you,

Kelly Smith
KJS/dms



North Cumberland Elementary School

7657 Hwy. 127 N. ~ Crossville, Tennessee 38571

Ph. 931-484-5174 ~ Fax 931-707-5556

Thomas Fuhrman, Principal

July 20, 2022

To: Mr. William Stepp, Director of Schools and
Cumberland County Board of Education

From: Thomas Fuhrman

Re: Yearbook and School Photos Agreement--Strawbridge Studios

Dear Mr. Stepp and Cumberland County Board of Education Members,

Please approve the attached portrait and yearbook agreement for North Cumberland Elementary for the 2022-23 school year. We are requesting to continue working with Strawbridge Studios for our student portrait and yearbook needs. This company has provided quality photographs and yearbooks to our North Cumberland Elementary families for several years, and despite some small issues this past year, which we hope to rectify with new representatives, we have generally been pleased. Additionally, our agreement meets all percentage requirements for fundraisers.

Please feel free to contact me if you have any questions.

Thank you kindly,

Thomas Fuhrman,
North Cumberland Elementary School Principal

“CHILDREN FIRST — EXCELLENCE ALWAYS”

Our mission at North Cumberland Elementary School is to provide a consistent, safe and positive atmosphere in which students will be empowered to learn and succeed as they face the challenges of life's journey.



Choose Your Bundle Agreement

Office Use Only
 School # 110670
 New Renew Sch YR 2022-2023

1 Year 2 Years 3 Years

School North Cumberland Elementary School County Cumberland District Cumberland Phone 931-484-5174
 Ship Address 7657 Hwy 127 North City Crossville ST TN Zip 38571
 Mail Address _____ City _____ ST _____ Zip _____

Name	Email	Phone
Principal <u>Mr. Thomas Fuhrman</u>	<u>tfuhrman@ccschools.k12tn.net</u>	_____
Asst. Principal _____	_____	_____
Secretary <u>Bookkeeper: Ms. Carolyn Findley</u>	<u>cfindley@ccschools.k12tn.net</u>	_____
Data Manager <u>Mrs. Teresa Deck</u>	<u>deckt@ccschools.k12tn.net</u>	_____
Picture Coordinator <u>Ms. Sandra Lyon</u>	<u>slyon@ccschools.k12tn.net</u>	_____
YB Sponsor <u>Ms. Julia Timson</u>	<u>jtimson@ccschools.k12tn.net</u>	_____

Grades at Campus PK-8 Afternoon Pre K Yes No # Classrooms 30 Enrollment 650
 Winter Break 12/16/22 - 1/4/23 Spring Break 3/20/23 - 3/24/23 Last Day of School 3/23/23

Strawbridge Studios, Inc. Agrees: 1. To provide complimentary faculty portraits. 2. To supply each Principal and Secretary with a large desk calendar for the current school year. 3. To guarantee complete satisfaction. Strawbridge Studios agrees to retake any portrait or provide a complete refund.

FACULTY Group Date 8/3/22 Time 10:30am Location Gym, on Bleachers # in Picture 75+
 FAC Individuals on Fall Picture Day Individual Date _____ Time _____ Location _____

FALL Date 8/26/22 Time 7:45am Location Gym Program J. E. Strawbridge Prepay + Proof
 Background Fall # PHG 2 Notes _____
ABS Date 10/24/22 Time 7:45am Location Gym Program PP SPEC

CLASS GROUPS Date 10/24/22 Time 7:45am Location Gym # PHG 1 Retail Price \$ 10
 Check all that apply Muslin Risers Disk Border TBD Wholesale Price \$ 10

SPRING Date 2/27/23 Time 7:45am Location Gym Program J. E. Strawbridge Prepay + Proof
 Background Spring, TBD Props Spring, TBD # PHG 2

Use the space below to add any additional programs: Holiday, Clubs, Sports, Band, Dance, Graduation, Panoramic, etc.

Fall Sports Date 11/16/2022 Time TBD Location Indoor/Outdoor Program Simply Sports

NOTES _____

Spring Sports Date 2/27/23 Time TBD Location Indoor/Outdoor Program Simply Sports

NOTES Clubs and Superlative Pictures also on this day.

Cap & Gown (PK, K, 8th) Date 4/3/23 Time 7:45am Location Gym Program Prepay Cap & Gown

NOTES PK, K, 8th Grade: 1171 - Prepay C&G LIC \$40 w/ Grad Folder

Step 1: Choose Your Bundle **1. JE Strawbridge Bundle** *3 Value Options* **2. Harold Strawbridge Bundle** *2 Value Options* **3. Ken Strawbridge Bundle** *1 Value Option*

Step 2: Pick Your Bundle Options

Graduation Journey Extra Photographer Special Event Photographer Student IDs Kinder Folios
 Ship to Home 25 Comp. A Pkgs Comp. Staff Yearbooks Custom Printing Comp. Planners & Calendars

Complete separate forms if YES to any of these.

YEARBOOK Yes **SERVICE ITEMS** Yes **SENIORS** Yes Sitting Fees \$ _____

Thomas Fuhrman
 School Representative Signature
Thomas Fuhrman
 Print Name

7/20/22
 Date

Eric McKnight
 Strawbridge Studios Representative
 Eric McKnight
 Print Name

7/20/22
 Date
 F17067



Kara Spicer, Principal

1219 Cook Road, Crossville, TN 38555

(931)456-5636

Fax (931)456-5369

stoneel.ccschools.k12tn.net

July 7, 2022

CCBOE,

On behalf of Stone Elementary, we request that you consider the attached picture agreement with Strawbridge Studios for the 2022-2023 school year. Thank you in advance for your support.

Sincerely,

Kara Spicer, Principal

"Together, We Can Achieve More!"



Choose Your Bundle Agreement

Office Use Only	
School #	_____
<input checked="" type="checkbox"/> New	<input type="checkbox"/> Renew Sch YR _____

School Stone Elementary School County Cumberland District Cumberland Phone 931-456-5636

Ship Address 1219 Cook Road City Crossville ST TN Zip 38555

Mail Address _____ City _____ ST _____ Zip _____

Name	Email	Phone
Principal <u>Mrs. Kara Spicer</u>	<u>spicerk1@ccschools.k12.tn.net</u>	_____
Asst. Principal <u>Ms. Bridgette Cox</u>	<u>bcox@ccschools.k12.tn.net</u>	_____
Secretary _____	_____	_____
Data Manager _____	_____	_____
Picture Coordinator <u>Ms. Janie Honeycutt</u>	<u>janie.honeycutt@ccschools.k12.tn.net</u>	_____
YB Sponsor <u>Ms. Janie Honeycutt</u>	<u>janie.honeycutt@ccschools.k12.tn.net</u>	_____

Grades at Campus PK - 8 Afternoon Pre K Yes No # Classrooms 30 Enrollment 690

Winter Break 12/16/22 - 1/4/23 Spring Break 3/20/23 - 3/25/23 Last Day of School 5/23/23

Strawbridge Studios, Inc. Agrees: 1. To provide complimentary faculty portraits. 2. To supply each Principal and Secretary with a large desk calendar for the current school year. 3. To guarantee complete satisfaction. Strawbridge Studios agrees to retake any portrait or provide a complete refund.

FACULTY Group Date TBD Time TBD Location TBD, Bleachers in Gym? # in Picture 70+
 FAC Individuals on Fall Picture Day Individual Date _____ Time _____ Location _____

FALL Date 10/4/2022 Time 8am Location Gym Program Speculative
 Background Fall # PHG 2 or 3 Notes _____
ABS Date 11/4/22 Time 8am Location Gym Program PP SPEC

CLASS GROUPS Date 1/24/2023 Time 8am Location Gym # PHG 1 Retail Price \$ 10
 Check all that apply Muslin Risers Disk Border TBD, Names-On CCGs Wholesale Price \$ 10

SPRING Date 2/15/2023 Time 8am Location Gym Program Speculative
 Background TBD Props TBD # PHG 2

Use the space below to add any additional programs: Holiday, Clubs, Sports, Band, Dance, Graduation, Panoramic, etc.

Sports Pictures Date 11/4/2022 Time After Makeup Pictures Location Gym, Outdoors Program Strawbridge Sports

NOTES _____

Club Pictures Date 1/24/2023 Time After Class Group Pictures Location Gym Program Yearbook Candid

NOTES _____

Cap & Gown Pictures Date 3/14/2023 Time 8am Location Gym Program Prepay Cap & Gown

NOTES Kinder and 8th Grade, 1171-Prepay C&G UC \$40 w/Grad Folder

Step 1: Choose Your Bundle **1. JE Strawbridge Bundle** *3 Value Options* **2. Harold Strawbridge Bundle** *2 Value Options* **3. Ken Strawbridge Bundle** *1 Value Option*

Step 2: Pick Your Bundle Options

Graduation Journey Extra Photographer Special Event Photographer Student IDs Kinder Folios
 Ship to Home 25 Comp. A Pkgs Comp. Staff Yearbooks Custom Printing Comp. Planners & Calendars

Complete separate forms if YES to any of these.

YEARBOOK Yes **SERVICE ITEMS** Yes **SENIORS** Yes Sitting Fees \$ _____

Kara Spicer
 School Representative Signature
Kara Spicer
 Print Name

7/7/2022
 Date

Eric McKnight Digitally signed by Eric McKnight
Date: 2022.07.07 10:29:30 -04'00'
 Strawbridge Studios Representative
Eric McKnight
 Print Name

7/7/2022
 Date
 F17067



William G. Stepp Director of Schools

Jim Inman Board Chair

July 19, 2022

Mr. William G. Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Board of Education,

I am submitting to you CTE, Food Service, General and Special Education Department's list of items to be retired by the BOE at July's regular scheduled board meeting. Please include these lists on the consent agenda. If you have any further questions or concerns, please contact Kacee Harris.

Sincerely,

Kacee Harris

Dr. Scott Maddox

Kathy Hamby

Marlene Holton

Central Services
Room Inventory Worksheet

7/19/2022

18-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price	
<u>CTE</u> 1000902	Apple A1502 MacBook Pro Laptop	A1502	LAPTOP		C17SK80HF VH3	\$0.00	
<u>CTE</u> 1001705	Apple iPad 3	unknown	iPad		SDYTJC6LG DJ8T	\$0.00	
<u>CTE</u> 3603	Frigidaire Microwave	unknown	APPLIANCE		KG83840095	\$0.00	
<u>GENERAL</u> 40448	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45026AC2FY N	\$0.00	
<u>GENERAL</u> 41695	Apple iPad 2 Wi-Fi Only 1_0 GHz 16GB A1395	A1395 EMC 2415	iPad		DLXFDC85D FHY	\$0.00	
<u>GENERAL</u> 45564	HP ProCurve 4204VL Network Managed Switch	4204VL	NETWORK MANAGED SWITCH		SG524VA0D 3	\$0.00	
<u>GENERAL</u> 52471	DeWALT DCD778L1 20v Hammer Drill	DCD778L1	SHOP EQUIPMENT		W000IAQ	\$0.00	

FOOD SERVICE's Retirement List for July 2022

page 1 of 1

Asset Tag	Location	Description	Model Name	Manufacturer	Serial Number	Department	Funding Source
NO TAG	Pleasant Hill Cafe	Lenovo Idea Pad 81F5	81F5	Lenovo	YDO4MNEV	FOOD SERVICE	FOOD FED
3147	Pleasant Hill Cafe	Wood Desk	N/A	N/A	N/A	FOOD SERVICE	FOOD FED
101836	Pleasant Hill Cafe	Roper Dryer	REX5634KQ1	Vulcan	MM5149608	FOOD SERVICE	FOOD FED
100881	Stone Elem Cafe	Fryer	MJ45EUSD	Frymaster	9009GA0025	FOOD SERVICE	FOOD FED
102314	Stone Elem Cafe	Fryer	SR42GN	Dean	1508MA1078	FOOD SERVICE	FOOD FED
NO TAG	18-303	Lexmark Printer	X748de	Lexmark	75265094g22wcg	FOOD SERVICE	FOOD FED
NO TAG	Pleasant Hill Cafe	Gray Gym Lockers	N/A	N/A	N/A	FOOD SERVICE	FOOD FED
101634	Pleasant Hill Cafe	Fuji Digital Fine Pix Camera	A340	Fuji	N/A	FOOD SERVICE	FOOD FED
101630	Pleasant Hill Cafe	Fuji Film Discovery Camera	270	Fuji	N/A	FOOD SERVICE	FOOD FED
101631	Pleasant Hill Cafe	Minolta Freedom Zoom Camera	N/A	Minolta	N/A	FOOD SERVICE	FOOD FED
101995	Pleasant Hill Cafe	E-Pac Bag Sealer	N/A	E-Pac	N/A	FOOD SERVICE	FOOD FED
100913	Stone Elem Cafe	Scale (Old digital)	N/A	N/A	N/A	FOOD SERVICE	FOOD FED

Central Services
Room Inventory Worksheet

7/13/2022

18-306ARETIRE FOOD SERV/SPED HALL - Virtual SPED Retire					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
1794S	Rolling Two-sided Cart	unknown	CART			\$0.00
180201264	HON File Cabinet	Vertical	FILE CABINET			\$209.56
1952	Rolling Two-sided Cart	unknown	CART			\$0.00
25297	Table	unknown	FURNITURE			\$0.00
3443S	HON Adult Desk	P3265RZP	FURNITURE			\$819.98
5111	Apple A1342 MacBook Laptop	A1342	LAPTOP		450220KBFY T	\$0.00
5194	Apple MacBook Air	MB AIR 11.6	LAPTOP		C02FL2FKD DQX	\$1,132.00
5800	Apple MacBook Pro	MacBook Pro	LAPTOP		CPWL8F93D TY3	\$964.05
5814	Apple MacBook Pro	MacBook Pro	LAPTOP		C1ML8TCM DTY3	\$964.05