

Regular Meeting of the Trousdale County Board of Education

Thursday, February 16, 2023

Trousdale County Board of Education

103 Lock Six Road

Hartsville, TN 37074

Attendance Taken at 5:57 PM.

Robert Atwood: Present

Deanna Bode: Present

John Kerr: Present

Racheal Petty: Present

Barbara Towns: Present

1. AGENDA:

1.A. Call to Order – Mr. John Kerr, Chairperson

1.B. Invocation – Mr. John Kerr, Chairperson

1.C. Pledge of Allegiance – Mr. Robby Atwood, Board Member

1.D. Invitation to audience to address items on the Agenda

1.E. Approval of the Agenda for February 16, 2023

Approval of the February 16, 2023, Agenda passed with a motion by Racheal Petty and a second by Barbara Towns.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

2. CONSENT AGENDA:

2.A. Approval of Consent Agenda for February 16, 2023

Approval of the February 16, 2023, Consent Agenda passed with a motion by Robert Atwood and a second by Deanna Bode.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

2.B. Approval of Minutes from January 19, 2023

2.C. Approval of Executive Decision - High School Yearbook Contract – Attachment A

2.D. Approval of Executive Decision - Monitor for Bus #3 – Hire a bus monitor for the remainder of the 2022-23 school year for bus #3 for the amount of \$52.00 per day.

2.E. Approve Elementary School Fundraiser – Attachment B

2.F. Approve High School Student Council Fundraiser – Attachment C

2.G. Approve High School Band Overnight Field Trip – Attachment D

2.H. Approve ESSER 3.0 Health & Safety Plan and Remaining Funds Addendum – Attachment E

2.I. Approve Director of Schools Annual Evaluation for 2022-23 – Attachment F

2.J. Approve Budget Amendment 141-72410 Office of the Principal

Amend the 2022-23 141 General Purpose School Budget by debiting Revenue. Amendments are to include:				
DEBIT Revenue	46980	Other State Contracts		500.00
GRAND TOTALS				\$500.00
Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:				
CREDIT EXPENDITURES	72410	Office of the Principal		
	599	Other Charges		500.00
GRAND TOTALS				\$500.00

2.K. Approve Budget Amendment - 141-72410 Office of the Principal

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:				
DEBIT EXPENDITURES	72410	Office of the Principal		
	139	Assistant Principals		1,500.00
GRAND TOTALS				\$1,500.00
Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:				

CREDIT EXPENDITURES	72410	Office of the Principal		
	701	Administration Equipment		1,500.00
GRAND TOTALS				\$1,500.00

2.L. Approve Budget Amendment 142-72210 Regular Instruction Support Services - Title II

Amend the 2022-23 142 Federal Projects School Budget by debiting line item expenditures. Amendments are to include:

		Subfund 202: Title II		
DEBIT EXPENDITURES	72210	Regular Instruction Support Program		
	399	Other Contracted Services		6,000.00
GRAND TOTALS				\$6,000.00

Amend the 2022-23 142 Federal Projects School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	72210	Regular Instruction Support Program		
	524	In-service/Staff Development		6,000.00
GRAND TOTALS				\$6,000.00

2.M. Approve Budget Amendment 142-72120 Health Services - ELC Grant

Amend the 2022-23 142 Federal Projects School Budget by debiting line item expenditures. Amendments are to include:

		Subfund: 940 Epidemiology & Laboratory Capacity Grant		
DEBIT EXPENDITURES	76100	Regular Capital Outlay		
	707	Building Improvements		11,222.00
	72120	Health Services		
	131	Medical Personnel		5,000.00
	201	Social Security		310.00
	204	State Retirement		450.00
	212	Employer Medicare		62.50
	413	Drugs & Medical Supplies		58,772.00
GRAND TOTALS				\$75,816.50

Amend the 2022-23 142 Federal Projects School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	72120	Health Services		
	599	Other Charges		2,550.00
	735	Health Equipment		28,800.00
	790	Other Equipment		29,475.00
	72130	Other Student Support		
	123	Guidance Counselors		12,850.00
	201	Social Security		797.00
	204	State Retirement		1,157.00
	212	Employer Medicare		187.50
GRAND TOTALS				\$75,816.50

2.N. Approve Budget Amendment 141-71300 Vocational Education Program - SPARC grant

Amend the 2022-23 141 General Purpose School Budget by debiting Revenue. Amendments are to include:

DEBIT Revenue	46590-SPARC	Other State Education Funds		95,158.00
GRAND TOTALS				\$95,158.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	71300	Vocational Education Program		
	116 SPARC	Teachers		32,928.00
	201 SPARC	Social Security		2,040.00
	204 SPARC	State Retirement		2,964.00
	212 SPARC	Employer Medicare		478.00
	429 SPARC	Instructional Supplies & Materials		10,000.00
	449 SPARC	Textbooks		46,748.00
GRAND TOTALS				\$95,158.00

2.O. Policy Revision 6.309 Zero Tolerance Offenses – Attachment G

2.P. Policy Revision 6.313 Discipline Procedures – Attachment H

2.Q. Review of School Board Policies - Personnel 5.100 - 5.309

3. SCHOOL DISTRICT HIGHLIGHTS:

4. PRINCIPALS' REPORT:

4.A. Trousdale County Elementary School - Ms. Badru provided information and updates about the school's plan for meeting the new state 3rd grade retention law. She stated that she has worked extensively by personally calling parents as well as by providing constant reminders about the implications of the new law, noting the importance of registering students for the summer learning camp that will be held June 5-30. Ms. Badru highlighted the work that the school and district have been doing with TNTP, Accelerate, and Lipscomb University's College of Education. Ms. Badru stated that Lipscomb was interested in the school's work with high-quality curriculum and how the school is utilizing the science of reading with preservice teachers. She stated that Dyersburg schools are also working with her to schedule a school visit.

4.B. Jim Satterfield Middle School – Mr. McCall discussed the school's preparation for the upcoming Q3 benchmark assessments that will be administered in March. He stated that the Q3 benchmark is more like TCAP as it is a summative assessment that covers all the academic standards that are to be taught in a year. Mr. McCall stated the school would begin the writing assessment on February 23 and would start taking the computer portions a week later. Mr. McCall discussed the school's strategies for addressing student absenteeism stating that he often provides make-up opportunities by allowing students to attend afterschool detention and/or Saturday School. He stated that most attendance hearings go well as most issues are resolved by getting parent verifications to the school in a timely manner.

Mr. McCall briefed the Board about the school's strategies for increasing post-secondary success which includes an interest inventory by YouScience that is taken by all 7th graders as well as 8th grade college visits to Tennessee Tech, TCAT, Vol State, and Cumberland University. Mr. McCall informed the Board that Sumner County Schools had recently visited both the elementary and middle schools to explore the math curriculum used at both schools to help them determine the math curriculum to adopt under the new adoption cycle. He concluded by updating the Board about the upcoming spring sports.

4.C. Trousdale County High School – Dr. Kuhn informed the Board that both the boys and girls basketball teams are in the district basketball tournament in which the girls won the regular season district championship for the first time in recent memory. Dr. Kuhn stated that the seniors presently have a 79% FAFSA filing rate and only need (8) students in nine days to meet the school's 90% FAFSA filing rate goal. He said that the freshmen would be touring Volunteer State on February 24 and that the school is presently planning for more college visits in the spring. Dr. Kuhn stated that the school is presently planning for the upcoming Career Pathway Fair that will be held on March 30 for both 8th and 9th graders where the school will introduce students to career technical pathways that include Office Management, Nursing Education, Mechatronics, Agriculture, and the new Teaching as a Profession (TAP) pathways as well as introducing students to the multiple dual enrollment opportunities that are offered to juniors and seniors at Trousdale County High. Dr. Kuhn stated that his goal for next year is to move away from paper registration and move entirely to online registration for

2023-24. He concluded by stating that the high school is also constantly working to support parents in addressing student chronic absenteeism which has increased since the pandemic.

4.D. Student School Board Representative – Elizabeth Harris, Student Representative, reported to the Board about the school’s initiative to start a grow your own teacher apprentice program in which she is presently participating. Elizabeth said she is working in schools two days per week where she has already worked in the 3rd, 4th, and 5th grades and is presently working in the middle school. Elizabeth said the program has been a great experience for her that has confirmed her decision that she wants her career as a teacher.

5. DIRECTORS' REPORT:

5.A. Employment Notifications - none

5.B. Academic and Goal Updates – Dr. Satterfield provided a student enrollment report stating that the overall school enrollment is (11) students fewer than at the same time last year. He too updated the Board about the 3rd grade Retention Law and provided the Board with a timeline for Summer Learning Camp (June 5 -30), TCAP Retake (June 5), TCAP Appeals (June 7), and the Summer Camp Post-test (June 29). He announced the new dual enrollment partnership with Cumberland University which will begin in the fall along with offering early college beginning with the Class of 2027. He reiterated the principal’s reports about each schools work around preparing students for post-secondary success upon graduation. He concluded by updating the Board about information about the new TISA funding formula that is to replace the BEP. He stated that the first estimate is scheduled to come out in late February and the school district is presently working to cleanup student attendance and student demographics which determine a large amount of the new funding formula.

5.C. Project Updates - Dr. Satterfield reported on the progress of the new baseball/softball restrooms and the execution of the architectural contract with CTC Design Collaborative that is responsible for developing emergency floor plans of each school along with architectural plans for a field house and a roof replacement at the elementary school.

6. NEW BUSINESS:

6.A. Policy 2.806 Bids and Quotations – Attachment I

Approval to raise the bid threshold to \$25,000 passed with a motion by John Kerr and a second by Deanna Bode.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Nay

6.B. Math Textbook Adoption - Attachment J

Approve the Math Textbook Committee's recommendation to adopt the Curriculum Associates to be used in grades K-8 and SAVVAS curriculum to be used in grades 9-12, passed with a motion by Robert Atwood and a second by Racheal Petty.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

6.C. Baseball & Softball Fencing Bid – Attachment K

Approve Fences Unlimited, Inc. to install vertical iron fencing at the baseball/softball for the bid amount of \$13,978.90 which includes a \$250.00 compressor fee plus \$10.00 per hole if required. The gates are also required to rollers if the gate exceed 4' in length, passed with a motion by Robert Atwood and a second by Barbara Towns.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

7. ACCOUNT ANALYSIS:

8. VENDOR CHECKS:

9. EXPENDITURES & ENCUMBRANCES:

10. ADJOURN:

Motion to Adjourn, passed with a motion by Racheal Petty.


Barbara Towns: Yea

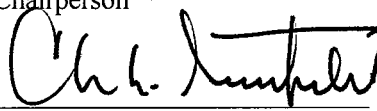
Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea


Chairperson


Director of Schools

Jostens Yearbook Agreement

Jostens, Inc. | 7760 France Avenue South, Suite 400 | Minneapolis, MN 55435 | 952-830-3300

Customer Name	Trousdale County High School	Customer Phone	(615)374-2201
Customer Address	262 McMurray Blvd W, Hartsville, TN, 37074-1413		
Contact Name	Christie Sprinkles	Contact Phone	(615)374-2201
Contact Role	Yearbook Adviser	Email	christiesprinkles@tcschools.org

The Customer has selected Jostens, Inc. to be their exclusive yearbook provider for the years identified below (the "Term"). The parties agree as follows:

- Jostens and the Customer will work together to establish all yearbook specifications (including things such as size, copies and pages), completion deadlines, price, and delivery schedules for each year during the Term and subject to the terms and conditions found at:
<https://jostens.secure.force.com/terms?Lid=YBKUS>
- After this Agreement is signed, as the Customer's exclusive yearbook provider Jostens will invest in and allocate resources to provide training and assistance to the Customer to help with the creation, production and marketing of the Customer's yearbook, including without limitation the planning, content, theme, layout, and merchandising.
- The Term of this Agreement is for the following years: ☒ 2024 ☐ 2025 ☐ 2026 ☐ 2027 ☐ 2028

Additional Notes/Specifications Agreed Upon:

- Specifications based on 2023 but can be altered as needed
- Jostens Consumer Marketing Program
- Jostens Yearbook Ads Services (if desired)
- Experienced local service
- Guaranteed Balanced Budget

This Agreement is subject to acceptance by Jostens and to Jostens' standard printing terms and conditions.

X _____
SIGNATURE OF CUSTOMER AUTHORIZED REPRESENTATIVE

Christie Sprinkles _____
PRINTED NAME DATE

X Ch h Satterfield
SIGNATURE OF 2ND CUSTOMER AUTHORIZED REPRESENTATIVE (IF REQUIRED)
Clint A. Satterfield 1/23/23
PRINTED NAME DATE

X Jay Hall
SIGNATURE OF JOSTENS AUTHORIZED REPRESENTATIVE

Jay Hall _____
PRINTED NAME DATE

REP # 1564 JOB # 41191



Trousedale County Schools
Request for Fundraising Activity

Attachment B

School: ☒ TCES ☐ JSMS ☐ TCHS

Student Group/Activity: Spring Sprint

Net Amount Expected/Goal: 5000.00

Specific Purpose of the Fundraiser:

This Fundraiser will motivate students with fun and exciting new fitness ways to raise money to reward students.

Specific Use of the Funds Acquired:

These funds will go to help fund a Reward Day, and end of the year activities. It will also go toward items to encourage students with learning and good behavior.

Describe how students will be involved in the fundraising activity:

Students will be encouraged to participate by collecting donations from family and friends for laps. This kind of Fundraiser helps all students get involved with the school and activities to promote fitness.

Ruth Seise
Sponsor's Signature

2/1/23
Date

Demetrie Badru
Principal's Signature

2/1/23
Date

Director's Signature

Date

Board Approved: _____



Trousedale County Schools Request for Fundraising Activity

Attachment C

School: ☐ TCES

☐ JSMS

☒ TCHS

Student Group/Activity: Student Council

Net Amount Expected/Goal: 500.00

Specific Purpose of the Fundraiser:

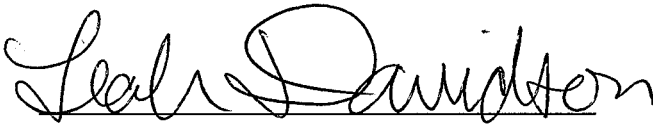
There are 2 major purposes of this fundraiser. The first is to serve the students of the school and do so by allowing them to buy Candy Grams for one another for Valentine's Day. The second purpose is to raise money to add to student appreciation budget for Student Council.

Specific Use of the Funds Acquired:

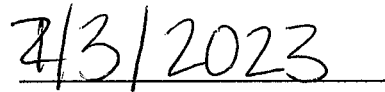
The use of these funds will go towards goodies and gifts for student appreciation time during the testing window. This is a time where we get to help motivate and inspire the students to do their best during testing!

Describe how students will be involved in the fundraising activity:

The students will be helping to sell the Candy-Grams at the TC during the breaks and before/after school. They will also help in getting the Candy-Grams put together and ready for the 14th.



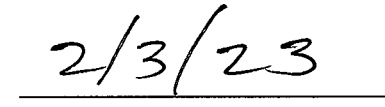
Sponsor's Signature



Date



Principal's Signature



Date

Director's Signature

Date

Board Approved: _____



Trousdale County Schools Request for School Trip

(To be submitted to principal at least ten (10) days prior to the occurrence of trip)

School: ☐ TCES ☐ JSMS ☐ TCHS ☒ Other: BAND
(Please specify)

Transportation Requested: ☐ Bus ☒ Van ☐ Car ☐ None
(Please indicate # of vehicles needed in boxes provided)

Destination: APSU HONOR BAND

Address: CLARKSVILLE, TN

Date(s) of Event: FEBRUARY 23rd, 24th, & 25th

Approximate Mileage: 120 (round trip) Student Fee: \$ 40

Group Attending: TCHS HONOR BAND Approximate #: 5

Teacher(s) in Charge: JOINES, MILLER & SPRINKLES

Departure Time: (3) THURSDAY Return Time: 5PM SATURDAY

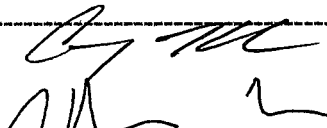
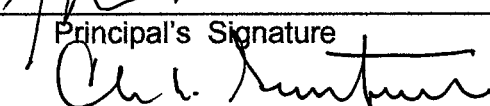
How will students benefit from this trip? STUDENTS IN THE HONOR BAND WILL BE EXPOSED TO MUCH MORE CHALLENGING MUSIC THAN WE CAN PROVIDE HERE, AND ALLOW THEM TO WORK IN A LARGE BAND. GIVES THEM SCHOLARSHIP EXPOSURE.

Lunch details: WE WILL EAT ON CAMPUS AND OFF CAMPUS DURING THE EVENT.

Parents or Chaperones: NONE

Non-participating students or classes will N/A

IF A STUDENT CANNOT PAY, THE DIRECTOR OR BOOSTERS WILL PAY THE FEE.

	For Central Office Use Only <u>2/8/23</u>
Principal's Signature	<u>2/8/23</u> Date
	<u>2/17/23</u> Date
Director's Signature	
_____ Transportation Director's Signature	_____ Date

Assigned Bus Driver(s): _____



Safe Return to In-person Instruction and Continuity of Services Plan Addendum Guidance 2022-2023

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

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (Feb. 15 and Sept. 15). Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

Please consider the following when completing the addendum:

- Ensure the LEA used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- LEAs must update the *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

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

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

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

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

LEA Name: Trousdale County

Date: 02/15/2023

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

Through parent conferences, teacher meetings, health meetings, and principal meetings, stakeholders including parents, teachers, nurses, principals, and district leaders have overwhelmingly indicated their preference to return to traditional and in-person learning for the 2022-23 school year. Input from these groups continue to provide the foundation of our in-person return to school model. However, the district continues to provide one-to-one devices for all students in grades K-12 in case students are quarantined or for emergency school closures. In 2021-22, the district used its remote learning plan to transition to remote instruction by requesting a waiver from the Commissioner of Education. The school health department, school nurses, and principals advise the Director of Schools when transitions to remote instruction become practical.

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

The Coordinated Health Department in consultation with the school nurses consistently communicates on an as need basis with the local Department of Health about COVID and other disease causing pathogens that affect both staff and student attendance. Presently, neither our school nurses nor the health department quarantine staff or students as the decision is left to families and their physician.

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

<i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i>
The same health and safety protocols that are provided to all students are provided to students with special needs and disabilities with increased monitoring of asthmatic students.
<i>Physical distancing (e.g., use of cohorts/podding)</i>
Presently, the school district protocols no longer include physical distancing, podding, or mandatory masking. Protective masking of staff and students is optional via school board policy.
<i>Hand washing and respiratory etiquette</i>
Health protocols provide frequent handwashing opportunities for students throughout the school day. Electric air hand dryers have been installed in all facilities replacing paper towels to promote safer handwashing etiquette. Protective masking of staff and students is optional via school board policy. Although schools no longer require masking, teachers foster an environment where masking decisions are respected.
<i>Cleaning and maintaining healthy facilities including improving ventilation</i>
Restroom facilities are cleaned and disinfected throughout the school day and after each class exchange. HVAC at all schools have recently been renovated during the past five years that meet fresh air requirements. New windows have been installed at the middle school to enhance fresh air ventilation.
<i>Contact tracing in combination with isolation and quarantine</i>
With new state laws and Department of Health Guidance, schools are no longer isolating and quarantining staff and students as it has now become one's "personal responsibility" per the TN Department of Health.
<i>Diagnostic and screening testing</i>
Through the Epidemiology Laboratory Capacity (ELC) grant, the district provides <u>optional</u> COVID screening for employees. And, is prepared to resume its screening facility should cases increase.
<i>Efforts to provide vaccinations to educators, other staff, and students, if eligible</i>
The district does not require vaccinations of employees nor does the district solicit vaccination information from its employees.
<i>Universal and correct wearing of masks</i>
The district does not require the wearing of protective masks for either staff nor students. However, our schools foster a climate where masking decisions are respected.

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

The district's remote learning plan only requests transition to remote instruction for staff shortages due to quarantines related to COVID. As previously stated, the district's objective is to provide in-person learning every day for all students. When traditional learning becomes impractical, the district is positioned to pivot to remote instruction. The district can still continue to provide lunches to students in case of a school closure. Nurses and counselors remain available to students in the event of a school closure. Special education students are contacted daily via Google Meet by their special education teacher during remote learning days.

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

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

ESSER 3.0 Public Plan for Remaining Funds

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

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

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

General Information

LEA Name: Trousdale County Schools

Director of Schools (Name): Clint A. Satterfield

ESSER Director (Name): Clint A. Satterfield

Address: 103 Lock Six Rd. Hartsville, TN 37074

Phone #: 615-374-2193 District Website: www.tcschools.org

Addendum Date: 02/16/2023

Total Student Enrollment:	1,398
Grades Served:	K-12
Number of Schools:	3

Funding

ESSER 2.0 Remaining Funds:	\$66,475.86
ESSER 3.0 Remaining Funds:	\$1,001,548.57
Total Remaining Funds:	\$1,068,024.13

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		267,647.57
	Summer Programming		
	Early Reading		
	Interventionists		
	Other		327,140.00
	Sub-Total		594,787.57
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		9,200.00
	Mental Health		
	Other		
	Sub-Total		9,200.00
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction		
	Other		69,216.00
	Sub-Total		69,216.00
Foundations	Technology	34,475.86	
	High-Speed Internet		
	Academic Space (facilities)	32,000.00	
	Auditing and Reporting		
	Other		328,345.00
	Sub-Total	66,475.86	328,345.00
Total		66,475.86	1,001,548.57

Academics

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

To address learning loss due to the negative impacts of COVID, the district continues to allocate (\$169,251) to implement low-ratio, high-dose tutoring for non-proficient math students in grades 3, 4 and 5 for three years. All tutoring opportunities are provided during the school day by licensed teachers and one teacher pipeline educational assistant. The district choose to provide high-dose math tutoring for elementary students since recent research reveals a more negative affect from learning loss in mathematics than reading in early grades. District research of recent TCAP results also aligns to the national research. This expenditure is part of the TN ALL Corps mathematics tutoring initiative that allows the district to extend tutoring opportunities for non-proficient elementary students during the school day by licensed teachers. Most recent 2021-22 TCAP results reveal that 44% of students participating in the tutoring program moved from non-proficient to proficient supporting the district's continuation of the program for the 2022-23 school year. Additionally, these funds (\$98,396.57) are being used to purchase high-quality Mathematics curriculum in grades 1-12 to support learning acceleration district wide.

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

To accelerate learning due to the negative impacts from COVID, the district once again has contracted services for year-round reading support that is being disseminated through a shared leadership model led by a new Coordinator of Teacher Talent & Development / Learning Loss Strategist (\$46,330). The Coordinator works directly with School Instructional Coordinators (\$280,810), one for each of the district's three schools to provide on-going, year-around instructional coaching and professional development for teachers.

Student Readiness

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

To ensure equitable college & career opportunities for all students, the district set aside (\$9,200) to provide vocational dual enrollment opportunities as well as fee waivers for additional ACT and Accuplacer opportunities for high school students.

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

N/A

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

The district's strategy to support educators is based on the shared leadership model to build leadership capacity of instructional supervisors, principals, school instructional coordinators, and aspiring grade-level and content level teachers. Coordination of instructional strategies, high-quality curriculum and materials, including the district's teacher pipeline initiative is directed by the Coordinator of Teacher Talent & Development / Learning Loss Strategist will coordinate these programs to retain and support educators in the service to students.

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

To accelerate learning due to the negative effects of COVID, (\$69,216) will be spent to contract with an ELA consultant (TNTP) to provide year-long, on-going instructional leadership support for K-12 Reading. The consultant provides instructional classroom walkthrough observations and supports the Learning Loss Strategist and School Instructional Coordinators to improve teacher instructional practices and student learning outcomes.

Foundations

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

Since the onset of the COVID pandemic, the demand for school health services has increased exponentially. ESSER 3.0 funds are continued to be utilized to provide full-time nurses at each of the district's three schools. Although COVID cases are less than a year ago, nurses continue to examine staff and students, provide testing services for staff, and work with parents to reduce student chronic absenteeism.

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

ESSER 3.0 funds (\$328,345) are being utilized to fund the salaries of (3) nurses, one at each school and (2) technology assistants to sustain student health and academic supports brought about from the COVID pandemic. Administrative fees in the form of stipends are also being paid to the finance director, and two finance assistants for additional duties necessary to monitor, audit, and report ESSER 3.0 grant requirements.

Monitoring, Auditing, and Reporting

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

The Director of Finance and Director of Schools reviews each purchase request prior to order placement to ensure all expenditures are in conformity with Uniform Grants Guidance and the approved budget. All ESSER funds are maintained in separate subfunds which are balanced on a monthly basis, and all purchasing procedures are followed in accordance with the district's competitive bid process, and all applicable purchases are inventoried. All capital projects are reviewed to ensure applicable Davis-Bacon guidelines are followed. The Director of Schools ensures that appropriate information is reported to the community via the district website.

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

The district has allocated a total of \$1,577,576.70 which is 73% of its ESSER 3.0 funding to address loss of learning through learning acceleration. The district has employed (3) high-dose math tutors for non-proficient students in grades 3-5, provided teacher attendance stipends in 2021-22 to incentivize in-person instruction, employed school instructional coordinators for each school to provide on-going year-round instructional coaching for teachers, purchased high quality reading and mathematics curricula and materials for students in grades 1-12, and hired a Coordinator of Teacher Talent & Development / Learning Loss Strategist to coordinate district-wide initiatives to address learning loss.

Family and Community Engagement

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

The district annually conducts both a teacher retention analysis to study teacher retention trends as well as a TNReady analysis to quantify student learning loss caused by the negative impacts of the COVID pandemic. Student data are analyzed with teachers regularly before and throughout the school year in PLCs and Power Friday professional developments. High-dose math students and their parents are surveyed periodically for effectiveness and favorability. A summer learning camp family survey is conducted at the conclusion of each summer learning camp to gauge camp effectiveness.

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

The district used three electronic surveys that was pushed out by the district's text messaging system during the spring of 2022. The district surveyed families, students, and teachers of which 46% of the families surveyed (295) responded with 98% of the responses being favorable of the district's present ESSER plan strategies. Although students (268) continue to favor the ESSER plan strategies, 10% of their responses requested more

high school class offerings. 90% of the high school teachers (31) rated the support provided by the school instructional coordinators as worthwhile to improving their professional practice.

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

The district continues to engage multiple stakeholders through board meetings, parent-teacher conference, county education committee meetings, and radio broadcasts. District surveys include learning management surveys, early literacy surveys, bullying prevention surveys, summer learning camp surveys, and classroom teacher surveys that conducted by the students themselves. Surveys are administered to all the parents of students from our largest ED and SWD subgroups to ensure that their families have input in the programing of the school district.

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

The district continues utilized parent surveys via the text messaging platform, in-person interviews with teachers and students during PLC meetings, grade-level meetings, parent-teacher meetings and conferences as well as attendance hearings. The district has monthly public forum opportunities that provides stakeholder input opportunities such as education committee and Board meetings. During parent-teacher conferences teachers are provided with parent materials (ex: parent portal access) and information about educating parents about how to identify and address learning loss through learning acceleration.

2022-23 Director's Evaluation Survey									
Keeps all board members informed on issues, needs, and operation of the school system.									
1	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	3	
	0	20.00%	1	3	0.00%	1	0	5	
Supports board policy and actions to the public and staff.									
2	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.8
	0	0.00%	0	2	20.00%	2	1		
Has a harmonious relationship with the board.									
3	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.4
	0	0.00%	0	3	0.00%	2	0		
Upon request, provides clear explanations of alternatives for recommendations.									
4	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.2
	0	0.00%	0	4	0.00%	1	0		
Works toward creating and maintaining a high degree of understanding and respect between staff and the board.									
5	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.2
	0	20.00%	1	2	0.00%	2	0		
Advices the board on need for new or revised policies.									
6	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.8
	0	0.00%	0	3	40.00%	0	2		
Refrains from criticizing the board or members of the board.									
7	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.6
	0	0.00%	0	3	20.00%	1	1		
Exercises good judgment and objectivity in making recommendations.									
8	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.4
	0	0.00%	0	4	20.00%	0	1		
Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.									
9	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.2
	0	0.00%	0	4	0.00%	1	0		
Understands and executes the intent of board policy.									
10	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.4
	0	0.00%	0	4	20.00%	0	1		
Seeks and accepts constructive criticism of his work.									
11	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.2
	0	20.00%	1	3	20.00%	0	1		
Keeps board informed on employment, promotion, and dismissal of personnel.									
12	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.8
	0	0.00%	0	3	40.00%	0	2		
Is an effective spokesman for the school system.									
13	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average	5	3.8
	0	0.00%	0	3	40.00%	0	2		

Is respected and supported by the community in conducting the operation of the schools.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
14	0.00%	0	60.00%	3	40.00%	2	0.00%	0	5
Builds public support for the school district.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
15	0.00%	0	0.00%	0	60.00%	3	40.00%	2	5
Defends principals in the face of pressure or partisan influence.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
16	0.00%	0	0.00%	0	60.00%	3	20.00%	1	5
Develops cooperative relationships with the news media.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
17	0.00%	0	0.00%	0	40.00%	2	40.00%	2	5
Participates actively in community life and events.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
18	0.00%	0	0.00%	0	40.00%	2	60.00%	3	5
Achieves status as a community leader in public education.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
19	0.00%	0	0.00%	0	20.00%	1	20.00%	1	5
Works effectively with public and private agencies.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
20	0.00%	0	0.00%	0	40.00%	2	20.00%	1	5
Establishes strong relationships with public and private agencies.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
21	0.00%	0	0.00%	0	40.00%	2	20.00%	1	5
Develops good staff morale and loyalty to the school system.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
22	20.00%	1	20.00%	1	40.00%	2	20.00%	1	5
Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
23	20.00%	1	40.00%	2	20.00%	1	0.00%	0	5
Delegates authority to supervisors appropriate to the position each holds.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
24	20.00%	1	20.00%	1	40.00%	2	20.00%	1	5
Recruits and assigns the best available personnel.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
25	20.00%	1	0.00%	0	60.00%	3	0.00%	0	5
Represents the best interests of the board in working with teachers and their organization.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average		
26	0.00%	0	0.00%	0	40.00%	2	40.00%	2	5

Solicits input from staff in planning.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
27	0.00%	0	1	80.00%	4	0	5
Maintains up-to-date job descriptions of all personnel.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
28	0.00%	0	0	80.00%	4	0	5
Ensures that adequate planning and evaluation of curriculum and instruction occurs.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
29	0.00%	0	0	60.00%	3	2	5
Develops and empowers supervisors, resulting in an effective educational team.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
30	0.00%	0	0	60.00%	3	1	5
Possesses a vision and communicates a mission for the school system.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
31	0.00%	0	0	20.00%	1	2	5
Understands and keeps informed regarding all aspects of the instructional program.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
32	0.00%	0	0	20.00%	1	2	5
Participates with staff, board, and community in studying, problem solving, and developing curriculum and instructional improvements.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
33	0.00%	0	0	40.00%	2	2	5
Organizes a planned program of staff evaluation and improvement.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
34	0.00%	0	0	60.00%	3	2	5
Models the highest professional standards to staff and community.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
35	0.00%	0	0	40.00%	2	2	5
Is an effective advocate of lifelong learning.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
36	0.00%	0	0	20.00%	1	2	5
Creates an environment which encourages staff to constantly strive for improvement.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
37	0.00%	0	2	20.00%	1	1	5
Incorporates technology as a teaching-learning strategy.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
38	0.00%	0	0	20.00%	1	0	5
Encourages staff to be innovative in problem-solving.							
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total	Weighted Average
39	0.00%	0	1	60.00%	3	0	5

Has an understanding of the needs of the school program, plant, facilities, equipment, supplies, and the budget required.									
	Significantly Below Expectations	Below Expectations	At Expectations	Above Expectations	Significantly Above Expectations	Total		Weighted Average	
40	0 0.00%	0 0.00%	2 40.00%	1 20.00%	2 40.00%	5		4	
Supervises operations, insisting on competent and efficient performance.									
41	0 0.00%	1 20.00%	1 20.00%	1 20.00%	2 40.00%	5		3.8	
Ensures that funds are spent wisely, and adequate control and accounting are maintained.									
42	0 0.00%	0 0.00%	1 20.00%	1 40.00%	2 40.00%	5		4.2	
Works effectively with board, staff, and community to develop both long and short range strategic plans.									
43	0 0.00%	0 0.00%	3 60.00%	1 20.00%	1 20.00%	5		3.6	
Keeps board and community informed on progress towards short and long range plans.									
44	0 0.00%	0 0.00%	3 60.00%	1 20.00%	1 20.00%	5		3.6	
Personally involved in academic planning of strategies goals, and projected student outcomes.									
45	0 0.00%	0 0.00%	2 40.00%	2 40.00%	2 40.00%	5		4	
							Weighted Average	3.55	

Trousdale County Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: 02/16/23
		Rescinds: 6.309	Issued: 07/16/20

1 In order to ensure a safe and secure learning environment, the following offenses shall not be
2 tolerated:¹

3 **WEAPONS & DANGEROUS INSTRUMENTS**

4 Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon on school
5 buses, on school property, or while on school sponsored outings.

6 Dangerous weapons for the purposes of this policy shall include, but are not limited to, a firearm or
7 anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily
8 injury or anything that in the manner of its use or intended use is capable of causing death or serious
9 bodily injury.

10 Violators of this section shall be subject to suspension and/or expulsion from school.

11 *Firearms*²

12 In accordance with state law, any student who brings to school or is in unauthorized possession of a
13 firearm on school property shall be expelled for a period of not less than one (1) calendar year. The
14 Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case
15 basis.

16 **DRUGS**³

17 In accordance with state law, any student who unlawfully possesses any drug, including any controlled
18 substance, controlled substance analogue, or legend drug on school grounds or at a school-sponsored
19 event, shall be expelled for a period of not less than one (1) calendar year. The Director of Schools
20 shall have the authority to modify this expulsion requirement on a case-by-case basis.

21 **ASSAULT**

22 In accordance with state law, any student who commits aggravated assault⁴ or commits assault that
23 results in bodily injury⁵ upon any teacher, principal, administrator, any other employee of the school,
24 or school resource officer shall be expelled for a period of not less than one (1) calendar year. The
25 Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case
26 basis.

27 Students that commit zero tolerance offenses may be assigned to an alternative school or program at
28 the discretion of the Director of Schools.⁶

1 NOTIFICATION

2 When it is determined that a student has violated this policy, the principal of the school shall notify the
3 student's parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by
4 law.⁷

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 49-6-3401(g)(2); TCA 49-6-3402
7. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1)

Cross References

Code of Conduct 6.300
Drug-Free Schools 6.307
Suspension 6.316

Trousdale County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Discipline Procedures	Descriptor Code: 6.313	Issued Date: 02/16/23
		Rescinds: 6.313	Issued: 12/16/21

The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school.¹ Codes of conduct for students in pre-kindergarten or kindergarten shall utilize behavior intervention planning and restorative practices as alternative disciplinary practices and shall only use exclusionary discipline as a measure of last resort.² The development of each code shall involve principals and staff members of each level and shall be consistent with the relevant policies as adopted by the Board.³

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

1. Balances accountability with an understanding of traumatic behavior;
2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
4. Creates consistent rules and consequences; and
5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize positive school climate, restorative practices, behavior intervention planning, building strong brains, and trauma-informed discipline practices.

MISBEHAVIORS: Level I

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

Examples (not an exclusive listing):

- Classroom disturbances

- Classroom tardiness
- Open food or drink in school without permission
- Refusal to participate in required school activities (wellness activities, reading assignments, etc.)
- Violations of classroom rules
- Conduct that disrupts the peace and good order of the learning environment (impudence, profanity, disorderly conduct, and disrespect for authority, etc.)
- Inappropriate public display of affection
- Cheating and lying
- Abusive language
- Bullying, threatening, hazing, or intimidating behavior
- Non-defiant failure to do assignments or carry out directions
- Harassment (Sexual, Racial, Ethnic, Religious)

Disciplinary Procedures:

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

Disciplinary Options:

- Verbal reprimand
- Special Assignment
- Restricting activities
- Counseling
- Withdrawal of privileges
- Strict supervised study
- Office referral
- Restorative Practices
- Corporal punishment
- In-school suspension
- After school detention

MISBEHAVIORS: Level II

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

Examples (not an exclusive listing):

- Continuation of unmodified Level I behaviors

- School or class tardiness
- School or class truancy
- Use of foul or abusive language
- Disrespect to teacher/staff
- Insubordination (not following the directive of a teacher or other school employee)
- Computer hacking or tampering
- Participation in a school disruption
- Gambling (pitching pennies, dice, or other games of chance)
- Leaving school grounds without permission
- Dress code violation
- Wearing, while on the grounds of the school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment⁶
- Using forged notes or excuses
- Disruptive classroom behavior
- Bullying, threatening, hazing, or intimidating behavior
- Harassment (Sexual, Racial, Ethnic, Religious)
- Refusal to accept Level I/II disciplinary options

Disciplinary Procedures:

- Student is referred to principal for appropriate disciplinary action.
- Principal meets with student and teacher.
- Principal hears accusation made by teacher, permits student the opportunity of explaining his/her conduct, denying it or explaining any mitigating circumstances.
- Principal takes appropriate disciplinary action and notifies teacher of action.
- Record of offense and disciplinary action maintained by principal.

Disciplinary Options:

- Teacher/schedule change
- Modified probation
- Behavior modification
- Social probation
- Peer counseling
- Referral to outside agency
- Restorative Practices
- After-school detention
- Saturday School Detention
- Transfer
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Corporal punishment
- Restricting school related honors student is otherwise due
- Out-of-school suspension (not to exceed ten (10) days).

1 MISBEHAVIORS: Level III

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

4 *Examples (not an exclusive listing):*

- 5 • Continuation of unmodified Level I and II behaviors
- 6 • Fighting (simple) (both parties disciplined, unless one was attacked for no apparent
7 reason) – Minimum reassignment to the Alternative School for (6) instructional days.
- 8 • Vandalism (minor) (full restitution expected)
- 9 • Use or possession, sale and/or distribution of tobacco, including vaping products in any
10 form.
- 11 • Possession or detonation of an incendiary or explosive material (poppers, firecracker,
12 stink bomb, smoke bomb, etc)
- 13 • Destruction of school property (full restitution expected)
- 14 • Pulling a fire alarm when no fire or smoke is visible
- 15 • Possession of drug paraphernalia (including rolling papers)
- 16 • Sexual misconduct
- 17 • Indecent exposure
- 18 • Unauthorized photographing and/or videoing during the school day, on school property
19 (including buses), or during school sponsored events.
- 20 • Unauthorized use of school or district website, images, emblems, etc.
- 21 • Prescription policy violation
- 22 • Stealing
- 23 • Bullying, threatening, hazing, or intimidating behavior
- 24 • Harassment (Sexual, Racial, Ethnic, Religious)
- 25 • Refusal to accept Level I/II/III disciplinary options

26 *Disciplinary Procedures:*

- 27 • Student is referred to principal for appropriate disciplinary action.
- 28 • Principal meets with student and teacher.
- 29 • Principal hears accusation by accusing party and permits offender the opportunity of
30 explaining conduct.
- 31 • Principal takes appropriate disciplinary action.
- 32 • Principal may refer incident to director of schools and make recommendations for
33 consequences.
- 34 • If student's program is to be changed, adequate notice shall be given to the student and
35 his/her parents of the charges against him, his/her right to appear at a hearing and to be
36 represented by a person of his/her choosing.
- 37 • Any change in school assignment is appealable to the Board.
- 38 • Record of offense and disciplinary action maintained by principal or director of schools.

Disciplinary Options:

- Saturday School Detention
- Alternative School (minimum reassignment for (6) instructional days)
- Suspension from school-sponsored activities or from riding school bus
- Restorative Practices
- Out-of-school suspension not to exceed ten (10) days
- Expulsion
- Restitution from loss, damage or stolen property
- Transfer
- Social adjustment classes
- Detention
- Corporal punishment

MISBEHAVIORS: Level IV

Acts which result in violence to another's person or property or which pose a threat to the safety of others in the school.⁷ These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities and/or action by the Board.

Examples (not an exclusive listing):

- Unmodified Level I, II and III behaviors
- Use, possession, sale, and/or distribution of drugs, and/or alcohol (citation shall be issued to the student by the principal and shall require the student and parents to appear in Juvenile Court)
- Fighting (bodily harm inflicted). Both parties shall be disciplined, unless one was attacked for no apparent reason. Assailant shall be expelled for a minimum of (30) instructional days. A police report shall be filed on the student by the principal that may require the student and parents to appear in Juvenile Court.
- Verbal threat to do bodily harm (including written statements). Assailant shall be suspended for a minimum of (3) days. A police report shall be filed on the student by the principal that may require the student and parents to appear in Juvenile Court.
- Transmission by an electronic device any communication containing a threat to cause bodily injury or death to another student or school employee that such a threat creates a substantial disruption at school that requires administrative intervention.
- Extortion
- Bomb threat
- Possession/use/transfer of dangerous weapons *
- Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer*
- Assault/Battery *
- Vandalism (major) (full restitution expected)
- Theft/possession/sale of stolen property (full restitution expected)
- Arson/Possession of unauthorized substances *

- Use/transfer of unauthorized substances
- Bullying, threatening, hazing, or intimidating behavior
- Harassment (Sexual, Racial, Ethnic, Religious)
- Being present on school property, on a school bus or at a school sponsored event or activity under the influence of an illegal drug, controlled substance or alcohol.

Disciplinary Procedures:

- Principal confers with appropriate staff members and with the student.
- Principal hears accusations and permits offender opportunity to explain conduct.
- Parents are notified.
- Law enforcement officials are contacted.
- Incident is reported and recommendations made to the director of schools.
- Complete and accurate reports are submitted to the director of schools.
- Student is given hearing before disciplinary hearing authority.

Disciplinary Options

- Expulsion
- Alternative School
- Restorative Practices
- Other hearing authority or Board action which results in appropriate placement

* Expulsion for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

ADDITIONAL GUIDELINES:

- A student shall not be suspended solely because charges are pending against him/her in juvenile or other court.
- A principal shall not impose successive short term suspensions that cumulatively exceed ten (10) days for the same offense.
- A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in deportment or citizenship.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by board policy.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
 - pay any activity fee;
 - pay a library or other school fine; or
 - make restitution for lost or damaged school property.

Trousdale County Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Bids and Quotations	Descriptor Code: 2.806	Issued Date: 02/16/23
		Rescinds: 2.806	Issued: 07/21/22

1 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five
2 thousand dollars (\$25,000), including those of individual schools, shall be based on competitive bids.¹
3 These bids shall be solicited by advertisement in a newspaper of general circulation within the school
4 district. The purchasing agent shall advertise for bids and receive quotations. The advertisement may be
5 waived by the purchasing agent in an emergency.²

6 All purchases of twenty-five thousand dollars (\$25,000) or less, including those of individual schools,
7 may be made in the open market without newspaper notice but shall, whenever possible, be based on at
8 least three (3) competitive bids.²

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

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

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

16 **EXEMPTIONS FROM COMPETITIVE BIDDING**

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

Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2022, Chapter No. 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)((D)(c))
4. TCA 12-3-1209; TCA 12-4-107; Public Acts of 2022, Chapter No. 719; TCA 29-20-407

Cross References

- Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: Fencing @ BB/SB Field Restroom Area

Date: Friday, Feb. 10, 2023

Time: 11:00 A.M.

Company	Representative in Attendance	Signature	Results
Fences Unlimited, Inc.	Bid hand delivered	02/09/23	3:30 PM. \$13,978 ⁰⁰
			(+ Compressor Fee
			of \$250 (+ 10.00
			per hole serviced)
			if required)
TCBOE Representative	David Cothron	<i>David Cothron</i>	
TCBOE Representative	Angie Williams	<i>Angie Williams</i>	
TCBOE Representative			

P.O. Box 70634
Nashville, TN 37207

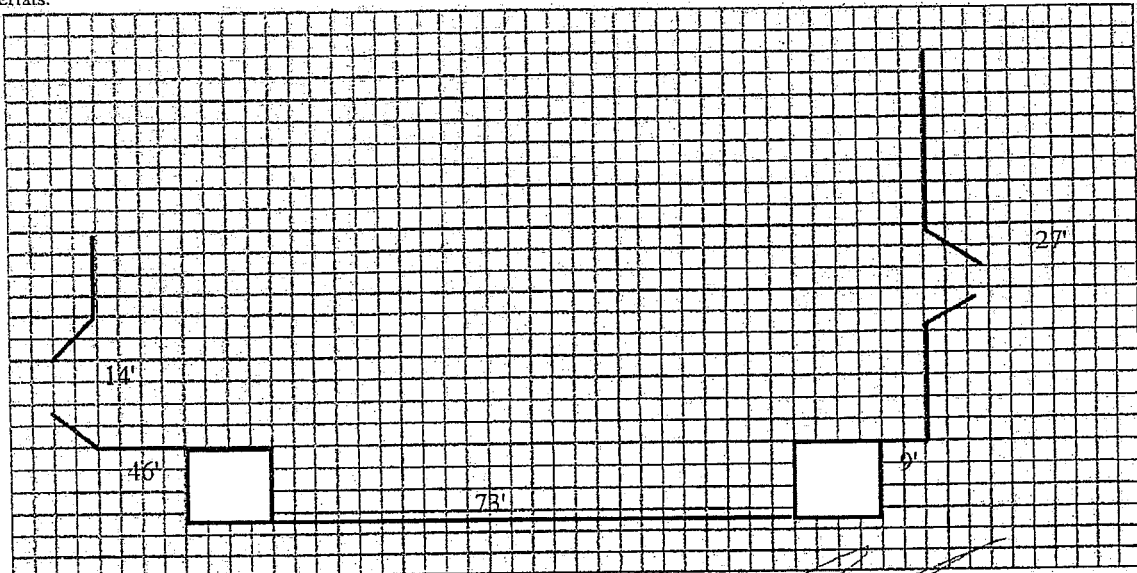


Phone: (615) 299-9979
Fax: (615) 299-9719

Quote To: Trousdale County Board of Education Job Site: Baseball Field
Address: 103 Lock Six Road Address: _____
City/State/Zip: Hartsville, TN 37074 City/State/Zip: _____
Telephone: _____ Cell Phone: _____
Fax: _____ E-mail: davidcothron@tcschools.org
Job Description: Install 169' of SPS steel fence 3 rail smooth top with 2 double gates with drop rods.

In accordance with the following terms and conditions which upon acceptance of this quotation by buyer are agreed to by buyer:

1. Price: \$13,978.00 Payment Terms: Upon Completion
2. Seller Carries worker comp and liability insurance and will provide proof upon request.
3. Seller shall not be responsible for delays or damages caused by acts of God, strikes, riots or other causes beyond its control, and accepts no responsibility for liquidated damages.
4. No conditions or representations altering, detracting from or adding to the terms hereof shall be valid unless reduced to writing and accepted by seller.
5. All quotations are valid for 30 days only unless otherwise noted.
6. If upon completion, the invoice for this project is placed in the hands of the court or attorney for collection, buyer agrees to pay all attorney fees, court costs, and expenses incident to the collection of said indebtedness. \$250.00 fee + (10.00 per hole serviced)
7. If Compressor is required to remove rock, an additional fee will be required: _____
8. Buyer is responsible for accurate disclosure property lines and all underground services (ie, Telephone, cable, gas, electric, plumbing, water, sewer, irrigation, etc.) In no way shall seller be liable for improper infringements or damages to services.
9. Workmanship shall be warranted for a period of one year. However, due to the unpredictable nature of wood, seller cannot warranty these materials.



Accepted: _____ Fences Unlimited, Inc.
By: _____
Date: 2/09/2023

This quotation is sent to you in duplicate. If accepted, sign and return original.



Return by June 15 to:
 Director of Content
 Andrew Johnson Tower, 11th floor
 710 James Robertson Parkway Nashville, TN 37243-0379

**Certification of Adoption by
 Local Board of Education**

The Trousdale County Board of Education approved the City, County,
 or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract
 during the meeting of the board on 02/16/2023.

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

- ☒ The LEA's unique needs require adopting materials not on the state's official list.
- ☒ The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- ☒ The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- ☒ All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- ☒ The LEA agrees to furnish any materials requested by TDOE for review.

2/21/23

Date

2/21/23

Date

John Kern

Chairman, Board of Education

Ch. L. Lumbard

Director of Schools