

Gail Parks

From: Jason Horne
Sent: Thursday, February 03, 2022 9:18 AM
To: Gail Parks
Cc: Jennifer Fields
Subject: Tenure List

Gail,

Please add the following teachers as being recommended for tenure at Tuesday's Board Meeting. Sorry for the delay in getting this to you.

Teacher's Name	School
Danny Sheckles	Wynn
Chelcie Davis	LMS
Nancy Miracle	LMS
Brian Miracle	CES
Donald Piercy	LMS
Heather Wallace	JES
Olivia Lobertini	CCHS
Troy Arnold	CCHS
Tina Johnson	JAX
Bethany McFarland	JAX
Britney Allen	JAX

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Rachel Roy	JAX
Brittani Laverdiere	JAX
Connie Sulfridge	JAX
Brad Collette	CCHS
Tiffany Logsdon	Wynn
Crista Hunter	WOES
Kelsey Hatmaker	LES

Jason B. Horne, Ed.D.
Secondary Supervisor
Campbell County Schools
Jason.Horne@ccpstn.net
(423) 562-8377



CAMPBELL COUNTY SCHOOL BUS OPERATOR CONTRACT

STATE OF TENNESSEE

CAMPBELL COUNTY

Fiscal Year 2021-2022

This contract entered into this the ____ day February of, 2022, between the Campbell County Board of Education and Bus Owner/Operator, Gilbert Lay, Social Security/EIN# _____, who agrees to provide bus service over Route Number 45 described in Campbell County Bus Routes for the 2021-2022 school year. The term of the 2021-2022 school year is planned to include 180 days of bus service with such 180 days to serve as the baseline for calculation of the daily rate associated with the annual contract amount denoted in Section 3 below to determine the value to be assigned to any missed days for pay reduction purposes. Although the contract period is contemplated to include the full 180-day school term the Bus Owner/Operator will suffer no reduction in pay for those days when school is officially closed/cancelled by order of the Director/Superintendent of Schools.

It is mutually understood and agreed by the parties here to that:

1. The Bus Owner/Operator will provide a school bus meeting minimum state and local board standards both as currently in effect and as may be amended in the future. (See the attached Transportation Handbook.)
2. Bus/Owners/Operators, Drivers and Sub-Drivers will be required to attend in-service training as scheduled by Transportation Coordinator throughout the 2021-2022 school year. Failure to attend scheduled in-service training shall result in a pay reduction penalty equivalent to a missed day of service for each in-service training day failed to attend.
3. It is expressly agreed that at times the school system may face extraordinary events, such as a public health crisis, natural disasters, or any other emergency which may cause alterations to the normal district operations, all 33 buses shall be used for alternate purposes as the director of schools deems necessary.
4. The Board of Education shall pay an annual contract amount of \$ 12,724.20, comprised of a daily mileage rate of \$1.88 per mile, a daily seat capacity rate of \$23.50 per seat, and a fixed dollar contract supplement amount. The initial round trip daily mileage component of this bus route is contemplated to amount to 66 miles per day and the initial seat capacity component of this bus route is contemplated to amount to 42 seats per day. The Board of Education reserves the right to review the composition of this bus route at any time during the term of this contract and to make any adjustments to the number of miles and/or the seat capacity comprising this bus route. Any such adjustments to the number of miles and/or the seat capacity implemented by the Board of Education shall result in an adjusted annual contract amount as of the date such changes are implemented by the Board of Education. The Bus Owners/Operators expressly acknowledge and agree that the Board of Education has the authority to review and adjust the mileage component and seat capacity component of this bus route at any time during the term of this contract with the knowledge that any changes implemented by the Board of Education as to the number of miles to be driven or the seat capacity needed shall result in an adjusted annual contract amount as of the date such changes are implemented by the Board of Education. The annual contract amount, subject to adjustment for any changes implemented by the Board of Education to the mileage or seat capacity components of the contract during the term of this contract, will be allocated over ____ equal payments to the Operator, for operating, maintaining the school bus and managing the student transportation service for the 2021-2022 school year. The annual contract amount, subject to adjustment for any changes implemented by the Board of Education to the mileage or seat capacity components of the contract during the term of this contract, will

be divided by 180 days to establish the daily rate for any reduction in pay for missed or penalized days. Bus Owners will receive 3 breakdown days per bus per year, no pay reduction will be made for these days. The Board of Education during the term of this contract may at its discretion pay an adjustment for fuel, depending on price per gallon of gasoline.

5. During the 2021-2022 school year the Bus Owners/Operators shall make any necessary repairs/replacement of video cameras utilized on the school bus to make the video camera system operational. It is the express purpose and intent of the Board of Education that the video camera systems be operated on a continuous basis while transportation services are being performed. The Bus Owner/Operator shall inspect and test the video camera on a daily basis to confirm it is operational. If not operational, the Bus Owner/Operator shall immediately provide a temporary replacement video camera. If a temporary replacement video camera is unavailable, the Bus Owner/Operator shall not perform transportation services until such time the video camera system is made operational and will have to utilize a breakdown day/days, or if all breakdown days have been utilized there will be a reduction in pay, for all days the video camera system is non-operational. Additionally, the Board of Education's designee may make inspection of the video camera system, without notice, during the term of this contract and if such video camera system is found to be non-operational, the Bus Owner/Operator shall be penalized by a pay reduction equivalent to a missed day/days of service until such time the video camera is made fully operational.
6. The Board of Education shall carry both liability (bodily injury) and property damage (auto liability) insurance on the bus operated in a combined (single limit) total (for all bodily injury and/or property damage per accident) of \$1,000,000.00. The combined single limit of \$1,000,000 is considered to be in excess of the current "tort" liability limit for the state of Tennessee, which is expressed as a split limit of \$300,000 per person bodily injury/\$700,000 per accident bodily injury-group/\$100,000 per accident property damage. It is further understood and agreed that the insurance coverage shall be limited to a period of time covered by the school term/session and further that the coverage shall be limited to hauling in conjunction with official school activities and duties. The Bus Owner/Operator understands that the insurance does not cover independent hauling done by the Bus Owner/Operator, which is not sanctioned or authorized by proper school officials in accordance with Bus Owner/Operator's regular duties as such. The Campbell County Board of Education does not provide workers' compensation insurance coverage for the contract bus owners or drivers. Additionally, the Campbell County Board of Education does not provide uninsured/underinsured motorist insurance coverage. The Board of Education reserves the right to require a bond in the amount of \$500.00 for faithful performances of this contract.
7. Bus routes are not owned by the Bus Owners/Operators. If during the term of this contract the Bus Owner/Operator desires to cease to perform the bus route contemplated by this contract, the Bus Owner/Operator has no authority to transfer this bus route to any other person, business, or corporation. This contract can only be transferred to another person, business, or corporation upon the written consent and approval of the Transportation Supervisor and Director of Schools. This bus contract can be terminated immediately at the sole discretion of the Board of Education without further notice if the Board of Education or their designee determines the bus equipment being operated is unsafe and/or if the Board of Education or their designee determines the bus driver is operating the bus in an unprofessional or unsafe manner.
8. Bus Owners/Operators are considered to be independent contractors within the meaning of Tennessee Law, and that the Bus Owner/Operator and/or the Driver are not the agent, servant, employee, or representative of either the Campbell County Board of Education or of Campbell County, Tennessee, as governmental entities in any capacity whatsoever, and the Bus Owner/Operator and/or the Driver for himself and for his heirs, executors, administrators, and assignees, hereby agrees to hold both the Campbell County Board of Education and Campbell County, Tennessee, completely harmless of any and all liability, of whatsoever type or nature, arising out of the performance of any and all activities by Bus Owner/Operator/Driver pursuant hereto, without limitations.

9. If the Bus Owner/Operator/Driver fails to carry out any of the terms, stipulations, or conditions of this agreement, the contract in its entirety may be cancelled immediately without further notice at the sole discretion of the Campbell County Board of Education.
10. If the need arises to make use of the substitute bus owned by the Board of Education, the Bus Owner/Operator/Driver may make arrangements through the Central Office by contacting the Transportation Supervisor or the Director of Schools. In those instances when the substitute bus owned by the Board of Education is used to perform the bus route, the Board of Education will hire a bus driver as a temporary employee to perform such bus driving function and compensate such driver at the rate of \$65.00 per pay with such compensation subject to Federal Income Tax, Social Security Tax and Medicare Tax. Additionally, in those instances when the substitute bus owned by the Board of Education is used to perform the bus route contemplated to be performed by the contract Bus Owner/Operator, the contract amount to be paid to the Bus Owner/Operator will be reduced by the contract daily rate for each day the substitute bus is used in-lieu of the contracted bus.
11. According to the Tennessee Code Annotated Section 49-6-210(d), Boards of Education shall have the power to purchase school transportation equipment, employ school transportation personnel contract for transportation services with persons owning equipment and paying for the same out of funds duly authorized in the budget approved by the county legislative body. Therefore, the Campbell County Board of Education and the Bus Owners/Operators agree that the Campbell County Board of Education is the only party with the authority to negotiate contracts with Bus Owners/Operators.

Bus Owner/Operator

Transportation Supervisor

Director of Schools

Board of Education Chair

Pursuant to County Financial Management Act of 1981 as codified in Tennessee Code Annotated Section 5-21-101, et seq. and specifically 5-21-118 (b)(1) and 119 (b)(5), the Finance Director authority to sign and bind the award of county contracts. The Finance Director's signature line acknowledges the Finance Director's authority as set out in the County Financial Management Act of 1981 in state law. The Finance Director's signature does not authorize the Finance Director to negotiate contracts with the Campbell County Bus Owners or in any way extend his authority beyond that set out in the County Financial Management Act or state law.

Director of Finance

Date



January 31, 2022

Sara Douglas
Information Technology Supervisor
Campbell County School District
315 Liberty Street
Jacksboro, TN 37757

Dear Sara:

Follett School Solutions, LLC is pleased to present the enclosed Amendment to your Follett Destiny® Solution agreement.

In order for us to ensure your project completes smoothly, please provide us with the information listed below:

- Please have an authorized representative of your District Sign and complete the fields as prompted and upload your PO if available. Additionally, make sure you return **ALL PAGES** of the signed document to your sales consultant.
- Ensure that the data on Schedule A is accurate (if attached).
- After the licenses have been activated:
 - Sign, date, and return the Acknowledgement of Delivery form as instructed above. Please include your printed name, title, and district address.

We look forward to a successful Follett Destiny Solution implementation and we appreciate your decision to partner with Follett.

Sincerely,

Shauna Lentz
Inside Sales Consultant - Technology
Phone: 877-899-8550 Ext. 46264
Fax: 815-578-5267
SLentz@Follett.com

Amendment H
Destiny® Resource Management Agreement
Campbell County School District
Quote # 1127451-1
Customer # 4130831
January 31, 2022

This Amendment is made part of the Follett Destiny Solution Agreement between Follett School Solutions, LLC ("Follett") and Campbell County School District ("you") in Jacksboro, TN dated September 11, 2015 (the "Agreement") is effective January 31, 2022. Any capitalized terms not defined in this Amendment have the meanings given them in the Agreement.

The prices and terms in this Amendment will be held open and valid until March 21, 2022.
Modifications to the Agreement

You and Follett (the "parties") agree to amend the Agreement, notwithstanding anything to the contrary in the Agreement, as follows:

RFP #210101

Summary of Software and Services: Year 1 Costs	Pricing
The total dollar amount included in this Amendment is	\$1,799.00

Destiny Cloud

PN294: Resource Manager Promo

- Destiny Resource Manager – Complete Edition for one (1) location(s)
 - Online documentation and Help
 - Note: Resource Manager is designed specifically as a tool for District/School resource (non-library) management.
- Server maintenance and support

Please Note:

- Implementation services costs are not included.
- Data conversion and data enhancement services costs are not included.
- All other terms of the Agreement (and, if applicable, as amended) remain in full force and effect.
- All pricing is listed in United States dollars.
- Payment terms are Net 30 days from Invoice.
- To the extent allowable by law, this Amendment is strictly confidential.

Annual Licensing and Maintenance Costs Starting Year 2*

Destiny Cloud

- Destiny Resource Manager – Complete Edition for one (1) location(s)
 - Online documentation and Help
 - Note: Resource Manager is designed specifically as a tool for District/School resource (non-library) management.
- District Technical Support includes:
 - Toll-free telephone technical support for designated Customer contacts
 - 24/7 customer Web Portal, with searchable online knowledge base
 - Unlimited email support
 - Follett Community (how-to's, training tools, and videos)
 - Product updates

Total Annual Licensing and Maintenance Costs:** **\$ 825.77**

*You must have paid or pay for all prior years' Annual Licensing and Maintenance Costs and renew maintenance for all sites and Management Systems at the same time in order to continue to receive access to Destiny Cloud. Otherwise Follett reserves the right to turn off the Services.

** Note: This new pricing will be reflected in your next annual renewal fee.

The Destiny Cloud solution effectively includes server/storage equipment operations via the Microsoft Azure cloud.

Digital Resource Limit

Digital content that is uploaded and cataloged is limited to 1 GB per Destiny database (for district if the Destiny database serves a multi-school district; or individual school, if the database is limited to a specific school). If at any time you exceed this limit and wish to purchase additional space, you may do so at an additional cost of \$5.00 per GB annually.

Structure

Files are stored on the server and uses SQL to manage the file location.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Kimono (web.kimonocloud.com).

By signing below, you represent that you have read the terms of this Amendment, including those on the following pages, understand and agree to such terms, and are duly authorized to sign on behalf of the School District.

IN WITNESS WHEREOF, the parties have caused this Amendment to be duly executed by their authorized representatives as set forth below.

Follett School Solutions, LLC

Campbell County School District

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Address: 1340 Ridgeview Drive

E-mail _____

McHenry, IL 60050

Address: _____

Address: _____

Date: _____

Date: _____

Do you have a PO to attach for this purchase?

Campbell County Finance Director

☐ Yes

Signature: _____

☐ No, I will provide at a later date

Print Name: _____

☐ No, I will not be using a PO

Date: _____

Please provide a reference for Billing Purposes
(such as the Billing Contact's Name):

To ensure your project starts when planned and goes smoothly, please provide us with the information listed below:

- Ensure that the data on Schedule A is accurate (if attached).
- An authorized representative of your District needs to **sign above**. Additionally, make sure you return **ALL PAGES** of the signed document to your sales consultant.

Licensed School Sites

Schedule A

*Note: Licenses are transferable.

District Name: CAMPBELL CO SCH DIST

Site Name	Acct #-Oracle EBS	Destiny Products	Data Service	Digital Content Subscriptions
WHITE OAK ELEM SCH	4100135	Library Manager Textbook Manager Media Manager Resource Manager	<input type="checkbox"/> LM <input type="checkbox"/> TM <input type="checkbox"/> MM <input type="checkbox"/> RM	<input type="checkbox"/> Alliance A/V <input type="checkbox"/> Fountas & Pinnell <input type="checkbox"/> Lexile <input type="checkbox"/> Reading Program- AR/RC <input type="checkbox"/> Standards <input type="checkbox"/> TitlePeek <input type="checkbox"/> WebPath Express <input type="checkbox"/> ABC-CLIO <input type="checkbox"/> ABDO <input type="checkbox"/> A.D.A.M. <input type="checkbox"/> CountryReports <input type="checkbox"/> Soundzabound <input type="checkbox"/> Teachingbooks.net <input type="checkbox"/> Biblionasium Integration

McREL

INTERNATIONAL



Campbell County Public Schools

District-wide School Support for March-May 2022

Campbell County Public Schools

Pam Walden
Federal Programs Director
PO Box 445
Jacksboro, TN 37757
pamela.walden@ccpstn.net

Submitted by:

Beth Watson
Senior Director, Sales & Client Partnerships
McREL International
4601 DTC Blvd., Suite 500
Denver, CO 80237-2596
303.632.5536
bwatson@mcrel.org

July 7, 2021

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

www.mcrel.org

800.858.6830

info@mcrel.org

About McREL International

McREL International is a 501(c)(3) private non-profit organization, based in Denver, Colorado whose purpose is to improve education through applied research and development. In operation since 1966, McREL houses expertise in numerous facets of research and development including conducting research and evaluation; developing resources, tools, and standards-based programs; providing technical assistance, professional and leadership development; consulting in system improvement; evaluating policy studies; and engaging in strategic planning.

Vision and Mission of McREL's Approach

McREL works to turn research into solutions that transform teaching, leading, and learning. We believe that the most effective strategies for providing services that support our clients are designed collaboratively and are customized to reflect specific goals and contexts. McREL's approach to providing professional services begins with seeking to understand our clients' needs, vision, and desired outcomes, and throughout our work, we solicit input from all project stakeholders. This allows us to focus on local context and customize our services to align with and address specific needs. We seek to guide innovation efforts from the inside-out, directly connecting improvement efforts to the work of classroom teachers and their students' needs.

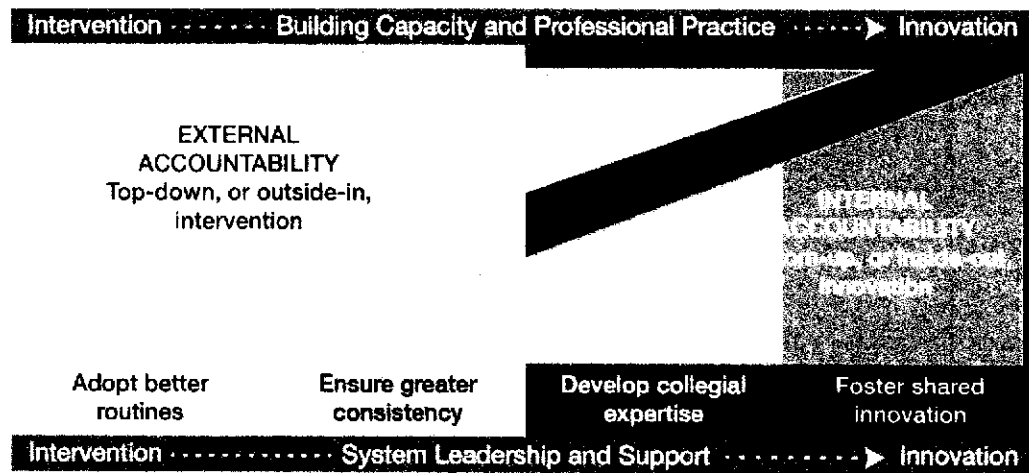
Rather than providing a one-size-fits-all model, we work in partnership with those who have an in-depth understanding of their unique populations and established structures to develop a tailored approach customized to local context. As a nonprofit organization, we seek to help school districts engage in the *right work* to improve student outcomes and thus, align all our efforts with our understanding of the critical leverage points for student success.

Our staff of expert practitioners draw upon a vast evidence base to provide the tools and support that educators need to strengthen their practices and programs, continuously grow their expertise, and improve student achievement.

In support of this, McREL recommends adopting an inside-out approach to development and improvement. By aligning the work of the partnership with the McREL Stages of Improvement (Figure 1), we aim to build upon the strong foundational work of the Campbell County Public School system, while developing consistency and collegial expertise among teachers, school leaders, and the appropriate district-level staff to implement supports to engage teachers and students.

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Figure 1: Stages of improvement that organizations move through as they seek to get better



We know from research and our experience working with schools and districts across the globe that while school contexts may vary, the stages of development on the journey to innovation look remarkably similar from school to school (Hopkins, 2007).

1. **Adopting better routines.** The key difference between high- and low-performing schools is summed up in one word: *consistency*. The first thing schools must do as they improve and move toward innovation is focus on adopting better routines to increase the quality, and reduce the variability, in core elements of teaching and learning.
2. **Ensure greater consistency.** The second phase of improvement grows out of the first; it focuses on ensuring consistent implementation of the better routines to guarantee that all students benefit from high-quality learning environments.
3. **Develop collegial expertise.** Better routines, however, are simply that: *better*, but not yet perfect. Consistently implementing better routines (e.g., a set of research-based instructional strategies) will often bring significant initial gains. Yet even the best strategies won't work for all students, all the time. It's in this stage where a shift from "prescription" to "precision" really begins to take hold, as teachers adapt best practices to more precisely meet the needs of their students.
4. **Foster shared innovation.** Ultimately, creating learning environments where curiosity can flourish requires complex approaches like inquiry-based learning or personalized learning. Schools that create such learning environments adopt a "fail fast" and "fail forward" ethos, using data to engage in rapid-cycle innovation efforts.

McREL has a set of Pathways for Improvement and Innovation that help define effective practice and outline next steps across the stages of improvement. The five pathways are derived from the five components of McREL's What Matters Most framework: Curricular Pathways to Success, Challenging, Engaging, and Intentional Instruction, Whole-Child Student Supports, High-Performance School Cultures, and Data-Driven, High-Reliability Systems.

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District-Wide Support

Campbell County Public Schools has requested a proposal to continue to work with each of the twelve schools in the district to provide support and services to address student learning loss. McREL recommends continuing to support the plan for each school, clearly articulating the problem(s) of practice to be addressed and the appropriate consulting and professional learning services.

To address potential student learning loss, it's critical for teachers to understand where their students are performing with respect to grade-level expectations. The goal is to identify students' needs and then purposefully plan to accelerate learning to address those needs. Each school may have teachers who would benefit from professional learning and coaching in the following areas:

- Deepening teachers' understanding of what students need to know, understand, and be able to do based on the cognitive demand of the standards
- Prioritizing high leverage standards and planning for learning of those standards
- Using formative assessment practices to understand what students know and how they learn
- Identifying and implementing evidence-based classroom practices to ensure students are learning

Across all interventions, our recommendation is that a McREL consultant spend one to two days each month at each school, and six days at the high school, working face-to-face with teachers and leaders using a job-embedded support model. This model includes the consultant visiting classrooms and meeting with teachers during their preparation periods to provide just-in-time feedback and targeted support. Ideally, site visits would also allow the consultant to attend collaborative team (or PLC) meetings and provide opportunities for brief after-school and lunchtime professional learning sessions on topics of need to staff members. The details of site visits will be determined with school and district leaders; our interest is in maximizing the time we are able to work with teachers and leaders during each site visit. These onsite days can be interspersed with virtual professional learning, coaching and support, if desired. The details for the virtual support will be determined with school and district leaders.

Following each site visit, the McREL consultant will submit a site visit report outlining the activities from the visit, observations about growth in the areas of focus, and next steps for sustaining progress. These reports will also include updates about any agreed upon measures of progress; for example, an increase in the number of teachers attending voluntary professional learning sessions or the number of classrooms where consultants and school leaders observe target instructional practices being implemented. The reports will be sent to district and school leaders and are intended to chronicle the school's progress in implementing school improvement activities, with an emphasis on leading indicators of change.

School Improvement Support

To continue to support school improvement efforts in the 2021-2022 school year, a McREL consultant will work onsite at each of the twelve schools between March and May of 2022. The number of days per month onsite at each school is scaled to the number of teachers on staff and level of needed service.

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One day per month onsite:

1. White Oak Elementary
2. Wynn Habersham Elementary
3. Jellico Elementary
4. Elk Valley Elementary
5. Jacksboro Middle School
6. Jellico High School

Two days per month onsite:

1. Caryville Elementary
2. Jacksboro Elementary
3. LaFollette Elementary
4. Valley View Elementary
5. LaFollette Middle School

Six days per month onsite *(could be two consultants for three days each):*

1. Campbell County Comprehensive High School

A draft schedule of onsite visits by school by month is included in Appendix A. At some principals' request, we have combined days onsite in certain months and skipped other months. In addition to these district-sponsored visits, some principals have elected to pay for additional days with a consultant onsite from their own school budgets. The district has agreed to pay for travel costs associated with these extra days. McREL staff biographies are included in Appendix B.

The consultant team will also provide in-person professional learning for the districtwide professional development day scheduled for April 1.

Schedule of Services

March-May 2022: Focused professional learning and support for teachers

Working in collaboration with district and school leaders and in alignment with individual school plans, McREL will develop and deliver focused professional learning and coaching sessions based on the needs of schools or cohorts of teachers. Each site visit may include:

- School-based professional learning for PLCs, departments, grade-bands, or entire faculties to build knowledge and capacity in focus area(s)
- Classroom demonstrations of instructional practices and follow-up conversations with small groups of teachers to support their use of practices
- Data-focused meetings with PLCs to determine and plan for student needs based on classroom-level data
- Coaching sessions with grade-level teams or individual teachers to improve knowledge and practices

If several schools or grade-bands are focused on similar problems-of-practice, district-wide professional learning for grade-bands, departments, or a subset of schools may be arranged as well.

March-May 2022: Leadership dialogue & support

McREL's leadership research made clear that school leaders are critical to student learning and play a pivotal role in supporting professional learning and implementation of school improvement efforts. The research also suggested that to maximize improvement efforts, principals develop shared leadership across a school. Throughout the school year, McREL consultants will:

- Conduct classroom walkthroughs with school leaders to observe and calibrate observations of instruction
- Meet with site leadership teams to discuss implementation and evidence of progress
- Debrief site visits and next steps with school leaders

Budget

The monthly cost has been determined based on the number of visits in the draft schedule in Appendix A. A summary of the costs by month to be billed is:

Month	Services	District Cost
Mar-22	Onsite sessions (includes districtwide professional development day)	\$69,850
April/May-22	Onsite sessions	\$111,800
Total:		\$181,650

This cost includes:

- Onsite visits as indicated in the schedule in Appendix A.
- Pre- and post-session planning and reporting.
- Travel and expenses for the McREL consultants per month to the district (school scheduling will be done to maximize visits on each trip and for each consultant).

Additional materials to consider:

- During the course of the contract, the district may wish to purchase materials to support teacher learning. These materials will be available for purchase at a 20% discount.

The McREL team recognizes that sessions may get postponed or rescheduled due to unforeseen inclement weather closures at schools. Should this occur, the McREL team will reschedule sessions to a future date that is mutually acceptable.

Our Commitment

As a non-profit, mission-driven organization, we are committed to the success of everyone with whom we work, viewing them not as customers, but rather, as *partners* in our mission to transform teaching, learning, and leading so students everywhere may flourish. In short, we measure our own success by the success of our partners and the students they serve. We would welcome the opportunity to continue to partner with Campbell County Public Schools and look forward to continuing the conversation with you.

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www.mcrel.org

800.858.6830

info@mcrel.org

Appendix A – Proposed schedule of days per month onsite

School	Mar	Apr/ May
Caryville (E)	TBD	6
Elk Valley (E)	TBD	1
Jacksboro (E)	TBD	4
Jellico (E)	TBD	2
LaFollette (E)	TBD	3
Valley View (E)	TBD	2
White Oak (E)	TBD	2
Wynn Habersham (E)	TBD	2
Jacksboro (M)	TBD	3
LaFollette (M)	TBD	2
Campbell (HS)	TBD	6
Jellico (HS)	TBD	1

Note: The March schedule is marked “To Be Determined (TBD)” and will be finalized as the school year begins (August/Sept 2021).

Appendix B – McREL Key Staff Bios

Brief descriptions of the proposed McREL key staff members' qualifications and experience are provided below.



Kristin (Kris) Rouleau, Ed.D., Executive Director of Learning Services and Innovation at McREL International, works with schools, districts, and state departments of education, both domestically and internationally, as they navigate change and implement practices and structures to reduce variability and increase student achievement. Through consulting, coaching, and facilitation of professional learning, Dr. Rouleau provides services, strategies, and technical assistance to support change efforts, with a particular passion for supporting teacher teams, schools, districts, and education agencies in their continuous improvement journey. She is also committed to ensuring equitable achievement for all students, strongly believing in the capacity of all students to achieve at high levels and the power of teachers and leaders to positively impact the lives of the students they serve. As a co-author of McREL's *Learning that Sticks* (2020), *Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation* (2018), and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018), Dr. Rouleau shares responsibility for new product and service development focused on leveraging curiosity to improve teaching, leading, and learning. Additionally, she is a licensed school administrator and brings forth nearly 30 years of experience in education, working in a variety of racially and culturally diverse communities. She has served as a classroom teacher, curriculum specialist, elementary school principal, and district-level curriculum administrator. Dr. Rouleau earned administrative credentials at the University of Washington and holds an M.A. in Curriculum and Teaching from Michigan State University and a B.A. in Elementary Education from Western Michigan University. She earned her Ed.D. at the University of Colorado in Leadership for Educational Equity, with a concentration in Professional Learning and Technology.



Cheryl Abl, M.Ed., a Managing Consultant at McREL, works with schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Ms. Abl believes deeply in all students' capacity to achieve at high levels and is passionate about helping educators use their full potential to make a positive impact on the students they educate and inspire every day. Ms. Abl develops workshops and professional learning sessions for K–12 teachers on research-based instructional strategies in the areas of instructional technology, English learners, and culture and climate, as well as provides consultation for technology integration, technology leadership, and McREL's classroom observation software, *Power Walkthrough*®. Prior to joining McREL, Cheryl began her career as a classroom practitioner, teaching all grades from 1–12 for over 20 years. Her 20-plus years of school-level educator leadership experience includes a variety of roles. As a lead teacher, she focused on classroom engagement, social-emotional learning, and instructional technology. She also served as a regional coordinator and national facilitator for a character education program and was the director of a Parents as Teachers district program. She has presented at educational conferences around the U.S., specifically in the areas of innovative classroom instruction and digital learning. Her enthusiasm for learning, coupled with her extensive and diverse classroom experiences, ensure that participants walk away with practical ideas that can be immediately used in their schools. Ms. Abl co-authored *Tools for Classroom Instruction that Works: Ready-to-Use Techniques for Increasing Student Achievement* (2018) and has authored several articles in McREL's *Changing Schools* quarterly publication along with a recent whitepaper, *Student Engagement: Evidence-Based Strategies to*

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Boost Academic and Social-Emotional Results (2019). She holds a bachelor's degree in elementary education from Oklahoma Panhandle State University, an English as a Second Language (ESL) certificate from Kansas State University, and a master's degree in instructional technology from Grand Canyon University.



Karen Baptiste Ed.D., Consulting Director of Learning Services and Innovation at McREL International, provides professional learning and consulting services to schools, districts, and educational agencies. Dr. Baptiste's career started in the New York City Department of Education where she was a special educator, instructional coach, and director of special education. She has worked with K-12 schools across the U.S. to support improved teaching and learning with an emphasis on quality implementation of evidence-based instructional strategies, including helping teachers create learning environments that encourage student voice and ownership of learning. Her experience also includes being an executive coach to state, district and school leaders across the nation to transform school culture and educational experiences for students and their families. Karen obtained her associate degree in Journalism from Morrisville College of Agriculture & Technology, her bachelor's degree in Sociology & Psychology from Purchase College, her master's degree in Urban Education from Mercy College, her advanced master's degree in Administration from Bank Street College, and her doctorate degree in Leadership & Organizational Management from St. Thomas University.



Ben Cronkright, M.A., a Managing Consultant at McREL, currently leads partnerships engaged in high leverage problem solving within the Regional Education Laboratory in the Pacific region as well as the Region 11 Comprehensive Center. He has worked directly with stakeholders at all levels of the education system, including board of education members, state education agency staff, state and complex area superintendents, and school-level staff. Through these interactions, Ben has provided research-based insights in understandable and meaningful ways on a variety of topics, including college and career readiness, family and community engagement, school leadership, teacher effectiveness, and systems improvement. He has been trained in the use of improvement science tools and methods through the Carnegie Foundation for the Advancement of Teaching. He has served as project lead in the Republic of the Marshall Islands to deepen internal capacities for conducting culturally responsive evaluation, and in Guam to deepen internal capacities to foster family and community engagement in schooling. Prior to joining McREL, Ben was the federal programs manager/academic officer for the Hawaii State Charter School Commission, delivering capacity-building services to charter schools across the state. He has also served as an elementary school principal, high school vice principal, and teacher in grades 8–12 in the state of Michigan. Mr. Cronkright holds an M.A. in Educational Leadership and a B.A. in Secondary Education from Saginaw Valley State University in Michigan.

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Tonia Gibson, M.S.L., a Managing Consultant at McREL International, works with teachers, schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Through consulting and coaching for individuals and groups, she works with partners to develop strategic pathways to improve educator capacities and provides technical assistance to support teachers and leaders in developing effective practices, ensuring student needs are at the

heart of all decisions made. Ms. Gibson is committed to developing sustainable practices and improving the capacities of school and district staff. She understands that every school and district has its own unique culture, and her work ensures that plans and strategies are tailored to the capacities and needs of the district staff members, school administrators, teachers, and students with whom she works. She is a co-author of *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018) and *Learning that Sticks* (2020). Ms. Gibson began her career as a classroom practitioner, teaching all grades from K–6. Her 12 years of leadership experience include developing professional learning and coaching as a leading teacher, focusing on curriculum and assessment development and implementation, as well as developing effective practices and protocols for effective professional learning communities. As an assistant principal, Ms. Gibson's focus was on developing the capacities of teachers and school leaders to improve student achievement in the high-performing state of Victoria, Australia. As a school leader, she was key in implementing theories of action at the school level, which led to continuous growth in data related to student engagement, student achievement, and teacher confidence. Ms. Gibson earned a master's degree in school leadership from the University of Melbourne, Australia, and a Bachelor of Education in primary/adult learning from RMIT, Australia.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

This Instrument Prepared By:

MARCUM & PETROFF, P.C.
P. O. Box 240
Huntsville, Tennessee 37756

LEASE

THIS LEASE made and entered into this _____ day of _____,
20____, by and between _____, (hereinafter referred to as
"Lessor") and HIGHLAND TELEPHONE COOPERATIVE, INC. of Sunbright, Tennessee,
(hereinafter referred to as "Lessee").

W I T N E S S E T H:

That for good and valuable consideration, the receipt of which is hereby
acknowledged and the covenants contained herein, Lessor and Lessee hereby agree as follows:

1. Lessor hereby lease unto Lessee, its successors or assigns, the premises
described in Exhibit A for a term of twenty-five (25) years. The Lease will be automatically
renewed for one year (1) successive twenty-five (25) year term at the same terms provided in this
Lease unless Lessee provides written notice to Lessor of its intent not to renew with sixty (60)
days prior to the expiration of the Lease term. If Lessee abandons the leased premises for a period
in excess of one year (1), then Lessor shall have the option to terminate this Lease upon giving
sixty days (60) written notice of intent to so terminate if not cured by Lessee.
2. Lessee agrees to compensate Lessor as follows: The total consideration for
this Lease will be a single payment of \$ _____ for the initial term.
3. Lessee shall have at all times during the term of this Lease peaceable, quiet, and
uninterrupted possession of the premises with ingress and egress thereto. Lessee shall have the

right to use, construct, and/or maintain telephone equipment, structures, inventory or other assets upon the premises and for use or in aid of its operations.

4. Lessor shall be responsible for paying all property taxes or assessments which accrue with respect to the leased premises. Lessee shall pay, after receiving reasonable notice thereof, all taxes or assessments levied with respect to its equipment, structures, inventory or other assets located on the leased premises.

5. Should either party breach or fail to perform any obligation imposed on it by this Lease and shall fail to cure said breach within sixty (60) days after receipt of written notice sent by certified mail, return receipt requested of the breach, this Lease shall terminate. All notices shall be directed to the parties at the following addresses:

LESSOR:

LESSEE:

Highland Telephone Cooperative, Inc.
P. O. Box 119
Sunbright, TN 37872

6. At all times before the expiration of the lease term, and a reasonable time thereafter, Lessee shall be permitted to remove any and all articles stored or constructed on said premises.

IN WITNESS WHEREOF, the parties hereto have executed this Lease on the day and year first above written.

LESSOR:

BY: _____

ITS: _____

LESSEE:

HIGHLAND TELEPHONE COOPERATIVE, INC.

BY: _____

ITS: _____

STATE OF TENNESSEE)
)
COUNTY OF SCOTT)

Before me, _____, a Notary Public of the State and
County aforesaid, personally appeared _____, with whom I
am personally acquainted (or proved to me on the basis of satisfactory evidence) and has, upon
oath, acknowledged himself to be _____ of the
_____, the within named bargainor, a corporation,
and that he as such _____, being authorized to do so,
executed the foregoing instrument for the purpose therein contained, by signing the name of the
corporation by himself as _____.

WITNESS my hand at office this _____ day of _____, 20____.

Notary Public

My Commission Expires:

STATE OF TENNESSEE)
)
COUNTY OF SCOTT)

Before me, _____, a Notary Public of the State and County aforesaid, personally appeared Mark Patterson, with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence) and has, upon oath, acknowledged himself to be General Manager of HIGHLAND TELEPHONE COOPERATIVE, INC., the within named bargainor, a corporation, and that he as such General Manager, being authorized to do so, executed the foregoing instrument for the purpose therein contained, by signing the name of the corporation by himself as General Manager.

WITNESS my hand at office this _____ day of _____, 20_____.

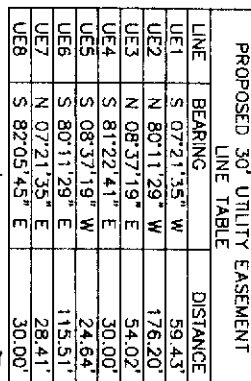
Notary Public

My Commission Expires:

~SURVEY FOR~

HIGHLAND TELEPHONE COOPERATIVE

DESCRIPTION

[illegible]

PROPOSED 20' TRAVERSABLE ACCESS EASEMENT LINE TABLE		
LINE	BEARING	DISTANCE
AE1	S 82°05.45' E	20.00'
AE2	S 07°35.50' W	35.99'
AE3	N 82°24.10' W	171.61'
AE4	N 89°47.51' W	150.11'
AE5	N 02°28.16' W	20.02'
AE6	S 88°47.51' E	152.34'
AE7	S 82°24.10' E	152.90'
AE8	N 07°35.50' E	16.10'

POINT-OF-BEGINNING
POINT-OF-COMMENCEMENT
N 756,189.55
E 2,466,157.72 PROPOSED 50'x50'

LEASE AREA
TOTAL AREA
0.057± Acres
2,500± Sq. Ft

PROPOSED 50'x50' LEASE AREA		
PROPERTY LINE TABLE		
LINE		DISTANCE
L1	S 82°05'45" E	50.00'
L2	S 07°54'15" W	50.00'
L3	N 82°05'45" W	50.00'
L4	N 07°54'15" E	50.00'

BRYCHMARIA			
S/N	DATE	BY	DESCRIPTIONS
①	04/22/2019	JGB	ADD COORDINATES, PROGRESSIVE TIC AND BEARING NOTES 1/2" REBAR w/ RED CAP N 756.160.99 E 2,466.241.10 ELEV. 1644.58'

STATE OF TENNESSEE
TRANSACTION # 18-01-010

PROPOSED 20' TRAVERSABLE
ACCESS EASEMENT

Project 19-036	County of CAMPBELL
Date 04/11/2019	Owner: 49267 PO Box 1784 Nashville, TN 37204
Scale 1"=50'	
Sheet 1 of 2	
Substation: N/A	
Site Location: Dated: 03/01/2019	Site Location: Dated: 03/01/2019

50'x50' LEASE AREA
&
20' TRAVERSABLE
ACCESS EASEMENT



Where hometown meets world class



BOYATT

LAND SURVEYING
 R. O. BRYAN
 105 WEST EIGHTH ST.,
 LINCOLN, NEB.

50'x50' LEASE AREA

Situated within the Fourth Civil District of Campbell County, Tennessee and being a 50' x 50' Lease Area located on a portion of the property standing in the name of Tennessee Wildlife Resource Agency, which is of record in Deed Book 304, Page 208, of the Register's Office for Campbell County, Tennessee, and being more fully described as follows:

BEGINNING on a 1/2" iron pin with cap stamped '3165' maintaining coordinated based on the Tennessee State Plane Coordinate System of 1983 of N-756.189.55, E-2,466,157.72, said point lying North 64 degrees 47 minutes East, a distance of 5,211 feet, more or less, from the centerline, intersection of Johnson Land and SR 63, said point also being the most southwesterly corner of the herein described lease area; thence severing the aforementioned TWRA property the following four (4) calls:

North 07 degrees 54 minutes 15 seconds East, a distance of 50.00 feet to a set 1/2" iron pin with cap stamped '3165'; thence South 82 degrees 05 minutes 45 seconds East, a distance of 50.00 feet to a set 1/2" iron pin with cap stamped '3165'; thence South 07 degrees 54 minutes 15 seconds West, a distance of 50.00 feet to a set 1/2" iron pin with cap stamped '3165'; thence North 82 degrees 05 minutes 45 seconds West, a distance of 50.00 feet to a set 1/2" iron pin with cap stamped '3165'.

said point being the Point-of-Beginning of the herein described lease area, containing 2,500 square feet, more or less, as shown on the exhibit entitled "50'x50' Lease Area & 20' Traversable Access Easement", prepared by Boyatt Land Surveying, Oneida, Tennessee, dated 11 April 2019, and bearing File Name 19036-EX.dwg.

20' TRAVERSABLE ACCESS EASEMENT

COMMENCING on a 1/2" iron pin with cap stamped '3165', said point lying North 64 degrees 47 minutes East, a distance of 5,211 feet, more or less, from the centerline, intersection of Johnson Land and SR 63, said point also being the most southwesterly corner of a 50' x 50' lease area; thence with the most southerly line of said lease area South 82 degrees 05 minutes 45 seconds East, a distance of 15.00 feet to a point, said point being the POINT-OF-BEGINNING of the herein described easement; thence with the common line of the said lease area South 82 degrees 05 minutes 45 seconds East, a distance of 20.00 feet to a point; thence severing the aforementioned TWRA property the following three (3) calls:

South 07 degrees 35 minutes 50 seconds West, a distance of 39.99 feet to a point; thence North 82 degrees 24 minutes 10 seconds West, a distance of 171.61 feet to a point; thence North 89 degrees 47 minutes 51 seconds West, a distance of 150.11 feet to a point.

said point lying on the easterly margin of State Route 63 and the westerly margin of the aforementioned TWRA property; thence with the common line of the said SR 63 North 02 degrees 28 minutes 16 seconds West, a distance of 20.02 feet to a point; thence severing the aforementioned TWRA property the following three (3) calls:

South 89 degrees 47 minutes 51 seconds East, a distance of 152.34 feet to a point; thence South 82 degrees 24 minutes 10 seconds East, a distance of 152.90 feet to a point; thence North 07 degrees 35 minutes 50 seconds East, a distance of 16.10 feet to a point.

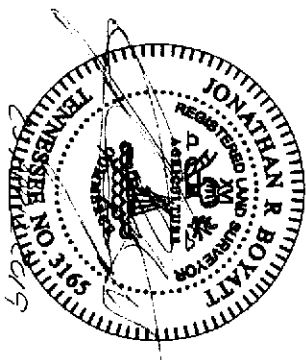
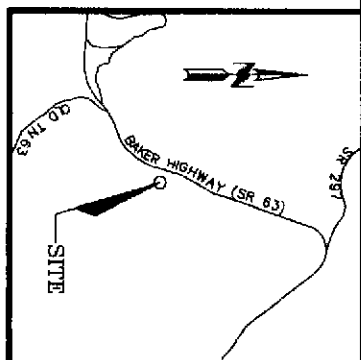
said point being the Point-of-Beginning of the herein described easement, containing 6,791 square feet, more or less.

30' UTILITY EASEMENT

COMMENCING on a 1/2" iron pin with cap stamped '3165', said point lying North 64 degrees 47 minutes East, a distance of 5,211 feet, more or less, from the centerline, intersection of Johnson Land and SR 63, said point also being the most southwesterly corner of a 50' x 50' lease area; thence with the most southerly line of said lease area South 82 degrees 05 minutes 45 seconds East, a distance of 20.00 feet to a point, said point being the POINT-OF-BEGINNING of the herein described easement; thence continuing with the common line of said lease area South 82 degrees 05 minutes 45 seconds East, a distance of 30.00 feet to a set 1/2" iron pin with cap stamped '3165', said point being the most southeasterly corner of said lease area; thence severing the aforementioned TWRA property the following seven (7) calls:

South 07 degrees 21 minutes 35 seconds West, a distance of 59.43 feet, to a point; thence North 80 degrees 11 minutes 29 seconds West, a distance of 176.20 feet to a point; thence North 08 degrees 37 minutes 19 seconds East, a distance of 54.02 feet to a point; thence South 81 degrees 22 minutes 41 seconds East, a distance of 50.00 feet to a point; thence South 08 degrees 37 minutes 19 seconds West, a distance of 24.64 feet to a point; thence South 80 degrees 11 minutes 29 seconds East, a distance of 115.51 feet to a point; thence North 07 degrees 21 minutes 35 seconds East, a distance of 28.41 feet to a point.

said point being the Point-of-Beginning of the herein described easement, containing 6,872 square feet, more or less.



Project: 19-036	County of: Campbell, TN	District: 4
Date: 04/11/2019	CIT Map/Group: 100	Owner: TMRA, 50 Bog 4472, Oneida, TN 37304
Scale: 1"=50'	Subdivision: Deed Book/Page: 304/208	Site Location: Baker Highway (SR63) Former, TN 37847
Sheet 2 of 2	EXHIBIT "A"	

LEASE & EASEMENT DESCRIPTIONS



Where hometown meets world class



BOYATT LAND SURVEYING

REGISTERED PROFESSIONAL LAND SURVEYOR
TENNESSEE
EXPIRATION DATE 12/31/2024

2018-2019
BOYATT LAND SURVEYING

SWM	DATE	BY	DESCRIPTIONS
①	04/22/2019	JRB	CORRECT TYPO



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON
TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

PENNY SCHWINN
COMMISSIONER

Date: 6/3/2021

School Name and ID Number: 070, Campbell County
School DUNS Number: 030665178
Indirect Cost Rate: N/A
Federal GAN Award Date: 05/22/2020
Period of Performance: 05/22/2020 to 9/30/2022
Budget Period: 05/22/2020 to 9/30/2021
Federal Granting Agency: US Department of Education

THE CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY ACT
(CARES ACT) (P.L.116-136)

Early Literacy Network

84.425-Elementary and Secondary School Emergency Relief Fund

Project Total: \$8,000,000.00

Award# S425D2000047

○ **Allocation**

\$80,000.00

Total Project Funds Obligated to Subrecipient Revised

\$80,000.00

TERMS, CONDITIONS AND FUNDING: THIS GRANT AWARD IS MADE SUBJECT TO ALL APPLICABLE STATUTES, REGULATIONS AND FUNDING LIMITATIONS IN EDGAR 2CFR200.331

The sub-grantee will receive reimbursements at 100% of cost of all eligible expenses incurred within the grant term. The sub-grantee will permit the State and auditors to have access to the sub-grantee's records and financial statements as necessary for the pass-through entity to meet the requirements of this grant.

This grant award is subject to the appropriation and availability of Federal grant funds. In the event that the funds are not appropriated or are otherwise unavailable, the State reserves the right to discontinue the Grant.

As deemed appropriate during the fiscal year, any condition could be added and a modified grant award letter issued.

This is not an R&D grant. Period of Performance includes additional obligation date. *Under the "Tydings Amendment, "Section 421(b) of the General Education Provisions Act, 20 U.S.C. 122(B), Any funds that are not obligated at the end of the federal funding period shall remain available for obligation for an additional period of 12 months.

Maryanne M Durski

Maryanne Durski
Senior Director, Local Finance

11/30/2021
Date

Additional Program Contact Information

USED Program Contact	Program Contact Email	TDOE Program Contact	Program Contact Email
Julie A Coplin	Julie.coplin@ed.gov	Rachael L. Ross	Rachael.LRoss@tn.gov

Monitoring: Review: Annually, in October	Descriptor Term: Scheduling and Routing	Descriptor Code: 3.401	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Students who ride school buses shall attend the school designated unless the Board designates an
3 alternate school. If a parent/guardian chooses to send his/her child to another school in the district, the
4 parent/guardian shall provide transportation to and from that school.

5 The Transportation Supervisor shall be responsible for surveying all bus routes and scheduling bus
6 transportation, including the determination of bus stops and the assignment of students. Appeals of
7 transportation decisions shall be made to the Director of Schools. Students shall not be in transit to and
8 from school more than one and one-half hours each way.¹

9 **BUS DRIVER RESPONSIBILITIES**

10 Upon being hired and at the beginning of each school year thereafter, every bus driver shall be given the
11 policies and procedures related to the transportation program.²

12 Once the official route has begun, stops shall only be made to take on, discharge, or transfer students.
13 Buses are not to make any non-designated stops, except for emergencies, when transporting students.

14 **EXITING THE BUS**

15 No student may exit the bus at a destination other than that student's designated bus stop. The Director
16 of Schools shall develop procedures that would allow a student to exit the school bus at an alternative
17 location. However, a student shall be allowed to exit the bus at a stop other than the student's regular
18 bus stop if the student provides the driver with a signed note from the parent/guardian, informing the
19 driver of the change in the student's bus stop for the day. The driver shall turn the note over to the
20 principal as soon as practical after the completion of the route.³

21 In the event that the driver finds it necessary for a student to exit the bus at a stop other than the student's
22 designated stop in order to preserve the safety of other student passengers or the driver, the driver may
23 remove the offending student from the bus, provided that the driver secures the safety of the student for
24 the uncompleted trip.

25 A driver shall report to school authorities as soon as possible, but no later than the end of the route, any
26 student refusing to obey the driver or exiting the bus without the driver's permission at a point other than
27 the student's destination for that trip.⁴

Legal References

1. TCA 49-6-2105
2. TCA 49-6-2118(b)
3. TCA 49-6-2118(a)
4. TCA 49-6-2118(c), (d)

Cross References

Bus Safety and Conduct 6.308

<div style="text-align: center;"> [Insert School System] <i>Campbell County Board of Education</i> </div>	
Employee Assignments During Emergency Closure	1.8011.3

1 *General*

2 In the event of an emergency that requires closure of a school building, group of schools, or the entire
3 district, the Director of Schools is authorized to continue to pay employees who are not able to physically
4 report for duty as a result of the ongoing emergency.

5 Employees shall work as directed by the Director of Schools, whether that is by physical appearance at
6 work or teleworking.

7 **CUSTODIAL STAFF**

8 During school district closures related to an emergency, custodial staff, including ten- and eleven-month
9 employees, may be required to report to their assigned buildings for work unless approved for leave or
10 directed otherwise by their supervisor. Building assignments may fluctuate to meet the needs of the
11 district.

12 **FOOD SERVICE WORKERS**

13 During school district closures related to an emergency, certain food service workers may be required to
14 report to an assigned location. Assigned locations may vary to meet changing needs of the district.

15 **LEAVE REQUESTS**

16 If an employee has exhausted his/her leave, the employee shall obtain approval from ^{Director of Schools} [insert title of
17 **employee**] before being allowed to take any specially approved paid leave during an emergency closure.

18 Failure to report without approved leave will result in disciplinary measures up to and including
19 termination.

Campbell County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Local COVID-19 Leave	Descriptor Code: 5.3052	Issued Date: 09/14/21
		Rescinds: 5.3052	Issued: 01/12/21

Beginning July 1, 2021, employees are entitled to up to two (2) weeks of paid sick leave if they have not exhausted their FFCRA Leave under Policy No. 5.3051 "FFCRA Leave" and are unable to work or telework because the employee:

1. has tested positive for COVID-19 and is required to isolate;
2. is required to isolate while awaiting the results of a PCR test.

To demonstrate eligibility for the leave, the employee will be required to provide proof of COVID-19 testing or other suitable documentation for the circumstances. Employees should seek clarification from the payroll clerk if they have questions regarding the total amount of leave available to them.

This paid leave may be taken if there is work available for the employee to complete and the employee is unable to work or telework for one of the above reasons. Such leave is in addition to any paid leave that an employee may already be entitled to (e.g., existing sick leave). Employees are not required to exhaust any other paid leave benefit to utilize this new category of paid sick leave.

For avoidance of doubt, employees will only be permitted up to two (2) weeks ("up to 80 hours") of their regular weekly pay per school year, regardless if the employee took that leave under FFCRA Leave policy or the local COVID-19 Leave policy.

This policy will be in effect from July 1, 2021 until ~~December 31, 2021~~ *June 30, 2022* unless the Board takes action to extend it. If the state or federal government issues a mandate for COVID-19 related leave after adoption of this Local COVID-19 leave policy, such mandated leave will replace this policy entirely and this policy simultaneously will expire.