

Board of Education Special Called Meeting

February 28, 2023 5:00 PM

Central Office

- I. Call to Order**
- II. Pledge of Allegiance**
- III. Roll Call**
- IV. Approval of Agenda**
- V. New Business**
 - 1. New Positions
- VI. Adjournment**



TITLE: ASSISTANT PRINCIPAL FOR ELEMENTARY SCHOOL

QUALIFICATIONS

- Master's Degree required
- Current Tennessee administration certification required
- A minimum of three years of teaching experience
- Demonstrated leadership in working with teams and in organizing and planning
- Demonstrated ability to communicate effectively orally and in writing
- Demonstrated ability to relate well to school and district officials, parents, students, and others

JOB GOAL

To assist the principal in leading effectively and providing support to the instructional process by creating a culture of high expectations and collegiality, supervising personnel and managing facilities of the school, and directing site operations, services, and staff while complying with all applicable rules, regulations, and policies under the direction of the Principal and Director of Schools. The assistant principal serves in the absence of the principal to make decisions and efficiently manage conflicts within the school.

ESSENTIAL FUNCTIONS OR DUTIES

Assist the Principal to:

- Establish a vision and mission for the school that is aligned to district objectives and goals;
- Create a welcoming, positive school culture in which all students and personnel thrive;
- Develop and model effective conflict resolution techniques to proactively manage issues;
- Communicate effectively both orally and in writing with all levels of staff and the public;
- Analyze and use multiple sources of data to drive instructional and other appropriate decisions;
- Monitor overall progress and success of students;
- Administer discipline plan and code of conduct and ensure due process for all students;
- Ensure innovative, research-based instructional practices are employed by all who serve students to meet the diverse needs of all learners effectively;
- Supervise and conduct evaluations of all personnel to ensure standards are met, and performance is maximized;



- Direct staff to ensure maximum performance and meet school and district goals;
- Demonstrate problem-solving abilities;
- Oversee and assure that facilities are adequately maintained and meet district expectations for safety and cleanliness through coordination with appropriate TCS personnel and resources;
- Administer extracurricular activities, programs, clubs, and other facility use beyond the regular school day;
- Adhere to all financial guidelines and procedures according to Board Policy and state rules and regulations for school finance;
- Work with Human Resources to post vacant positions and complete the process for new hires, terminations, transfers, and retirements;
- Review applications, interview, check references of candidates, and make hiring recommendations to the Director of Schools;
- Perform all other related duties as assigned by the Principal, Director of Schools, or designee.

PERFORMANCE RESPONSIBILITIES

- **Instructional Leadership**

Assist the Principal to:

- Facilitate the development of programs and monitor the implementation of a curriculum that meets the needs of all students;
- Analyze and utilize all summative, formative, and common summative data for the improvement of the curriculum for instruction and student achievement;
- Maintain a school-wide climate and organization for learning (high expectations, cooperation, support, positive attitudes, etc.);
- Facilitate the development of curriculum/instructional programs based on research findings and needs assessment results;
- Identify and communicate effective teaching strategies, classroom management strategies, and strategies for altering inappropriate pupil behaviors;
- Incorporate the effective use of technology into the management and instructional processes;
- Provide ongoing technical assistance to teachers and staff;
- Work with special education teachers in the implementation of IEPs for the identified students to modify instruction, services, and expectations appropriately;
- Work with the staff to provide appropriate RTI for identified students with special needs;
- Work with staff to ensure implementation of 504 plans for identified students;

- **Program Planning**

Assist the Principal to:

- Identify and communicate instructional planning strategies;
- Determine priorities based on assessed needs, financial capabilities,



- expertise, timelines, and resources;
- Develop and implement the School Improvement Plan encompassing goals, objectives, activities, timelines, and resources;
- Develop a school plan for professional learning;
- Supervise the re-evaluation and the adjustment of curriculum/instructional programs as needed;
- Supervise the guidance program to enhance student education and development;
- Utilize staff in curriculum and instructional improvement;
- Organize for maximum time for academic achievement;
- Plan, organize, and direct the implementation of all school activities;
- Develop schedules for classroom observations, conferences, and follow-up activities;
- Coordinate and oversee grant programs;
- Ensure SPED and Title I funding is utilized appropriately;
- **School Management**
 - Assist the Principal to:
 - Utilize an effective interview and selection process before recommending the candidate who best fits the opening;
 - Assign personnel to positions that ensure optimum performance and equitable distribution of assignments;
 - Evaluate the performance of personnel to enhance student achievement ultimately;
 - Plan and conduct professional learning activities to improve competencies of school personnel;
 - Utilize strategies that lead to a higher level of motivation;
 - Organize and supervise support service personnel for optimum performance;
 - Facilitate positive attitudes among faculty and staff;
 - Conduct classified and certified staff meetings to keep members informed of policy changes, new programs, and related concerns;
 - Recognize and reward faculty, staff, and students for any/all successes and achievements;
 - Establish a guide for proper student conduct and maintaining student discipline according to established board policies;
 - Provide due process procedures required for the appropriate management of school employees and students;
 - Prepare and supervise the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration, attendance, and reporting student progress;
 - Plan and supervise fire drills, earthquake drills, lockdown drills, and emergency preparedness programs;
 - Coordinate planning and work of the administrative and office staff;
 - Delegate responsibility for certain tasks to administrative and office staff, counselors, and others when appropriate;
 - Coordinate curriculum development activities of the school in



cooperation with the Director of Curriculum and Instruction;

- **Community Relations**

Assist the Principal to:

- Involve parents in the activities of the school;
- Assess community expectations and perceptions of school performance.
- Communicate with citizens using a variety of means (i.e., media, social media outlets, newsletters, website, and meetings);
- Utilize community resources to support programs and services, including parent volunteers;
- Conduct regular advisory committee meetings;
- Accommodate appropriate requests to use school facilities following Board Policy;
- Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs;
- Work with other schools and organizations in a professional manner;

- **Business Management**

Assist the Principal to:

- Maintain a fiscal accountability system;
- Develop and monitor financial plan (budget) based on programs/service priorities and financial capabilities;
- Organize and involve teaching staff in monitoring and developing a financial plan for instructional needs;
- Work closely with the Supervisor of Maintenance; inspecting the building and grounds, seeking assistance when needed;
- Utilize a system for purchasing and inventory control;
- Manage financial resources in the most cost-effective manner;
- Apply local and state school board regulations and identified best practices for business management decisions;

- **Interpersonal Relationships**

- Demonstrate effective written communication skills with all;
- Demonstrate effective oral communication skills with all;
- Manage change and new programs by utilizing effective change and pacing strategies;
- Solve problems utilizing a variety of techniques;
- Make decisions from a base of relative information;
- Utilize a process for involving personnel in decision-making activities, including faculty meetings, grade or department meetings, etc.;
- Facilitate discussions and decision making sessions efficiently and productivity;
- Model effective conflict resolution techniques to proactively deal with issues;
- Manage conflict situations in an effective manner;
- Listen carefully to all stakeholders;
- Keep the Principal informed of the school activities and/or problems;



- **Professional Learning**
 - Attend workshops, institutes, courses, and conferences relevant to current leadership role
 - Assist the principal in providing professional learning for teachers and staff
 - Assist the principal in management and oversight of the school programs
 - Demonstrate knowledge of current professional literature and materials, including effective school research;
- **Professional Responsibility and Duty**
 - Demonstrate effective time management practices;
 - React to stress situations in a reasonably calm and positive manner;
 - Meet timelines and deadlines as requested;
 - Ensure the management of the administrative office in an organized and professional manner;
 - Exhibit dependability in carrying out assigned responsibilities;
 - Accept constructive criticism;
 - Exhibit assertiveness as appropriate in dealing with administrative responsibilities;
 - Participate in the system's administrative meetings in a positive, helpful, and resourceful way;
 - Perform professional responsibilities and duties as outlined in the job description, including regular attendance and punctuality;
 - Assume responsibility for school-related activities that extend beyond the school day;
 - Work with Central Office staff and other support personnel on school programs and goals related to instruction, transportation, professional staff development, and special services;
 - Serve as a positive leader to communicate and exemplify support of district initiatives and policies;
 - Adhere to the Tennessee Codes of Ethics;
 - Perform other duties consistent with the position assigned as may be requested by the Principal, Director of Schools, or designee;

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 pounds, with frequent lifting and/or carrying of objects weighing up to 25 pounds. Other physical demands that may be required are as follows:

- Pushing and/or pulling
- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing



TEMPERAMENT

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure;
- Adaptability to accepting responsibility for the direction, control, or planning of an activity;
- Adaptability to dealing with people beyond giving and receiving instruction;
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria;

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual to adequately learn or perform a task or job duty.

- *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- *Verbal:* Ability to understand the meanings of words and the ideas associated with them.
- *Numerical:* Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity:* Ability to move the hands and fingers easily.

REPORTS TO: Principal and Director of Schools

FLSA: Exempt

TERM: 210 Days

SALARY: Teacher Salary plus 10 days and 17.5% supplement

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.



TITLE: TCS CTE DIRECTOR

QUALIFICATIONS

- Master's Degree required
- Current Tennessee administration certification required
- A minimum of three years of teaching experience
- Demonstrated leadership in working with teams and in organizing and planning
- Demonstrated ability to communicate effectively orally and in writing
- Demonstrated ability to relate well to school and district officials, parents, students, and others

JOB GOAL

The TCS Career and Technical Education Director will direct and oversee all career and technical programs and related activities, K-12; provide information and guidance to CTE teachers; implement and maintain services within established guidelines and standards; develop goals and action plans; manage assigned budgets; and provide supervision to staff.

ESSENTIAL FUNCTIONS OR DUTIES

- Build, support, and sustain a robust CTE program in collaboration with business labor and post-secondary partners.
- Provide leadership, monitor, and support all CTE programs of study in alignment with TN CCTC course standards.
- Develop TN Pathways that include industry certifications and post-secondary partnerships.
- Develop, manage, monitor, and evaluate the implementation of the Perkins Grant, manage state and local CTE funding, and pursue other funding supporting the CTE program.
- Collect and report data regarding CTE programming, including the Comprehensive Local Needs Assessment (CLNA) that informs all CTE program funding.
- Participate with site administrators (e.g., recruiting, screening, hiring, counseling, and observing CTE teachers, etc.) for the purpose of ensuring that staffing and hiring needs of the career and technical programs are met.
- Collaborate with others (e.g., teachers, administrators, students, parents, other district personnel, community organizations, etc.) to implement and maintain services and/or programs.
- Direct career and technical program components, support needs, and materials (e.g., course offerings, textbook selection, budgets, grants, strategic plans, etc.) for the purpose of meeting student needs while complying with District and/or program guidelines.



- Lead and/or participate in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Maintain a variety of detailed records in various written and electronic formats for the purpose of meeting program reporting requirements.
- Manage program budgets, fund balances, and related financial activity for the purpose of ensuring that budget amounts and expenses are within budget limits and that sound fiscal practices are followed.
- Monitor program activities and components (e.g., work-based learning, etc.) to meet student needs while maintaining program and District guidelines.
- Prepare various program-related reports in both manual and electronic formats (e.g., budget, course offering, student participation, purchases, achievement, compliance, etc.) to document activities, convey information, and ensure program requirements are met in an effective and timely manner.
- Present information to District, School Board, and Community groups (e.g., program offerings, funding status, participation levels, etc.) to promote the program, gain feedback and comply with established internal controls.
- Promote involvement and understanding of the career and technical program to meet the ongoing needs of and encourage participation in the career and technical programs and related course offerings.
- Research, write, and present grant information for the purpose of securing the funding needed to meet program needs.
- Ensure compliance with state and federal expectations related to all aspects of career and technical education.
- Provide direction, consultation, and supervision to program employees; consult with centrally based staff and school-based staff on individual cases and on interpreting federal, state, and local policies and procedures.
- Develop and implement standards, policies, and procedures related to career and technical education; develops short and long-range goals for the division; monitor the progress of various services; make recommendations for changes.
- Work in conjunction with the State Department of Public Instruction, the Office for Civil Rights, and various other agencies to meet the needs of students; ensure compliance of programs with federal, state, and local regulations.
- Prepare budgets for the CTE program; coordinate with other departments or agencies to ensure maximum services; monitor expenditures of approved budgets.
- Efficiently utilizes all software platforms connected to CTE work (ePlan, eTiger, and TNShare).
- Complete competency attainment data reporting as well as follow-up reporting through eTIGER.
- Demonstrate an in-depth knowledge of local, state, and federal policies and procedures regarding career and technical education.
- Exhibit an in-depth knowledge of the county and school board policies, procedures, and standards regarding education.



- Work closely with the high school counselors to ensure they recognize and integrate a structure to deliver information about various careers and corresponding clusters, such as The National Career Clusters Framework.
- Structure, organize, and provide support to high school counselors as they plan, set goals, and schedule, to ensure the CTE program is understood as students develop schedules.
- Develop and work with post-secondary institutions on articulation, dual credit, and dual enrollment agreements and responsibilities.
- Organize and meet with advisory committees at least once per school year.
- Establish and maintain systems to receive feedback from various advisory partners to inform and strengthen CTE program outcomes.
- Assist in developing the master schedule at all schools to reflect Programs of Study for each Career Cluster.
- Attend at least 75% of CTE State Conferences, meetings, and monthly Regional Study Council meetings.
- Work with school system EIS personnel to ensure that teacher, class, and student data is correct.
- Prepare and deliver documentation for risk-based monitoring processes conducted annually with the Tennessee Department of Education.
- Plan professional learning for CTE and appropriate academic teachers, administration, and counselors.
- Collaborate with nearby school systems in professional learning opportunities that benefit CTE educators, counselors, and general education teachers.
- Provide professional learning within the LEA or arrange training on various topics as required.
- Provide oversight and support to the Work-Based Learning Coordinator in collaboration with administrators to ensure that all required components of a high-quality work-based learning program are met.
- Perform other duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 pounds, with frequent lifting and/or carrying of objects weighing up to 25 pounds. Other physical demands that may be required are as follows:

- Pushing and/or pulling
- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

TEMPERAMENT

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure;



- Adaptability to accepting responsibility for the direction, control, or planning of an activity;
- Adaptability to dealing with people beyond giving and receiving instruction;
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria;

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual to adequately learn or perform a task or job duty.

- *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- *Verbal:* Ability to understand the meanings of words and the ideas associated with them.
- *Numerical:* Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity:* Ability to move the hands and fingers easily.

REPORTS TO: Director of Schools

FLSA: Exempt

TERM: 261 Days

SALARY: Teacher Salary plus 61 days and 20% supplement

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.