

**WASHINGTON COUNTY
BOARD OF EDUCATION**

August 5, 2021

5:30 PM

Central Office

- I. CALL TO ORDER**
- II. CONSIDERATION OF MEETING AGENDA**
- III. Approval of Minutes - Regular Meeting - July 1, 2021
Board Retreat - July 17, 2021 Workshop - July 27, 2021**
- IV. DIRECTOR'S REPORT**
 - A. ESSER 3.0**
 - B. TCAT Update**
 - C. Personnel Report**
 - D. Enrollment Update**
 - E. Facilities Update**
 - F. Field Trips Report**
 - G. Financials - General Purpose School Fund, Federal Programs Fund, School Nutrition (Dietary) Fund**
 - H. Grant Update**
 - I. Other**
- V. CONSIDERATION OF CONSENT AGENDA**
 - A. Vehicle Authorization Report**
 - B. SY21-22 Meal Prices**
 - C. Contracts/Agreements**
 - 1. Lincoln Memorial University Agreement**
- VI. DISCUSSIONS/PRESENTATIONS**
 - A. Jonesborough Building Project Update**
 - B. Approval to Develop and Release an RFP for Long Range Facilities Study**
 - C. Athletic Passes for SY21-22**
 - D. Approval to implement Frontline's Human Resources Online Platform**
- VII. Policy**
 - A. 1.8011 Emergency Closings (Waive First Reading & Pass on Second Reading)**
 - B. 3.205 Security (Waive First Reading & Pass on Second Reading)**
 - C. 3.211 New Project Planning (Waive First Reading & Pass on Second Reading)**

- D. **3.220 Access to Private Facilities (Waive First Reading & Pass on Second Reading)**
- E. **4.101 Instructional Standards (Waive First Reading & Pass on Second Reading)**
- F. **4.204 Summer Instructional Programs (Waive First Reading & Pass on Second Reading)**
- G. **4.205 Enrollment in Advanced Courses (Waive First Reading & Pass on Second Reading)**
- H. **4.213 Family Life Education (Waive First Reading & Pass on Second Reading)**
- I. **4.301 Interscholastic Athletics (Waive First Reading & Pass on Second Reading)**
- J. **4.605 Graduation Requirements (Waive First Reading & Pass on Second Reading)**
- K. **4.702 Testing Programs (Waive First Reading & Pass on Second Reading)**
- L. **5.107 Application and Employment (Waive First Reading & Pass on Second Reading)**
- M. **5.802 Qualifications and Duties of the Director of Schools (Waive First Reading & Pass on Second Reading)**
- N. **5.117 Teacher Tenure (Waive First Reading & Pass on Second Reading)**
- O. **5.200 Separation Practices for Tenured Teachers (Waive First Reading & Pass on Second Reading)**
- P. **5.201 Separation Practices for Non-Tenured Teachers (Waive First Reading & Pass on Second Reading)**
- Q. **6.202 Home Schools (Waive First Reading & Pass on Second Reading)**
- R. **6.319 Alternative Education (Waive First Reading & Pass on Second Reading)**
- S. **6.402 Physical Examinations and Immunizations (Waive First Reading & Pass on Second Reading)**
- T. **6.300 Student Code of Conduct (Waive First Reading & Pass on Second Reading)**
- U. **6.306 Interference/Disruption of School Activities (Waive First Reading & Pass on Second Reading)**
- V. **6.4081 Safe Relocation of Students (Waive First Reading & Pass on Second Reading)**

VIII. ADJOURNMENT

DISTRICT: _____

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



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, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans to be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

Consultation with Stakeholders

1 Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

2 Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

3 How did the LEA compile feedback during the open comment period for the ARP Plan?

4 How was the input considered during the open comment period time?

Questions in this health plan were developed by the US Department of Education.

Safe Return to In-Person Instruction

Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

Continuity of Services Plan

6 How the LEA will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Questions in this health plan were developed by the US Department of Education.

DISTRICT: _____

Public Plan - Needs Assessment for ESSER 3.0

General Information

LEA Name		Director of Schools	
Address			
Phone #	()	-	

Students & Enrollment

Mission & Vision					
Grades Served		# of Schools		Total Student Enrollment	
Race/ Ethnicity	American Indian/Alaska Native		%	Asian	%
	Black/African American		%	Hispanic	%
	Native Hawaiian/Pacific Islander		%	White	%
	Multiracial		%		
Economically Disadvantaged		%	English learners	%	
Students with Disabilities		%	Foster	%	
Students Experiencing Homelessness		%	Students in Military Families	%	
Migrant		%	Students with High-Speed Internet at Home	%	

This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource allocation for those funds. The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

ACADEMICS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Kindergarten		
50%+ School Year Remote	Provide information on any increase in the number of students whose “first time” experience in a formal school setting will be 2021-2022.	
Instructional Days		
Days In-Person	Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	
Quarantine Closures	Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	
Additional Impacts on Instructional Time	Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc.	
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	
Student Achievement, Instructional Materials and Interventions		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	
ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

STUDENT READINESS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Transitions and Pathways		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	
Dropout Rates and Disengagement	Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.	
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	
Course Availability	Provide an overview of courses that were not able to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above).	
Special Populations and Mental Health		
Special Populations	Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year.	
Mental Health, Behavioral and Other Supports, Interventions and Staffing	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Staff Resignations	Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	
Extended Quarantines	Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).	
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	

OTHER CONSIDERATIONS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Access to Technology	Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands.	
Access to High-Speed Internet	Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	
Facility Constraints	Summarize facility constraints that impacted instruction (ie. space concerns leading to hybrid schedules).	

Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.

Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

ACADEMICS

1	
2	
3	

STUDENT READINESS

1	
2	
3	

EDUCATORS

1	
2	
3	

FOUNDATIONAL ELEMENTS

1	
2	
3	

DISTRICT: _____

Community Engagement Checklist

Interim Final Requirements from the U.S. Department of Education: *LEA ARP ESSER Plan Meaningful Consultation*



“COVID-19 has had a dramatic impact on the Nation’s education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students’ classes and courses of study have been interrupted and/or delayed and students’ social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA is also required to engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA’s decisions about how to use its ARP ESSER funds will directly impact the students,

families, and stakeholders in their school district, and thus the LEA’s plans must be tailored to the specific needs faced by students and schools within the district. These diverse stakeholders will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to effective support for Native American students, so LEAs need to consult Tribes, as applicable. In addition, the Department understands educators and students’ families will have important insights into and observations of students’ academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impact of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic.”

Please note who you engaged, as applicable, and the strategies used to engage those groups (ex. public meeting, request for comments, survey, etc.).

Applicable? (check if yes)	Group (as applicable)	Number Engaged	Number of Responses Received	Mode(s) of Engagement
	Students			
	Families			
	Elected Officials and School Board Members			
	School and District Administrators			
	Special Education Administrators			
	Principals			
	School Leaders			
	Other Educators			
	School Staff			
	Civil Rights Organizations			
	Disability Rights Organizations			
	Interest Group(s): Students with Disabilities			
	Interest Group(s): English learners			
	Interest Group(s): Children Experiencing Homelessness			
	Interest Group(s): Children in Foster Care			
	Interest Group(s): Migratory students			
	Interest Group(s): Students who are Incarcerated			
	Interest Group(s): Underserved Students			
	Other:			
	Other:			

Any additional information related to the public engagement you would like to share:

DISTRICT: _____

Public Plan - Federal Relief Spending



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

General Information

LEA Name		Director of Schools	
Address			
Phone #	()	-	
District Website <i>(where plan is posted):</i>			

Students & Enrollment

Mission & Vision				
Grades Served		# of Schools	Total Student Enrollment	
Race/ Ethnicity	American Indian/Alaska Native	%	Asian	%
	Black/African American	%	Hispanic	%
	Native Hawaiian/Pacific Islander	%	White	%
	Multiracial	%		
Economically Disadvantaged	%	English learners	%	
Students with Disabilities	%	Foster	%	
Students Experiencing Homelessness	%	Students in Military Families	%	
Migrant	%	Students with High-Speed Internet at Home	%	

Accountability

View the District Report Card:	
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Funding

ESSER 1.0 Allocation	\$	ESSER 2.0 Allocation	\$	ESSER 3.0 Allocation	\$
ELC Allocation	\$	Students Experiencing Homelessness Allocation:		\$	
TOTAL ALLOCATION:					\$
Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):					\$

Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?		
Community Engagement Template submitted and posted on website?		
Health and Safety Plan submitted and posted on website?		
Needs Assessment submitted and posted on website?		
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?		
Spending Plan submitted in ePlan and available to public?		

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department’s strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.¹ The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

BEST FOR ALL
We will set all students on a path to success.

ACADEMICS
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

¹ LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$	%
Summer Programming (Supplement to State Funding)	\$	%
Early Reading (Pre-K – 3rd)	\$	%
Interventionists	\$	%
Other	\$	%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$	%
High School Innovation	\$	%
Academic Advising	\$	%
Special Populations	\$	%
Mental Health	\$	%
Other	\$	%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$	%
Grow Your Own	\$	%
Class Size Reduction	\$	%
Other	\$	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$	%
High-Speed Internet	\$	%
Academic Space: Facilities*	\$	%
Auditing and Reporting (1% min. recommended)	\$	%
Other	\$	%

ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment:

High Dosage, Low Ratio Tutoring

Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten		%			
1 st Grade		%			
2 nd Grade		%			
3 rd Grade		%			
4 th Grade		%			
5 th Grade		%			
6 th Grade		%			
7 th Grade		%			
8 th Grade		%			
9 th Grade		%			
10 th Grade		%			
11 th Grade		%			
12 th Grade		%			

	Yes	No
* Participating in TN ALL Corps?		
* Plan to use free high school tutoring services through TDOE?		

ACADEMICS *(continued)*

Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

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Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary		%			
Middle		%			
High School		%			
HS Transition		%			
					Yes No
* Applied to TDOE for transportation grant?					<input type="checkbox"/> <input type="checkbox"/>

Literacy

Link to **TN Foundational Literacy Skills Plan**: _____

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$	\$	
Middle	\$	\$	
High School	\$	\$	
			Yes No
* Participating in Reading 360 Summer Teacher PD (elementary)?			<input type="checkbox"/> <input type="checkbox"/>
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?			<input type="checkbox"/> <input type="checkbox"/>
* Participating in Reading 360 PK-12 Literacy Implementation Networks?			<input type="checkbox"/> <input type="checkbox"/>
* Participating in Reading 360 Early Reading Implementation Networks?			<input type="checkbox"/> <input type="checkbox"/>
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?			<input type="checkbox"/> <input type="checkbox"/>
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?			<input type="checkbox"/> <input type="checkbox"/>
* Provided families with information on FREE at-home decodables?			<input type="checkbox"/> <input type="checkbox"/>
* Using the free universal screener provided to districts?			<input type="checkbox"/> <input type="checkbox"/>
* Considering use of free TDOE supplemental instructional materials for math (elementary)?			<input type="checkbox"/> <input type="checkbox"/>
* Considering use of free TDOE math professional development, implementation support and networks?			<input type="checkbox"/> <input type="checkbox"/>

ACADEMICS *(continued)*

Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of 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:

Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		
* Using or planning to use free ACT preparation courses?		
* Using or planning to use free and online AP Access for All?		
* Received an Early Postsecondary Expansion Grant?		
* Received a Middle School STEM and CTE Grant?		
* Received a STEM Designation?		
* Participating in the free Work Keys program?		
* Using or planning to use free STEAM Resource Hub?		
* Received a Governor’s Civics Seal Grant?		
* Plan to participate in computer science networks and related grants?		

STUDENT READINESS *(continued)*

Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$		
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$		
Other	\$		

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		
* Will receive a supplemental grant for serving students experiencing homelessness?		
* Applied for and received the ELC grant to support health and wellness activities?		
* Planning to apply for mental health grants (\$100,000 - \$200,000)?		
* Applied for an IDEA Partnership Grant to support students with disabilities?		
* Plan to use attendance support to identify and re-engage missing students?		

Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

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

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$		
Class Size Reduction	\$		
Other	\$		

	Yes	No
* Participating in Grow Your Own?		
* Participating in Aspiring Assistant Principal Network?		
* Participating in Diverse Leaders Network?		
* Participating in Rural Principal Network?		
* Participating in Turnaround Principal Network?		
* Participating in Principal Supervisor Network?		
* Participating in TASL Academies?		
* Participating in TDOE Special Education and ESL additional endorsement grants?		
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?		
* Encouraged participation in or actively utilized Best For All Central?		

EDUCATORS *(continued)*

Other: Educators

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$			
High-Speed Internet	\$			
Academic Space: Facilities*	\$			
Monitoring, Auditing and Data Collection and Reporting	\$			
Other	\$			

	Yes	No
* Participated in the TDOE device grant program?		
* Participated in the TDOE connectivity grant?		
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		

OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

Monitoring, Auditing and Reporting

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

Family and Community Engagement

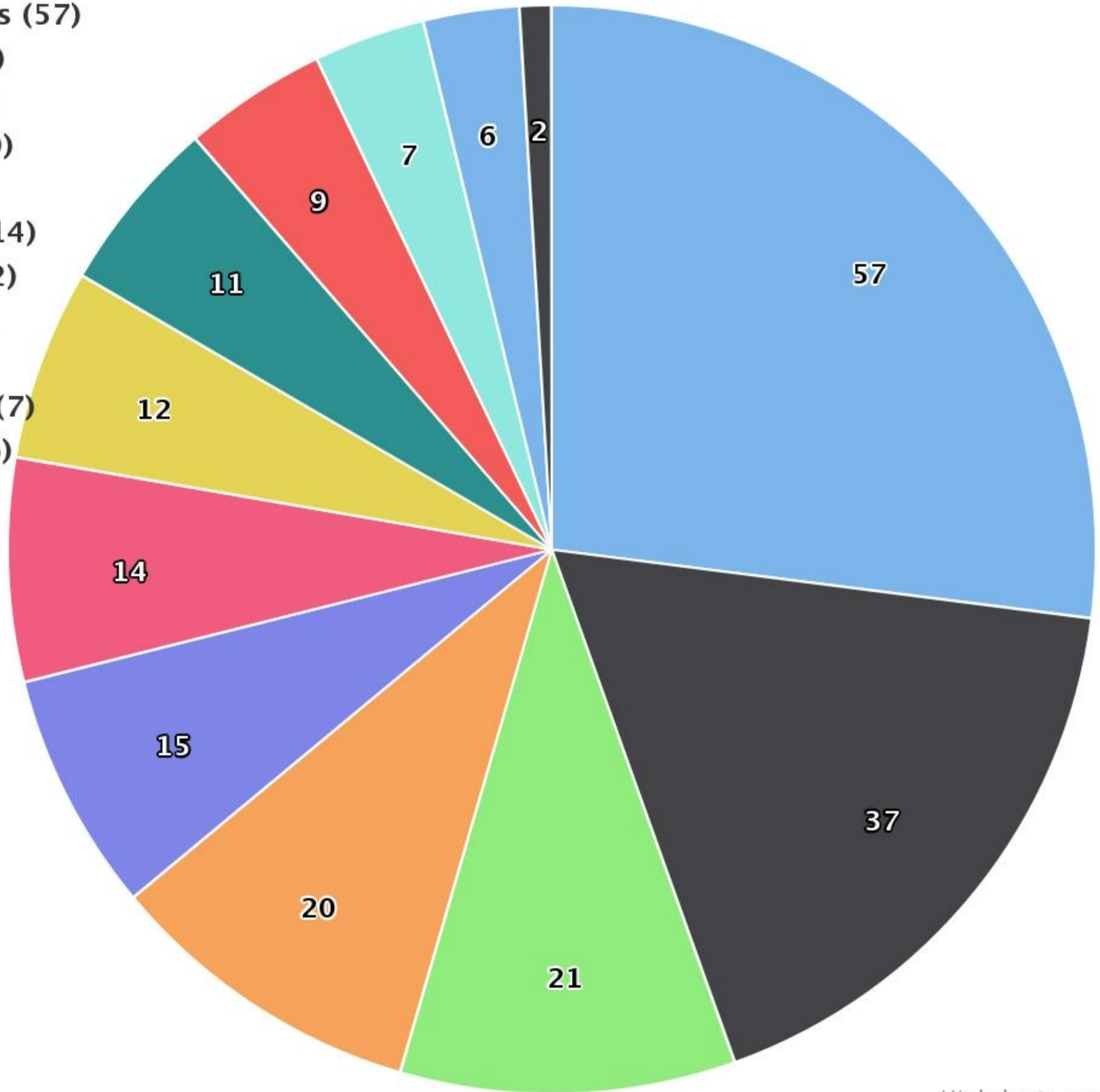
The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

Enrollment Summary as of 8/3/2021 Total Records: 16

School	-2	-1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Boones Creek Elementary School		24	102	81	115	102	78	77	94	79	93					845
Daniel Boone High School												301	318	325	321	1265
David Crockett High School												322	337	278	349	1286
Fall Branch Elementary School			25	44	23	27	22	34	24	28	29					256
Gray Elementary School		20	63	57	62	52	55	61	47	68	61					546
Grandview Elementary School	11	32	58	70	69	55	73	78	68	66	70					650
Jonesborough Elementary School		2	103	93	85	98	88									469
Jonesborough Middle School								103	101	103	110					417
Lamar Elementary School		18	45	39	46	39	39	40	42	49	41					398
Ridgeview Elementary School	7	20	64	80	63	88	103	78	88	67	77					735
South Central Elementary School			25	26	20	13	17	18	30	27	37					213
Sulphur Springs Elementary School		2	46	30	39	37	36	35	36	37	40					338
University School			19	20	20	22	25	47	53	51	52	71	71	83	71	605
West View Elementary School		1	28	33	40	27	41	37	45	43	48					343
Tennessee Virtual Learning Academy									9	6	6	4	4	9	12	50
District Total	18	119	578	573	582	560	577	608	637	624	664	698	730	695	753	8416

Service Categories

- Miscellaneous (57)
- Electrical (37)
- Heat/Air (21)
- Plumbing (20)
- Grounds (15)
- Door Locks (14)
- Carpentry (12)
- Supplies (11)
- Painting (9)
- Pest Control (7)
- Roof Leaks (6)
- Custodial (2)



WASHINGTON COUNTY DEPARTMENT OF EDUCATION
Jonesborough, Tennessee

RECEIVED
7/29/21 PM

School Educational Trip Authorization*

7/27/2021

Date of Request

School DCHS Date of Trip 8/19/2021

Estimated Time of Departure 7:30 a.m. and Return 3 p.m. Total Time Away 7 1/2 hrs

Destination (include location) Appalachian Fairgrounds

Teacher J. Gourley Class FCCLA Grade 9-12

Chaperones _____ Number of Students Involved 7

Estimated Total Miles (Both Ways) of Trip 40

Bus Driver School Van Bus Number _____

Has the cafeteria manager been notified about the lunch count? Yes

Will the chaperones have a list (roll) that they are responsible for? Yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group?
Yes

Will you have on file parental release forms signed by parents or legal guardians? Yes

Explain the educational value of the trip:

Students will set up for the fair competition for FCCLA.

Transportation cost for educational trips shall be calculated in the following manner:

- \$8.00 per hour for driver (2 hour minimum)
- \$1.00 per hour to cover fixed charges (SS, Retirement, etc.)
- \$9.00 Total to be remitted to the central office per hour

Reimbursement for the bus and full shall be made at the rate of \$.75 per mile.

Regis Wright
Principal's Signature

7-29-21
Date

*Refer to Board Policy 4.302

BY WC DIRECTOR OF SCHOOLS [Signature]
Director of Schools's Signature

7/29/21
Date

RECEIVED
8/4/21 Jm

WASHINGTON COUNTY DEPARTMENT OF EDUCATION
Jonesborough, Tennessee

School Educational Trip Authorization*

School JES Date of Trip 8/25/21 8/4/21 Date of Request

Estimated Time of Departure 8:30 and Return 1:30 Total Time Away 5

Destination (include location) 2021 Appalachian Fair School Tours

Teacher Casteel (16) Burgner (20) King (20) Class Brayles (20) Blanton (21) Grade 3rd

Chaperones Julie Greenlee Number of Students Involved 97

Estimated Total Miles (Both Ways) of Trip 30

Bus Driver Jeff Shelton Richard Street Bus Number # 23 # 25

Has the cafeteria manager been notified about the lunch count? yes

Will the chaperones have a list (roll) that they are responsible for? yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group?
yes

Will you have on file parental release forms signed by parents or legal guardians? yes

Explain the educational value of the trip:
See attached list of standards covered
on this field trip.

Transportation cost for educational trips shall be calculated in the following manner:
\$8.00 per hour for driver (2 hour minimum)
\$1.00 per hour to cover fixed charges (SS, Retirement, etc.)
\$9.00 Total to be remitted to the central office per hour

Reimbursement for the bus and full shall be made at the rate of \$.75 per mile.

Matthew Bonds
Principal's Signature

8.4.2021
Date

*Refer to Board Policy 4.302

APPROVED
BY WC DIRECTOR OF SCHOOLS [Signature]
Director of Schools's Signature

8/4/21
Date

WASHINGTON COUNTY DEPARTMENT OF EDUCATION
Jonesborough, Tennessee

School Educational Trip Authorization*

Aug. 4, 2021
Date of Request

School Lamar School Date of Trip Aug. 25, 2021

Estimated Time of Departure 8:40 am and Return 2:00 pm Total Time Away 5 hrs. 20 min.

Destination (include location) Appalachian Fairgrounds; Gray, TN

Teacher Niki Combs Class 19 students Grade 3rd
Brittany Adkins 17 students 3rd

Chaperones Rachel Bennett Number of Students Involved 36 students

Estimated Total Miles (Both Ways) of Trip 44 miles

Bus Driver Amy Ward Bus Number 40

Has the cafeteria manager been notified about the lunch count? yes (Aug. 4th) - emailed

Will the chaperones have a list (roll) that they are responsible for? yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group?
yes

Will you have on file parental release forms signed by parents or legal guardians? yes

Explain the educational value of the trip:

Every year, the Washington County Agricultural Business Committee invites all 3rd grade students, to participate in various learning stations. The stations are designed to correlate with 3rd grade Science/S.S. standards. The students will rotate to the stations and participate in hands on activities.

Transportation cost for educational trips shall be calculated in the following manner:

- \$8.00 per hour for driver (2 hour minimum)
- \$1.00 per hour to cover fixed charges (SS, Retirement, etc.)
- \$9.00 Total to be remitted to the central office per hour

Reimbursement for the bus and full shall be made at the rate of \$.75 per mile.

[Signature]
Principal's Signature

8/4/21
Date

*Refer to Board Policy 4.302

APPROVED
BY WC DIRECTOR OF SCHOOLS [Signature]
Director of Schools's Signature

8/4/21
Date

Candace Crews at Fall Branch is the winner of the National Education Association Foundation's Learning & Leadership Grant. The amount of the award is \$2,000 to support Professional Development.

As summarized in the award letter: Mrs. Crews will travel to Atlanta for a tour and discussion with leaders at the Ron Clark Academy (RCA), a demonstration school that provides educators with an opportunity to observe best practices around engaging students, promoting academic excellence, building relationships, and creating a positive climate and culture. Fall Branch, a rural K-8 school, has adopted RCA's "House System" model of school organization to strengthen the sense of family and camaraderie among the students, teachers/staff and parents, highlighting self-worth and belonging. This strategy is in line with the state's new priority of serving the "whole child."

Thank you,

Twana McKinney, WCS Grant Writer/Manager

423-753-1100 (office) or 423-430-0990 (work cell)

"Education is a possession in which none can take away." from Middlemarch

PRICES FOR MEALS, SCHOOL YEAR 2021-2022

*All children will eat free for SY21 under the National School Lunch Program

Elementary Breakfast (K-4) | **\$1.70**

Elementary Lunch (K-4) | **\$2.50**

Middle School Breakfast (5-8) | **\$1.70**

Middle School Lunch (5-8) | **\$2.60**

High School Breakfast (9-12) | **\$1.70**

High School Lunch (9-12) | **\$2.90**

Reduced Breakfast | **\$.30**

Reduced Lunch | **\$.40**

Adult Breakfast | **\$2.50**

Adult Lunch | **\$4.00**

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Educator Preparation Provider (EPP)	Carter & Moyers School of Education Lincoln Memorial University
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Local Education Agency (LEA)	Washington County Schools
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Term of Agreement	August 1, 2021 through July 31, 2022
--------------------------	--------------------------------------

EPP Contact/Designee	
Name: Dr. Karen Foster	Title: Associate Professor, edTPA Coordinator, Partnership Contact
Email Address: karen.foster02@lmunet.edu	Phone Number: 865.531.4102

LEA Contact/Designee	
Name: Cindy Hayes	Title: Assistant Director, Elementary
Email Address: hayesc@wcde.org	Phone Number: 423.753.1100

Other Key Staff	
Name: Jerry S. Boyd, Director	Name: Dr. Teresa Bicknell, Interim Dean
Title:	Title:
Name:	Name:
Title:	Title:

Certification (signatures verify partnership)							
EPP Head Administrator	<table style="width: 100%;"> <tr> <td>Name: Teresa Bicknell</td> <td>Date: Jun 22, 2021</td> </tr> <tr> <td>Title: Associate Dean & Interim Dean</td> <td></td> </tr> <tr> <td>Signature:  <small>Teresa Bicknell (Jun 22, 2021 16:41 EDT)</small></td> <td></td> </tr> </table>	Name: Teresa Bicknell	Date: Jun 22, 2021	Title: Associate Dean & Interim Dean		Signature:  <small>Teresa Bicknell (Jun 22, 2021 16:41 EDT)</small>	
Name: Teresa Bicknell	Date: Jun 22, 2021						
Title: Associate Dean & Interim Dean							
Signature:  <small>Teresa Bicknell (Jun 22, 2021 16:41 EDT)</small>							
LEA Director of Schools	<table style="width: 100%;"> <tr> <td>Name:</td> <td>Date:</td> </tr> <tr> <td>Title:</td> <td></td> </tr> <tr> <td>Signature:</td> <td></td> </tr> </table>	Name:	Date:	Title:		Signature:	
Name:	Date:						
Title:							
Signature:							

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Prompt 1: Identify the mutually-agreed upon recruitment and selection strategies and goals.
(500 words)

Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Prompt 2: Identify how entities will **select, prepare, evaluate, support, and retain high-quality clinical educators**, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. **(500 words)**

Athletic Passes

At the regular meeting of the Washington County Board of Education on July 7, 2011, the following athletic admittance guidelines were established:

1. School Board members and professional staff are to be issued blue identification badges; support staff will be issued green identification badges; dietary staff will be issued blue identification badges; volunteer and non-faculty coaches will be issued brown badges. Free admittance to athletic events for these employees will be for **the badge holder only**.
2. Substitute teachers will be issued red badges. No free admittance.
3. Passes issued by the Director of Schools will admit **the cardholder only**.
4. United Way passes **will admit cardholder only** and are not valid for varsity high school football games.
5. High School Only: Big **7 5**, TSSAA, TACA, and TMSSAA passes **will admit cardholder only**.



1400 Atwater Drive Malvern, PA 19355

08/04/2021

Customer:	Order Form Details:
Washington County School District 405 W COLLEGE ST JONESBOROUGH, Tennessee, 37659-1009 United States	Pricing Expiration: 7/17/2021 Quote Currency: USD Account Manager: Matthew Folks
Contact: Brad Hale Title: Director of Finance and Accounting Phone: (423)753-1105 Email: haleb@wcde.org	Startup Cost Billing Terms: One-Time, Invoiced after signing Subscription Billing Frequency: Annual Sale Type: New Initial Term: 8/06/2021 – 6/30/2025

Pricing Overview	Amount
One-Time Fees	\$15,390.00
Annual Recurring Fees	\$48,655.07
(Initial Term Prorated Fees)	\$43,856.20

One-Time Fees Itemized Description	Quantity	Amount (each)	Amount
Frontline Implementation	1	\$14,040.00	\$14,040.00
Historical Transcript Migration	1	\$1,350.00	\$1,350.00

Annual Recurring Fees Itemized Description	Start Date	End Date	Amount
(Human Capital Management - Recruiting & Hiring Bundle Prorated Term)	8/06/2021	6/30/2022	\$23,940.53
(Professional Learning Management, unlimited usage for internal employees Prorated Term)	8/06/2021	6/30/2022	\$19,915.68
Human Capital Management - Recruiting & Hiring Bundle	7/01/2022	6/30/2023	\$26,560.17
Human Capital Management - Recruiting & Hiring Bundle	7/01/2023	6/30/2024	\$29,216.18
Human Capital Management - Recruiting & Hiring Bundle	7/01/2024	6/30/2025	\$32,137.79
Professional Learning Management, unlimited usage for internal employees	7/01/2022	6/30/2023	\$22,094.90
Professional Learning Management, unlimited usage for internal employees	7/01/2023	6/30/2024	\$24,304.39
Professional Learning Management, unlimited usage for internal employees	7/01/2024	6/30/2025	\$26,734.83



1400 Atwater Drive Malvern, PA 19355

08/04/2021

Additional Order Form Information

Tax Information

Tax Exemption: We currently don't have a tax exemption certificate on file for you. Please use this [link](#) to upload your tax exemption certificate. Otherwise, the appropriate tax will be applied at the time of invoicing.

PO Information

PO Status: Purchase order not required by customer

PO #:

Note: If a Purchase Order is required, Customer shall submit the PO to Frontline within ten (10) business days of signing this Order Form by emailing it to billing@frontlineed.com, otherwise a PO shall not be required for payment

Professional Services Information

Customer has one year from date of Customer's signature of this Order to utilize any Professional Services described in this Order. The Professional Services expire thereafter with no credit or refund due to Customer.



1400 Atwater Drive Malvern, PA 19355

08/04/2021

Invoicing Schedule	Due Date	Amount
Invoice: One Time	Upon Signing	\$15,390.00 + applicable sales tax
Frontline Implementation		\$14,040.00
Historical Transcript Migration		\$1,350.00
Invoice: Prorated	9/05/2021	\$43,856.20 + applicable sales tax
Human Capital Management - Recruiting & Hiring Bundle		\$23,940.53
Professional Learning Management, unlimited usage for internal employees		\$19,915.68
Invoice: Annual		\$48,655.07 + applicable sales tax
Human Capital Management - Recruiting & Hiring Bundle		\$26,560.17
Human Capital Management - Recruiting & Hiring Bundle		\$29,216.18
Human Capital Management - Recruiting & Hiring Bundle		\$32,137.79
Professional Learning Management, unlimited usage for internal employees		\$22,094.90
Professional Learning Management, unlimited usage for internal employees		\$24,304.39
Professional Learning Management, unlimited usage for internal employees		\$26,734.83



1400 Atwater Drive Malvern, PA 19355

08/04/2021

This Order Form and any software, downloads, upgrades, documentation, service packages, material, information, or services set forth herein are governed by the terms of the Master Services Agreement, software license or other agreement with Frontline (the Agreement). BY SIGNING BELOW OR OTHERWISE ACCESSING, VIEWING, OR USING ANY SOFTWARE, DOWNLOADS, UPGRADES, DOCUMENTATION, SERVICE PACKAGES, MATERIAL, INFORMATION, OR SERVICES SET FORTH HEREIN, CUSTOMER CERTIFIES THAT IT HAS READ AND AGREES TO THE ORDER FORM TERMS (the Order Form Terms) ATTACHED HERETO AND THE AGREEMENT INCORPORATED HEREIN AND SHALL BE BOUND BY THE SAME. Customer also agrees that the terms of the Agreement and the Order Form Terms are confidential information of Frontline Technologies Group LLC, its affiliates and predecessors (collectively, Frontline) and are not to be shared with any third party without the prior written consent of Frontline.

<p>Frontline Technologies Group LLC dba Frontline Education</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Address: 1400 Atwater Drive Malvern, PA 19355</p> <p>Email: <u>billing@frontlineed.com</u></p>	<p>Washington County School District</p> <p>Signature: _____</p> <p>Name: <u>Brad Hale</u></p> <p>Title: <u>Director of Finance and Accounting</u></p> <p>Address: 405 W COLLEGE ST JONESBOROUGH, Tennessee 37659-1009</p> <p>Email: <u>haleb@wcde.org</u></p>
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Applicant Tracking

Standard Implementation Services



Statement of Work: Applicant Tracking Implementation Services

Introduction

Frontline Education provides a comprehensive implementation methodology and expert resources to partner with your project team throughout the implementation.



Scope/Deliverables

Project Management, Training & Consulting

- Project Kickoff Call
- Business Process Review: review of internal process for a Client's requisition-to-recommendation hiring process and best practices recommendations to optimize system functionality
- Train-the-Trainer Model: blended learning consisting of online, self-paced courses and instructor-led *remote* training for the Client project team to gain familiarity with our solutions for implementation, administration and to train end users
- Self-paced courses have completion and assessment reports to confirm knowledge transfer.
- Role-based Learning Center: ongoing, anytime access to knowledge base articles and videos available to all district staff
- Project Status Monitoring: periodic review of project progress to planned project milestones throughout implementation
- Project Close Out Call

Configuration

System configuration is accomplished through a blended approach of pre-configuration, Frontline Education configuration services, and Client configuration activities. Frontline Education will provide configuration services to tailor default setups to your specific needs and provide your project team a head start to configuring the system. Online Training courses and consultation are provided so that your staff can continue configuration for initial setup and to meet your ongoing needs.





Specific examples of configuration services during implementation include –

Setups	Pre-configured with Applicant Tracking System	Frontline Education Configuration Services
Application Pages	21	Up to 2 additional
Position Categories & Types	124	Adjust existing as needed
Pipelines	1 with 6 stages	Up to 1 additional
Forms	12	Up to 2 additional with workflows
Publics Forms Library	338	Not applicable
Forms Packet	Not Applicable	Up to 1
Job Description Templates	73	Up to 2
Applicant Certificate Types	134	Adjust existing as needed
User Groups & Permissions	1	Up to 1
Cross Advertising	6	Not applicable

Data Imports

During implementation, we will import the following data formatted in our standard templates, where applicable. Online Training courses and consultation will be provided to show you how to maintain this data on an ongoing basis after the initial import.

- Applicant position list: categories and types
- Job Posting location/department list
- Applicant certificate types
- User list

Systems Integration

Integrations exist within Frontline Education solutions and/or with our Featured Partners that are configured and setup as either a flat file transfer or an export/import into an applicable vendor system. Specific examples of configurable integration types include --

- Standard integration with Frontline Education Solutions' Absence and Substitute Management and Frontline Central.
- One established HRIS/Payroll integration.
 - An established interface is defined as an integration that is currently established with a vendor and/or requires no development resources.
- One established integration across each of the other types of integration partners.
 - Background Check Provider, Applicant Screening, Digital Interview.
 - For a complete list of our vendor partners, please refer to: https://www.frontlineeducation.com/Partners/Find_a_Partner

Reporting

- EEO reporting: built in reporting functionality to aggregate applicant data anonymously based on position types and date range.
- Ad-hoc Reporting on applicant, job posting, or forms data to export into an Excel file.

Additional Optional Services

The following items are outside the standard scope of services and can be accommodated through a change request and additional services and fees.

- Onsite training
- End User training
- Configuration, Custom Reporting, or Integration services beyond those identified above
- Services beyond the implementation timeframe and project close out





Schedule

On average, a typical Applicant Tracking implementation project runs 8 – 12 weeks. Below is an example of a project schedule for implementation. (This is not the actual schedule pertaining to this statement of work.)

Task	Start	End	Dur	2019		
				Jan	Feb	Mar
Sample Solution Rollout	1/2/19	3/19/19	55	[Progress bar spanning Jan, Feb, and Mar]		
Project Kickoff	1/2/19	1/8/19	5	[Progress bar in Jan]		
Insights Platform Migration (clients with existing Frontline solutions)	1/9/19	1/22/19	10	[Progress bar in Jan]		
Recruiting & Hiring: Applicant Tracking	1/9/19	3/19/19	50	[Progress bar spanning Jan, Feb, and Mar]		
Recruiting & Hiring: Proactive Recruiting	3/5/19	3/18/19	10			[Progress bar in Mar]

Every client is unique and timelines can vary depending on client size, resource availability, and complexity of project. Your Frontline Education Project Manager will work with your team to plan an implementation based on your specifics.

Client Project Team: Roles & Responsibilities

Executive Sponsor

- Executive Sponsor: e.g. Superintendent, Assistant Superintendent of HR, HR Director, etc.
- The “lead” contact: responsible for all major project decisions. Initially, involvement level is medium-to-high until all district players and responsibilities established. Executive Sponsor involvement decreases once responsibilities have been delegated.

System Administrators

- System administrator: e.g. HR admin, or IT.
- The “point person” contact: responsible for day-to-day operations, upkeep of system, and user management. This includes (but is not limited to):
 - Create/edit/delete: position categories and types, locations, application pages, user accounts and permissions, electronic forms, category/vacancy pipelines, folders, interview series, application notes, etc.
 - Search/filter/review/share/email applicants and/or job postings
 - Configure system preferences

IT Department

- Will work with Frontline Education Support teams to:
 - Ensure Frontline Education domains/IP addresses have been incorporated into any district firewalls and/or spam filters This person is responsible for updating white-list from Frontline
 - Provide technical support in instances where local network/technology configurations impact usage of our solutions
 - Potentially support in-solution integrations
 - Link Applicant Tracking to employment opportunities page on website.





Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Frontline Education assumes that all data to be imported will be validated as necessary by Client prior to import.
- Client project team will complete online courses, attend instructor-led training, participate in project status calls, and complete project tasks as planned.

Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education will issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- A request to delay the Planned Go Live 30 days or more from the original date can result in rework and require additional charges and a change order.
- Services requested after the Project Close Out will require additional charges and a new services proposal.
- Startup Costs are priced with the assumption that implementation will be completed within 120 days after signing. Frontline reserves the right to charge Customers additional service fees for added project costs due to Customer-caused delays occurring after the 120-day implementation period.





Professional Learning Management

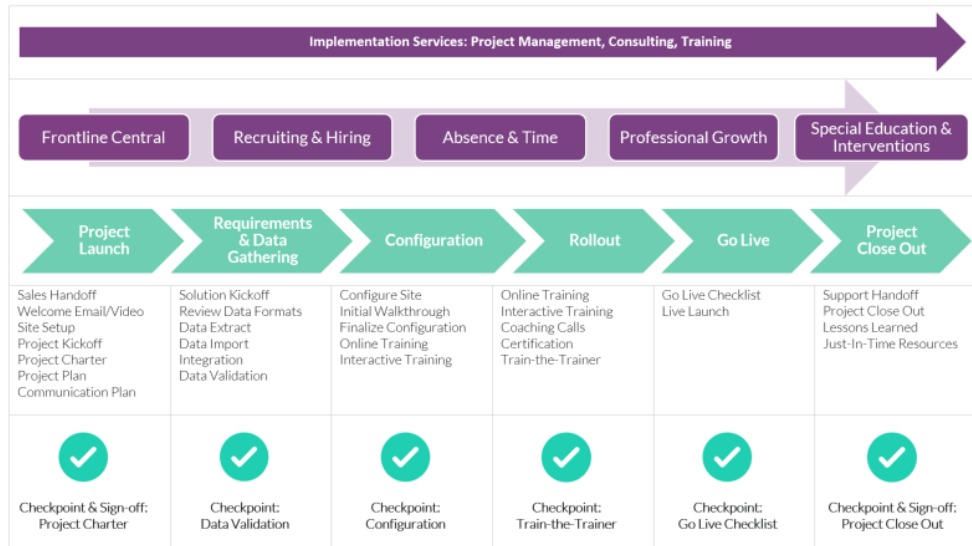
Standard Implementation Services



Statement of Work: Professional Learning Management Implementation Services

Introduction

Frontline Education provides a comprehensive implementation methodology and expert resources to partner with your project team throughout the implementation.



Scope/Deliverables

Project Management, Training & Consulting

- Project Kickoff Call
- Business Process Review: review of internal process for a client's Professional Learning process to include best practices and recommendations to optimize system functionality
- Train-the-Trainer Model: blended learning consisting of online, self-paced courses and instructor-led remote training for the client project team to gain familiarity with our solution for implementation, administration and to train end users.
- Role-based Learning Center: ongoing, anytime access to knowledge base articles available to all district staff
- Project Status Monitoring: periodic review of project progress to planned project milestones throughout implementation
- Project Close Out Call

Configuration

System configuration is accomplished through a blended approach of pre-configuration, Frontline Education configuration services, and Client configuration activities. Frontline Education will provide configuration services to tailor default setups to your specific needs and provide your project team a head start to configuring the system. Online Training courses and consultation are also provided so that your staff can continue configuration for initial setup and to meet your ongoing needs.





Specific examples of configuration services during implementation include –

Setups	Frontline Education Configuration Services
User Provisioning	Users provided in initial import template ¹ .
District Demographics: Buildings/Departments/Grades/Groups/Position Types	Initial demographics provided by client within initial import template ² . Implementation Consultant will train client on adding additional items.
System Form Fields	Initial System Form Fields provided by client within initial import template ² . Implementation Consultant will train client on adding additional items.
Professional Development Forms	All initially available forms ³ .
Activity Proposal Forms	All initially available Activity Proposals ³ .
Form Routing/Approval	Configure business rules for initially available forms. Implementation Consultant will train client on adding/amending form rules.
Catalogs	All initially provided catalogs.
Evaluation/Feedback Forms	All initially available Evaluation/Feedback Forms.
Roles/Permissions	Establish default permissions/roles with customer.

1: Provisioning beyond the initial import template will be out of scope, but can be submitted to support for processing

2: Demographic/System Form Fields will be added and/or managed by client after initial import template is submitted

3: PD forms submitted after the Configuration Stage will be out of scope, but can be submitted to support for creation

Data Imports

During implementation, we will import the following data formatted in our standard templates, where applicable. Training will be provided to show you how to maintain this data on an ongoing basis after the initial import.

- Initial User Roster
- User Demographics
- System Form Fields

Systems Integration

Integrations exist within Frontline Education solutions and/or with our Featured Partners that are configured and setup as either a flat file transfer or an export/import into an applicable vendor system. Specific examples of configurable integration types include --

- Frontline Education Solution Integrations
 - sFTP Integration: User Rostering/Updating
 - Frontline Content: Frontline Education Content made available within Professional Learning Management
 - Web-Reg: integration with regional providers utilizing Frontline Education's Web-Reg solution
 - "Learning Loop": Professional Learning Management can integrate with Evaluation to recommend relevant PD
 - Absence Management
- Featured Partners
 - For a complete list of our Featured Partners, please refer to: https://www.frontlineeducation.com/Partners/Find_a_Partner





Reporting

- 30+ Standard Professional Development Reports
- Up to 5 Client reports created with "Report Writer" utility
- Client may create additional ad-hoc reports with "Report Writer" utility once trained

Additional Optional Services

The following items are outside the standard scope of services and can be accommodated through a change request and additional services and fees.

- Onsite training
- End User training
- Configuration, Custom Reporting, or Integration services beyond those identified within this Statement of Work or Featured Partners Page
- Import of Historical PD/Course Data
- Recurring User Data Imports/Updates
- Services beyond the implementation timeframe and project closeout

Schedule

On average, a typical Professional Learning Management project runs 4-8 weeks. Below is an example of a project schedule for implementation. (This is not the actual schedule pertaining to this statement of work.)

Task	Start	End	Dur	2019					
				Jan	Feb	Mar	Apr	May	
Sample Solution Rollout	1/2/19	5/21/19	100	[Progress bar spanning Jan to May]					
Project Kickoff	1/2/19	1/8/19	5	[Bar]					
Insights Platform Migration (clients with existing Frontline solutions)	1/9/19	1/22/19	10	[Bar]					
Professional Growth: Employee Evaluation Management	1/28/19	3/8/19	30		[Bar]				
Professional Growth: Professional Learning Management	3/11/19	4/19/19	30			[Bar]			
Professional Growth: Evaluator Calibration Management	5/1/19	5/21/19	15					[Bar]	

Every Client is unique so your Frontline Education Project Manager will work with your team to plan an implementation based on your specific needs and timeline.

Client Project Team: Roles & Responsibilities

Executive Sponsor

- Executive Sponsor: e.g. Superintendent, Assistant Superintendent, Director of Curriculum & Instruction etc.
- The "lead" contact: responsible for all major project decisions. Initially, involvement level is medium-to-high until all district players and responsibilities established. Executive Sponsor involvement decreases once responsibilities have been delegated.





System Administrator

- System administrator: HR Director, Curriculum Director, Administrative Assistants, IT Director
- The “point person” contact: responsible for day-to-day operations, upkeep of system, and user management. This includes (but is not limited to):
 - Configure system preferences
 - Rostering additional users or editing existing users
 - Overseeing 'Health' of the site

Catalog Administrator

- Catalog Administrator: HR Director, Curriculum Director, Administrative Assistant, IT Director
- Responsible for the creation and of PD opportunities within the district and manages the following (but is not limited to):
 - Name/description of activity
 - Identifying purpose, goals, and objective of activity, along with number of hours/credits
 - Session(s) dates and information
 - Visibility within catalog
 - Participant restrictions
 - Roster Management

IT Department

- Will work with Frontline Education Support teams to ensure:
 - Frontline Education domains/IP addresses have been incorporated into any district firewalls and/or spam filters
 - Provide technical support in instances where local network/technology configurations impact usage of our solutions
 - Support solution integrations when requested by client

Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Frontline Education assumes that all data to be imported will be validated as necessary by Client prior to import.
- Client project team will complete online courses, attend instructor-led training, participate in project status calls, and complete project tasks as planned.

Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education will issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- A request to delay the Planned Go Live 30 days or more from the original date can result in rework and require additional charges and a change order.
- Services requested after the Project Close Out will require additional charges and a new services proposal.
- Startup Costs are priced with the assumption that implementation will be completed within 120 days after signing. Frontline reserves the right to charge Customers additional service fees for added project costs due to Customer-caused delays occurring after the 120-day implementation period.



STATEMENT OF WORK



Frontline Central

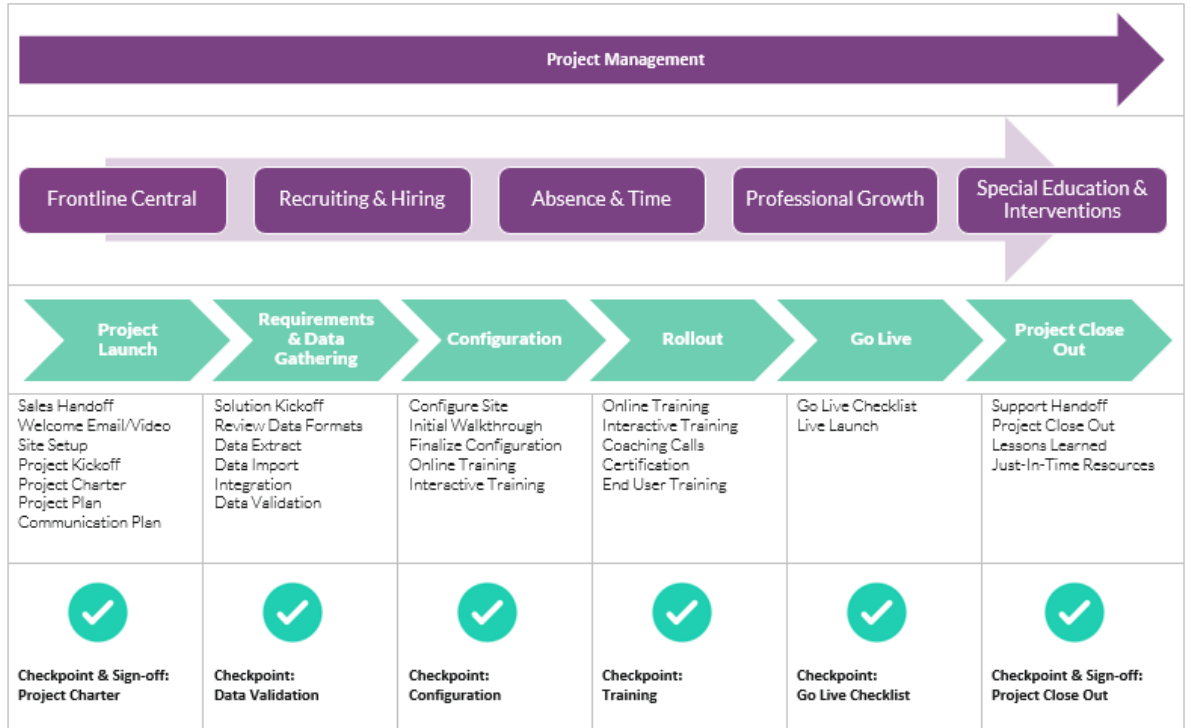
Standard Implementation Services



Statement of Work: Frontline Central Implementation Services

Introduction

Frontline Education provides a comprehensive implementation methodology and expert resources to partner with your project team throughout the implementation.



Scope/Deliverables

Project Management, Training & Consulting

- Project Kickoff Call
- Business Process Review: review of internal process for a Client’s onboarding process and best practices recommendations to optimize system functionality
- Train-the-Trainer Model: blended learning consisting of online, self-paced courses and instructor-led remote training for the Client project team to gain familiarity with our solutions for implementation, administration and to train end users
- Self-paced courses have completion and assessment reports to confirm knowledge transfer.
- Role-based Learning Center: ongoing, anytime access to knowledge base articles and videos available to all district staff
- Project Status Calls: periodic project status calls throughout implementation to review progress to the project schedule
- Project Close Out Call





Configuration

System configuration is accomplished through a blended approach of pre-configuration, Frontline Education configuration services, and Client configuration activities. Frontline Education will provide configuration services to tailor default setups to your specific needs and provide your project team a head start to configuring the system. Online Training courses and consultation are provided so that your staff can continue configuration for initial setup and to meet your ongoing needs.

Specific examples of configuration services during implementation include –

Setups	Pre-configured with Applicant Tracking System	Frontline Education Configuration Services
Forms	N/A	Up to 12 forms

Data Imports

During implementation, we will import the following data formatted in our standard templates, where applicable. Online Training courses and consultation will be provided to show you how to maintain this data on an ongoing basis after the initial import.

- Employees

Systems Integration

Integrations exist within Frontline Education solutions. Specific examples of configurable integration types include --

- Standard integration with Frontline Education Solutions' Recruiting and Hiring.

Reporting

- Employee Extract

Additional Optional Services

The following items are outside the standard scope of services and can be accommodated through a change request and additional services and fees.

- Onsite training
- End User training
- Configuration, Custom Reporting, or Integration services beyond those identified above
- Services beyond the implementation timeframe and project close out

Schedule

On average, a typical Frontline Central implementation project runs 8 - 10 weeks from project kickoff. Below is an example of a project schedule for implementation. (This is not the actual schedule pertaining to this statement of work.)





Task	Start	End	2018	
			Jan	Feb
Sample Solution Rollout	1/2/18	2/27/18	[Progress bar spanning Jan and Feb]	
Project Kickoff	1/2/18	1/8/18	[Progress bar in Jan]	
Insights Platform Migration (clients with existing Frontline solutions)	2/14/18	2/27/18		[Progress bar in Feb]
Frontline Central	1/10/18	2/27/18	[Progress bar spanning Jan and Feb]	

Every client is unique and timelines can vary depending on client size, resource availability, and complexity of project. Your Frontline Education Project Manager will work with your team to plan an implementation based on your specifics.

Client Project Team: Roles & Responsibilities

Executive Sponsor

- Executive Sponsor: e.g. Superintendent, Assistant Superintendent of HR, HR Director, etc.
- The “lead” contact: responsible for all major project decisions. Initially, involvement level is medium-to-high until all district players and responsibilities established. Executive Sponsor involvement decreases once responsibilities have been delegated.

System Administrators

- System administrator: e.g. HR admin, or IT.
- The “point person” contact: responsible for day-to-day operations, upkeep of system, and user management. This includes (but is not limited to):
 - Create/edit/delete: new records, packets, and forms
 - Sending/tracking/completing forms

IT Department

- Will work with Frontline Education Support teams to:
 - Ensure Frontline Education domains/IP addresses have been incorporated into any district firewalls and/or spam filters This person is responsible for updating white-list from Frontline
 - Provide technical support in instances where local network/technology configurations impact usage of our solutions
 - Potentially support in-solution integrations

Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Frontline Education assumes that all data to be imported will be validated as necessary by Client prior to import.
- Client project team will complete online courses, attend instructor-led training, participate in project status calls, and complete project tasks as planned.





Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education will issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- A request to delay the Planned Go Live 30 days or more from the original date can result in rework and require additional charges and a change order.
- Services requested after the Project Close Out will require additional charges and a new services proposal.
- Startup Costs are priced with the assumption that implementation will be completed within 120 days after signing. Frontline reserves the right to charge Customers additional service fees for added project costs due to Customer-caused delays occurring after the 120-day implementation period.





Professional Learning Management Historical Record Import

Standard Project Services



Introduction

Frontline Education provides a comprehensive project methodology and expert resources to partner with the district project team throughout the project. This data import will populate historical data records detailing hours or credits on professional development courses previously taken.

Scope/Deliverables

Prerequisites

An effective delivery of the PLM Historical Record Import project assumes the following prerequisites are understood and addressed by both the Client and Frontline during the Project Kick Off.

- Up to five consecutive years of historical data is uploaded.
- Data encompasses individual historical professional development completed records.
- In accordance with Frontline's data security policies, import data is only accepted via Frontline's secure file transfer protocol.
- The data import must follow the required data fields from Frontline's PLM Historical Import Template.
- The data import scope is applicable to active PLM users. For historical record import matching purposes, it is the responsibility of the client to ensure all users are available within PLM.
 - Note: See Additional Optional Services section for more information.

Data Imports and Reporting

During the project, Frontline will assist with the import of the following data formatted in Frontline's standard templates, where applicable. Frontline's Learning Center and consultation will be provided to show how to access and validate this data on an ongoing basis after the initial import.

Data Imports – Professional Learning Management Historical Record Import

- Standard Import Data Requirements:
 - Start and End Date
 - First and Last Name
 - Employee ID
 - Hours Attended
 - Credits
 - Activity Title
 - Activity Description
 - Provider Name
 - Conference Location
 - Comments

Reporting – Professional Learning Management Historical Record Import

- One standard report via the Report Writer tool referencing PLM Historical Data Import. Additional reporting options are available via Frontline's Learning Center.

Additional Optional Services

The following items are outside the standard scope of services and can be accommodated through a change request and additional services and fees.

- Configuration and Custom Reporting services beyond those identified within this Statement of Work or Featured Partners Page
- Services beyond the implementation timeframe and project close out
- One Time Bulk PLM User Import





Schedule

On average, a typical Professional Learning Management Historical Record Import project runs 4-6 weeks based on *expedited return of data from district*.

Below is an average project activity duration timeline for the Professional Learning Management Historical Record Import project.

Activity	Average Duration
Project Kick Off	1 hour
PLM User Prerequisites	1 week
PLM Data File Completion and Submission	2 weeks
PLM Data File Upload	2 weeks
PLM Data Upload Validation	1 Week
Admin Supporting Resources	1 hour
Project Signoff	1 hour

*Every client is unique and timelines can vary depending on client size, resource availability, and complexity of project. Your Frontline Education will work with your team to plan an implementation based on your specifics.

Client Project Team: Roles & Responsibilities

System Administrators

- System Administrator: e.g. HR Director, Substitute Coordinator, Payroll Clerk, etc.
- The “main” contact(s): responsible for day-to-day operations, upkeep of system, and user management. This includes (but is not limited to):
 - Work with IT Department to extract required data and format to standard file specifications
 - Verify extracted data to verify completeness and data accuracy prior to submitting to Frontline for import
 - Verify historical data within Professional Learning Management to verify completeness and data accuracy following import

IT Department

- Will work with Frontline Education Support teams to:
 - Assist System Administrator in extracting data for historical import and formatting to standard file specifications.
 - Assist by making sure all necessary equipment is available for System Administrators to successfully utilize Frontline’s web-based tools

Frontline Education Project Team: Roles & Responsibilities

Implementation Consultant

- Responsible for consultation meetings and implementation project milestone completion.

Technical Consultant/Client Support

- Responsible for importing data and assisting client team with troubleshooting and resolution triage on imported data.





General Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Frontline Education assumes that all data to be imported will be validated as necessary by Client prior to and after data import.

Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education will issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- Services requested after the Project Close Out will require additional charges and a new services proposal.
- Startup Costs are priced with the assumption that implementation will be completed within 120 days after signing



On-line Recruiting and Hiring
Cost Comparison

	PowerSchool	Frontline
Solutions:		
Applicant Tracking	\$ 4,080.51	\$ 23,940.53
Job Board	\$ -	
Onboarding & Records	\$ 15,982.00	
Integration with Aesop	\$ 250.00	
Historical Transcript Migration		\$ 1,350.00
Total Cost	<u>\$ 20,312.51</u>	<u>\$ 25,290.53</u>
Implementation Costs:		
Applicant Tracking	\$ 3,250.00	
Records	\$ 5,000.00	
Total Cost	<u>\$ 8,250.00</u>	<u>\$ 9,040.00</u>
Total Cost for Implementation	<u><u>\$ 28,562.51</u></u>	<u><u>\$ 34,330.53</u></u>

Professional Learning Solution	\$ 14,876.49	\$ 19,915.68
Estimated Implementation Cost	<u>\$ 10,080.00</u>	<u>\$ 5,000.00</u>
Total Estimated Cost	<u><u>\$ 24,956.49</u></u>	<u><u>\$ 24,915.68</u></u>
Recurring Annual Fees:		
(annual uplift not included)	\$ 14,876.49	\$ 22,094.90

Annual Ongoing Fees:		
(annual uplift fees not included)		
Applicant Tracking	\$ 5,100.51	
Onboarding & Records	\$ 19,977.00	
Integration with Aesop	\$ 250.00	
Total Cost	<u>\$ 25,327.51</u>	<u>\$ 26,560.16</u>
Annual Uplift	2%	2% - 5%



INVESTMENT SUMMARY

(Proposal pricing expires on 09/04/2021)

End User	Description	Start Date	End Date	Amount
Washington County School District	Human Capital Management - Recruiting & Hiring Bundle	8/06/2021	6/30/2022	\$23,940.53
Washington County School District	Frontline Implementation			\$9,630.00
INITIAL TERM TOTAL				\$33,570.53

End User	Description	Start Date	End Date	Amount
Washington County School District	Human Capital Management - Recruiting & Hiring Bundle	7/01/2022	6/30/2023	\$26,560.16
Washington County School District	Human Capital Management - Recruiting & Hiring Bundle	7/01/2023	6/30/2024	\$27,888.17
Washington County School District	Human Capital Management - Recruiting & Hiring Bundle	7/01/2024	6/30/2025	\$29,282.58
RECURRING TOTAL				\$83,730.91



PowerSchool Group LLC
 150 Parkshore Dr., Folsom, CA 95630
 Quote #: Q-532340 - 1
 Quote Expiration Date: 20-AUG-2021

Prepared By:	Jim Swaney	Customer Contact:	Cindy Percell
Customer Name:	Washington County School District (TN)	Title:	Benefits Coordinator/Human Resources Director
Enrollment:	10,001	Address:	405 West College St
Contract Term:	36 Months	City:	Jonesborough
Start Date:	15-JUL-2021	State/Province:	Tennessee
End Date:	14-JUL-2024	Zip Code:	37659
		Phone #:	(423) 753-1100

Product Description	Quantity	Unit	Extended Price
Initial Term 15-JUL-2021 - 14-JUL-2022			
License and Subscription Fees			
UT Applicant Tracking	10,001.00	Students	USD 5,100.51
UT Applicant Tracking One Time Discount	1.00	Each	USD -1,020.00
UT SchoolSpring Job Board Unlimited	10,001.00	Students	USD 0.00
Unified Talent Records	10,001.00	Students	USD 19,977.00
UT Records One Time Discount	1.00	Each	USD -3,995.00
UT Applicant Tracking Integration Aesop Single	1.00	Each	USD 250.00

License and Subscription Totals: USD 20,312.51

Professional Services and Setup Fees			
Unified Talent Applicant Tracking Implementation - Standard	1.00	Each	USD 3,250.00
UT SchoolSpring Job Board Implementation Remote	10,001.00	Students	USD 0.00
Unified Talent Records Implementation - Standard	1.00	Each	USD 5,000.00
Unified Talent (TalentEd) Sync Implementation	1.00	Each	USD 0.00

Professional Services and Setup **USD 8,250.00**
 Fee Totals:

Quote Total	
Total Discount:	USD 11,440.64
Initial Term	15-JUL-2021 - 14-JUL-2022
Initial Term Total	USD 28,562.51

Annual Ongoing Fees as of 15-JUL-2022 - Fees subject to an annual uplift, which will be reflected on renewal quote

UT Applicant Tracking	10,001.00	Students	USD 5,100.51
UT SchoolSpring Job Board Unlimited	10,001.00	Students	USD 0.00

Unified Talent Records	10,001.00	Students	USD 19,977.00
UT Applicant Tracking Integration Aesop Single	1.00	Each	USD 250.00

Annual Ongoing Fees Total: **USD 25,327.51**

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. Customer understands the above Annual Ongoing Fees for the next subscription period do not include the annual uplift, which will be applied at the time of renewal. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the main agreement executed between PowerSchool and Customer ("Main Services Agreement"). Any applicable state sales tax has not been added to this quote. Subscription Start and End Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or Main Services Agreement (e.g., services billed on time and material basis will be invoiced when such services are incurred). Payment shall be due to PowerSchool before or on the due date set forth on the applicable invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months. Treatment of purchase orders are governed as provided in the Main Services Agreement. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: <https://www.powerschool.com/msa/>

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC
Signature:



Printed Name: Eric Shander

Title: Chief Financial Officer

Date: 28-JUN-2021

Washington County School District (TN)
Signature:

Printed Name:

Title:

Date: