

CHEATHAM COUNTY BOARD OF EDUCATION WORK SESSION AGENDA

Cheatham County Board of Education

February 27, 2024

Place: Educational Annex/Board Room

Time: 6:00 PM

1. Budget
 - A. Budget Summary
 - B. Education Debt Requests
 1. Laptops & Cases \$540,000.00
 2. Paving/Restriping/Sealing- \$200,000.00
 - C. Education Debt/Capital Outlay Fund Discussion
 - D. District HVAC Systems
 - E. Daycare Stabilization Grant additional funds \$24,543.36
2. Admin Positions Salary
3. Additional EL Position
4. Out of County Tuition
5. 24-25 Board Meeting/Work Session Schedule
Additional item to consider from Dr. Watson : EOY Special Called BOE Meeting - June 27th at 5:00 p.m. (work session date as well)
6. Revision of Policy 5.803 Evaluation of the Director of Schools - First reading
7. Administrative Procedure Work Based Learning Procedures 4.211.1 FYI
8. Legislative Report
9. WCES Diamond Youth Baseball League Lease Agreement
10. Review March 7th Board Meeting Agenda
11. Comments from Board Members
12. Comments from Director

Cheatham County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Evaluation of the Director of Schools	Descriptor Code: 5.803	Issued Date: 10/07/21
	First Reading 3/7/2024	Rescinds: 5.803	Issued: 07/11/16

1 Through an annual evaluation of the director of schools,¹ the Board will strive to accomplish the
2 following:

- 3 1. Clarify the role of the director according to a job description as agreed upon by the Board and
4 the director;
- 5 2. Develop harmonious working relationships between the Board and the director; and
- 6 3. Develop improvements in the administrative leadership of the school system.

7 The Board will develop, with the director, a set of performance objectives based on the needs of the
8 system. The performance of the director will be reviewed in accordance with these specified goals. The
9 performance objectives will be memorialized in an evaluation plan that includes, at a minimum, sections
10 regarding job performance, student achievement, relationships with staff and personnel, relationships
11 with board members, and relationships with the community.¹

12 At a time agreed to by the Board and the director, the Board will meet as a body to evaluate the director's
13 performance.

14 The following guidelines will be used in the evaluation process:

- 15 1. The director will know the standards upon which they will be evaluated and will be involved in
16 the development of those standards.
- 17 2. A part of the evaluation may be a composite of the evaluation by individual board members, but
18 the Board, as a whole, will meet with the director to discuss the composite evaluation.
- 19 3. The evaluation shall include a discussion of strengths as well as weaknesses.
- 20 4. Both the Board and director will prepare for the evaluation; the director will conduct a self-
21 evaluation and board members will document the evidence used in rating the director's
22 performance.
- 23 5. All documentation will be supported by objective evidence. Each individual Board Member must
24 meet with the Director of Schools at least ten (10) days prior to the Board, **as a whole- if any**
25 **score is less than satisfactory**, discussing the **composite** evaluation.

Legal References

1. TCA 49-2-203(a)(15)

Cross References

Board-Director Relations 1.205
Qualifications and Duties of the Director of Schools 5.802

Cheatham County School District

Work Based Learning Procedures

4.211.1

Cheatham County Schools WBL

The Cheatham County School District offers a Work-Based Learning program aligned to the Tennessee Department of Education Career and Technical Education guidelines for work-based learning.

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.¹

The Work-Based Learning Framework is established in State Board of Education (SBE) High School Policy 2.103 and governs all WBL experiences, both for-credit and not-for-credit. The Tennessee Department of Education's Work-Based Learning Policy Guide, Personalized Learning Plan template, and the Work-Based Learning Implementation Guide address training requirements, program expectations, and legal requirements.⁵

Students enrolled in a Cheatham County Work-Based learning course will be required to complete all paperwork and assignments for their work-based learning placement prior to, during, and post placement in a timely and complete manner to earn full credit for the placement as a grade. The specific modes of work-based learning offered by the school district include:

Health Science Clinicals: School-based *or* work-based placements in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. Placements are dependent on the student's goals and their aligned CTE program of study.

Cooperative Education (Co-Op): A structured method of instruction whereby students coordinate their studies with a *paid job* in a field related to their academic or career and technical education course. Instruction is based on written learning and safety training plans agreed to by the school and employer.

Internships: Enable students to work for an employer for a **limited** period of time to learn about a particular industry or occupation. These experiences are intended to provide students with a learning opportunity of value to the student. Internships are closely defined by the Fair Labor Standards Act and **may be unpaid** when it is clear that the experience is an extension of the student's learning. All federal laws apply to Tennessee internships.

¹ [https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_career_practicum%20\(1\).pdf](https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_career_practicum%20(1).pdf)

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School-based Enterprise: An experience in which students, as part of their school program, *produce goods and services*. School-based enterprises involve students in the management of a business that may involve the sale of goods for use by others. They involve students in all aspects of the business to the extent practical.² They may be conducted on or off the school site but must be a part of the student's regular school program.

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Service Learning: Combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.

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Registered Internships: Meet specific federally approved standards designed to safeguard the welfare of apprentices. These programs are registered with the Bureau of Apprenticeship and Training, United States Department of Labor. Apprenticeships are relationships between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.⁶ (*See School Guidance Counselor for more information*)

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Transition Activities: Designed to facilitate community-based instruction, employment experiences and socialization skills for the student with moderate to severe disabilities. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the Individualized Education Program (IEP) goals and objectives.

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Eligibility

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Prerequisites

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Students must have completed the prerequisite courses in a CTE course of study or the first three courses in an elective pathway with a passing grade of C or higher.

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Grades and Attendance

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Each student must have a high school GPA of 2.0 or higher and meet the required attendance threshold, including excused and unexcused absences, for the school year directly preceding their WBL school year.

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Status and Age

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Any student choosing to participate in a WBL placement must be on-track to graduate with appropriate credits for year in school by the start of the semester of their WBL placement. Additionally, any student choosing to participate in a WBL placement must at least be 16 years of age by the start of the semester of their WBL placement.

² See Registered Apprenticeship module.

Participation

Employers

Relationships established between the employer and the Cheatham County School District (CCSD) are for the benefit our students. Therefore, communication as well as cooperation should be continually cultivated by all parties.

Our students will be placed with a local employer where they can further their education in their chosen CTE POS or career/service interest pathway. The growth of the student and the benefit to the employer are simultaneous goals of the WBL program.

Students will not be given preference, special hours, holidays, etc., over other employees.

Some employers may have more specific age requirements than those required by this policy.

Students will be placed with the best match possible between the needs of the student and the needs of the employer. All decisions regarding placement will be made by the WBL Coordinator in consultation with the student, guardians, and employer.

Some employers may have additional testing required prior to approved placement which will be determined by the employer. Additional employer testing may include but is not limited to drug testing, safety testing, and knowledge-based testing.

Employers retain the right to discharge the student from employment/placement for non-compliance, safety rules violations, absenteeism or tardiness, or a mutually beneficial relationship ceases to exist.

Each employer will assign a supervisor to oversee the student within the company and be the primary contact for the WBL Coordinator with the placement.

Students

Students must continue to meet all district attendance requirements (excused and unexcused) during the time they are enrolled in their WBL course for **BOTH** the WBL placement and the traditional class day courses.

Students are expected to maintain good academic standing during the time they are enrolled in a WBL course.

Students are responsible for notifying the WBL Coordinator immediately if their placement has or will have a negative impact on their academic performance for other courses.

Students should notify the WBL Coordinator immediately should they experience inappropriate behaviors during the time at their placement.

Students are responsible for notifying the WBL Coordinator immediately if their employment ends for any reason.

Misconduct of any kind by the student at their placement will also be grounds for disciplinary referral at their school.

1 Any student who is dismissed from their placement with an employer for violation of company
2 policy, theft, insubordination, improper attitude, or other serious violations will receive a
3 failing grade of 50 for the grading period. In the instance of theft, the student will not be
4 placed with another employer and the student will be removed from the program at the end
5 of the semester.

6 If a student has cause for requesting an alternative placement, they should bring their
7 concerns to the WBL Coordinator for consideration. If the student quits the assigned
8 placement without prior approval of the WBL Coordinator, the student will receive a failing
9 grade of 50 for the grading period and will be removed from the program at the end of the
10 semester.

11 Students must maintain a passing score for the WBL course every grading period.

12 *Parents/Guardians*

13 Parents or guardians of WBL students should consider their signature on the student's
14 placement form as permission to travel to and from their school and their placement, to use
15 the tools required on their employer's job site, to use student photographs and name in
16 marketing materials, and to participate in all WBL activities.

17 If there is an emergency, guardians should contact the WBL Coordinator.

18 *WBL Coordinator*

19 It is the responsibility of the WBL Coordinator to make on-site visits to each student at their
20 placement.

21 A minimum of 2 visits shall be made on-site for each placed student every quarter/nine week
22 grading period.

23 Additionally, a minimum of 1 unannounced visit shall be made on-site for each placed student
24 every semester.

25 *Obstacles*

26 If obstacles arise for the student, the student and/or parent/guardian should contact the WBL
27 Coordinator as soon as possible. The WBL Coordinator will follow up with the necessary parties
28 to navigate the circumstances that have arisen.

29 On rare occasions an alternative placement may be required. If this occurs, the WBL
30 Coordinator will make the necessary arrangements and modify the student's placement.

31 **Guidelines**

32 *Schedules*

33 Work schedules will be determined by the WBL Coordinator and/or the employer based on the
34 agreement between the CCSD and the employer.

35 All WBL learning students must attend one class each week to complete required portfolio
36 documentation, check-in with the WBL Coordinator, and participate in career counseling.

- 1 Students who fail to attend these weekly meetings will be subject to disciplinary action,
2 attendance ramifications, and removal from the program.
- 3 Students must obtain prior approval from the WBL Coordinator if the student intends to report
4 to the job placement on the same day as missing classes at school.
- 5 Students are expected to call both the Placement Supervisor and the WBL Coordinator if they
6 will not be reporting to work as scheduled for any reason.
- 7 If modifications to the student's work schedule are necessary due to family issues,
8 arrangements should be made with the Placement Supervisor and the WBL Coordinator.
- 9 *Travel*
- 10 When possible, district transportation for WBL placements will be arranged by the WBL
11 Coordinator. For most placements, students are required to provide their own transportation
12 from their school to their placement and/or from their placement to their school.
- 13 Proof of automotive liability insurance must be provided for the vehicle used for
14 transportation. A copy will be kept on file by the WBL Coordinator.
- 15 Proof of insurance for the driver must be provided. A copy will be kept on file by the WBL
16 Coordinator.
- 17 A valid TN driver's license is required. A copy will be kept on file by the WBL Coordinator.
- 18 Students are not allowed to transport other students to or from a placement.