

BARTLETT CITY BOARD OF EDUCATION

BARTLETT CITY BOARD OF EDUCATION WORK SESSION

WORK SESSION AGENDA BARTLETT CITY HALL 6400 STAGE ROAD, BARTLETT

7:00 PM

**PO Box 341148
Bartlett, TN 38134**

September 15, 2016

7:00 PM

INVOCATION

PLEDGE OF ALLEGIANCE

CALL TO ORDER & ROLL CALL

Official Business of the Day

APPROVAL OF AGENDA

REPORTS

Chairman's Report

Superintendent's Report

General Counsel's Report

Tennessee Legislative Network (TLN) Representative Report

Financial Report

STAFF ACTION ITEMS

2016-2017 BCS Disciplinary Hearing Authority Officers

Recommendation for Contract for Audit of Student Activity Funds for 2016-2017

Read to be Ready Grant

TN Arts Commission Arts360 Arts Integration Grant

Safe Schools Grant

InfoSnap Renewal

BOARD ACTION ITEMS

Resolution 4-5 to Amend the 2016-2017 Fiscal Year Annual General Purpose Fund Budget of the Bartlett City Schools

Resolution 4-6 to Amend the 2016-2017 Fiscal Year Annual Education Capital Budget of the Bartlett City Schools

Policy 5014.1– Family and Medical Leave Revised/FIRST Reading

Safety Plan Annual Approval

BCS School Support Organizations for Board Approval

ADJOURNMENT

The following individuals are recommended as members of the DHA for the 2016-2017 school year.

Dr. Korrie White (Director of Student Services)

Mark Stephens (Student Services Supervisor)

Dr. Momodou Keita (Student Services Supervisor)

Gina Bennett (Human Resources Supervisor)



DATE: August 29, 2016

TO: Bartlett City Board of Education

CC: David A. Stephens

FROM: Teresa K. Winter

RE: Recommendation for Contract for Audit of Student Activity Funds for 2016-17

Dear Board:

The Tennessee Comptroller of the Treasury requires school systems to separately contract for the audit of internal school funds for the fiscal year ending June 30, 2017 prior to September 30, 2016. The selected audit firm must be entered into the CARS system prior to September 30, 2016.

In 2015, Watkins Uiberall was selected as the auditor for the 2014-15 school funds through an RFP process. The RFP included an option to extend the contract for up to three (3) additional consecutive years if agreeable by all parties.

It is my recommendation that the contract with Watkins Uiberall be extended for an additional year at the rate of \$26,400 (11 schools at \$2,400 each). Watkins Uiberall has confirmed they are agreeable to the same terms for 2016-17. The City of Bartlett has also confirmed to me that Watkins Uiberall will be the auditor for the City in 2016-17. By using the same auditors, the consolidation of the financial statements is less cumbersome.

If you have any questions, please contact me.

2016-2017

Read to Be Ready Grant

\$5,000

The Read to Be Ready grant targets improvement for Tier I instruction by focusing on access to text, instructional practice, and the learning environment while making connections to high-quality interventions provided in Tiers II and III. Professional Development funds of \$1,000 will be based on training recommendations by a Read to Be Ready Coach hired specific to Ellendale Elementary.

The remaining budget of \$4,000 proposes a purchase of Expeditionary Learning Sets for 4 sections of 3rd Grade. The Module Unit cost is \$755.75 per teacher and \$125 for the teacher guide. Remaining funds will be used for Fountas & Pinnell Kindergarten sets. The District has already purchased leveled intervention kits for 1st-3rd. Again, purchases will be guided by the Read to Be Ready Coach.

The attached document will feature some additional talking points. The initial guidance was to target students in underserved populations such as title schools with 60% of time spent coaching teachers and 40% working with students. The state has allowed more flexibility with district models to encourage participation. We have hired Sue Lynn as a 120 day contract to serve 16 teachers (grant requires 15) at Ellendale for K, 1, 2, and 3.

Read to Be Ready Literacy Framework

Tennessee Department of Education

The goal of proficient reading is to be able to comprehend the meaning of rich and complex texts in a way that increases understanding of language and literacy, improves speaking and writing abilities, and increases knowledge of the surrounding world. This kind of reading molds students into smarter, more empathetic global citizens while preparing them for postsecondary and career success. For students to achieve reading proficiency, they need purposeful, targeted, and standards-aligned instruction. The Read to Be Ready coaches will work to improve Tier I instruction by focusing on access to text, instructional practice, and the learning environment while making connections to high-quality interventions provided in Tiers II and III.

Access to Text

For students to become proficient readers, they must acquire skills and strategies within the contexts of listening, reading, and writing in an environment that supports both application and integration. When increasing students' access to complex text, teachers consider diverse types of texts that have both qualitative and quantitative complexity and engage students with texts that exhibit exceptional craft and provide useful information. Teachers assist students in gaining necessary reading skill sets (such as letter recognition, sound blending, high frequency word recognition, and comprehension) while immersing them in rich vocabulary and complex ideas.

Instructional Practice

Effective literacy instruction pays sufficient attention to both skills-based and knowledge-based competencies. Explicit instruction in decoding, vocabulary, and comprehension contextualized within complex and authentic text provides students with multiple opportunities to engage with more challenging words and concepts while building strong foundational skills. Effective instruction that supports proficient reading engages students in reading and writing daily, developing their emerging literacy skills and strategies proactively through contextualization, integration, and differentiation. Rigorous curricula must also be paired with high expectations. Students are asked to read and write in purposeful, meaningful, and authentic ways and are provided with regular practice through demanding instructional tasks that push them to think critically about texts, and their real-world implications. Skills-based and knowledge-based competencies are intertwined into coordinated activities that require students to use the competencies they are gaining in meaningful ways. Students read and write with the intent of answering questions, solving problems, constructing arguments with supporting evidence, and building knowledge. Instructional tasks are designed to mimic real-world expectations, with a focus on critical thinking, reasoning, and expression of ideas through speaking and writing.

The Learning Environment

All students need regular practice with high-quality, appropriately complex texts that build knowledge and vocabulary. Regular practice with rigorous and standards-aligned instructional tasks that require students to listen, speak, and write drives them to think deeply and to make

connections across texts and to the broader world. The primary focus of the literacy classroom is for students to gain a deep understanding of texts, their content and structure, and their vocabulary with the end goal of building knowledge about the world. Effective literacy instruction provides experiences that add to students' knowledge banks through listening to and reading texts on a myriad of topics and by connecting information from texts to real world experiences. Teachers acknowledge the unique experiences and background knowledge that students bring to the classroom by utilizing texts that affirm those experiences. Texts are purposefully chosen to promote a positive and expansive worldview, fostering an understanding of unfamiliar historical and cultural events, scientific concepts, and an ability to analyze real world problems from different perspectives.

Instructional Strategies

The six instructional outcomes selected for the Read to Be Ready Coaching Network highlight the importance of developing knowledge-based competencies, such as comprehension and vocabulary, in addition to skills-based competencies, such as alphabet knowledge and word reading. This is intended to build on prior reading trainings including state led summer trainings, the year-long reading courses, and the most recent Regional Educator Summits. The instructional strategies will assist teachers in integrating these competencies and contextualizing them within authentic text.

Instructional Outcomes	How it Connects to Framework	Research
<p>Accessing complex text through interactive read aloud</p>	<ul style="list-style-type: none"> • Models rhythm, phrasing, intonation, and emphasis on meaningful words and ideas that support reading comprehension. • Introduces or develops students' awareness of wide range of vocabulary, including content words and concepts; targets vocabulary learning • Provides students' access to diverse and complex text patterns • Develops connections between students' prior knowledge and experiences while expanding knowledge of text content • Demonstrates use of word reading and comprehension skills and strategies • Extends students' interest in content explorations • Encourages students to grapple with unfamiliar concepts and analyze these from different perspectives 	<ul style="list-style-type: none"> • Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004) • Johnston, V. (2015). • Beck, L. & McKeown, M.G. (2001) • Brabham, E. & Lynch-Jackson, C. (2002) • Blachowicz, C. & Obracht, C. (2007) • Santoro, Chard, D., Howard, L., & Baker, S. (2008)

<p>Accessing on-grade level texts through shared reading</p>	<ul style="list-style-type: none"> • Draws attention to print and text features to support word reading and comprehension strategies • Demonstrates reading and knowledge building skills and strategies to scaffold students' use of the text to support their reading and comprehension • Teaches elements of the reading process (e.g., finding and defining targeted vocabulary; inviting students to read along to emphasize meaningful phrases) 	<ul style="list-style-type: none"> • Blachowicz, C. & Obracht, C. (2005). • Fisher, B. & Medvic, E. (2000). • Fisher, D., Frey, N., & Lapp, D. (2008). • Schickedanz, J. & McGee, L. (2010). • Waters, Karen C. (2014).
<p>Responding to texts through interactive speaking and writing activities</p>	<ul style="list-style-type: none"> • Develops students' ability to effectively construct opinions and arguments and defend them with evidence • Provides opportunities for students to apply learning in authentic ways • Encourages students to listen to the perspectives of others 	<ul style="list-style-type: none"> • Gilliam, S. & Reutzel, D. (2013). • Isbell, R., Lindauer, L., & Lowrance, A. (2004). • De Temple, J. & Snow, C. (2003). • Hansen, J. (2009). • Read, S. (2005). • McCarrier, A., Pinnell, G., & Fountas, I. (2000).
<p>Teaching foundational skills through reading and writing</p>	<ul style="list-style-type: none"> • Draws attention to particular letters or word parts within complex text • Develops strong foundational skills that support fluent reading • Integrates skills-based and knowledge-based competencies 	<ul style="list-style-type: none"> • Aram, D. (2006). • Gehsmann, K. & Templeton, S. (2013). • Justice, L., Meir, J., & Walpole, S. (2005). • McCarrier, A., Fountas, I. C., & Pinnell, G. S. (2000). • Morrow, L. (2009).
<p>Guided reading and instructional-level texts</p>	<ul style="list-style-type: none"> • Provides small group instruction that enables individualized instruction during text readings to meet individual student needs • Matches student's reading performance to text levels • Guides students through text reading to generate connections to prior knowledge, identify main ideas and supporting details, generate inferences, reread to generate arguments with supporting evidence, and to draw conclusions 	<ul style="list-style-type: none"> • Burkins, J. M., & Croft, M. M. (2010) • Cantrell, S. & Wheeler, T. (2011). • Ford, M. P., & Opitz, M. F. (2008). • Fountas, I. & Pinnell, G. (2006) • Fountas, I. & Pinnell, G. (2012). • Gurley, J. L. (2012). • Dougherty-Stahl, K. (2004). • Wharton-McDonald, R. (2011).

	<ul style="list-style-type: none"> • Individualizes instruction to build on each student's unique experiences and background knowledge 	
<p>Independent reading and reading conferences</p>	<ul style="list-style-type: none"> • Acknowledges students' unique interests • Creates an opportunity for students to self-select text and explore topics that build their knowledge and understanding of a myriad of topics • Engages students in discussions about their reading skills and strategies providing teacher feedback • Enables teacher monitoring of progress and supports individual guidance • Increases students' vocabulary • Increases students' motivation and develops their self-concept as a reader • Increases reading fluency 	<ul style="list-style-type: none"> • Bomer, R. (1999). • Cunningham, A. (2005). • Fisher, D., Grant, M., & Ross, D. (2010).

Tennessee Arts Commission Arts360 Arts Integration Grant Overview

Bartlett Elementary School BEST ARTS Program

The mission of Arts360 is to bring teachers full circle as learners, collaborators, facilitators, and reflectors, in order to improve instruction and impact student achievement by making arts-based and arts integrated learning a critical component of every child's educational experience.

Bartlett Elementary will implement arts integration by establishing their BEST ARTS program with the goal of increasing student achievement and building teacher capacity through arts integration teaching and training. BEST ARTS will allow teachers to participate in arts integration professional development, and both students and teachers will have the opportunity to work with teaching artists in the classroom setting.

The school will partner with various arts organizations and teaching artists, collaborating primarily with New Ballet Ensemble & School (NBE). NBE will provide in-class student experiences through dance master classes and teacher professional development sessions. Lessons will connect arts experiences to language arts and math content. Teachers will also receive classroom art supplies, teaching materials, and other items necessary to engage students in arts integrated lessons.

BEST ARTS will also give Bartlett the platform to extend the impact of arts integration beyond their students to other schools, as well as the surrounding community. Parents and community members will be encouraged to volunteer in classrooms in conjunction with NBE residencies. Bartlett Elementary will also act as a laboratory school for arts integration and serve the Bartlett City Schools district through arts events, training events for teachers, the expansion of existing arts programs and being open for observation of arts-integrated lessons.

Grant Award by Year

2016-2017- Year 1 award- \$25,000

2017-2018- Year 2 award- \$20,000

2018-2019- Year 3 award- \$10,000

Total Grant Award- \$55,000

2016-2017
Safe Schools Grant
\$40,580

This state grant provides funding for the school resource officer at Bartlett High School.



September 1, 2016

Mr. David A. Stephens
6400 Stage Road
Bartlett, TN 38134

Director Stephens:

I am pleased to inform you that your application for funding under the Safe Schools Act of 1998 has been approved in the amount of \$40,580, contingent on a local match of \$10,145. The effective start date for this project will be 8/31/2016 through 6/30/2017.

A copy of your approved project plan is being forwarded to your Safe Schools Contact.

Reimbursement requests for the school year 2016 2017 will need to be submitted in ePlan, www.eplan.tn.gov.

Questions regarding the funding should be directed to me at 615-741-3248. We look forward to working with you and your staff to ensure a safe and disciplined learning environment for all Tennessee students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Pat Conner".

Pat Conner, Executive Director
Office of Safe, Healthy and Supportive Schools

pc/af

cc: Ken Demetriou, Safe Schools Contact

Allocations		
Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Allocations		
	(1)	Total
	Safe Schools	
Original	40,580.00	40,580.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Reallocated	0.00	0.00
Additional	0.00	0.00
Released	0.00	0.00
Consortium	0.00	0.00
Forfeited	0.00	0.00
FER Released	0.00	0.00
Total	40,580.00	40,580.00

Budget

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

Account Number	Total
71100 - Regular Instructional Program	\$0.00
72130 - Other Student Support	\$25,000.00
72210 - Support Services/Regular Instruction Program	\$0.00
72620 - Maintenance of Plant	\$15,580.00
	Total \$40,580.00
	Adjusted Allocation \$40,580.00
	Remaining \$0.00

Budget Detail

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

72130 - Other Student Support - \$25,000.00

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
72130 - Other Student Support	309 - Contracts with Government Agencies		1.00	\$25,000.00	\$25,000.00

Narrative Description

This is the amount requested by the Shelby County Sheriff's Department to cover the cost of the SRO on Bartlett High School's campus

Total for 72130 - Other Student Support	<u>\$25,000.00</u>
Total for all other Account Numbers	<u>\$15,580.00</u>
Total for all Account Numbers	<u>\$40,580.00</u>
Adjusted Allocation	
Remaining	<u>\$0.00</u>

Budget Detail

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

72620 - Maintenance of Plant - \$15,580.00

Account Number	Line Item Number	Optional Program Code	Quantity	Cost	Line Item Total
72620 - Maintenance of Plant	701 - Administration Equipment		1.00	\$15,580.00	\$15,580.00

Narrative Description

This amount will be used to purchase CCTV cameras for Bartlett City Schools' Elementary campuses.

Total for 72620 - Maintenance of Plant	\$15,580.00
Total for all other Account Numbers	\$25,000.00
Total for all Account Numbers	\$40,580.00
Adjusted Allocation	\$40,580.00
Remaining	\$0.00

Budget Overview

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

Show Unbudgeted Categories

Account Number	72130 - Other Student Support	72620 - Maintenance of Plant	Total
Line Item Number			
309 - Contracts with Government Agencies	25,000.00		25,000.00
701 - Administration Equipment		15,580.00	15,580.00
Total	25,000.00	15,580.00	40,580.00
		Adjusted Allocation	40,580.00
		Remaining	0.00

School Resource Officer Status Report

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

Please list below all of your LEA's FTE School Resource Officers (SROs). Please include all SROs, not just those provided by Safe Schools Act Funds.

For the purpose of this report, an SRO is defined as a uniformed, duly sworn, law-enforcement officer assigned to a school for at least 50% of his/her time.

Number of High Schools	*	2	Number of FTE SROs assigned to High Schools	*	3
Number of Middle Schools	*	3	Number of FTE SROs assigned to Middle Schools	*	3
Number of Elementary Schools	*	6	Number of FTE SROs assigned to Elementary Schools	*	0
Total Number of Schools		11	Total Number of FTE SROs assigned to schools		6.00

Please provide the following information pertaining to estimated funding for the FTE SROs identified above:

Safe Schools Funds	* \$	25,000.00
Local District Funds	* \$	27,000.00
Other Local (sheriff's/police department) Funds	* \$	450,000.00
Federal Funds	* \$	0.00
Total Estimated Funds	\$	502,000.00

TCA 49-6-4202 defines a school resource officer as "a law enforcement officer, as defined under TCA 39-11-106, who is in compliance with all laws, rules and regulations of the POST Commission and who has been assigned to a school in accordance with a memorandum of understanding between the chief of the appropriate law enforcement agency and the local education agency."

TCA 49-6-4217 requires school resource officers to participate in 40 hours of training specific to school policing within twelve months of their assignment and 16 hours of specialized training every year thereafter.

In addition, districts are now required to submit an annual report of their SRO employment standards. The following questions fulfill your reporting requirements:

* 1. Does your district, either directly or via your relationship with a local law enforcement agency, adhere to the employment and training standards mandated under TCA 49-6-4217?

Yes

No

If answer to question #1 is "no", please describe any employment and training standards your district currently utilizes.

2. Who coordinates the SRO Program in your district (may be a member of a local law enforcement agency)?

* Name:

Ken Demetriou

* Email Address:

kdemetriou@bartlettschools.org

* Phone:

901.202.0855

Program Details

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

Project Narrative

* Describe how the available funds will be utilized to address needs. Identify the outcomes that you hope to achieve and your plans for evaluating the project.

Bartlett City Schools is committed to a safe and secure environment for all students and employees.

The size of the schools creates a challenge in maintaining a safe and secure learning environment. Increased enrollment presents a challenge with space resulting in large school campuses often comprised of multiple buildings and portable classrooms. Safety issues relative to school size and capacity, as well as the issues of school plants comprised of multiple sites, have required constant review of safety plans. This includes surveillance and visibility on the campuses. Surveillance cameras have been installed in all Bartlett City Schools in order to monitor the campuses and to make the most effective use of the current administrative personnel. Bartlett City Schools also has Access Control in all elementary and middle schools. Aiphone (videophone) is installed at the front entrance to all elementary and middle schools. This system provides controlled access to the front entrances of schools. This phone is answered at the front desk of each school with video capabilities prior to the office worker allowing anyone access to the school.

All employees are trained in safety procedures and safety plans are updated for each school annually. Discipline referral data revealed that fighting, violence/threatened violence and inappropriate conduct/language account for over half of the out of school suspensions. The number of students expelled increased with fighting, violence and using profane language as the major infractions. Using or possessing alcoholic beverages, illegal drugs or tobacco products on school property was the next area of offense.

To provide a safe and nurturing environment, we identified specific needs on our campuses. Our specific needs include:

School Resource Officers

Making schools safe and orderly involves not only the students and schools but the community as well. We will employ one (1) School Resource Officer (SRO) contracted through the Shelby County Sheriff's Department to work with the high school. The other 5 SRO's are provided by the Bartlett Police Department. Several of the municipalities have provided SROs in the high, middle and elementary schools.

Bartlett City Schools has (6) SRO's assigned to middle and high schools, and (1) SSO assigned to cover the elementary schools. SRO's are utilized as law enforcement officers, law-related counselors and law-related education teachers. SRO's will help maintain safer learning environments and also work with students. SRO duties include foot patrol of school campuses and site inspection to ensure the security and safety of the schools. By working closely with administration and staff, the SRO serves as an additional safety resource by providing training and information. The SRO also works closely with parents, students, and members of the community. Research has shown that where SROs are properly utilized, schools are safer and children feel safer.

This plan will be evaluated through the decrease in disciplinary referrals as indicated in reports from staff and the improvement of school climate as noted in the School Improvement Plan (SIP) and questionnaires given to staff and students. The Director of Student Services will work with schools to develop effective intervention plans, including working with students exhibiting inappropriate behaviors.

STAFF DEVELOPMENT

Staff development will be provided by existing personnel or by enrolling employees in State workshops. Intervention resources and staff development opportunities are provided to all schools. The school system will utilize resources provided by the State such as, Peaceable Schools, No Bullying, Second Step, Life Skills Training and Emergency Management Planning. All of the middle schools and all of the high schools received training in Suicide Prevention from the Jason Foundation.

Intensive staff development will continue to be provided for all staff in areas of harassment, conflict resolution, anger management,

problem solving and social skills. The involvement of the entire staff in the use of pro-active techniques in social skills, responsibility and self-control is necessary to ensure all staff members have the skills necessary to assist with the development of the students in our care. A manual of intervention and available resources is published annually by the school system. Safe schools funds will be used to pay for school resource officers (\$25,000.00) that will deliver staff development, in addition to providing security to the schools. Bartlett City Schools will use the remaining balance of \$15,580.00 to purchase CCTV cameras that will be installed in our elementary schools.

Prior Year Report

Provide a brief report on the results of your system's previous Safe Schools Act project.

* At a minimum this report should include a summary of the activities or programs implemented and the outcomes achieved. A copy of your report may be forwarded to members of the General Assembly upon request.

An SRO was hired to work at Bartlett High School to maintain campus security during school hours and at extra-curricular activities.

The district spent \$88,000 to upgrade security cameras during the 2015-16 school year. Additionally, the following safe schools protocols are in place.

Card readers are installed at a minimum of (4) door locations at each elementary and middle school. This allows teachers and staff to enter the school they are assigned by the means of their identification badge. The ID badge allows the door to be unlocked and entry into the school only by authorized individuals. This allows a campus to have all doors locked at all times.

All Bartlett City Schools have CCTV, which is remotely monitored by school staff and School Resources Officers.

A Visitor Management System is installed in every school. The system checks all individuals entering school campus through National Sex Offender Databases.

Discipline:

During the 2015-16 school year BCS had 17 students that were expelled from school, 333 suspensions. 162 students suspended were in the ED subgroup.

To address discipline concerns, all schools have implemented various positive behavior intervention programs such as the Kindness Revolution, PBIS, Character Education. Counselors work with students in small groups to address various issues to help resolve any conflict. No Bullying, bullying and prevention programs, Social Skills Training, Conflict Resolution, Peer Mediation, Love and Logic, and peer pressure training has been implemented throughout our schools. School staff members also complete the Internet Safety training each year with students and staff members. In conjunction, school counselors implement the training and programs school wide as well as during classroom guidance, and when working with individual students.

The district office will continue to monitor discipline by sending monthly reports to schools that specify the type of discipline infraction a student has committed, as well as monitoring the discipline plans that are required for each student once they have been issued a suspension for 5 or more days. The district office staff also works closely with the District Attorney's office working with truancy, as well as attends monthly Truancy Meetings hosted by the Juvenile court staff.

Professional Development will be offered periodically to help support the staff with the implementation of the various prevention programs that are used throughout the district that helps to create a positive learning environment and school climate for all of our stakeholders.

The district office also works closely with law enforcement to help keep our schools safe. Each year the district staff meets with the local fire and police chief (or designee) to review the district and individual school safety plans. We also partner with the police department to help provide education to our students regarding safety. (Internet safety, drug free schools, personal safety, etc.)

School administrators will continue to build positive relationships with parents and parent organizations. Parents are viewed as partners

in our district. With working with all of our stakeholders we were able to decrease the number of suspensions in all schools during the 2015-16 school year.

Local Match

In the Related Documents section, download the Excel spreadsheet template entitled PROPOSED BUDGET TO SHOW LOCAL MATCH. Complete the document to reflect your Local Match for your Safe Schools program. Upload the completed document to the "Upload" link on the Related Documents page. Your district's Local Match amount must be at least the amount listed below.

Local Match Amount: \$10,145.00

Plan Relationships

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

LEA Plan Funding Summary

Related LEA Plan Action Steps ()

School Plan Funding Summary

Related School Plan Action Steps ()

Related Documents

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools

Required Documents

Type

Document Template

Document/Link

Safe Schools - Proposed Budget to Show Local Match [Upload at least 1 document(s)] [Local Match Template](#)

[2016 - 2017
Local Match](#)

Contacts

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
Safe Schools Act Grant Manager [Select at least 1 contact(s)]	<u>Ken Demetriou</u>
SAVE Act Compliance Coordinator [Select at least 1 contact(s)]	<u>Ken Demetriou</u>

Safe Schools Checklist

Bartlett (794) Public District - FY 2017 - Safe Schools - Rev 0 - Safe Schools Checklist

This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

No comments have been made at this time

Checklist Description ([Collapse All](#) [Expand All](#))

1. BUDGET	Not Reviewed
1. All funds are budgeted.	
2. All budget line items are allowable and include appropriate narrative descriptions.	
2. SCHOOL RESOURCE OFFICER STATUS REPORT	Not Reviewed
1. Listing of FTE School Resource Officers is reasonable.	
2. Estimates of funding for SROs are reasonable.	
3. Response regarding employment and training standards is complete.	
4. Information regarding coordination of the program is complete.	
3. PROJECT NARRATIVE	Not Reviewed
1. Description of use of funds addresses how needs will be met.	
2. Identified outcomes are clearly described.	
3. Narrative includes how plans will be evaluated.	
4. PRIOR YEAR REPORT	Not Reviewed
1. Report includes a summary of activities or programs implemented.	
2. Report describes the achieve outcomes.	

POLICY 5014.1: Family and Medical Leave

The Bartlett City Board of Education complies with the Federal Family and Medical Leave Act guidelines in accordance with United States Department of Labor Regulations 29 CFR Part 825.

Eligibility

Anyone who has been employed for at least twelve (12) months by Bartlett City Schools or anyone who has at least 1,250 hours of service (hours used for leave, even FMLA leave, shall not be credited for service for purposes of FMLA eligibility¹) during the previous twelve month period.²

General Principles

1. Any employee shall be granted, upon request, up to twelve (12) weeks unpaid leave for the birth or adoption of a child, the care of a child, spouse, or parent who has a serious health condition or for qualifying exigencies arising out of the fact that the employee's spouse, child, or parent is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. (Any employee requesting leave due to pregnancy, childbirth, or adoption shall be granted up to four (4) months leave.)³
2. Any employee on maternity leave shall be permitted to use accumulated sick leave during the period of actual physical disability only. Otherwise, the maternity leave shall be unpaid leave. A teacher may use up to thirty (30) days of accumulated sick leave for the adoption of a child. ~~If both adoptive parents are teachers, only one parent may request leave.~~ Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.⁴
3. A physician's statement may be required by the Superintendent when determining the period of actual physical disability.⁵
4. Request for leaves and extension of leaves shall conform to state law governing all leaves of absence.

Qualifying Exigencies

Qualifying exigencies include:

1. Issues arising from a covered service member's short notice deployment (i.e., less days of notice) for a period of seven days from the date of notification;
2. Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational

¹ *Hinson v. Tecumseh Products Co.* 234 F.3d 1268, 6th Cir. (2000).

² Family and Medical Leave Act 1993

³ T.C.A. §49-5-702; T.C.A. §4-21-408

⁴ T.C.A. §49-5-710

⁵ T.C.A. §49-5-704

briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to active duty status of a covered service member;

3. Making or updating financial and legal arrangements to address a covered service member's absence;
4. Attending counseling provided by someone other than a health care provider for oneself, the covered service member, or the child of the covered service member, the need for which arises from the active duty or call to active duty status of the covered service member;
5. Taking up to 15 days of leave to spend time with a covered service member who is on short-term temporary, rest and recuperation leave during deployment;
6. Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered service member's active duty status, and addressing issues arising from the death of a covered service member;
7. Any other event that the employee and employer agree is a qualifying exigency.

Military Caregiver Leave⁶

An eligible employee who is a spouse, child, parent, or next of kin of a covered service member or covered veteran with a serious injury or illness shall be granted up to a total of 26 workweeks of unpaid leave during a "single 12-month period" to care for the covered service member or covered veteran. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. A covered veteran is an individual who was a member of the Armed Forces at any time during the period of 5 years preceding the date of the medical treatment, recuperation, or therapy that has a serious injury or illness who is currently receiving medical treatment, recuperation, or therapy. The calculation of this 5-year period shall not include the interval of October 28, 2009 through March 8, 2013.

For covered service members, a serious injury or illness is one that was incurred by a service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating. For covered veterans, a serious injury or illness is defined as:

1. A continuation of a serious injury or illness that was incurred or aggravated in the line of duty while on active duty that rendered the veteran unable to perform the duties of the veteran's office, grade, rank, or rating;
2. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of 50 percent or higher, and

⁶ 29 C.F.R. §825.127

such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave;

3. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
4. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

The "single 12-month period" for leave to care for a covered service member or covered veteran with a serious injury or illness begins on the first day the employee takes leave for this reason and ends twelve (12) months later, regardless of the twelve (12) month period established by the employer for other types of FMLA leave. An eligible employee is limited to a combined total of twenty-six (26) workweeks of leave for any FMLA qualifying reason during the "single 12-month period." to provide care for a covered service member. The maximum of twenty-six (26) workweeks may include no more than twelve (12) workweeks of leave taken for the birth and care of a newborn child, for placement of a child for adoption or foster care, or for care of a parent who has a serious health condition, or for the employee's own serious health condition.⁷

Restrictions

1. For foreseeable leave, the employee shall provide the Superintendent with at least thirty (30) days written notice before the beginning of the anticipated leave.
2. The Superintendent may require that a request for leave be supported by certification issued by a healthcare provider with the following information:
 - a. The date on which the serious health condition commenced;
 - b. The probable duration of the condition;
 - c. The appropriate medical facts within the knowledge of the health care provider regarding the condition; and
 - d. A statement that the eligible employee is needed to care for the son, daughter, spouse or parent and an estimate of the amount of time that such employee is needed.
3. If there is any reason to doubt the validity of the certification provided, the Superintendent may require, at the expense of the school system, an opinion of a second health care provider.
4. Once it has been established that the leave requested qualifies for FMLA, the Superintendent or his/her designee shall notify the employee within two (2) business days (absent extenuating circumstances) that —

⁷ 29 CFR §825.120

- (i) Any leave taken pursuant to state leave statutes (paid vacation leave, personal leave, sick leave or worker's compensation) shall run concurrently with FMLA leave.⁸
 - (ii) The notice may be given orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than the following pay day.⁹
5. Intermittent Leave - When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or to transfer temporarily to an available alternative position offered by the school system for which the employee is qualified, and that has equivalent pay and benefits and better accommodates recurring periods of leave.
6. Period Near the End of an Academic Term (*Professional employees*) - If leave is taken more than five (5) weeks prior to the end of the term, the Superintendent of schools may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term. If the leave is taken five (5) weeks prior to the end of the term, the Superintendent may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.
- 6-7. Any employee eligible under state law who requests leave due to pregnancy, childbirth, or adoption shall be granted up to four (4) months leave. FMLA leave for birth and care of a newborn child or for placement of a child for adoption or foster care, shall run concurrently with the state leave.
- 7-8. Spouses employed by the same employer who are both eligible Bartlett City Schools employees are limited to a combined total of twelve (12) workweeks of FMLA leave in a single twelve (12) month period 26 workweeks in a "single 12-month period" if the leave is taken to care for a covered service member or covered veteran with a serious injury or illness, and for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

Requirements of the Board

1. The employee shall be restored to the same position of employment or an equivalent position with no loss of benefits, pay or other terms of employment.
2. The employee shall be kept under any group health plan for the duration of the leave.
3. The Board may recover the premium paid under the following conditions:
 - a. The employee fails to return from leave after the period of leave has expired.

⁸ 29 C.F.R. §825.207

⁹ OP Tenn. Atty Gen 94-006 (Jan. 13, 1994); *Plant v. Morton International, Inc.* 212 F.3d 929, 6th Cir. (2000).

- b. The employee fails to return to work for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the control of the employee.