

**Gibson County Special School District
Board of Trustees**

**GCSSD Board of Trustees Regular Meeting
Gibson County High School Library**

August 12, 2021

Members Present: Mr. Scott Ball, Mr. John Campbell II, Mr. Tom Lannom, Ms. Treva Maitland, Mr. Charles Scott, Mr. Eddie Watkins.

PLEDGE OF ALLEGIANCE

CALL TO ORDER

ROLL CALL

CONSENT AGENDA

AMENDED Agenda Approval

Finance Reports

Maintenance/Technology Reports

Minutes Approval

Overnight Field Trips

RECOGNITION:

AP Students

TTI Students

PUBLIC COMMENT

REGULAR AGENDA

Covid protocols***

Covid days for staff***

LED Lighting

Approval of ESSER 3.0

Director Evaluation

State & Federal Legislation

Director's Report

Board meeting date***

Surplus - Central Office

ADJOURN

Gibson County Special Schools
Bank Account Check Listing By Date

Run At: 8/2/2021 10:39 AM
Run By: Amy Santaniello
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Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 00000200379

GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
52836	7/1/2021	Area Wide Communications	Vendor	Void	\$322.00
52837	7/1/2021	Caymee Services	Vendor	Void	\$39.00
52838	7/1/2021	Eddie Pruett	Vendor	Void	\$125.00
52839	7/1/2021	Gibson Connect, LLC	Vendor	Void	\$5,210.17
52840	7/1/2021	Gibson County Bus Garage	Vendor	Void	\$3,000.00
52841	7/1/2021	Greater Gibson County Chamber Of Commerce	Vendor	Void	\$200.00
52842	7/1/2021	Local Government Data Processing Corp	Vendor	Void	\$23,056.25
52843	7/1/2021	Ncs Pearson, Inc.	Vendor	Void	\$15,840.00
52844	7/1/2021	Toss	Vendor	Void	\$2,575.00
52845	7/1/2021	Tsse	Vendor	Void	\$3,969.00
52893	7/1/2021	Tnrmt	Vendor	Outstanding	\$321,965.00
52894	7/1/2021	Area Wide Communications	Vendor	Outstanding	\$322.00
52895	7/1/2021	Caymee Services	Vendor	Outstanding	\$39.00
52896	7/1/2021	Eddie Pruett	Vendor	Outstanding	\$125.00
52897	7/1/2021	Gibson Connect, LLC	Vendor	Outstanding	\$5,210.17
52898	7/1/2021	Gibson County Bus Garage	Vendor	Outstanding	\$3,000.00
52899	7/1/2021	Greater Gibson County Chamber Of Commerce	Vendor	Outstanding	\$200.00
52900	7/1/2021	Local Government Data Processing Corp	Vendor	Outstanding	\$23,056.25
52901	7/1/2021	Ncs Pearson, Inc.	Vendor	Outstanding	\$15,840.00
52902	7/1/2021	Toss	Vendor	Outstanding	\$2,575.00
52903	7/1/2021	Tsse	Vendor	Outstanding	\$3,969.00
52891	7/20/2021	909 Designs	Vendor	Void	\$75.00
52892	7/20/2021	Alisha Owens	Vendor	Void	\$24.00
52893	7/20/2021	Asms	Vendor	Void	\$675.00
52894	7/20/2021	Cdw Government	Vendor	Void	\$18,484.80
52895	7/20/2021	Cowart Reese Sargent, Cpas	Vendor	Void	\$6,000.00
52896	7/20/2021	Dollar General Corporation	Vendor	Void	\$49.65

Gibson County Special Schools
Bank Account Check Listing By Date

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Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 000000200379
 GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
52897	7/20/2021	Ed's Supply Company, Inc	Vendor	Void	\$84.24
52898	7/20/2021	Food Rite	Vendor	Void	\$34.97
52899	7/20/2021	STACY HALE	Vendor	Void	\$35.15
52900	7/20/2021	Instructure	Vendor	Void	\$36,250.00
52901	7/20/2021	Keeling Company	Vendor	Void	\$78.34
52902	7/20/2021	Quill	Vendor	Void	\$126.48
52903	7/20/2021	RHCOT	Vendor	Void	\$120.00
52904	7/20/2021	Sanorbix, LLC	Vendor	Void	\$3,399.00
52904	7/20/2021	909 Designs	Vendor	Outstanding	\$75.00
52905	7/20/2021	Alisha Owens	Vendor	Outstanding	\$24.00
52905	7/20/2021	Shawn Hampton	Vendor	Void	\$24.00
52906	7/20/2021	Shearer Supply	Vendor	Void	\$334.02
52906	7/20/2021	Asms	Vendor	Outstanding	\$675.00
52907	7/20/2021	Cdw Government	Vendor	Outstanding	\$18,484.80
52907	7/20/2021	Sonova, USA	Vendor	Void	\$694.99
52908	7/20/2021	Spring Hill School	Vendor	Void	\$78.86
52908	7/20/2021	Cowart Reese Sargent, Cpas	Vendor	Outstanding	\$6,000.00
52909	7/20/2021	Volunteer Technology Systems	Vendor	Void	\$192.20
52909	7/20/2021	Dollar General Corporation	Vendor	Outstanding	\$49.65
52910	7/20/2021	Wells Fargo Financial Leasing	Vendor	Void	\$399.00
52910	7/20/2021	Ed's Supply Company, Inc	Vendor	Outstanding	\$84.24
52911	7/20/2021	Food Rite	Vendor	Outstanding	\$34.97
52912	7/20/2021	STACY HALE	Vendor	Outstanding	\$35.15
52913	7/20/2021	Instructure	Vendor	Outstanding	\$36,250.00
52914	7/20/2021	Keeling Company	Vendor	Outstanding	\$78.34
52915	7/20/2021	Quill	Vendor	Outstanding	\$126.48
52916	7/20/2021	RHCOT	Vendor	Outstanding	\$120.00
52917	7/20/2021	Sanorbix, LLC	Vendor	Outstanding	\$3,399.00

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Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
52918	7/20/2021	Shawn Hampton	Vendor	Outstanding	\$24.00
52919	7/20/2021	Shearer Supply	Vendor	Outstanding	\$334.02
52920	7/20/2021	Sonova, USA	Vendor	Outstanding	\$694.99
52921	7/20/2021	Spring Hill School	Vendor	Outstanding	\$78.86
52922	7/20/2021	Volunteer Technology Systems	Vendor	Outstanding	\$192.20
52923	7/20/2021	Wells Fargo Financial Leasing	Vendor	Outstanding	\$399.00
52924	7/21/2021	Apptegy	Vendor	Outstanding	\$17,000.00
52925	7/21/2021	B & B Fire Protection	Vendor	Outstanding	\$92.00
52926	7/21/2021	Cdw Government	Vendor	Outstanding	\$21,663.60
52927	7/21/2021	Charles Salles	Vendor	Outstanding	\$58.47
52928	7/21/2021	Edmentum	Vendor	Outstanding	\$19,000.00
52929	7/21/2021	Food Rite	Vendor	Outstanding	\$83.76
52930	7/21/2021	Keeling Company	Vendor	Outstanding	\$39.17
52931	7/21/2021	Malwarebytes, Inc	Vendor	Outstanding	\$29,997.00
52932	7/21/2021	POWERSCHOOL GROUP, LLC	Vendor	Outstanding	\$32,863.02
52933	7/21/2021	Quill	Vendor	Outstanding	\$92.33
52934	7/21/2021	Shearer Supply	Vendor	Outstanding	\$88.26
52935	7/21/2021	Wal Mart Community	Vendor	Outstanding	\$774.70
52936	7/21/2021	Workcare Resources Inc,	Vendor	Outstanding	\$105.00
52937	7/21/2021	Yorkville Elementary School	Vendor	Outstanding	\$109.58
52938	7/23/2021	Alford's Tire Center	Vendor	Outstanding	\$24.95
52939	7/23/2021	Brennan Lownsedale	Vendor	Outstanding	\$900.00
52940	7/23/2021	Deloris Wilson	Vendor	Outstanding	\$15.00
52941	7/23/2021	Dollar General Corporation	Vendor	Outstanding	\$34.40
52942	7/23/2021	ESGI	Vendor	Outstanding	\$3,636.00
52943	7/23/2021	Medina Auto Farm Supply	Vendor	Outstanding	\$77.23
52944	7/23/2021	Tn Dept Of Labor & Workforce Development	Vendor	Outstanding	\$60.00
52945	7/23/2021	WTHC ECC TRAINING CENTER	Vendor	Outstanding	\$215.00

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Number	Date	Description	Check Type	Status	
52946	7/26/2021	Aflac	Vendor	Outstanding	\$310.90
52947	7/26/2021	Boston Mutual Whole Life	Vendor	Outstanding	\$30.34
52948	7/26/2021	CHLIC	Vendor	Outstanding	\$1,709.54
52949	7/26/2021	Gibson County Imagination Library	Vendor	Outstanding	\$24.00
52950	7/26/2021	Lyndsey Norman	Vendor	Outstanding	\$50.25
52951	7/26/2021	MANHATTANLIFE ASSURANCE COMPANY OF AMERIC	Vendor	Outstanding	\$330.56
52952	7/26/2021	Robert Norman	Vendor	Outstanding	\$50.25
52953	7/26/2021	Tasc Pvr	Vendor	Outstanding	\$1,830.79
52954	7/26/2021	TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS, INC	Vendor	Outstanding	\$421.80
52955	7/26/2021	TSACG	Vendor	Outstanding	\$4,090.00
52956	7/26/2021	Usable Life Insurance	Vendor	Outstanding	\$888.00
52957	7/27/2021	Ace Building Center	Vendor	Outstanding	\$42.49
52958	7/27/2021	Alford's Tire Center	Vendor	Outstanding	\$17.00
52959	7/27/2021	Business Card	Vendor	Outstanding	\$1,077.30
52960	7/27/2021	Food Rite	Vendor	Outstanding	\$50.00
52961	7/27/2021	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$43.97
52962	7/27/2021	J.C. Educational Supply	Vendor	Outstanding	\$897.00
52963	7/27/2021	Quill	Vendor	Outstanding	\$79.96
52964	7/27/2021	Sweetwater	Vendor	Outstanding	\$1,999.00
52965	7/27/2021	Verizon Wireless	Vendor	Outstanding	\$12.00
52966	7/27/2021	Life Investors	Vendor	Outstanding	\$477.45
52967	7/27/2021	Nglic	Vendor	Void	\$2,050.76
52968	7/27/2021	Nglic	Vendor	Outstanding	\$48.34
52969	7/27/2021	Myles Cunningham	Vendor	Outstanding	\$23.00
52970	7/27/2021	Noah Hassell	Vendor	Outstanding	\$23.00
52971	7/27/2021	Autumn Locke	Vendor	Outstanding	\$95.00
52972	7/27/2021	Alexander Mann	Vendor	Outstanding	\$95.00
52973	7/27/2021	Harrison Maynard	Vendor	Outstanding	\$95.00

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Number	Date	Description	Check Type	Status	
52974	7/27/2021	Ja'Tavis Moffatt	Vendor	Outstanding	\$95.00
52975	7/27/2021	Logan Pack	Vendor	Outstanding	\$23.00
52976	7/27/2021	Megan Qualls	Vendor	Outstanding	\$23.00
52977	7/27/2021	Caleb Thomas	Vendor	Outstanding	\$95.00
52978	7/27/2021	Adyn Whitworth	Vendor	Outstanding	\$23.00
52979	7/27/2021	Akashah Whitworth	Vendor	Outstanding	\$23.00
52980	7/27/2021	CHLIC	Vendor	Outstanding	\$378.49
52981	7/28/2021	Tettybea Addo	Vendor	Outstanding	\$190.00
52982	7/28/2021	Hallie Allen	Vendor	Outstanding	\$95.00
52983	7/28/2021	Lily Baggett	Vendor	Outstanding	\$95.00
52984	7/28/2021	Braden Barnard	Vendor	Outstanding	\$95.00
52985	7/28/2021	Judson Beaver	Vendor	Outstanding	\$95.00
52986	7/28/2021	Brea Bone	Vendor	Outstanding	\$95.00
52987	7/28/2021	Callie Browning	Vendor	Outstanding	\$95.00
52988	7/28/2021	Sophie Browning	Vendor	Outstanding	\$190.00
52989	7/28/2021	Nathan Buck	Vendor	Outstanding	\$95.00
52990	7/28/2021	Business Card	Vendor	Outstanding	\$1,390.59
52991	7/28/2021	Emma Butler	Vendor	Outstanding	\$190.00
52992	7/28/2021	Sara Kate Camp	Vendor	Outstanding	\$95.00
52993	7/28/2021	Carissa Carnrike	Vendor	Outstanding	\$95.00
52994	7/28/2021	Erica Carpenter	Vendor	Outstanding	\$95.00
52995	7/28/2021	Ava Carter	Vendor	Outstanding	\$95.00
52996	7/28/2021	Caden Clark	Vendor	Outstanding	\$95.00
52997	7/28/2021	Olivia Coleman	Vendor	Outstanding	\$95.00
52998	7/28/2021	Eli Collier	Vendor	Outstanding	\$95.00
52999	7/28/2021	MADELINE COOPER	Vendor	Outstanding	\$95.00
53000	7/28/2021	Rena Crawford	Vendor	Outstanding	\$95.00
53001	7/28/2021	Daniel Crenshaw	Vendor	Outstanding	\$95.00

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Number	Date	Description	Check Type	Status	
53002	7/28/2021	Cullen Crocker	Vendor	Outstanding	\$23.00
53003	7/28/2021	Deloris Wilson	Vendor	Outstanding	\$289.56
53004	7/28/2021	Claire Duke	Vendor	Outstanding	\$285.00
53005	7/28/2021	Colby Duncan	Vendor	Outstanding	\$95.00
53006	7/28/2021	Ethan Dunevant	Vendor	Outstanding	\$95.00
53007	7/28/2021	John Dunevant	Vendor	Outstanding	\$190.00
53008	7/28/2021	Ashton Enland	Vendor	Outstanding	\$95.00
53009	7/28/2021	ALISSA FARLEY	Vendor	Outstanding	\$95.00
53010	7/28/2021	McKenzie Faulkner	Vendor	Outstanding	\$95.00
53011	7/28/2021	Robert Finch	Vendor	Outstanding	\$23.00
53012	7/28/2021	William Fowler	Vendor	Outstanding	\$95.00
53013	7/28/2021	Richard Gaggley	Vendor	Outstanding	\$190.00
53014	7/28/2021	Alexa Garner	Vendor	Outstanding	\$95.00
53015	7/28/2021	MADISON GOODMAN	Vendor	Outstanding	\$95.00
53016	7/28/2021	Samuel Goodman	Vendor	Outstanding	\$95.00
53017	7/28/2021	Grayson Griffin	Vendor	Outstanding	\$95.00
53018	7/28/2021	Daniel Hall	Vendor	Outstanding	\$23.00
53019	7/28/2021	Paxton Harwell	Vendor	Outstanding	\$95.00
53020	7/28/2021	Narmeen Hasan	Vendor	Outstanding	\$23.00
53021	7/28/2021	Tanner Hatch	Vendor	Outstanding	\$95.00
53022	7/28/2021	Carson Ikerd	Vendor	Outstanding	\$190.00
53023	7/28/2021	Jamie Johns	Vendor	Outstanding	\$95.00
53024	7/28/2021	Jayden Johnson	Vendor	Outstanding	\$95.00
53025	7/28/2021	Miles Jordan	Vendor	Outstanding	\$95.00
53026	7/28/2021	Carson Key	Vendor	Outstanding	\$95.00
53027	7/28/2021	Ansel Khamapirad	Vendor	Outstanding	\$95.00
53028	7/28/2021	Alex Kirkbride	Vendor	Outstanding	\$95.00
53029	7/28/2021	Trevor Laceywell	Vendor	Outstanding	\$95.00

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Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
53030	7/28/2021	Andrew Lencioni	Vendor	Outstanding	\$190.00
53031	7/28/2021	Avery Luckey	Vendor	Outstanding	\$95.00
53032	7/28/2021	LYNLEY PUCKETT	Vendor	Outstanding	\$95.00
53033	7/28/2021	Madelynn Malone	Vendor	Outstanding	\$95.00
53034	7/28/2021	Terry Mason	Vendor	Outstanding	\$23.00
53035	7/28/2021	Sean McCarver	Vendor	Outstanding	\$43.00
53036	7/28/2021	Lauren McClain	Vendor	Outstanding	\$95.00
53037	7/28/2021	Hannah McElrath	Vendor	Outstanding	\$46.00
53038	7/28/2021	Medina Family Medical Clinic	Vendor	Outstanding	\$177.00
53039	7/28/2021	Noah Merrill	Vendor	Outstanding	\$95.00
53040	7/28/2021	KAYLEE MICHAEL	Vendor	Outstanding	\$95.00
53041	7/28/2021	Matthew Minton	Vendor	Outstanding	\$190.00
53042	7/28/2021	Gracie Mullins	Vendor	Outstanding	\$95.00
53043	7/28/2021	Bryan Myers	Vendor	Outstanding	\$190.00
53044	7/28/2021	Farrah Nelson	Vendor	Outstanding	\$95.00
53045	7/28/2021	Onuchukwu Osisioma	Vendor	Outstanding	\$23.00
53046	7/28/2021	Dev Patel	Vendor	Outstanding	\$95.00
53047	7/28/2021	Kayla Peterson	Vendor	Outstanding	\$95.00
53048	7/28/2021	BRILEE PETTY	Vendor	Outstanding	\$95.00
53049	7/28/2021	Roxanna Pierpoint	Vendor	Outstanding	\$23.00
53050	7/28/2021	Nadia Presson	Vendor	Outstanding	\$95.00
53051	7/28/2021	Alex Pruett	Vendor	Outstanding	\$190.00
53052	7/28/2021	Amanee Razeq	Vendor	Outstanding	\$95.00
53053	7/28/2021	Katherine Robison	Vendor	Outstanding	\$95.00
53054	7/28/2021	Phillip Russell	Vendor	Outstanding	\$46.00
53055	7/28/2021	Gracyn Schmidt	Vendor	Outstanding	\$95.00
53056	7/28/2021	Ella Sharp	Vendor	Outstanding	\$95.00
53057	7/28/2021	Joseph Shipley	Vendor	Outstanding	\$95.00

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Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
53058	7/28/2021	JACOB SMITH	Vendor	Outstanding	\$95.00
53059	7/28/2021	Samuel Smith	Vendor	Outstanding	\$190.00
53060	7/28/2021	Nash Stidham	Vendor	Outstanding	\$95.00
53061	7/28/2021	Bella Suiter	Vendor	Outstanding	\$95.00
53062	7/28/2021	Mary Teague	Vendor	Outstanding	\$95.00
53063	7/28/2021	Jeslyn Tubbs	Vendor	Outstanding	\$95.00
53064	7/28/2021	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$1,360.95
53065	7/28/2021	Volunteer Technology Systems	Vendor	Outstanding	\$5,374.60
53066	7/28/2021	Christian Wagner	Vendor	Outstanding	\$95.00
53067	7/28/2021	Wal Mart Community	Vendor	Outstanding	\$451.53
53068	7/28/2021	Myles Weaver	Vendor	Outstanding	\$95.00
53069	7/28/2021	Anna White	Vendor	Outstanding	\$95.00
53070	7/28/2021	Ethan White	Vendor	Outstanding	\$190.00
53071	7/28/2021	Mason White	Vendor	Outstanding	\$95.00
53072	7/28/2021	Ava Williams	Vendor	Outstanding	\$95.00
53073	7/28/2021	Kathryn Williams	Vendor	Outstanding	\$95.00
53074	7/28/2021	Kayleigh Williams	Vendor	Outstanding	\$95.00
53075	7/28/2021	Workcare Resources Inc,	Vendor	Outstanding	\$455.00
53076	7/28/2021	Hunter Zwahlen	Vendor	Outstanding	\$95.00
53077	7/28/2021	Bsn Sports	Vendor	Outstanding	\$453.00
53078	7/28/2021	Business Card	Vendor	Outstanding	\$593.67
53079	7/28/2021	Cdw Government	Vendor	Outstanding	\$365.07
53080	7/28/2021	Quill	Vendor	Outstanding	\$44.28
53081	7/28/2021	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$71.59
53082	7/28/2021	Wal Mart Community	Vendor	Outstanding	\$64.01
53083	7/29/2021	Apple, Inc	Vendor	Outstanding	\$5,980.00
53084	7/29/2021	Barky Beaver Mulch Inc	Vendor	Outstanding	\$2,549.00
53085	7/29/2021	Business Card	Vendor	Outstanding	\$697.40

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Number	Date	Description	Check Type	Status	
53086	7/29/2021	Cdw Government	Vendor	Outstanding	\$2,144.56
53087	7/29/2021	ETAIROS HVAC	Vendor	Outstanding	\$632.86
53088	7/29/2021	Evan-Moor	Vendor	Outstanding	\$899.70
53089	7/29/2021	Gibson County Federal Accounts	Vendor	Outstanding	\$425,307.00
53090	7/29/2021	Gibson County Food Service	Vendor	Outstanding	\$169,981.15
53091	7/29/2021	J.C. Educational Supply	Vendor	Outstanding	\$20,972.00
53092	7/29/2021	J.D.Distributors, Inc.	Vendor	Outstanding	\$3,326.75
53093	7/29/2021	Tap Industries, Inc.	Vendor	Outstanding	\$5,595.00
53094	7/29/2021	Tennessee Tractor, Llc	Vendor	Outstanding	\$18,750.00
53095	7/29/2021	Veritiv	Vendor	Outstanding	\$20,764.80
53096	7/29/2021	Washington Music Center	Vendor	Outstanding	\$1,659.80
53097	7/29/2021	West Tennessee Communications	Vendor	Outstanding	\$2,972.89
53098	7/29/2021	Usable Life Insurance	Vendor	Outstanding	\$1,563.75
53098	7/29/2021	Usable Life Insurance	Vendor	Void	\$1,563.75
53099	7/29/2021	Usable Life Insurance	Vendor	Void	\$1,563.75
53099	7/29/2021	Alford's Tire Center	Vendor	Outstanding	\$22.00
53100	7/29/2021	Business Card	Vendor	Outstanding	\$426.49
53101	7/29/2021	Cantrell Construction Company	Vendor	Outstanding	\$89,200.00
53102	7/29/2021	Cev Multimedia	Vendor	Outstanding	\$9,250.00
53103	7/29/2021	Mccoy's Heating And Air, Inc.	Vendor	Outstanding	\$3,550.00
53104	7/29/2021	Verizon Wireless	Vendor	Outstanding	\$794.59
53105	7/30/2021	Business Card	Vendor	Outstanding	\$106.85
53106	7/30/2021	PESG FACILITY SERVICES GROUP, LLC	Vendor	Outstanding	\$80,995.41
53107	7/30/2021	Tn Dept Of Labor & Workforce Development	Vendor	Outstanding	\$60.00

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Number Date Description Check Type Status

Totals for Vendor
Number of Checks: 247
Total Checks: \$1,600,961.25
Reconciled Checks: \$0.00
Outstanding Checks: \$1,474,286.87
Void Checks: \$126,674.38

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GL Account: 141- -11130

Account Number: 000000200379

Totals for 141- -11130

Number of Checks:	247
Total Checks:	\$1,600,961.25
Reconciled Checks:	\$0.00
Outstanding Checks:	\$1,474,286.87
Void Checks:	\$126,674.38

Gibson County Special Schools
Bank Account Check Listing By Date

Run At: 8/2/2021 10:39 AM
Run By: Amy Santaniello
Page 12 of 12

Bank Account: Farmers And Merchants Bank (Fund 141 Vendor) Account Number: 000000200379

Grand Totals

Number of Checks:	247
Total Checks:	\$1,600,961.25
Reconciled Checks:	\$0.00
Outstanding Checks:	\$1,474,286.87
Void Checks:	\$126,674.38

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
40130	Cir Clk/Clk & Master Collections-Pr Yr	50,000.00	0.00	0.00%	4,166.67	0.00	0.00%
40162	Payments In Lieu Of Taxes-Local	83,000.00	(1,104.39)	1.33%	6,916.67	(1,104.39)	15.97%
40210	Local Option Sales Tax	3,300,000.00	0.00	0.00%	275,000.00	0.00	0.00%
40350	Interstate Telecommunications Tax	20,000.00	0.00	0.00%	1,666.67	0.00	0.00%
40610	Current Property Tax	6,892,000.00	0.00	0.00%	574,333.33	0.00	0.00%
40620	Prior Year's Property Tax	165,000.00	0.00	0.00%	13,750.00	0.00	0.00%
40630	Interest And Penalty	20,000.00	0.00	0.00%	1,666.67	0.00	0.00%
41110	Marriage Licenses	900.00	0.00	0.00%	75.00	0.00	0.00%
43570	Receipts From Individual Schools	65,000.00	0.00	0.00%	5,416.67	0.00	0.00%
43990	Other Charges For Services	0.00	(1,589.02)	0.00%	0.00	(1,589.02)	0.00%
44110	Investment Income	20,000.00	(1,027.09)	5.14%	1,666.67	(1,027.09)	61.63%
46511	Basic Education Program	23,661,000.00	0.00	0.00%	1,971,750.00	0.00	0.00%
46515	Early Childhood Education	412,187.00	0.00	0.00%	34,348.92	0.00	0.00%
46590	Other State Education Funds	564,535.00	0.00	0.00%	47,044.58	0.00	0.00%
46610	Career Ladder Program	45,500.00	0.00	0.00%	3,791.67	0.00	0.00%
	Total Revenues	35,299,122.00	(3,720.50)	0.01%	2,941,593.50	(3,720.50)	0.13%
Expenditures							
71100	Regular Instruction Program	(15,468,504.76)	93,868.83	0.61%	(1,289,042.06)	93,868.83	7.28%
71200	Special Education Program	(2,064,051.80)	1,235.99	0.06%	(172,004.32)	1,235.99	0.72%
71300	Career and Technical Education	(1,172,473.02)	23,136.98	1.97%	(97,706.09)	23,136.98	23.68%
72110	Attendance	(76,503.22)	5,997.90	7.84%	(6,375.27)	5,997.90	94.08%
72120	Health Services	(532,723.40)	8,923.46	1.68%	(44,393.62)	8,923.46	20.10%
72130	Other Student Support	(1,140,230.51)	61,834.00	5.42%	(95,019.21)	61,834.00	65.08%
72210	Regular Instruction Program	(1,256,962.37)	56,672.07	4.51%	(104,746.86)	56,672.07	54.10%
72220	Special Education Program	(285,589.50)	12,631.76	4.42%	(23,799.13)	12,631.76	53.08%
72230	Career and Technical Education	(5,000.00)	0.00	0.00%	(416.67)	0.00	0.00%
72250	EDUCATION TECHNOLOGY	(707,506.32)	82,477.55	11.66%	(58,958.86)	82,477.55	139.89%
72310	Board Of Education	(486,842.00)	169,385.00	34.79%	(40,570.17)	169,385.00	417.51%
72320	Office Of The Superintendent	(279,177.80)	22,302.76	7.99%	(23,264.82)	22,302.76	95.86%
72410	Office Of The Principal	(1,891,693.00)	101,768.86	5.38%	(157,641.08)	101,768.86	64.56%
72510	Fiscal Services	(242,994.44)	41,854.91	17.22%	(20,249.54)	41,854.91	206.70%
72610	Operation Of Plant	(2,212,694.00)	319,797.22	14.45%	(184,391.17)	319,797.22	173.43%
72620	Maintenance Of Plant	(759,149.59)	57,751.90	7.61%	(63,262.47)	57,751.90	91.29%
72710	Transportation	(1,191,263.80)	149,590.57	12.56%	(99,271.98)	149,590.57	150.69%
73400	Early Childhood Education	(412,187.00)	2,021.67	0.49%	(34,348.92)	2,021.67	5.89%
76100	Regular Capital Outlay	(517,881.47)	5,050.06	0.98%	(43,156.79)	5,050.06	11.70%
82130	Education	(3,077,502.00)	0.00	0.00%	(256,458.50)	0.00	0.00%

Template Name: LGC DEFINED -
 Created by: LGC

Gibson County Special Schools
 Summary Financial Statement
 July 2021

User:
 Date/Time:

Terry Cunningham
 8/5/2021 8:42 AM 16
 Page 2 of 2

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
82230	Education	(1,518,192.00)	0.00	0.00%	(126,516.00)	0.00	0.00%
	Total Expenditures	(35,299,122.00)	1,216,301.49	3.45%	(2,941,593.50)	1,216,301.49	41.35%
Total	141 General Purpose School	0.00	1,212,580.99	100.00%	0.00	1,212,580.99	0.00%

Date/Time: 8/9/2021 3:08 PM

Payments

Page 1 of 1

Payment Date	Payment Number	Vendor	Status	Payment Amount
7/15/2021	7045	Robert Norman	Paid	\$300.00
7/15/2021	7046	Southland Power Sports and Trailer Sales	Paid	\$6,099.00

Date/Time: 8/9/2021 3:09 PM

Payments

Page 1 of 1

Payment Date	Payment Number	Vendor	Status	Payment Amount
7/23/2021	7049	Sysaid Technologies	Paid	\$3,250.00
7/23/2021	7048	Rory Hinson	Paid	\$178.60

Date/Time: 8/9/2021 3:09 PM

Payments

Page 1 of 1

Payment Date	Payment Number	Vendor	Status	Payment Amount
7/28/2021	7050	Business Card	Paid	\$47.98
7/28/2021	7051	Business Card	Paid	\$506.88
7/28/2021	7053	West Tn Cte Directors	Paid	\$100.00
7/28/2021	7052	Ets	Paid	\$165.00

	A	B	C	D	E	F
1	Monthly Work Order Recap					
2	Period: July 6 through August 2					
3						
4			Beginning of Month	New	Closed	End of Month
5	Technology	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
6		Jamie Barr	6	38	9	35
7		Kary Parchman	15	1	2	14
8		Shawn Hampton	6	14	11	9
9		Alisha Owens	0	1	1	0
10		Anthony Bogue	13	0	4	9
11						
12	Grand Totals		40	54	27	67
13						
14						
15			Beginning of Month	New	Closed	End of Month
16	Maintenance	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
17		Charles Salles	66	22	10	78
18		Travis Hendrix	0	1	1	0
19		Mark Robinson	1	9	9	1
20		Caleb Black	0	5	5	0
21		Ted Bauman	0	10	10	0
22						
23	Grand Totals		67	47	35	79
24						
25						
26	Notes :					
27	1. Assigned To : The person who was assigned the work order.					
28	2. Beginning of the Month Work Orders : The number of work orders open for the Assigned To for time frame selected.					
29	3. New Work Orders : New work orders received by the Assigned To during the time frame selected.					
30	4. Closed Work Orders : Closed work orders closed by the Assigned To during the time frame selected.					
31	5. End of Month Open Work Orders : Work orders still open for the Assigned To for the time frame selected.					

Gibson County Special School District
Board of Trustees
Regular Called Meeting
Gibson County High School Library
July 8, 2021

Mr. Charles Scott, Board Vice-Chairman, called the meeting to order. Members present were Scott Ball, Benny Boals, John Campbell, Treva Maitland, Charles Scott and Eddie Watkins. Tom Lannom was the only member absent. Mr. Watkins led in the Pledge of Allegiance. A motion was made by Mr. Watkins to approve the amended agenda, with a second by Mrs. Maitland. *Motion passed.* A motion was made by Mr. Watkins to approve the consent agenda, with a second by Mr. Boals. *Motion passed.* Mark Johnson was present as legal counsel.

PUBLIC COMMENT: None

RECOGNITION: None

REGULAR AGENDA

Grants Update

Mrs. Anessa Ladd, Grant Writer, gave a summary of the grants received and services rendered in the 2020-2021 school year.

21 Century Grant Program served students in Rutherford, Dyer, and Yorkville schools with a total of 125 students in-person. During COVID-19 rotating A/B schedule, Monday & Wednesday, and Tuesday & Thursday, during the hours of 3:00 – 5:00 pm. They observed social distancing and wore masks. With fewer participates there was a lower ratio1 teacher to 10 students. Spring program included a morning program. Mrs. Ladd stated most afterschool programs across the state did not have in-person activities. We were fortunate to be able to meet in-person with students within the district.

SRAE also known as the Absentness Grant awarded \$100,000. Jonathan Baine teaches this class to 1226 students in grades Fifth – Ninth. Ms. Megan Sanford has joined the grant staff last year, with a degree in social work and experience with the Department of Children Services. She held 56 small groups of students helping Mr. Baine with this grant. Mrs. Ladd bragged on how Ms. Sanford assisting several families' having issues with children and teenagers. Her social work background has been an asset in the grant program.

FEMA Grant is finally closed at Rutherford School. The FEMA grant for Spring Hill had filed an extension request on 5-20-2021 and approved on 7-1-2021.

Music Grant was for 3 years, this being the first year. It paid for private lessons, instruments, & coral for 21 students who would not have had that opportunity. Sixteen student instruments were purchased and five coral. Rock bands established in both high schools and Rutherford 5th grade. Instruments purchased with the cost of \$18,563. Online & classroom curriculum purchased. Zoom recorders were used for All West Band Tryouts and used the new cameras. We had the highest number of students chosen at SGCMS for this team. Virtual concerts and six PA systems were purchased to assist with concerts and the rock bands.

Innovative High Schools Grant is a consortium of three school districts, Trenton Special School District, Milan Special School District and Gibson County Special School District. This grant is a \$1.48 million endowment that re-imagines space, partnership, and modes of learning. Several positions have been added, Project Director (which the districts share), Career Advising Specialists (1 per district), Work Support Coaches (1 per high school), Teacher Support Coaches and Teacher Externships. This program will add equipment: labs with industry certificates, forklifts, punch press, EKG Machine, and IV kits. Students can come to school or take on-line classes and work the last half of the school day. This will help students be work force ready when they graduate from high school. *Information.*

Forklift Bids

Mr. Rory Hinson, CTE Director, presented bids to the Board to purchase forklifts for the new Innovative High School Grant. The includes three sitting and three standing forklifts for the three districts involved in the grant, Trenton Special School District, Milan Special School District and GCSSD. Delta Material Handling bids were for these six forklifts for a total of \$81,000. A motion was made by Mr. Boals and seconded by Mr. Ball to approve the bid for six forklifts from Delta Materials Handling for the cost of \$81,000. *Motion passed.*

School Bus Bids

Mr. Cunningham presented the bus bids for one new 78-passenger Blue Bird Transit Bus for the upcoming school year to replace a bus that is coming offline. The cost of the bus is \$99,343.00. This will be purchased under the State Contract Bid. A motion was made by Mr. Boals and seconded by Mr. Watkins to purchase a 78-passenger Blue Bird Transit Bus at the cost of \$99,343.00. *Motion passed.*

FEMA Safe Space Phase II***

Mr. Cunningham receive email this afternoon that authorized Phase II for FEMA Safe Space at Spring Hill School. This phase is the construction part. It will be added on to the back of the school. It is 1,200 – 1,300 square feet and if cost is the same it will run \$540,000 with the district's part at the cost of \$68,000. This grant expires in June 2022 and will have to file an extension for completion. This safe space is not only for the students during unstable weather but also for community usage. A motion was made by Mrs. Maitland and seconded by Mr. Ball to process with this grant project on phase II. *Motion passed.*

Vehicle Purchase***

Mr. Cunningham is requesting to purchase an additional vehicle to assist the nursing department from the ELC Grant. A motion was made by Mr. Ball and seconded by Mr. Watkins to approve the purchase of a vehicle to assist nursing department from the ELC Grant and amend the budget. *Motion passed.*

Athletic Practice Policy Approval

Mr. Pruett presented the Athletic Practice Policy for annual approval. It states “There will be NO athletic practice during the seven hours of educational instruction in the school day. The only expectations would be high school sports”. A motion was made by Mr. Campbell and seconded by Mr. Boals to approve the Athletic Practice Policy. *Motion passed.*

Election of GCSSD Board Attorney

Mr. Pruett recommended to retain Judge Mark Johnson’s legal services for the school district for a period of one year. This is an annual renewal position. A motion was made by Mr. Campbell and seconded by Mr. Scott to retain Judge Johnson’s legal services for the school district for the school for the 2021-2022 school year. *Motion passed.*

Additional SPED Assistant***

Mr. Pruett requested approval to hire an additional assistant for a special education student for the upcoming school year, at the location of South Gibson County Elementary School. A motion was made by Mr. Watkins and seconded by Mr. Lannom to hire an additional Special Education assistant for a student at SGCES. *Motion passed.*

Director’s Report

Mr. Pruett reported that summer camps went great with masks being optional. He recommends that the Board approve starting the 2021-2022 school year with masks being optional. The district will still follow guidelines and quarantines set by the Center for Disease Control and the Tennessee Department of Health. A motion was made by Mr. Campbell and seconded by Mrs. Maitland to make masks optional this school year. *Motion passed.*

Mr. Scott made the motion to adjourn.

Date Received in the District Office _____

Board Approval Date _____

Over Night Trip Yes No

**FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT**

School Gibson County High School Date of Request _____

Teacher Joseph Agee Class Marching Band

Number of Students Involved ~80 Cost Per Student \$5-\$10 for food \$30 For All 3 Days Total.

Date of Trip 10/29/21-10/31/21 Alternate Date NA

Number of Buses Needed 3 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators 0 Teachers 2 Teacher Assistant _____
Parents ~25 Others 5 staff

Destination: Murfreesboro and Smyrna, TN

Time of Departure: ~4:30 p.m. (10/29) Time of Return: ~5:00 p.m. (10/31)

Purpose of the Trip: To compete in the Tennessee Division I State

Band Competition

Field Trip Activities: Warm-Up, Preliminary Performance, Finals

Performance, Awards Ceremony

ATTACH LESSON PLAN FOR FOLLOW-UP.

(This must be included for field trip to be approved.)

Approved Disapproved Principal James M. [Signature] Date 7/29/21

Approved Disapproved Supervisor [Signature] Date 7/30/21

Approved Disapproved Director of Schools Eddie Pruett Date 7/30/21

***** ALL OVERNIGHT FIELD TRIPS WITH AN ATTACHED AGENDA MUST BE BOARD APPROVED.
FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST
DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.**

Eddie Pruett

**FIELD TRIP REQUEST
GIBSON COUNTY SPECIAL SCHOOL DISTRICT**

School Gibson County High School Date of Request _____

Teacher L. Norman Class FFA

Number of Students Involved 8 Cost Per Student \$250-\$300

Date of Trip 10/26-10/29 Alternate Date _____

Number of Buses Needed 1 Is Handicap bus required? YES NO

Has the Transportation Supervisor been contacted? YES NO

Personal Vehicles being used? YES NO

Proof of vehicle liability insurance on file at School? YES NO

Has the Cafeteria been contracted? YES NO

Has School Nurse been notified of Field Trip? YES NO

Total Number of Chaperones: Administrators _____ Teachers 2 Teacher Assistant _____
Parents _____ Others _____

Destination: Indianapolis, IN National FFA Convention

Time of Departure: 10/26 1:30pm Time of Return: 10/29 10pm

Purpose of the Trip: To attend leadership training sessions and workshops.
To honor our American FFA Degree Recipient.

Field Trip Activities: Attend sessions and workshops hosted by the National FFA. We will also
tour the college and career expo. Providing there is time in the schedule we will tour Fair Oaks Farm.


ATTACH LESSON PLAN FOR FOLLOW-UP.
(This must be included for field trip to be approved.)
Approved Disapproved _____ Principal James M. Dyf Date 8/9/21
Approved Disapproved _____ Supervisor [Signature] Date 8/9/21
Approved Disapproved _____ Director of Schools Eddie Pruett Date 8/9/21

***** ALL OVERNIGHT FIELD TRIPS WITH AN ATTACHED AGENDA MUST BE BOARD APPROVED.
FIELD TRIP REQUESTS MUST BE IN THE DISTRICT OFFICE BY THE 1ST
DAY OF THE MONTH IN ORDER TO BE PLACED ON THE CONSENT AGENDA.
REGULAR BOARD MEETINGS ARE HELD THE SECOND THURSDAY OF EACH MONTH.**

Eddie Pruett



**GCSSD School Reopening Plan
2021-2022 SY**

	Level 1	Level 2	Level 3	Level 4
Instruction	<ul style="list-style-type: none"> All learning will take place at home. K-12 online learning will be done through GCSSD digital learning platform. 	<ul style="list-style-type: none"> K-12 classes will be on alternating A/B schedule. Parents will be given A/B assignments if the district transitions to level 2. 	<ul style="list-style-type: none"> Classes will be offered in traditional classroom setting. Students will follow a normal schedule. 	<ul style="list-style-type: none"> Classes will be offered in the traditional classroom setting. Students will follow a normal schedule.
Cleaning	<ul style="list-style-type: none"> All learning will take place at home. Buildings will be disinfected. 	<ul style="list-style-type: none"> Frequently touched surfaces will be cleaned between transitions. Shared objects will be cleaned between transitions (to the extent possible). Multiple hand sanitizer stations are available. 	<ul style="list-style-type: none"> Clean/disinfect touched surfaces daily. Clean/disinfect shared objects to the extent possible. 	<ul style="list-style-type: none"> Daily cleaning/disinfecting will continue.
Face Masks	<ul style="list-style-type: none"> All learning will take place at home. 	<ul style="list-style-type: none"> Face masks are recommended for everyone. Students may bring their own face masks or one will be provided if needed. 	<ul style="list-style-type: none"> Face masks are recommended but optional for everyone. Students may bring their own face masks or one will be provided if needed. 	<ul style="list-style-type: none"> Face masks are recommended but optional for everyone
Meal Service	<ul style="list-style-type: none"> All learning will take place at home. Meal pick-up and delivery will be available. 	<ul style="list-style-type: none"> K-12 will eat in the cafeteria with social distancing and utilization of additional spaces as needed. Meal pick-up/delivery will be available. 	<ul style="list-style-type: none"> School will be in session with no restrictions. 	<ul style="list-style-type: none"> School will be in session with no restrictions.
Transportation	<ul style="list-style-type: none"> All learning will take place at home. 	<ul style="list-style-type: none"> Buses will pick up students for A/B schedule. Buses will be cleaned/disinfected after each route. 	<ul style="list-style-type: none"> Buses will run at 100% capacity. 	<ul style="list-style-type: none"> School will be in session with no restrictions.

The CDC and Tennessee Department of Health guidelines could be updated at any time, which could result in a change in level or changes in the plan.

A/B Schedule:

Students will either attend Monday/Wednesday or Tuesday/Thursday. Friday will be used as Flex Fridays and students will be notified a week ahead of time if they are required to attend. Consideration will be given to siblings when determining A/B days.

*Water fountains will be turned off during levels 1-2. Students are encouraged to bring water bottles from home.

**While school is in session, visitors will be restricted during levels 1-2 for the safety of our students.



COVID-19 Operating Guide

FRAMEWORK AND PROTOCOLS FOR
GIBSON COUNTY SPECIAL SCHOOL DISTRICT 2021-22SY



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Academics	Level 1	Level 2	Level 3	Level 4 ²⁹
Learning Spaces	<ul style="list-style-type: none"> All learning will take place at home. 	<ul style="list-style-type: none"> Classrooms will be at half capacity allowing for social distancing. Tables and desks will be spaced out as much as possible to ensure social distancing. Items with fabric surfaces such as carpets, pillows, sofas, etc. will be removed. Storage will be provided for items that must be removed. Prior to school starting, walkthroughs of classrooms will be done by administration. 	<ul style="list-style-type: none"> Rooms will be rearranged to maximize space for social distancing. This may include removal of unnecessary items. Tables and desks will be spaced out as much as possible to ensure social distancing. Items with fabric surfaces such as carpets, pillows, sofas, etc. will be removed. Storage will be provided for items that must be removed. Prior to school starting, walkthroughs of classrooms will be done by administration 	<ul style="list-style-type: none"> All learning will take place in a traditional classroom setting.
Materials	<ul style="list-style-type: none"> When transitioning to distance learning, students will take supplies home. Additional materials will be sent electronically using the Learning Management System (LMS). Materials will be available during meal pick up. Additionally, pick up and drop off times will be established at schools if permissible based on CDC guidelines. Learning packets can be mailed/delivered, if needed. A limited supply of computers will be available for checkout for students participating in distance learning. (See Technology Appendix.) 	<ul style="list-style-type: none"> Procedures must be in place for handling materials to minimize contact among students. (Examples: passing out and collecting papers and materials, lunch count, supplies for group work, etc.) Textbooks and paper materials can be used. Covers of textbooks will be wiped down between uses. Students will have individual manipulatives. Manipulatives will be cleaned after each use. Desks and common areas in the classroom will be cleaned before or after each transition. Procedures will be developed at each school. Each student will keep his/her supplies in an individual plastic container. No common/shared supply containers will be available. 	<ul style="list-style-type: none"> Procedures must be in place for handling materials to minimize contact among students. (Examples: passing out and collecting papers and materials, lunch count, supplies for group work, etc.) Textbooks and paper materials can be used. Covers of shared textbooks will be wiped down. Where possible, assign students individual manipulatives. Shared manipulatives should be cleaned daily. Desks and common areas in the classroom should be cleaned daily. Each student will keep his/her supplies in an individual plastic container. No common/shared supply containers will be available. A limited supply of computers will be available for checkout 	<ul style="list-style-type: none"> Teachers will follow typical procedures for material distribution.

Academics	Level 1	Level 2	Level 3	Level 4 ₃₀
			for students participating in distance learning. (See Technology Appendix.)	
Instructional Delivery	<ul style="list-style-type: none"> Teachers will use the Learning Management System (LMS) to communicate with students and parents. Teachers will provide parents with contact information and be available for set office hours. Teachers will assess work to determine mastery of content and assign grades. The number of grades collected will be consistent with school board policy. Timely feedback will be provided. Missing assignments can result in a grade of zero. Teachers will make a personal contact with students at least once a week. Teachers will check and respond to emails during regular school hours. Teachers will participate in grade level and/or content area collaboration 	<ul style="list-style-type: none"> Teachers will continue to provide instruction for students required to quarantine due to Covid-19 or other illnesses that require students to be absent for an extended time. Teachers will assess student work to determine mastery of assigned lessons and assign grades. The number of grades collected will be consistent with school board policy. Timely feedback will be provided. Missing assignments can result in a grade of zero. Teachers will make a personal contact with distance learning students at least once a week. <p>Plan for Pre-K, Dyer, Gibson County High School, Rutherford, and all South Gibson County Schools</p> <ul style="list-style-type: none"> During this time, we will move to a half 	<ul style="list-style-type: none"> Small group instruction and learning stations are allowed with precautions for short time periods. Teachers will continue using the Learning Management System (LMS) during school. Teachers will continue to provide instruction for students required to quarantine due to Covid-19 or other illnesses that require students to be absent for an extended time. Teachers will assess student work to determine mastery of content and assign grades. The number of grades collected will be consistent with school board policy. Timely feedback will be provided. Missing assignments can result in a grade of zero. <p>Remediation/Intervention</p> <ul style="list-style-type: none"> Data from diagnostics and benchmark assessments will be used to determine areas of need. Students in intense need of remediation will have the 	<ul style="list-style-type: none"> Teachers will deliver classroom instruction using best practices.

Academics	Level 1	Level 2	Level 3	Level 4 ₃₁
	<p>weekly. This time will be used for content planning and to ensure equitable lessons are provided for all students.</p> <ul style="list-style-type: none"> Teachers will provide daily lessons for each subject. 	<p>capacity model to allow for smaller groups.</p> <ul style="list-style-type: none"> Students will be assigned to attend on an alternating schedule in Group A on Mondays and Wednesdays or Group B on Tuesdays and Thursdays. Local teachers will work with administrators to assign students to their groups during PD week. Parents will be notified during the first week of school of their child’s designated days. Students will have at home tasks to complete on days they do not attend. We will have Flex Fridays. Students who need additional remediation or enrichment may be assigned to come. (See subheading below for more information.) Teachers will use the Learning Management System (LMS) to communicate with students and parents any additional tasks for days they do not attend in person. <p>Plan for Kenton, Spring Hill, and Yorkville</p> <ul style="list-style-type: none"> In schools where class sizes do not exceed capacity guidelines, students will attend Monday through Thursday. We will have Flex Fridays. Students who need additional remediation or enrichment may be assigned to come. (See subheading below for more information.) Teachers will use the Learning Management 	<p>opportunity to attend before school, after school, and/or summer school sessions.</p> <ul style="list-style-type: none"> Consider maximizing the time before school to work with students who arrive early and are usually waiting in “early gym” for school to start. 	

Academics	Level 1	Level 2	Level 3	Level 4 <small>32</small>
		<p>System (LMS) to communicate with students and parents any additional tasks for days they do not attend in person.</p> <p>Flex Fridays</p> <ul style="list-style-type: none"> • Students will be assigned to attend on designated Fridays based on instructional data. • Parents will be notified at least one week in advance if their child(ren) are assigned to attend. • For scheduling purposes, a list of students expected to attend will be shared with administrators and appropriate team members a week in advance. • Teachers will work with small group(s) of students for ½ day. The other ½ will be used for planning distance learning instruction and making student contacts. • Students will rotate to other teachers throughout the day. • Activity teachers will help by providing remediation, intervention, or enrichment activities. • Educational assistants will also provide instruction and facilitate small groups. 		

Meals	Level 1	Level 2 & 3	Level 4 33
<p>Meal Service</p>	<p>School buildings are closed with full distance learning.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Identify ways to communicate meal availability to families. • Provide an online student pre-order breakfast/lunch form. • Meals will be made available for pick-up at school locations and/or off-site deliveries utilizing school bus transportation. • Utilize support staff and teachers not responsible in virtual teaching to assist in meal prep and distribution. • Provide appropriate food safety training to the non-food service employees assisting with meal service. • Provide appropriate PPE to participating staff. • Practice social distancing protocols to the greatest extent practicable when preparing and distributing meals. • Follow proper food safety procedures for preparation and distribution of meals. • Provide families with clear instructions on keeping food safe prior to consumption. • Frequently disinfect surfaces repeatedly touched during meal prep and distribution. 	<p>School is in session offering in person learning that includes a blended approach with some distance learning.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Allow student hand washing before and after meal service. • Teachers poll/collect student meal orders in classroom and send results to the cafeteria manager via email, Google Docs, SharePoint, etc. • Discontinue self-service lines that require students to use common utensils or dispensers. • Utilize disposable plates, utensils, etc. when staff is unable to assemble student trays including silverware and condiments. • Discontinue use of share tables. • Communicate contactless payments to parents to reduce physical cash handling with students at the point of sale. • Designate meal entrance and exit doors to reduce face to face exposure. • Insert physical barrier, such as plexiglass, for protection at the point of sale. • Implement social distancing protocols for meal pick up including the use of floor decals for spacing. • Arrange cafeteria seating to promote social distancing with consideration to a pattern that prevents face to face interaction. If not feasible, extend seating areas to classrooms or outside areas when weather permits. • Nonessential cafeteria visitors are restricted. • Keep homerooms/grade groupings together during meal service to limit mixing of cohort groups. • Increase frequency of cleaning and disinfecting high-touch surfaces in the serving line and cafeteria areas throughout meal service times. • Conduct temperature checks for all staff upon arrival. <p><u>Alternative Meal Service Methods:</u></p> <ul style="list-style-type: none"> • Breakfast /Lunch will be eaten in the classroom. <ul style="list-style-type: none"> ○ Students may pick up in café and take to class. ○ Staff could deliver to classroom. 	<p>School resumes normally.</p> <p>District/School Considerations:</p> <ul style="list-style-type: none"> • Normal standard operating procedures are in place while taking preventive measures such as: <ul style="list-style-type: none"> ○ High-touch surfaces in the serving line and cafeteria areas will be disinfected frequently. ○ Hand washing will be done before and after meal service.

Meals	Level 1	Level 2 & 3	Level 4 34
		<ul style="list-style-type: none"> ○ Stations could be set up in hallways or entry point areas for quick pick up. ● Meals will be eaten in cafeteria with accommodations. <ul style="list-style-type: none"> ○ Seating will be spaced. ○ Social distancing protocol will be in place in serving area. ○ Homerooms/grade levels have assigned eating areas. ○ Meal times will be staggered. ● Meals may be available for take home or home delivery. This could include: <ul style="list-style-type: none"> ○ “Grab-n-Go” meals could be picked up by students. ○ Curb side pickup will be available at school location. ○ Meals will be delivered utilizing school buses. 	

Operations	Level 1	Level 2 & 3	Level 4 35
Practicing Prevention	<ul style="list-style-type: none"> Use social media and other communications to inform parents, students and staff about COVID-19 symptoms, preventative measures, good hygiene and school/district specific protocols. Encourage COVID-19 testing. 	<ul style="list-style-type: none"> Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings. Provide hand soap and hand sanitizer, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas. Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19, symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. Clean/disinfect frequently touched surfaces at least daily and shared objects after each use. Masks and other appropriate PPE for staff will be available and encouraged but not required. Allow students and staff to bring hand sanitizer and face masks/coverings from home. Masks are encouraged but not required for students. Take steps to ensure all water systems and features are safe. (Level 2 only) Turn off water fountains and allow students and staff to bring water bottles from home. PESG staff will conduct deep cleaning of schools prior to students/staff returning; additional cleanings will be scheduled as necessary. GCSSD Staff will assist with additional daily cleaning to the extent practical. 	<ul style="list-style-type: none"> School will return to a normal schedule. Continue to reinforce good hygiene measures.
Entering School Buildings	<p>School buildings are closed; district will require only that essential staff report in-person to carry out functions that are absolutely necessary.</p> <ul style="list-style-type: none"> District/school leaders must remain vigilant and purposeful as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements. District/school leaders should leverage virtual tools and 	<ul style="list-style-type: none"> Mark spaced lines to enter the building and designate entrance and exit flow paths. Establish a protocol for visitors to include screening procedures, procedures for entering the building (such as calling front office) optional use of face coverings/masks, etc. Restrict nonessential visitors and volunteers. Individual schools will establish a protocol for student pick up and drop off such as staggered entry and release (by grade, class, or bus numbers), marked spacing for pick up, etc. 	School resumes as normal

	<p>platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures.</p>		<p>36</p>
<p>Transitioning</p>	<p>School buildings are closed.</p>	<ul style="list-style-type: none"> • Limit mixing between groups to the extent practicable. • For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Provide additional time for transitions. ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students. ○ Plan staggered class changes to decrease number of students in hallways at one time (Ex: by hall, odd/even room numbers, grade or discipline). 	<p>School resumes as normal</p>

<p>Conducting Large Group Gatherings</p>	<p>School buildings are closed.</p>	<ul style="list-style-type: none"> • Discourage the congregation of students in parking lots and common areas. • Stagger the schedule for large group gatherings (i.e. recess and school meals). • Handwashing before and after large group gatherings (i.e. recess and school meals). • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing. • Follow TSSAA/State guidelines for sporting events and practices. 	<p>School resumes as normal</p>
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Protecting Vulnerable Populations	School buildings are closed.	<ul style="list-style-type: none"> • Adhere to FERPA and HIPAA requirements. • Adhere to state and federal employment law and extended leave allowances. 	School resumes as normal 38
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Protocol for Schools Assisting Public Health with Close Contact Identification for COVID-19

Student or staff with **POSITIVE TEST¹** for novel coronavirus or designated as a “Probable Case” by Public Health
 Immediately exclude positive student or staff from school for full isolation period.
 Exclude household contacts² for duration of quarantine as determined by public health.

Work quickly to identify close contacts:
 Students/staff within 6 feet of a case for a cumulative total of ≥ 15 minutes over a 24-hour period.
 Exposure period to consider is any time from 48 hours before through 10 days after symptom onset or positive test result if case is without symptoms.

Districts may assist by **immediately** notifying their local health department and providing a list of identified close contacts.

Schools **MAY** exclude students or staff at their discretion.
 The Health Department makes official decisions regarding which students or staff require isolation or quarantine.
 Districts may consider sending parents letters and handouts available on the [TDH Education Resource Page](http://www.tn.gov/health/cedep/ncov/educational-resources.html).
www.tn.gov/health/cedep/ncov/educational-resources.html

Student or staff with positive¹ test will be instructed by public health to isolate at home. They may return to school after a minimum 10-day isolation³ from symptom onset (or date of positive test, if no symptoms) **AND** no fever for ≥ 24 hours (without fever reducing medication) **AND** improved symptoms.
 Individuals determined to be close contacts will be instructed by public health to quarantine at home. Excludes those within 90 days of testing positive for COVID-19 **or** who are fully vaccinated⁴ **and** without symptoms.
 Options for quarantine include:
 10 days (return to school on day 11) from last contact with case if without symptoms (no testing required).
 7 days (return to school on day 8) from last contact with case if without symptoms and test¹ obtained after day 5 is negative.
 Mask use, physical distancing, and daily symptom monitoring is important through day 14.
 See www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html

CONSIDER

Classroom contacts within 6 feet in the front, side, and back of student

Lunch contacts within 6 feet for a cumulative total of ≥ 15 minutes over a 24hr period

Free period contacts within 6 feet for a cumulative total of ≥ 15 minutes over a 24hr period

Transportation contacts within 6 feet for a cumulative total of ≥ 15 minutes over a 24hr period

Sports team or extracurricular contacts within 6 feet in the front, side, and back of student

¹ **Test** refers to SARS-CoV-2 PCR or rapid antigen test (NOT antibody).
² Quarantine for household contacts extends beyond last exposure to COVID case for duration of selected quarantine option.
³ Immunocompromised individuals or those with severe illness may require isolation of up to 20 days. CDC guidance: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>
⁴ Fully vaccinated = ≥ 2 weeks following receipt of either the second dose in a 2-dose series or receipt of one dose of a single-dose vaccine.

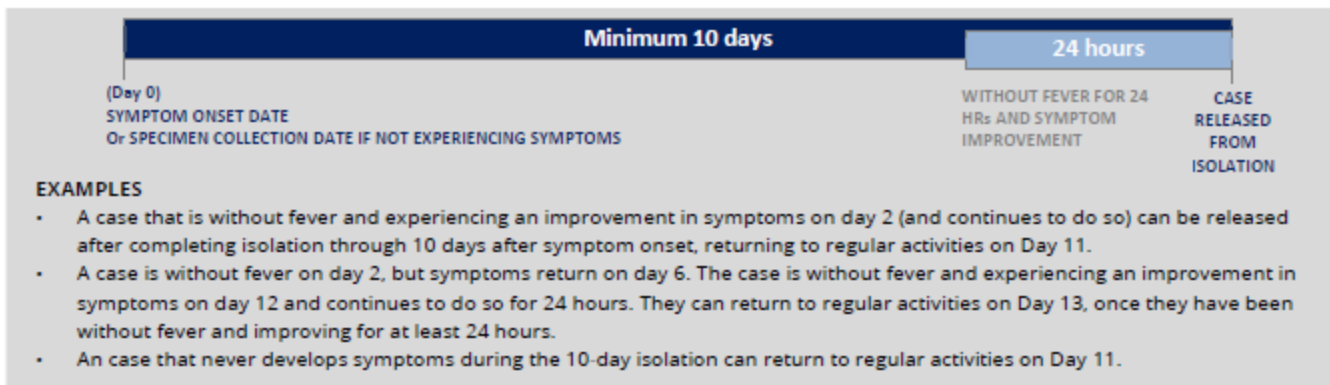
CASES

Must be isolated for a **minimum** of 10 days after onset and can be released after they are without fever for 24 hours (without fever-reducing medication) and show improvement in symptoms. Some severely ill patients will need to be isolated for at least 20 days.

Cases without symptoms must be isolated through 10 days after their specimen collection date.

Notes:

- Lingering cough should not prevent a case from being released from isolation.
- If a follow-up PCR test is positive, cases do not need to re-enter isolation as long as they have completed the minimum 10-day isolation and had symptom resolution for a minimum of 24 hours.
- If a case has been released from isolation and symptoms return, individuals do not need to re-enter isolation as long as they have completed the minimum 10-day isolation and had symptom resolution for a minimum of 24 hours.



PREVIOUS CASES: Anyone who has had close contact with someone with COVID-19 and who meets the following criteria does **NOT** need to quarantine.

- Has COVID-19 illness within the previous 3 months **and**
- Has recovered **and**
- Remains without COVID-19 symptoms (for example, cough, shortness of breath)

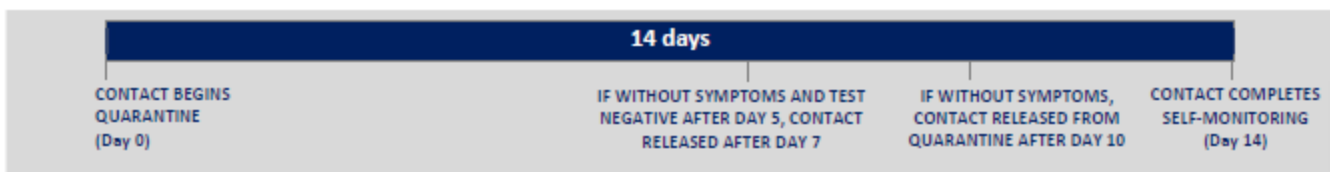
NON-HOUSEHOLD CONTACTS

Non-household contacts must be quarantined after exposure* to a case, regardless of whether the case was symptomatic. TDH and CDC recommend a 14-day quarantine. Acceptable alternatives to a 14-day quarantine include:

- after Day 10 (returning to regular activities on Day 11) without testing if the contact does not have symptoms.
- after Day 7 (returning to regular activities on Day 8) if the contact does not have symptoms and if they test negative by a PCR or antigen test collected after Day 5.

Continue to self-monitor for symptoms and wear a face mask through Day 14. Mask wearing is especially important through day 14 and should continue beyond your quarantine period.

*Exposure means contact with a case during the time period beginning two days prior to case's symptom onset (or specimen collection date if case never experiences symptoms) through the end of the case's isolation period.





HOUSEHOLD CONTACTS

A household contact is an individual who shares any living spaces with a case. This includes bedrooms, bathrooms, living rooms, kitchens, etc. Household contacts must be quarantined after exposure to a case, regardless of whether the case is symptomatic.

When does quarantine start?

Household contacts must quarantine as long as they are exposed to the case, and for a 7-14 day period beyond their last exposure.

If the contact can separate from the case within the home, then they are considered no longer exposed. Separation must include:

- The case must never be in the same room as household members.
- The case cannot share plates, cups, dishes or phones with household members.
- The case should have their own bathroom. If that isn't possible, the household must conduct daily cleaning.

If the contact cannot separate from the case within the home, the contact must quarantine for the case's (minimum) 10-day isolation period plus an additional 7-14 days.

When does quarantine end?

Once exposure is no longer occurring (either the case has completed their 10-day isolation or the case and contact have separated within the home), then quarantine can end:

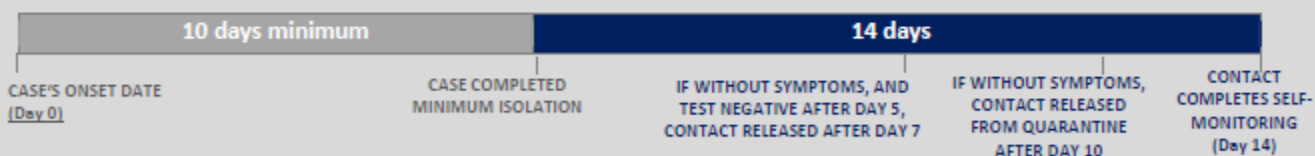
- after Day 14, as recommended by TDH and CDC
- after Day 10 (returning to regular activities on Day 11) without testing if the contact does not have symptoms.
- after Day 7 (returning to regular activities on Day 8) if the contact does not have symptoms and if they test negative by a PCR or antigen test after Day 5.

Contacts should continue to self-monitor for symptoms and wear a face mask through Day 14. Mask wearing is especially important through day 14 and should continue beyond the quarantine period.

If a household contact develops symptoms of COVID-19, they become a case. They should begin isolation as a case and consider getting tested.

Notes:

- Household contacts will often need to remain at home longer than the initial case.
- If a case has been released from isolation and symptoms return, household contacts do not need to restart the 10-day period as long as the case has completed the minimum 10-day isolation and had symptom resolution for a minimum of 24 hours.



EXAMPLES

- A case is without fever and experiencing an improvement in symptoms 2 days after symptom onset and continues to do so for 24 hours. The household contact must quarantine during the case's 10-day isolation period and must remain quarantined through 10 days after the end of the case's isolation (20 days total). The household contact can return to regular activities on Day 21.
- A case is without symptoms. The household contact must quarantine during the case's 10-day isolation period and must remain quarantined through 10 days after the end of the case's isolation (20 days total). The household contact can return to regular activities on Day 21.
- A case is without fever and experiencing an improvement in symptoms 12 days after symptom onset and continues to do so for 24 hours (day 13). The household contact must quarantine during the case's 13-day isolation period and must remain quarantined through 10 days after the case's isolation period ends (23 days total). The household contact can return to regular activities on Day 24.
- A case is able to isolate within the home. The household contact has no close contact with the case since they isolated. The household contact must quarantine through 10 days after last contact with the case. The household contact can return to regular activities Day 11 after last contact with the case.
- A household contact develops cough and fever during quarantine. They must now begin isolation as a case.

What Happens When A Case of COVID-19 Is Identified in My Child's School?

- Your child's school may elect to partially or completely close while close contacts (people who were within six feet for ≥ 15 minutes) of the sick person are identified and quarantined
- Your child's school should contact anyone who has been identified as a close contact to instruct them to quarantine at home for 14 days
- Your school should carefully clean areas that were exposed to the sick individual, according to CDC and EPA guidelines prior to re-opening the affected areas (<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>)

Will the Department of Health Contact Me?

- You may receive a call from a representative of the Department of Health if your child has been identified as a close contact of someone with COVID-19. They will explain quarantine guidance and answer your questions

What Are the Symptoms of COVID-19?

- Common symptoms include fever, cough, shortness of breath, diarrhea, abdominal pain and loss of smell or taste.
- If your child or anyone else in your family develops these symptoms, contact their medical provider

Should My Child Be Tested?

- Unless your child has symptoms of COVID-19, testing is not routinely recommended

Will My Child Get COVID-19?

- While the SARS-CoV-2 virus that causes COVID-19 does not cause illness in every person it infects, it is highly contagious.
- If your child is a close contact of someone with COVID-19, your child is at risk of getting sick for up to 14 days from the time of their last exposure to the person with COVID-19. Your child will also need to quarantine at home for that 14-day period
- If your child is not a close contact of someone with COVID-19, their chance of becoming ill is very low

Always Practice Healthy Habits

- Follow all the appropriate social distancing recommendations.
- Avoid being with the elderly and other individuals at high-risk for complications from COVID-19
- Wear a cloth face covering in public settings where other distancing measures are difficult to maintain
- Cover coughs and sneezes with your elbow or a tissue
- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand rub
- Clean and disinfect objects and surfaces regularly, including your phone

Learn More:

www.tn.gov/health/cedep/ncov

www.cdc.gov/coronavirus/2019-ncov

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

Support	Level 1	Level 2 & 3	Level 4
Mental & School Health	<ul style="list-style-type: none"> • COVID Talks will be done with students (informal check-in). <ul style="list-style-type: none"> ○ Support service form will be available online for students. Talks will be scheduled with those that completed form to express additional needs. ○ Talks will be scheduled for those identified as at-risk. ○ Porch visits will be done for identified students. • Publish proper health and hygiene practices using the TN DOE checklist and other CDC resources/videos via social media, LMS, and/or school websites. • Mental Health Coordinator to partner with school administrators and counselors to help through virtual services: <ul style="list-style-type: none"> ○ Develop and implement support plans for students identified throughout the year to address mental health first-aid. ○ Support classroom teachers in gaining a better understanding of possible impediments to learning that a student might have. ○ Identify students who need help, 	<ul style="list-style-type: none"> • COVID Talks will be done with students (informal check-in). <ul style="list-style-type: none"> ○ Support service form will be available online for students. Talks will be scheduled with those that completed form to express additional needs. ○ Talks will be scheduled for those identified as at-risk. • Teach proper health and hygiene practices using the TN DOE checklist and other CDC resources/videos. • Mental Health Coordinator to partner with school administrators and counselors to help: <ul style="list-style-type: none"> ○ Develop and implement support plans for identified students throughout the year to address mental health first-aid. ○ Support classroom teachers to gain a better understanding of possible impediments to learning that a student might have. ○ Identify students who need help and assess their needs along with a check-in/out system. ○ Provide information to students, parents, and school staff to help students adjust to the changes and challenges in their lives. ○ Help students and their families access the most appropriate community agency and resources to support their situation. • School Nurses and CSH will continue to identify, review, and update existing processes for students, families, and staff to access health and wellness support services. • Youth Mental Health First Aid and ACES will be addressed. <ul style="list-style-type: none"> ○ Each building principal will select a team of four to eight in-house staff members who can be trained in postvention techniques. ○ Trained personnel will lead professional development and guidance for educators to address the needs of students. • Design a section of the GCSSD.org website to house COVID resources for the public. Resources will include: <ul style="list-style-type: none"> ○ Wellness & Self Care ○ Mental Health ○ Hybrid Learning ○ Universal Resources ○ Grade-band Specific Resources • Design a section of the LMS, Schoology, to house COVID resources and updates for all GCSSD Staff. • Periodic updates from Director of Schools for both staff and public via video. <ul style="list-style-type: none"> ○ Level 2 – every other week ○ Level 3 - monthly • CSH works with administration to develop strategies and supports for staff wellness. <ul style="list-style-type: none"> ○ Building level form available for staff to fill out to express process concerns, stress levels, suggestions, etc to communicate their well-being. ○ Regular informal check-ins with staff via email or in person by administrator and/or colleague partner. 	School resumes as normal.

Support	Level 1	Level 2 & 3	Level 4 ₄
	<ul style="list-style-type: none"> and assess their needs along with a check-in/out system. ○ Provide information to students, parents, and school staff to help students adjust to the changes and challenges in their lives. ○ Help students and their families access the most appropriate community agency and resources to support their situation. ● School Nurses and CSH will continue to identify, review, and update existing processes for students, families, and staff to access health and wellness support services. ● Youth Mental Health First Aid and ACES will be addressed. <ul style="list-style-type: none"> ○ Each building principal will select a team of four to eight in-house staff members who can be trained in postvention techniques. ○ Trained personnel will lead professional development and guidance for educators to address the needs of students. ● Weekly updates from Director of Schools for both staff and public via video. ● CSH works with administration to develop 	<ul style="list-style-type: none"> ● Continue working with community health and wellness organizations. <ul style="list-style-type: none"> ○ Identify specific professional development for school counselors, Mental Health Coordinator, and school nurses. ● Teachers should utilize LMS to ensure learning environment is minimally disrupted if learning environment changes level. ● Publish a guideline on gcssd.org for parents to ensure they know steps on how to update contact information via PowerSchool Parent Portal. ● Keep as much normalcy as possible such as: <ul style="list-style-type: none"> ○ Pledge of allegiance ○ Announcements ○ Celebrations ● CSH will provide local schools a periodic health education announcement to assist in preventing spread of germs and illness. ● Provide Professional Development and guidelines to teachers for policies and procedures which adhere to FERPA, HIPAA, COPA, etc. on online and virtual platforms. ● Teacher of record will ‘keep eyes on students’ through regular video calls with teachers and/or counselors providing opportunities for students to openly talk through any concerns or supports they may need. 	

Support	Level 1	Level 2 & 3	Level 4 ₅
	<p>strategies and supports for staff wellness.</p> <ul style="list-style-type: none"> ○ Each school will have form available for staff to express process concerns, share stress levels, make suggestions, communicate their well-being, etc. ○ Regular informal check-ins with staff via email or in person will be done by administrator and/or colleague partner. ● Continue working with community health and wellness organizations. ● Identify specific professional development for school counselors, Mental Health Coordinator, and school nurses. ● Teachers should utilize LMS to ensure learning environment is minimally disrupted if learning environment changes level. ● Continue to identify, review, and update existing processes for students, families, and staff to access health and wellness support services. ● Provide Professional Development and guidelines to teachers for policies and procedures which adhere to FERPA, HIPAA, COPA, etc. on online and virtual platforms. ● Develop a protocol to address crisis intervention when buildings are closed 		

Support	Level 1	Level 2 & 3	Level 4 ₆
	<ul style="list-style-type: none"> Teacher of record will 'keep eyes on students' through regular video calls with teachers and/or counselors providing opportunities for students to openly talk through any concerns or supports they may need. 		

Transportation	Level 1	Level 2	Level 3	Level 4 ⁴⁷
Bus Pickup and Drop off	<ul style="list-style-type: none"> Schools will be closed, and all learning will take place at home. No students will be transported. Buses will be utilized at this point for meal delivery as needed at each school location. 	<ul style="list-style-type: none"> School will operate at half capacity. Buses will run routes as normal to pick up only the students that are assigned to attend. Spacing of students will be done as much as possible. Everyone needing a ride to school will be picked up. Students will fill in seats starting at the back and working toward the front to avoid students passing by each other. Students will dismiss from front to back to avoid students passing by each other. 	<ul style="list-style-type: none"> Buses will run on a normal schedule. Spacing of students will be done as much as possible. Everyone needing a ride to school will be picked up. Students will fill in seats starting at the back and working toward the front to avoid students passing by each other. Students will dismiss from front to back to avoid students passing by each other. 	<ul style="list-style-type: none"> Buses will run on a normal schedule.
Cleaning	<ul style="list-style-type: none"> Buses will be cleaned after each use. All seats and areas of contact will be sprayed with a mixture of bleach and water. 	<ul style="list-style-type: none"> Buses will be cleaned after each use. All seats and areas of contact will be sprayed with a mixture of bleach and water. 	<ul style="list-style-type: none"> Buses will be cleaned after each use. All seats and areas of contact will be sprayed with a mixture of bleach and water. 	<ul style="list-style-type: none"> Buses will be cleaned on a regular schedule.

Athletics	Level 1	Level 2	Level 3	Level 4 ₄₈
Pre-Workout Screening	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Limitations on Gatherings	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Facilities Cleaning	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Physical Activity and Athletic Equipment	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Hydration	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Concessions and Gates	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.
Games	School is not in session and all sports are suspended.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.	We will follow TSSAA and GCSSD athletic policies.

Note:

Level determination will be made in coordination with TSSAA, CDC, local health department, LEA, and other pertinent organizations.

Mrs. Maitland wanted to add this item to the agenda to discuss changes to our current protocols. We have three things that are different from last year.

- We aren't requiring masks.
- We are letting the health department handle quarantines. We are identifying close contacts and sending that info to the health department. Last year we went ahead and sent the student home and kept up with the time they needed to be out.
- The delta variant is much more contagious than the alpha variant.

Survey results

	Total numbers	Yes mask	Limited mask	No mask
All	5669	1907 (33.6%)	422 (7.4%)	3340 (58.9%)
Staff	589 (10.4%)	131 (22%)	129 (22%)	329 (56%)
Students	1084 (19.1%)	159 (15%)	53 (5%)	872 (80%)
Parents/Guardians	3996 (70.5%)	1617 (40%)	240 (6%)	2139 (54%)

Numbers last week

District - 40 students, 1 staff, 41 total

GCHS - 5 students, 0 staff, 5 total

Rutherford 4 students, 0 staff, 4 total

SGCES - 4 students, 0 staff, 4 total

SGCMS - 19 students, 0 staff, 19 total

SGCHS - 8 students, 0 staff, 8 total

Numbers up to Thursday

District – 130 students, 7 staff, 137 total

Dyer – 1 student, 0 staff, 1 total

GCHS – 6 students, 1 staff, 7 total

Kenton – 0 students, 1 staff, 1 total

Rutherford – 5 students, 0 staff, 5 total

SGCES – 20 students, 5 staff, 25 total

SGCHS – 29 students, 0 staff, 29 total

SGCMS – 69 students, 0 staff, 69 total

Spring Hill – 0 students, 0 staff, 0 total

Yorkville – 0 students, 0 staff, 0 total

Last school year we had 195 students test positive, 65 staff, and 260 Total.

We have 31 contacts that became Covid positive that we can trace back to the school.

Retrofit Sports Fields Lighting to LED Lighting

Gibson County High School football, baseball, and softball fields, including the South Gibson County football field, are in need of upgrading the current lighting system to LED lighting. The current lighting system on these fields are outdated. Musco a LED retrofit lighting vendor who specializes in this work is a member of the Sourcewell Purchasing Cooperative which is recognized by the State of Tennessee. Local school districts in the area that Musco has completed or is in the process of retrofitting to LED lighting include Milan SSD football, baseball and softball fields, Dyer County football field and Dresden football field. This is just a few of many retrofit projects that they have completed across the State of Tennessee. They installed the new lighting for the new SGCHS Sports Complex.

Total cost to retrofit current lighting to LED lighting for all fields is \$722,000. Breakdown by field is listed below.

- GCHS Football Field: \$225,000
- GCHS Baseball Field: \$205,000
- GCHS Softball Field: \$95,000
- SGCHS Football Field: \$197,000

Scope of work is attached.

Recommendation: Authorize Musco to retrofit fields as listed above.

Gibson County High School Fields

Dyer, TN
July 21, 2021

Sourcewell

Master Project: 199030, Contract Number: 071619-MSL, Expiration: 08/27/2023
Category: Sports lighting with related supplies and services

All purchase orders should note the following:
Sourcewell purchase – contract number: 071619-MSL

Quotation Price – Materials Delivered to Job Site and Installation and Demo

Football Field - 360' x 160' (Includes Demo, LED materials an install cost) . \$ 225,000.00

Baseball Field – 310'/360'/310'(Includes Demo, LED materials an Install) .. \$ 205,000.00

Softball Field – 200' Radius (Includes Demo, LED materials and install Cost) \$ 95,000.00

Note:

1. All pricing is based on all demo, LED Materials and install cost using the State of Tennessee Sourcewell Purchasing Cooperative
2. All Sourcewell Deducts are included in pricing as shown above
3. If the project is publicly bid the BOE can expect an additional cost increase of 15% to 20%.

Pricing furnished is effective for 60 days unless otherwise noted and is considered confidential.

SportsCluster® system with Total Light Control – TLC for LED™ technology**Guaranteed Lighting Performance**

- Guaranteed light levels of 50 Footcandles – Football and 50 infield/30 outfield footcandles – Softball and Baseball

System Description

- Factory wired poletop luminaire assemblies
- Factory aimed and assembled luminaires, including BallTracker® luminaires
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- Mounting hardware for poletop luminaire assemblies and electrical components enclosures
- Disconnects
- UL Listed assemblies

Control Systems and Services

- Control-Link® control and monitoring system to provide remote on/off and dimming (high/medium/low) control and performance monitoring with 24/7 customer support – *Baseball and Softball Only*



- Control-Link[®] control and monitoring system with Show-Light[®] entertainment package to provide 6 pre-programmed theatrical shows, onsite dimming, and custom color accent lighting control. – *Football Only*
- 1 Touchscreen interface(s) to provide pre-programmed theatrical effects – *Football Only*

Operation and Warranty Services

- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 10 years
- Support from Musco's Lighting Services Team – over 170 Team members dedicated to operating and maintaining your lighting system – plus a network of 1800+ contractors

Payment Terms

Musco's Credit Department will provide payment terms.

Continued

If approved Email a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC
Attn: Jimmy Jumper
Email: Jimmy.Jumper@musco.com

All purchase orders should note the following:
Sourcewell purchase – contract number: 071619-MSL

Delivery Timing

6 - 8 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.

Notes

Quote is based on:

- Shipment of entire project together to one location.
- Voltage and phase of electrical system required.
- Owner is responsible for getting electrical power to the site, coordination with the utility, or any power company fees.
- Standard soil conditions – rock, bottomless, wet or unsuitable soil may require additional engineering, special installation methods and additional cost.
- Confirmation of pole locations prior to production.
- Product assurance and warranty program is contingent upon site review and compatibility with Musco's lighting system
- The owner of the field is responsible for the structural integrity of the existing poles.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Jimmy Jumper
Musco Sports Lighting, LLC



South Gibson County High School Football LED

Medina, TN
July 21, 2021

Sourcewell

Master Project: 199030, Contract Number: 071619-MSL, Expiration: 08/27/2023

Category: Sports lighting with related supplies and services

All purchase orders should note the following:
Sourcewell purchase – contract number: 071619-MSL

Quotation Price – Materials Delivered to Job Site and Installation

Football Field - 360' x 160'	\$ 211,000
Musco State of Tennessee Sourcewell Materials Discount.....	\$ 14,000
Final South Gibson Demo, LED Materials and Install Cost.....	\$197,000

Note:

- 1. The above pricing is based on the BOE approving the project as a turn key project under the Sourcewell Purchasing Cooperative*
- 2. If the project is bid the BOE Should expect to see an increase in pricing of approximately 15% to 20%*

Pricing furnished is effective for 60 days unless otherwise noted and is considered confidential.

SportsCluster® system with Total Light Control – TLC for LED™ technology

Guaranteed Lighting Performance

- Guaranteed light levels of 50 Footcandles

System Description

- Factory wired poletop luminaire assemblies
- Factory aimed and assembled luminaires, including BallTracker® luminaires
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- Mounting hardware for poletop luminaire assemblies and electrical components enclosures
- Disconnects
- UL Listed assemblies

Control Systems and Services

- Control-Link® control and monitoring system with Show-Light® entertainment package to provide 6 pre-programmed theatrical shows, onsite dimming, and custom color accent lighting control.
- 1 Touchscreen interface(s) to provide pre-programmed theatrical effects



Operation and Warranty Services

- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 10 years
- Support from Musco's Lighting Services Team – over 170 Team members dedicated to operating and maintaining your lighting system – plus a network of 1800+ contractors

Payment Terms

Musco's Credit Department will provide payment terms.

If approved Email a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC
Attn: Jimmy Jumper
Email: Jimmy.Jumper@musco.com

Continued

**All purchase orders should note the following:
Sourcewell purchase – contract number: 071619-MSL**

Delivery Timing

6 - 8 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.

Notes

Quote is based on:

- Shipment of entire project together to one location.
- Voltage and phase of electrical system required.
- Owner is responsible for getting electrical power to the site, coordination with the utility, or any power company fees.
- Includes supply and installation of Musco system including controls by a licensed contractor.
- Standard soil conditions – rock, bottomless, wet or unsuitable soil may require additional engineering, special installation methods and additional cost.
- Confirmation of pole locations prior to production.
- Product assurance and warranty program is contingent upon site review and compatibility with Musco's lighting system
- The owner of the field is responsible for the structural integrity of the existing poles.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Jimmy Jumper
Musco Sports Lighting, LLC
Phone: 256-483-5433
E-mail: jimmy.jumper@musco.com



	A	B	C	D	E	F	G	H
1								
2	ESSER 3.0 FUNDING (3 YEARS) FY 2022 - FY 2024							
3	ALLOCATION \$3,539,429 (REVISED 07_20_21)							
4	20% for Learning Loss Mitigation Requirement = \$708,886							
5								
6		<u>Amount</u>						
7								
8	<u>Technology Hardware</u>							
9	Laptops (70)	\$27,650	FY 22					
10	15 Laptops for RTI Assistants & Coaches	\$12,000	FY 22					
11	8 Carts for 7 & 8 Grades	\$9,992	FY 22					
12	Storage for 1:1 units at SGCMS/GCHS	\$79,960	FY 22					
13	Power for 1:1 in Tech Rooms	\$25,000	FY 22					
14	Panels (158, 12 on carts)	\$414,640	FY 22					
15	Tiny PC for Panels (158)	\$90,000	FY 22					
16	Webcam for Panels (158)	\$6,300	FY 22					
17	Audio Enhancement (188)	\$338,000	FY 22					
18	AutoPilot Enrollment	\$9,000	FY 22					
19	4 locknchage towers	\$23,800	FY 22					
20								
21								
22	Subtotal Technology Hardware Cost	\$1,036,342	FY 22					
23								
24	<u>Technology Salaries & Fixed Charges</u>							
25	Technician Salary (1 yr)	\$49,000	FY24	Increased from \$40,000				
26	Technology Coach Salary (1 yr) (63%)	\$42,500	FY24	\$21,195 to be paid out of Computer Grant				
27	Social Security (1 yr)	\$5,673	FY24					
28	Retirement (7.10%) (1 yr)	\$3,479	FY24					
29	Retirement (10.30%) (1 yr)	\$4,378	FY24					
30	Medicare (1 yr)	\$1,327	FY24					
31	Health Insurance (1 yr)	\$10,428	FY24					
32	Travel	\$7,000	FY22 - FY24	Added				
33								
34	Subtotal Technology Salaries & Fixed Charges	\$123,784						
35								
36	Total Technology Cost	\$1,160,126						
37								
38	<u>Instructional & Student Support Cost</u>							
39	RTI Assistants Salaries (10) (1 yr)	\$201,300	FY24					
40	PreK-Grade 4 Literacy Coach Salary (1 yr)	\$59,000	FY24	Adjusted 07_21_21				
41	Social Worker Salary (1 yr)	\$57,500	FY24					
42	Title I & II Salaries (3 years)	\$395,000	Currently charged to Title I & Title II (FY22 - FY 24)					
43	High School Math Coach Salary (3 years)	\$210,000	FY22 - FY24	Adjusted 07_21_21				
44	Social Security	\$57,214	FY22 - FY24					
45	Retirement (Certified 10.30%)	\$74,315	FY22 - FY24					
46	Retirement (Classified 7.10%)	\$14,292	FY22 - FY24					
47	Medicare	\$13,381	FY22 - FY24					
48	Health Insurance (21)	\$102,716	FY22 - FY24	Adjusted				
49	Travel	\$20,000	FY22 - FY24					
50	Contracted Psychologist Services (3 yrs)	\$75,000	FY22 - FY24					

	A	B	C	D	E	F	G	H
51	Professional Development							
52								
53	Subtotal Instructional & Student Support Cost	\$1,279,717						
54								
55	Staff Incentive Pay							
56	Certified Bonus (310 @ \$1800)	\$558,000	FY 22					
57	Classified Bonus (182 @ \$1000)	\$182,000	FY 22					
58	Stipends	\$40,000	FY22 - FY24					
59	Social Security (6.2%)	\$48,360	FY 22					
60	Retirement (Certified 10.30%)	\$61,594	FY 22					
61	Retirement (Classified 7.10%)	\$12,922	FY 22					
62	Medicare (1.45%)	\$11,310	FY 22					
63								
64	Subtotal Incentive Pay	\$914,186						
65								
66	Instructional Supplies/Materials/Software							
67	Special Ed Testing Protocol	\$25,000	FY 22					
68	Ispire (Intervention Curriculum) (3 yrs)	\$11,400	FY 22 - 24					
69	Alternate Academic (For both high schools)	\$3,000	FY 22					
	Waterford Reading & Math Classroom Advantage							
70	Computer Program	\$6,000	FY 22 - 23					
71	Math Kit Manipulatives	\$50,000	FY 22					
72								
73	Subtotal Instructional/Supplies/Software	\$95,400						
74								
75	Equipment							
76	Food Service Equipment	\$90,000	FY 22 - 24					
77								
78	Subtotal Equipment	\$90,000						
79								
80								
81	Total Proposed Budget	\$3,539,429						
82	ESSR 3.0 Funding	\$3,539,429						
83	Unallocated Funds	(\$0)						
84								
85	Notes:							
86	1. Technology Technician - first 2 years (FY 2022 & 2023) included in ESSER 2.0. Third year funding is in ESSER 3.0.							
	2. Technology Instructional Coach - first 2 years (FY 2022 & 2023) included in ESSER 2.0. Third year funding is at 2/3rds from ESSER 3.0.							
87	\$25,000 out of Computer Grant.							
88	3. PreK - Grade 4 Literacy Coach - first 2 years (FY 2022 & 2023) included in ESSER 2.0. Third year funding is in ESSER 3.0.							
89	3. RTI Assistants - first 2 years (FY 2022 & 2023) included in ESSER 2.0. Third year funding is in ESSER 3.0.							
90	4. Social Worker - first 2 years (FY 2021 & 2022) included in ESSER 1.0. Third year funding is in ESSER 3.0.							
91	5. Certified Bonus - Certified Staff includes Nurses							

Superintendent evaluation

* Required

Please type in your name.

Your answer

Board Relationships

Keeps all board members informed on issues, needs, and operation of the school system. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Maintains a positive and productive relationship with the board. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Advises the board on need for new or revised policies. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Interprets and executes the intent of board policy. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis. *

Significantly below expectations

- 1
- 2
- 3

4

5

Significantly above expectations

Seeks and accepts constructive criticism of his/her work. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Keeps board informed of employment, promotion, and dismissal of personnel. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

Your answer

Community Relationships

Is an effective spokesman for the school system. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Develops cooperative relationships with the news media. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Participates actively in community life and affairs. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support) tied to defined system goals. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Develops and executes sound personnel procedures and practices. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Develops good staff morale and loyalty to the organization. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Recruits and assigns the best available personnel. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Ensures that adequate planning and evaluation of curriculum and instruction occurs. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Develops and empowers staff, resulting in an effective educational team. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Has vision and communicates a mission for the school system. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

Your answer

Educational Leadership

Maintains a sound philosophy of educational needs of all pupils. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Understands and keeps informed regarding all aspects of the instructional program of the district and individual schools. *

Significantly below expectations

- 1
- 2
- 3
- 4
- 5

Significantly above expectations

Develops, implements, promotes, and monitors an assessment and improvement system for student learning that results in ongoing improvement in student achievement.

*

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Promotes academic rigor and excellence for students. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Oversees a program of staff development to improve district performance. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Organizes a planned program of staff evaluation and improvement. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

Your answer

Business and Finance

Has an understanding of the needs of the school program, facilities, equipment, supplies, and the budget required. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Supervises operations, insisting on competent and efficient performance. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Ensures that funds are spent wisely, and adequate control and accounting are maintained. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Provides accurate and timely reports to the board on the financial condition of the school system. *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

If you answered 1 or 2 on any of the questions above, please provide comments/feedback.

Your answer

Overall

What would you rate my overall performance as Director of Schools? *

Significantly below expectations

1

2

3

4

5

Significantly above expectations

Additional comments regarding performance and/or areas to improve upon

Your answer

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2021 LEGISLATIVE SUMMARY

112th GENERAL ASSEMBLY

This document was created using information from the Tennessee General Assembly's website, the Tennessee Legislation Service, and the Tennessee Code Annotated.

1. Authority to open or close schools during a public health emergency: SB103/HB225 (Public Chapter 96)

Education - As enacted, specifies that local boards of education and governing bodies of public charter schools, as applicable, have the sole authority to open or close schools during a public health emergency; authorizes the board or governing body to delegate that authority to the director of schools or school administrator, as applicable. - Amends TCA Title 49; Title 58 and Title 68.

This bill *authorizes* local boards of education to consult with the state and local health departments when determining whether to open or close a school to in-person learning and instruction during an emergency. Notwithstanding an executive order issued by the governor or an order issued by a local health board or other public health official, a local board of education has the sole authority to open or close a school to in-person learning and instruction during an emergency. A local board of education may delegate this authority to the director of schools.

However, if the governor issues an executive order with statewide applicability that requires schools to be open for in-person learning and instruction during an emergency, then the executive order supersedes the aforementioned authority granted to local districts.

“Emergency” in this case is defined as an occurrence, or threat thereof, whether natural, technological, or manmade, in war or in peace, that results or may result in substantial injury or harm to the population, or substantial damage to or loss of property; provided, that natural threats may include disease outbreaks and epidemics.

Effective Date: March 25, 2021

2. School Turnaround Pilot Program Act: SB122/HB1501 (Public Chapter TBD)

Education - As enacted, enacts the "School Turnaround Pilot Program Act," which requires the department of education to develop and implement a five-year school turnaround pilot program for schools identified as in need of intervention. - Amends TCA Title 49, Chapter 1 and Title 49, Chapter 6.

This bill requires the department of education to create and develop a five-year school turnaround pilot program for priority schools. Under this bill, the department will select 10 priority schools in need of intervention that are diverse geographically, including rural and urban schools and schools in different regions of the state, and diverse in grade levels for the pilot program. If a school is selected to participate, the local board of education shall require them to do so. It is not optional.

During the first year of the pilot program, the local boards of education shall establish a school turnaround committee for each school that is participating in the pilot program. This committee, comprised of educators, administrators, parents, etc., will make recommendations concerning the school turnaround plan to the local board of education. Also, during the first year, the local board shall contract with an independent school turnaround expert from a list provided by the department, who will develop a school turnaround plan in collaboration with the school turnaround committee.

The remaining four years of the pilot program will be spent implementing the school turnaround plan. The department will evaluate the progress of each school to determine whether they meet the priority school exit criteria at the end of each school year of the pilot program. The pilot program will end after the 2025-2026 school year.

Effective Date: TBD

3. Prohibits mandatory COVID-19 vaccination – SB187/HB13 (Public Chapter TBD)

Public Health – As introduced, prohibits state and local authorities from forcing, requiring, or coercing a person to receive an immunization or vaccination for COVID-19 against the person's will. - Amends TCA Title 4; Title 5; Title 6; Title 7; Title 8; Title 49; Title 50 and Title 68.

This bill prohibits the governor from issuing an executive order; a state agency or department from promulgating a rule; and a political subdivision of this state from promulgating, adopting, or enforcing an ordinance or resolution that requires a person to receive an immunization, vaccination, or injection for the SARS-CoV-2 virus or any variant of the SARS-CoV-2 virus.

Under present law, the commissioner of health is authorized to designate diseases against which children must be immunized prior to attendance at any school, nursery school, kindergarten, preschool or child care facility of this state; and it is the responsibility of the parents or guardian of children to have their children so immunized. Present law provides that in the absence of an epidemic or immediate threat of an epidemic, these provisions do not apply to any child whose parent or guardian files with school authorities a signed, written statement that the immunization and other preventive measures conflict with the parent's or guardian's religious tenets and practices, affirmed under the penalties of perjury. This bill adds that these provisions do not apply to an immunization, vaccination, or injection for the SARS-CoV-2 virus or any variant of the SARS-CoV-2 virus

Effective Date: TBD

4. Students participating in 4-H counted as present – SB203/HB332 (Public Chapter 116)

Local Education Agencies - As enacted, requires, subject to certain exceptions, a public school to credit a student who participates in an activity or program sponsored by 4-H as present for attendance purposes. - Amends TCA Title 49, Chapter 6, Part 30.

Under this law, a student who participates in an activity or program sponsored by 4-H must be credited as present by the student's school in the same manner as an educational field trip. A school principal or designee shall not count a student absent for participating in an activity or program sponsored by 4-H. The principal or designee can request proof of a student's participation in these activities, which a 4-H agent shall provide. A student must be given the opportunity to make up any schoolwork missed while participating in 4-H programs and shall not have their grades adversely affected by their absence.

The student shall not be credited as present when participating in an activity or program sponsored by 4-H if the event occurs during:

- 1) The schedule established by the commissioner of education for the administration of the TCAP tests; or
- 2) Any period of time for which the student has been suspended, expelled, or assigned to an alternative school or alternative program if this would otherwise prevent the student from participating in an educational field trip.

Effective Date: April 13, 2021

5. Student's gender and participation in interscholastic athletic activities: SB228/HB3 (Public Chapter 40)

Local Education Agencies - As enacted, requires that a student's gender for purposes of participation in a public middle school or high school interscholastic athletic activity or event be determined by the student's sex at the time of the student's birth, as indicated on the student's original birth certificate. - Amends TCA Title 49.

This law states that a student's gender for the purposes of participation in a public middle or high school interscholastic athletic activity or event must be determined by the student's sex at the time of birth, as indicated on the student's original birth certificate. If a birth certificate provided by a student does not appear to be the student's original birth certificate or does not indicate the student's sex upon birth, then the student must provide other evidence indicating sex at the time of birth. The student or the student's parent or guardian must pay any costs associated with providing the evidence.

The state board of education, each local board of education, and each governing body of a public charter school shall adopt and enforce policies to ensure compliance with this law.

Effective Date: March 22, 2021 (Applies to the 2021-2022 school year and each year after)

6. **Teacher's Discipline Act: SB230/HB16 (Public Chapter 77)**

Teachers, Principals and School Personnel - As enacted, enacts the "Teacher's Discipline Act," which establishes requirements and procedures for teachers to discipline students in the teachers' classrooms, including relocation of a student. - Amends TCA Title 49.

This bill establishes the "Teacher's Discipline Act." It states that a teacher trained in evidence-based behavior supports is authorized to manage their classroom, discipline students, and refer a student to the principal or the principal's designee in order to maintain discipline in the classroom and to hold students accountable for disorderly conduct.

According to this law, each student discipline policy or code of conduct adopted by a local board of education or charter school governing body must include:

- 1) Evidence-based behavior supports and interventions; and
- 2) A provision authorizing teachers and administrators to enforce the student discipline policy or code of conduct, and to hold students accountable for any disorderly conduct in school, on school buses, or at school-sponsored events.

This bill replaces present law concerning disciplinary referrals to specifically authorize teachers to discipline students by referring student behavior matters to their school's principal or the principal's designee. This bill requires principals or their designees to respond to a teacher's disciplinary referral of a student by employing appropriate discipline management techniques that are consistent with the LEA's or school's policy. As is the case under present law, the teacher must be notified of the action taken. Any record of a student discipline referral will continue to be kept in a student's discipline file and not become part of the student's permanent record.

A teacher may submit a written request to the principal, or the principal's designee, to remove a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the class or with the ability of the student's classmates to learn, if the student's behavior is in violation of the LEA's or school's student discipline policy or code of conduct. The written request must include documentation that the teacher has previously:

- 1) Taken action to address the student's disruptive behavior;

- 2) Provided consequences for the student's disruptive behavior;
- 3) Conducted an oral conference either by a documented telephone conversation or an in-person discussion with the student's parent or guardian regarding the student's disruptive behavior;
- 4) Provided an opportunity for school counseling or other support services deemed appropriate to address the student's disruptive behavior;
- 5) Developed and implemented a plan to improve the student's behavior in a conference with the student; *and*
- 6) Issued a disciplinary referral to address the student's disruptive behavior.

The principal or the principal's designee must give the student oral or written notice of the grounds for the teacher's request to remove the student from the teacher's classroom. If the student denies engaging in the conduct, the principal or the principal's designee must explain what caused the teacher to submit a request and give the student an opportunity to explain the situation. If the student's account is deemed to be valid, albeit different from the teacher's account, and changes the principal's or the designee's perspective of the incident, then they must make a decision regarding the student's placement.

A local board of education or public charter school governing body shall establish a process for a teacher to file an appeal when the teacher's request to remove a student from their classroom is denied. A teacher shall not be terminated, demoted, harassed, or otherwise retaliated against for filing a request for a student to be removed from their classroom, or for appealing a decision to deny their request to remove a student.

Effective Date: January 1, 2022

7. Instruction provided to students through RTI²: SB235/HB5 (Public Chapter 57)

Education - As enacted, requires that the instruction provided to a student who is identified for intervention through the response to instruction and intervention (RTI²) framework be determined by the student's local education agency based on the individual student's needs. - Amends TCA Title 49.

This bill simply states that the instruction provided to a student who is identified for intervention through the response to instruction and intervention (RTI²) framework developed by the department of education must be determined by the student's LEA and based on the individual student's needs. This section does not prohibit the department from using universal screeners or other assessments to measure student performance throughout the school year or at designated benchmarks.

Effective Date: March 15, 2021 (Applies to the 2021-2022 school year and each year after)

8. Revises requirements for progressive truancy plan: SB273/HB206 (Public Chapter 223)

Local Education Agencies - As enacted, revises the requirements for an LEA's progressive truancy intervention plan; requires, beginning with the 2021-2022 school year, that each progressive truancy plan adopted by an LEA include a first tier of schoolwide, truancy prevention-oriented supports for all enrolled students. - Amends TCA Title 49, Chapter 6.

Present law requires directors of schools or attendance supervisors to devise and recommend, and LEAs to adopt, a three-tiered progressive truancy intervention plan for students who violate compulsory attendance requirements prior to the filing of a truancy petition or a criminal prosecution for educational neglect. The interventions must be designed to address student conduct related to truancy in the school setting and minimize the need for referrals to juvenile court.

This bill specifies that the first tier of the progressive truancy plan will be applicable to all enrolled students and the second and third tier of the truancy plan will be required for students who have accumulated a minimum of five days of unexcused absences.

This bill changes the requirements for the first two tiers of the progressive truancy plan but does not change the requirements for tier three.

Requirements for the tiers under the new law are as follows:

- 1) Tier 1 must include schoolwide, prevention-oriented supports.
- 2) Tier 2 must be implemented upon a student's accumulation of 5+ unexcused absences, as specified in the LEA's progressive truancy plan, and must include, at a minimum:
 - a. A conference with the student and the parent, guardian, or other person having control of the student;
 - b. A resulting attendance contract to be signed by the student, the parent, guardian, or other person having control of the student, and an attendance supervisor or designee. The contract must include:
 - i. A specific description of the school's attendance expectations for the student;
 - ii. The period for which the contract is in effect; and
 - iii. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court;
 - c. Regularly scheduled follow-up meetings, which may be with the student and the parent, guardian, or other person having control of the student to discuss the student's progress;
 - d. An individualized assessment by a school employee of the reasons a student has been absent from school; and

- e. If necessary, referral of the child to counseling, community-based services, or other in-school or out-of-school services aimed at addressing the student's attendance problems.
- 3) Tier 3 must be implemented if the truancy interventions under tier 2 are unsuccessful. Tier 3 may consist of 1 or more of the following:
- a. School-based community services;
 - b. Participation in a school-based restorative justice program;
 - c. Referral to a school-based teen court; or
 - d. Saturday or after-school courses designed to improve attendance and behavior.

Effective Date: July 1, 2021 (Applies to the 2021-2022 school year and each year after)

9. Definition of teacher for purposes of state salary increase: SB290/HB1363 (Public Chapter 248)

Teachers, Principals and School Personnel - As enacted, defines the term "teacher" for purposes of state salary increases for licensed education personnel. - Amends TCA Title 9 and Title 49.

This bill provides that, for the purpose of a state salary increase for public school teachers proposed in the state budget document or included in the general appropriations bill, the term "teacher":

- 1) Means an individual who holds a license to teach issued by the state board of education and who spends 50% or more of their time on the job instructing students in class, or through other instructional methods such as online instruction; and
- 2) Does not include licensed individuals, including licensed support personnel, administrators, or supervisors, if the licensed individual spends less than 50% of their time on the job instructing students.

This bill further provides that if a state salary increase is proposed in the state budget document or included in the general appropriations bill for teachers and other licensed or certified personnel or staff, then the state budget document and the general appropriations bill must account separately for salary increases for teachers and those for other licensed or certified personnel or staff.

Effective Date: July 1, 2021

10. Training on detection, intervention, prevention, and treatment of human trafficking: SB337/HB117 (Public Chapter 287)

Teachers, Principals and School Personnel - As enacted, increases, from one time to once every three years, the required in-service training for a teacher employed by a local

board of education in regard to the detection, intervention, prevention, and treatment of human trafficking in which the victim is a child. - Amends TCA Title 49.

Current law requires teachers employed by a local board of education to participate in a one-time in-service training on the detection, intervention, prevention, and treatment of human trafficking in which the victim is a child. This bill changes the frequency of training from once to once every three years.

Effective Date: April 30, 2021

11. SEM Advancement Act: SB414/HB973 (Public Chapter 170)

Education - As enacted, enacts the "SEM Advancement Act," which requires a local board of education or charter school governing body to develop and adopt a policy that establishes criteria for the enrollment of students in grades seven through 12 into available advanced English language arts, mathematics, and science courses. - Amends TCA Title 49, Chapter 6, Part 10.

This bill requires local boards of education and public charter school governing bodies to develop and adopt an academic acceleration policy, establishing objective criteria, for the enrollment of students in grades 7-12 into any available advanced ELA, math, or science courses. The objective criteria in an academic acceleration policy developed and adopted must include, but is not limited to:

- 1) A student's performance on the most recent TCAP assessment; and
- 2) A student's grades in their ELA, math, or science courses.

The following additional criteria may also be incorporated:

- 1) A student's results on local assessments;
- 2) A student's high school plan of study; and
- 3) Student self-nomination.

An LEA or public charter school shall notify the student's parent or guardian if the student is eligible to enroll in an advanced course.

An LEA or public charter school shall not remove a student who is enrolled in an advanced course, unless:

- 1) The student's parent submits a timely request for removal in writing to the LEA or charter school; or
- 2) After no less than 30 days of instruction, the student's teacher in the advanced course determines that, based on the student's performance in the course, the student should be removed and placed in an alternative course. The teacher would

have to submit a removal request to the principal (or a designee) who will either grant or deny the teacher's request to remove the student.

Effective Date: April 20, 2021

12. Educator licensure revisions: SB479/HB533 (Public Chapter 125)

Education, State Board of - As enacted, revises various provisions regarding initial educator licensure, advancement, and renewal, including requiring the state board, when issuing an educator license to an out-of-state educator, to issue a license that is equivalent to the license the educator possesses in another state. - Amends TCA Title 49.

Present law authorizes the state board of education to enter into reciprocal agreements with the educator licensing authorities of other states so that holders of licenses in other states may be issued licenses in this state. SECTION 1 of this bill requires that, for someone seeking licensure in Tennessee who is licensed in a state that has reciprocal agreements with the Tennessee state board of education, the state board or department of education must issue a license that is equivalent to the license that the person was issued in the other state. This reciprocity also applies to principals and supervisors, if the person served as a supervisor or principal in the other state for no less than one school year.

Under present law, a supervisor, principal, or public school teacher is not required to take an assessment to advance or renew a license if:

- 1) At the time of application for an initial license, they possessed an active professional license in a state that has a reciprocal agreement with the state board;
- 2) At the time of application for advancement or renewal of a license, they are employed to serve or teach courses in their area of endorsement in a public school in this state; and
- 3) They earned an overall performance effectiveness level of "above expectations" or "significantly above expectations" as provided in the evaluation guidelines adopted by the state board of education in each of the first two years immediately following the issuance of their initial license.

SECTION 2 of this bill adds an exception to (3), whereby, if a licensee did not receive an overall performance effectiveness level during one or both of the two years immediately following the issuance of their initial license, then, in order to qualify for the assessment exemption, the licensee may:

- 1) Choose to use their most recent overall performance effectiveness level that is available to demonstrate a level of "above expectations" or "significantly above expectations," or

- 2) Request that the director of schools or the director of the public charter school submit a recommendation to the department on the licensee's effectiveness.

If a director submits a recommendation to the department attesting to a licensee's effectiveness, then this bill requires the commissioner of education to consider the overall performance effectiveness level requirement met and shall not require the licensee to take an assessment to advance or renew a license.

Effective Date: Section 1 – July 1, 2021 (Applies to educator licenses issued on or after this date); Section 2 – April 13, 2021

13. Dual enrollment grant funds for high school students: SB482/HB752 (Public Chapter TBD)

Scholarships and Financial Aid - As enacted, clarifies that the dual enrollment program will award the in-state tuition and mandatory fees cost up to a maximum amount for the first four courses taken and makes other related changes. - Amends TCA Title 49.

A student who is eligible to receive a dual enrollment grant is eligible to receive it for no more than 10 courses, subject to the amount of funds appropriated by the general assembly and any law relating to a shortfall in funds available for postsecondary financial assistance from the net proceeds of the state lottery.

For the first 4 courses taken under a dual enrollment grant, the award will be the cost of in-state tuition and mandatory fees established annually for community colleges or Tennessee colleges of applied technology in the state university and community college system if the courses are taken at a community college or a Tennessee college of applied technology

For the first 4 courses taken under a dual enrollment grant at an eligible public four-year postsecondary institution or an eligible independent postsecondary institution, the maximum award must not exceed the cost per credit or clock hour equivalent of courses taken at community colleges or Tennessee colleges of applied technology in the state university and community college system.

For courses 5-10 taken under a dual enrollment grant, TSAC's board of directors must determine the award per credit hour or clock hour equivalent. TSAC may not award an amount that exceeds the cost per credit hour or clock hour equivalent of courses taken at community colleges or Tennessee colleges of applied technology in the state university and community college system.

Effective Date: January 1, 2022

14. K-12 Clean-up and “Critical Race Theory”: SB623/HB580 (Public Chapter TBD)

The majority of this bill is a “clean-up bill,” making various changes to different sections of Title 49. Section 51, which adds a new section to Title 49, Chapter 6, Part 10, is what caused a great deal of controversy in the final days of the legislative session.

This section states that an LEA or public charter school shall not include or promote the following concepts as part of a course of instruction or in a curriculum or instructional program, or allow employees to use supplemental materials that include or promote the following concepts:

- 1) One race or sex is inherently superior to another race or sex;
- 2) An individual, by virtue of the individual's race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously;
- 3) An individual should be discriminated against or receive adverse treatment because of the individual's race or sex;
- 4) An individual's moral character is determined by the individual's race or sex;
- 5) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
- 6) An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex;
- 7) A meritocracy is inherently racist or sexist, or designed by a particular race or sex to oppress members of another race or sex;
- 8) This state or the United States is fundamentally or irredeemably racist or sexist;
- 9) Promoting or advocating the violent overthrow of the United States government;
- 10) Promoting division between, or resentment of, a race, sex, religion, creed, nonviolent political affiliation, social class, or class of people;
- 11) Ascribing character traits, values, moral or ethical codes, privileges, or beliefs to a race or sex, or to an individual because of the individual's race or sex;
- 12) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups;
- 13) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including, life, liberty, and the pursuit of happiness; or
- 14) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

This does not prohibit an LEA or public charter school from including the following concepts:

- 1) The history of an ethnic group, as described in textbooks and instructional materials adopted;
- 2) The impartial discussion of controversial aspects of history;

- 3) The impartial instruction on the historical oppression of a particular group of people based on race, ethnicity, class, nationality, religion, or geographic region; or
- 4) Historical documents relevant to (1) - (3) that are permitted.

If the commissioner of education finds that an LEA or public charter school knowingly violated this law, then the commissioner shall withhold state funds, in an amount determined by the commissioner, from the LEA or public charter school until the LEA or public charter school provides evidence to the commissioner that they are no longer in violation.

Effective Date: TBD

15. Alternative pathways for additional license endorsements: SB653/HB1534 (Public Chapter TBD)

This law requires the state board of education to approve a process for an LEA, or 2 or more LEAs working together, to establish an LEA teacher training program for the purpose of recommending eligible educators for endorsements. The state board will determine the minimum requirements for these teacher training programs that will allow eligible educators to add endorsement areas to their license.

An educator must possess an active Tennessee professional teaching license and must be employed by an LEA participating in the program to be eligible to participate in a program. The state board shall require the eligible educator to take an assessment in order to receive an endorsement through these programs.

LEA training programs must provide documentation to the department of education certifying that the eligible educator has met the requirements established by the state board for endorsement before the endorsement is added to the eligible educator's license.

Effective Date: July 1, 2022

16. Changes to the Special Education Behavioral Supports Act: SB738/HB770 (Public Chapter 134)

Education - As enacted, makes various changes to the Special Education Behavioral Supports Act, including the use of isolation and physical holding restraints. - Amends TCA Section 37-1-120 and Title 49, Chapter 10, Part 13.

This bill makes various changes to the Special Education Behavioral Supports Act, including the use of isolation and physical holding restraints. It defines "restraint" as "a chemical restraint, mechanical restraint, or physical holding restraint." This bill clarifies that "isolation or a physical holding restraint" may *only* be used for a student receiving special education services in *emergency situations*. In addition, individualized education

programs (IEPs) that provide for the use of isolation or a physical holding restraint for certain behavior must contain a data-driven functional behavior assessment and a plan for modification of the behavior developed and implemented by a qualified team of professionals.

If school personnel impose isolation or restraint, then the school shall immediately contact the appropriate school personnel who are designated under department rules to authorize the isolation or restraint. The school personnel authorized by the department's rules to authorize isolation or restraint must observe and evaluate the student's condition within a reasonable time after the isolation or restraint was used. The school principal, or the principal's designee, shall notify the student's parent or guardian orally or by written or printed communication on the same day the isolation or restraint was used. The school principal, or the principal's designee, shall be held harmless for failing to notify a student's parent or guardian if they made a reasonable effort to notify them.

An IEP team meeting must be convened within 10 days of the use of restraint or isolation if:

- 1) The student's IEP doesn't provide for the use of a physical holding restraint or isolation generally, or for the behavior that precipitated the use of the restraint or isolation; or
- 2) A physical holding restraint or isolation is used for an extended period of time, as determined by the state board of education.

Effective Date: July 1, 2021

17. Establishes the K-12 Mental Health Trust Fund Act: SB739/HB73 (Public Chapter TBD)

This bill establishes the "K-12 Mental Health Trust Fund Act," which creates the "K-12 Mental Health Endowment Fund." The fund will be managed by the State Treasurer, the Comptroller of the Treasury, the Secretary of State, and the Commissioner of Finance and Administration. Within this fund, there are two accounts, the K-12 Mental Health Endowment Account and the K-12 Mental Health Special Reserve Account.

The trust will be funded, subject to appropriations, with 90% of the initial deposit going to the K-12 Mental Health Endowment Account and 10% going to the K-12 Mental Health Special Reserve Account. The principal of the trust in the endowment account shall not be expended for any purpose. Each year, the trustees shall determine the amount of funds in the special reserve account that are available for appropriation and expenditure but shall not determine how the funds are expended.

The special reserve funds that are deemed available for appropriation and expenditure are available to the department of mental health and substance abuse services for

allocation and distribution, in consultation with the department of education. The funds must be expended only for mental or behavioral health services or treatment for K-12 students or for an assessment to review current mental and behavioral health resources for K-12 students that are available in each county.

Effective Date: TBD

18. Prohibits texts and instructional materials aligning to common core state standards: SB769/HB782 (Public Chapter 205)

Textbooks - As enacted, prohibits the state textbook and instructional materials quality commission, state board of education, and public schools from recommending, approving, or using textbooks and instructional materials and supplemental instructional materials created to align exclusively with the common core state standards or that are marketed or otherwise identified as common core textbooks or materials; provides for withholding of funds if teacher or principal intentionally violates prohibition on such textbooks and materials. - Amends TCA Title 49, Chapter 6, Part 22.

This bill states that the textbook & instructional materials quality commission shall not publish a list of, or recommend that the state board of education approve for use in the public schools of this state, textbooks or instructional materials created to align exclusively with the Common Core State Standards or that are marketed or otherwise identified as Common Core textbooks or materials. In addition, the state board shall not approve for use textbooks or instructional materials created to align exclusively with Common Core State Standards or that are marketed or otherwise identified as Common Core textbooks or materials.


A teacher or principal in any of the public schools of this state shall not use or permit to be used in their school, whether as a supplement to the adopted textbooks and instructional materials or otherwise, textbooks or instructional materials created to align exclusively with the Common Core State Standards or that are marketed or otherwise identified as Common Core textbooks or materials.

If a teacher or principal intentionally violates this new restriction by purposefully using or permitting to be used in their school textbooks or instructional materials created to align exclusively with the Common Core State Standards or that are marketed or otherwise identified as Common Core textbooks or materials, the commissioner of education *shall* withhold a portion of the LEA's state funding.

Effective Date: July 1, 2021

19. BEP hold harmless for 2021-2022 school year: SB774/HB777 (Public Chapter 398)

Basic Education Program (BEP) - As enacted, establishes that a local education agency's BEP calculation for the 2021-2022 school year must not be less than the LEA's BEP calculation for the 2020-2021 school year; applies to LEAs in full compliance with state school attendance and truancy intervention laws, and the state board of education's continuous learning plan rules. - Amends TCA Title 49.

 If an LEA's BEP calculation for the 2021-2022 school year, inclusive of the state and local portions, generates a lower BEP calculation than was calculated for the 2020-2021 school year, then the LEA's BEP calculation for the 2021-2022 school year, inclusive of the state and local portions, must be equal to the LEA's BEP calculation for the 2020-2021 school year.

This change will apply only to LEAs that are in full compliance with state school attendance and truancy intervention laws and the state board of education's continuous learning plan rules. In tracking daily student attendance and compliance with state school attendance and truancy intervention laws, an LEA shall implement policies and procedures for the LEA to request and receive daily visual, verbal, or written confirmation of student participation in instructional time; determine excused versus unexcused student absences; and implement interventions to address student absences during remote instruction.

Effective Date: May 11, 2021

20. Open enrollment period for transfers within an LEA: SB788/HB1305 (Public Chapter TBD)


Local Education Agencies – As introduced, requires each LEA to have an open enrollment period in which a parent or guardian of a student may seek to transfer the parent's or guardian's student to a school in the LEA that the student is not zoned to attend. – Amends TCA Title 49, Chapter 1; Title 49, Chapter 2 and Title 49, Chapter 6.

Present law requires each LEA to develop a policy whereby the LEA provides for an open enrollment period during which parents or guardians may choose from a list of the LEA schools with available space and request a transfer.

This bill requires that the open enrollment period last at least 30 days. It also requires that each LEA, prior to the start of a school year, identify each school that has space available to enroll additional students and post on the LEA's website the number of spaces available for enrollment (minus reserved spaces, discussed below) in each school by grade, class, and program level at least 14 days before the open enrollment period begins.

This bill authorizes an LEA to reserve a reasonable number of enrollment spaces each school year to accommodate the potential enrollment of students who may relocate within the respective school zone, students who may have a sibling enrolled at the respective school, and students who may have a parent who teaches at the respective school.

During the open enrollment period, parents and guardians of students residing in the LEA will be authorized to apply for enrollment of their student at a school that the student is not zoned to attend. If there are more transfer applications for particular spaces than are available, the LEA must conduct a lottery to determine which students will receive the transfers. This bill prohibits LEAs from admitting a nonresident student seeking to transfer into the LEA from outside the LEA before all applications for transfer from parents and guardians of students residing within the district have been acted upon; provided, however, that LEAs will be authorized to admit a nonresident student who seeks a transfer on the basis of being the child of a teacher at the school prior to acting on all transfer applications from district residents.

 This bill prohibits LEAs from denying a student who is zoned to attend or was enrolled in a school during the previous school year enrollment and attendance in the school.

Effective Date: TBD (Applies to the 2022-2023 school year and every year after)

21. High school apprenticeship program contacts: SB844/HB842 (Public Chapter 206)

Local Education Agencies - As enacted, requires each high school to designate an apprenticeship training program contact; requires the department of education to compile and publish a list of the apprenticeship program contacts. - Amends TCA Title 4; Title 49; Title 62 and Title 67.

This bill requires that each public high school, including public charter high schools, designate a teacher, principal, or other school employee to serve as an apprenticeship training program contact for the school. This person will serve as the preferred point of contact for students, parents, or apprenticeship programs to interface with school on matters related to apprenticeship training opportunities and workforce training. The LEA must notify the department of education of the apprenticeship training program contact and update the department of any changes. The department is required to compile and publish on their website a directory of these contacts.

Effective Date: July 1, 2021

22. Endorsement exemption or temporary permit for 2021-2022 school year: SB924/HB525 (Public Chapter 326)

Teachers, Principals and School Personnel - As enacted, revises provisions governing temporary teaching permits. - Amends TCA Title 49.

This bill authorizes the commissioner of education, upon the request of a director of schools or director of a public charter school, to issue an endorsement exemption to a teacher in accordance with state board rules or a temporary permit to a person to teach any course or subject area, except for special education courses, for the 2021-2022 school year. It also requires the director of schools or the director of a public charter school who applies for an endorsement exemption or temporary permit for a person to certify to the commissioner that the LEA or public charter school is unable to secure a qualified teacher for the course or subject area. An endorsement exemption or temporary permit issued as a part of this law will be valid ONLY for the 2021-2022 school year.

Effective Date: May 4, 2021

23. Textbook Transparency Act: SB1034/HB1513 (Public Chapter 341)

Textbooks - As enacted, enacts the "Textbook Transparency Act," which revises provisions governing textbooks and instructional materials. - Amends TCA Title 49, Chapter 6, Part 22.

This bill requires a publisher of textbooks or instructional materials approved by the state board for local adoption must provide each LEA with a link to the textbooks or instructional materials that the public can use to access the textbooks or instructional materials. Each LEA must then either:

- 1) Post on their website the links provided by publishers; or
- 2) Identify on their website the name and publisher of textbooks or instructional materials adopted by the LEA and provide a link to the state textbook depository's website where the textbooks or instructional materials may be accessed.

Effective Date: July 1, 2021

24. Contractual agreements for school transportation: SB1116/HB497 (Public Chapter 146)

School Transportation – As enacted, increases, from four years to six years, the maximum period of time that a contractual agreement between a director of schools and a school transportation employee and between a board of education and a person owning equipment for transportation services is authorized. – Amends TCA Title 49, Chapter 6, Part 21.

Effective Date: April 13, 2021

25. Purchasing by local board of education that requires bids: SB1125/HB235 (Public Chapter 310)

Purchasing and Procurement - As enacted, increases from \$10,000 or more to \$25,000 or more, the amount for which a local board of education or the governing body of a public charter school located in a county having a population of 40,000 or more must make purchases or expenditures by competitive bids. - Amends TCA Section 12-3-1212; Section 49-13-111 and Section 49-2-203.

Under present law, it is the duty of the local board of education to purchase all supplies, furniture, fixtures, and material through the executive committee. All expenditures for such purposes may follow the prescribed procedures of the LEA's respective local governing body, so long as that body, through its charter, private act or ordinance has established a procurement procedure that provides for advertisement and competitive bidding. If the LEA chooses not to follow the local governing body's purchasing procedures, all expenditures for such purposes estimated to exceed \$10,000 or more must be made on competitive bids solicited by newspaper advertisement.

In addition, if the LEA chooses not to follow the local governing body's purchasing procedures, all purchases of less than \$10,000 may be made in the open market without newspaper notice, but must, whenever possible, be based upon at least three competitive bids.

For construction of school buildings or additions to existing buildings, if the LEA chooses not to follow the local governing body's procedure, the board must contract, following open bids, for the construction of school buildings or additions to existing buildings, the expenditure for which is over \$10,000.

With this new law, LEAs located in a county having a population of 40,000 or more (according to the 2010 federal census or any subsequent federal census) can increase the dollar amount triggering a competitive bid process from \$10,000 to \$25,000.

Effective Date: July 1, 2021

26. Tennessee Work Ready Opportunity Program: SB1135/HB745 (Public Chapter TBD)

Labor and Workforce Development, Dept. of – As introduced, creates the “Tennessee Work Ready Opportunity Program,” to assess and certify individuals’ career readiness using nationally recognized assessments. – Amends TCA Title 49, Chapter 11; Title 49, Chapter 6 and Title 49, Chapter 7.

This bill requires that, subject to available federal funds, as a strategy for assessing and certifying students' career readiness and providing students with more choices in

identifying career pathways, LEAs and public charter schools provide each student the opportunity to take nationally recognized assessments in the 2021-2022 and 2022-2023 school years.

Effective Date: TBD

27. Curriculum to be posted on LEA's website: SB1147/HB210 (Public Chapter TBD)

Education, Curriculum - As introduced, requires an LEA to publish curriculum implemented pursuant to standards adopted by the state board on the LEA's website; requires the LEA to update the website with any changes made to the curriculum at the beginning of each semester. - Amends TCA Title 49, Chapter 2.

This bill requires LEAs to publish their curriculum on their website and update the website of any curriculum changes at the beginning of each semester. "Curriculum" means a list of courses available to students enrolled in the LEA, accompanied by a course description and a list of the materials that will be used to provide instruction for the course.

Effective Date: July 1, 2022 (Applies to 2022-2023 school year and each school year thereafter)

28. Information on vaccination requirement exemptions: SB1175/HB1403 (Public Chapter 369)

Education - As introduced, requires schools, nursery schools, preschools, childcare facilities, and public institutions of higher education to include information on immunization exemptions on any communications to students or parents regarding immunization requirements. - Amends TCA Title 37, Chapter 10, Part 4 and Title 49.

Generally, under present law, a child is not permitted to attend any public school, nursery school, kindergarten, preschool or childcare facility until proof of immunization is given to the admissions officer. Present law allows for the following exemptions:

- 1) In the absence of an epidemic or immediate threat of an epidemic, the requirement does not apply to any child whose parent or guardian files with school authorities a signed, written statement that the immunization and other preventive measures conflict with the parent's or guardian's religious tenets and practices, affirmed under the penalties of perjury;
- 2) A child is not denied admission to any school or school facility if the child has not been immunized due to medical reasons if the child has a written statement from the child's doctor excusing the child from the immunization;

- 3) A child or youth determined to be homeless is not denied admission to any school or school facility if the child or youth has not yet been immunized or is unable to produce immunization records due to being homeless; and
- 4) An immunization is not required if a qualified physician certifies that administration of the immunization would be in any manner harmful to the child involved.

This bill adds a requirement that any communication provided to students or parents by any school, nursery school, kindergarten, preschool, or childcare facility of this state regarding immunization requirements must include information on the grounds for exemption from the immunization described above.

Effective Date: July 1, 2021

29. Removal of student from regular school program: SB1223/HB890 (Public Chapter 229)

Local Education Agencies - As enacted, authorizes an LEA to remove a student from the regular school program without assigning the student to an alternative school or alternative program if the student was suspended or expelled for certain offenses that may threaten the safety of persons attending or assigned to the regular school program and the alternative school or alternative program is located on the same grounds as the regular school program. - Amends TCA Title 49, Chapter 6.

Under present law, attendance in an alternative school or alternative program is mandatory for students in grades 7-12 who have been suspended for more than 10 days or expelled from the regular school program, if there is space and staff available.

This bill adds that a director of schools, or a director's designee, is not required to assign a student in grades 7-12 who has been suspended for more than 10 days or expelled from the regular school program for an offense of violence or threatened violence or an offense that threatened the safety of persons attending or assigned to the student's school to an alternative school or alternative program if the alternative school or alternative program is located on the same grounds as the regular school program from which the student was suspended or expelled. However, it does not prohibit the director of schools or their designee from making this placement. They must determine whether to assign a student to an alternative school or alternative program under this law on a case-by-case basis.

Effective Date: April 22, 2021

30. Notification of parents regarding sexual orientation or gender identity curriculum: SB1229/HB529 (Public Chapter 281)

Education, Curriculum - As enacted, requires an LEA or public charter school to notify a student's parent or guardian prior to commencing instruction of a sexual orientation or

gender identity curriculum; permits a parent or guardian to excuse the parent's or guardian's student from a sexual orientation or gender identity curriculum, and prohibits the LEA or charter school from penalizing an excused student. - Amends TCA Title 49, Chapter 6, Part 13.

No less than 30 days prior to instruction of a sexual orientation curriculum or gender identity curriculum, each LEA or public charter school shall notify the parent or guardian of each student that will be present for instruction of the curriculum that:

- 1) The LEA or charter school is providing a sexual orientation curriculum or gender identity curriculum; and
- 2) The parent or guardian may examine the materials and confer with the student's instructor, school counselor, or principal (as designated by the LEA or public charter school) regarding any and all portions of the curriculum.

A parent or guardian who wishes to excuse their student from any portion of a sexual orientation curriculum or gender identity curriculum must submit a request in writing to the student's instructor, school counselor, or principal. An LEA or public charter school shall not penalize a student who is excused from any or all portions of a sexual orientation curriculum or gender identity curriculum for grading purposes if the excused student satisfactorily performs an alternative lesson that is assigned to them.

"Instruction of a sexual orientation curriculum or gender identity curriculum" includes distributing materials; administering tests, surveys, or questionnaires; or instruction of any kind related to sexual orientation or gender identity.

An LEA or public charter school is not required to notify a student's parent or guardian prior to a teacher, principal, or other school personnel:

- 1) Responding to a question from a student during class regarding sexual orientation or gender identity as it relates to any topic of instruction; or
- 2) Referring to the sexual orientation or gender identity of any historic person, group, or public figure, where the referral provides necessary context in relation to a topic of instruction.

Effective Date: May 3, 2021

31. CTE information for middle school students: SB1240/HB1446 (Public Chapter 271)

Education, Dept. of - As enacted, directs the department to provide career and technical education opportunities for students in middle school; requires an LEA to provide students in seventh or eighth grade with information on available career and technical education programs upon administering a career aptitude assessment. - Amends TCA Title 49.

Present law *encourages*, but this law will *require* the department of education to begin preparing students in middle school grades for a CTE pathway by introducing students to career exploration opportunities that allow students to explore a wide variety of high-skill, high-wage, or in-demand career fields. It also requires the department to provide career exploration and development activities to students in middle school grades and provide professional development opportunities for teachers and faculty related to CTE.

Present law requires LEAs to administer a career aptitude assessment to students in grade 7 or 8 in order to help inform their high school plans of study. This bill adds that, upon administering the assessment, an LEA must provide the students with information on CTE opportunities offered by the LEA in which they are eligible to participate.

Effective Date: April 30, 2021

32. Safe Stars Act: SB1259/HB1410 (Public Chapter 272)

Sports - As enacted, enacts the "Safe Stars Act," which establishes certain health and safety requirements in regard to school youth athletic activities. - Amends TCA Title 49 and Title 68.

This bill creates the "Safe Stars Act," which makes changes to safety standards that must be followed by LEAs and public charter schools that provide a school youth athletic activity, beginning with the 2022-2023 school year.

All coaches (employed or volunteer) shall:

- 1) Annually complete the concussion recognition and head injury safety education course program
- 2) Annually complete the sudden cardiac arrest education program
- 3) Receive training in cardiopulmonary resuscitation (CPR) and in the use of automated external defibrillators (AEDs); and
- 4) Comply with all background check and fingerprinting requirements.

The following plans and policies must be implemented at each public school or public charter school for school youth athletic activities:

- 1) An allergy and anaphylaxis emergency response plan that:
 - a. Identifies the signs and symptoms of allergic reactions, including severe allergic reactions and anaphylaxis;
 - b. Provides information relating to the storage, location, use, and administration of epinephrine auto-injectors; and
 - c. Includes emergency follow-up procedures;

- 2) An emergency action plan that facilitates and organizes the actions of coaches and athletes in an emergency; and
- 3) A severe weather policy that requires all coaches who oversee or participate in outdoor training, practice, or competition to annually:
 - a. Complete a heat illness prevention course approved by the department of health; provided, that all coaches shall complete the course no later than 90 days after the start of the coach's employment or volunteer service, and annually thereafter. After the coach completes the first heat illness prevention course, the coach shall annually acknowledge in writing that the coach completed the course, and that the coach understands the requirements and importance of the course; and
 - b. Receive training on activity modifications based on environmental conditions, such as lightning.

Each LEA and public charter school that provides a school youth athletic activity shall develop a code of conduct for coaches. They are also *encouraged* to review the "Safe Stars Initiative" information on the department of health's website.

A student seeking to participate in an athletic activity and their parent or guardian must sign and return to the student's public school an acknowledgement of their receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet developed by the department of education that includes information about electrocardiogram (EKG) testing. The acknowledgement form must be signed and returned each year that a student participates in, or seeks to participate in, an athletic activity.

This bill also requires that each LEA and public charter school shall hold an informational meeting prior to the start of each school athletic season or publish a video on their website for students, parents, coaches, and school officials to learn about the symptoms and warning signs of sudden cardiac arrest; heat illness; concussions and other head injuries; and other health, safety, and wellness issues related to sports participation, and to receive information about electrocardiogram (EKG) testing and each of the safety plans and policies implemented in the LEA. Physicians, pediatric cardiologists, and athletic trainers may participate in the informational meeting.

Effective Date: July 1, 2021

**33. Notification of students in foster care participating in interscholastic athletics:
SB1303/HB1332 (Public Chapter 274)**

Education - As enacted, establishes certain requirements regarding student athletes who are placed in foster care. - Amends TCA Title 49.

Under this new law, if a student is placed in foster care, and the student seeks to participate in interscholastic athletics, then the public school or public charter school in which the student is enrolled shall notify TSSAA (or any association that regulates interscholastic athletics) of the student's placement in foster care if failure to notify the association may result in the student being ineligible to participate in athletics for any period of time.

Each LEA and public school will be required to submit documentation of compliance with this to the department of education by January 1 of each school year (starting with January 1, 2022).

Effective Date: April 30, 2021

34. Increases minimum salary schedule when BEP instructional salaries and wages component increase: SB1338/HB865 (Public Chapter TBD)

Education, State Board of - As introduced, requires the board to determine the percentage of any increase in funds appropriated to the instructional salaries and wages component of the basic education program (BEP) and increase the minimum salary on the state salary schedule by that percentage. - Amends TCA Title 49.

This bill requires the state board of education to determine the percentage of any increase in funds appropriated to the instructional salaries and wages component of the BEP for a fiscal year as compared to the funds appropriated to the instructional salaries and wages component of the BEP for the immediately preceding fiscal year. They shall then increase the minimum salary on the state salary schedule by the percentage determined, if any.

Effective Date: July 1, 2021

35. Requires all LEAs to implement a family life education: SB1360/HB487 (Public Chapter 290)

Education - As enacted, extends, beginning with the 2021-2022 school year, the counties within which each LEA must implement a program of family life education from counties with a pregnancy rate of 19.5 pregnancies for every 1,000 females ages 15 to 17 to all counties; requires a curriculum on sex education or human sexuality that is implemented by an LEA as a part of a human growth and development program be in conformance with the curriculum guidelines established for family life programs. - Amends TCA Title 49, Chapter 6, Part 13.


Under present law, if the most recent, annual data maintained by the department of health state center for health statistics, indicates that pregnancy rates in a county exceeded 19.5 pregnancies per 1,000 females 15 through 17 years of age, then every

LEA within the county must locally devise, adopt, and implement a program of family life education in conformance with the curriculum guidelines established for such programs by present law.

This bill requires every LEA in the state to locally devise, adopt, and implement a program of family life education, beginning with the 2021-2022 school year. LEAs must also locally develop and adopt a family life curriculum or adopt the family life curriculum adopted by the state board of education. A list of guidelines for family life instruction are located in TCA 49-6-1304.

Effective Date: April 30, 2021

36. Tennessee Accommodations for All Children Act: SB1367/HB1233 (Public Chapter 452)

 *Education - As introduced, enacts the "Tennessee Accommodations for All Children Act." - Amends TCA Title 49.*

This bill creates the "Tennessee Accommodations for All Children Act." Under this act, a public school shall, to the extent that's practicable, provide a reasonable accommodation to a student, teacher or employee of the school who:

- 1) Desires greater privacy when using a multi-occupancy restroom or changing facility designated for the student's, teacher's, or employee's sex and located within a public school building, or when using multi-occupancy sleeping quarters designated for the student's, teacher's, or employee's sex while the student, teacher, or employee is attending a public school-sponsored activity; and
- 2) Provides a written request for a reasonable accommodation to the school principal. If the student requesting a reasonable accommodation is under 18 years of age, then the student's parent or legal guardian must provide the written request on the student's behalf.

"Sex" is defined under this law to mean a person's immutable biological sex as determined by anatomy and genetics existing at the time of birth.

"Reasonable accommodation" includes, but is not limited to, access to a single-occupancy restroom or changing facility or use of an employee restroom or changing facility. It does not include the following:

- 1) Access to a restroom or changing facility that is designated for use by members of the opposite sex while members of the opposite sex are or could be present;
- 2) Requesting that a school construct, remodel, or in any way perform physical or structural changes to a school facility; or

- 3) Requesting that a school limit access to a restroom or changing facility that is designated for use by members of the opposite sex if doing so results in a violation of state or local building codes or standards.

If a written request for a reasonable accommodation for a person is denied by the principal, then the person or the person's parent or guardian, as applicable, may appeal the decision to the director of schools, or the director's designee, by submitting a written request for an appeal to the director within 15 calendar days from the receipt of the principal's decision denying the request for accommodation. The director of schools, or the director's designee, shall investigate and attempt to resolve the complaint within 15 calendar days from receipt of the written request for an appeal.

If a written request for a reasonable accommodation for a person is denied by the director of schools, or the director's designee, then the person or the person's parent or guardian, as applicable, may appeal the decision by requesting a hearing on the matter before an impartial hearing officer selected by the local board of education. This bill outlines the requirements for the appeals process.

Under this law, a student, teacher, or employee of the public school, or the student's parent or legal guardian if the student is under 18 years of age, has a private right of action against the LEA or public school, if:

- 1) The student, teacher, or employee encounters a member of the opposite sex in a multi-occupancy restroom or changing facility located in a public school building; the student, teacher, or employee is in a multi-occupancy restroom or changing facility designated for the student's, teacher's, or employee's sex at the time of the encounter; and the LEA or public school intentionally allowed a member of the opposite sex to enter the multi-occupancy restroom or changing facility while other persons were present; or
- 2) The student, teacher, or employee is required by the public school to share sleeping quarters with a member of the opposite sex, unless the member of the opposite sex is a family member of the student, teacher, or employee.

Effective Date: July 1, 2021

37. Using CTE textbook funds for technology under certain conditions: SB1377/HB795 (Public Chapter 276)

Local Education Agencies - As enacted, authorizes LEAs to purchase technology using state school funds for textbooks and instructional materials in a school year immediately following a textbook adoption cycle in which the state textbook and instructional materials quality commission did not list or recommend career and technical education textbooks or instructional materials; authorizes LEAs to use any remainder of such funds

after the purchase of career and technical education textbooks or instructional materials to purchase technology. - Amends TCA Title 49.

An LEA may purchase technology using state school funds in a school year immediately following a textbook adoption cycle in which the state textbook and instructional materials quality commission did not list or recommend career and technical education textbooks or instructional materials. An LEA may use any remaining funds after the purchase of career and technical education textbooks or instructional materials to purchase technology.

Effective Date: April 30, 2021

38. Information regarding contraception and family life instruction: SB1392/HB577 (Public Chapter 380)

Education, Curriculum - As enacted, revises provisions governing contraception information provided as part of instruction of the family life curriculum. - Amends TCA Title 4; Title 37; Title 49; Title 63; Title 68 and Section 71-5-133.

The restriction remains that family life curriculum shall not include distribution of contraception on school property. However, as stated in this new law, medically accurate information about contraception and condoms *may* be provided so long as the information is:

- 1) Presented in a manner consistent with the requirements of family life instruction outlined in 49-6-1304. It must clearly inform students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk.
- 2) Reviewed and approved by the local board of education or charter school governing body, before the information is used in the family life curriculum to ensure that it is medically accurate, age appropriate, in compliance with this law, and aligned to academic standards in the state.
- 3) Provided, upon request, to a parent of a student attending a school in the LEA or charter school, to allow the review of the information. The parent can opt their student out of receiving this information as part of the family life curriculum without penalty.

Effective Date: July 1, 2021

**39. Exceptions for misdemeanor offenses of those working with LEA: SB1424/HB1131
(Public Chapter 417)**

Education - As enacted, revises provisions governing criminal history checks of certain persons who come in direct contact with school children or children in a child care program. - Amends TCA Title 49, Chapter 5.

Generally, under present law, a person who is to have direct contact with school children or children in a child care program, or will be entering the grounds of a school or child care center when children are present, must undergo a criminal history records check. The person is prohibited from such contact or entering the grounds if that check indicates that the person has ever been convicted of any of the following offenses, or the same or similar offense in any jurisdiction, including convictions for the solicitation of, attempt to commit, conspiracy, or acting as an accessory to:

- 1) A sexual offense or a violent sexual offense;
- 2) Any offense under the present law provisions for offenses against the person;
- 3) Arson or aggravated arson;
- 4) Burglary, aggravated burglary, especially aggravated burglary;
- 5) Child abuse and child neglect or endangerment and aggravated child abuse and aggravated child neglect or endangerment;
- 6) The manufacture, delivery, sale, or possession with the intent to engage in any such activity, of a controlled substance;
- 7) Providing handguns to juveniles; or
- 8) Any other offense under the present law weapon offenses.

This bill create an exception to present law whereby any person, corporation or other entity that enters into or renews a contract with a school, local board of education or child care program, or an employee of any such person, corporation, or other entity *may* come in direct contact with school children or with children in a child care program or enter the grounds of a school or child care center when children are present, notwithstanding a disqualifying conviction as described in 1-8 above, only if the criminal history records check indicates that:

- 1) The person was convicted of a misdemeanor offense;
- 2) The misdemeanor conviction occurred more than 10 years preceding the date of application for employment; *and*
- 3) The misdemeanor offense for which the person was convicted did not involve a minor.

Effective Date: May 12, 2021

40. Cybersecurity policies and procedures in school safety plans: SB1425/HB925 (Public Chapter 335)

Local Education Agencies - As enacted, adds certain cyber security-related information to the information that the state-level safety team must include in the template safety plan that LEAs must adopt as part of their comprehensive district-wide and building-level school safety plans. - Amends TCA Title 49, Chapter 6.

Present law requires LEAs to adopt a comprehensive, district-wide school safety plan and building-level school safety plans regarding crisis intervention, emergency response and emergency management. The plans must follow a template developed by the state-level safety team.

This bill adds the following to information that must be included in the template: policies and procedures relating to LEA and school cyber security preparedness to identify cyber security risk, implement mitigation planning, and protect cyber infrastructure against cyber attacks and other cyber security threats and incidents.

"Cyber security" is defined as the art of protecting networks, devices, and data from unauthorized access or criminal use, and the practice of ensuring the confidentiality, integrity, and availability of information.

Effective Date: May 4, 2021

EXTRAORDINARY SESSION OF THE 112TH GENERAL ASSEMBLY

In January 2021, Governor Lee called for the Tennessee General Assembly to convene for an extraordinary session to focus on education issues resulting from the COVID-19 pandemic. During this 4-day session, there were 4 bills that passed.

1. Evaluation of teachers based on state assessments for 2020-2021: SB7001/HB7003 (Public Chapter 2)

Education - As enacted, excludes data generated by state assessments administered in the 2020-2021 school year, and data generated by alternative growth models used by LEAs in the 2020-2021 school year to evaluate teachers in non-tested grades and subjects, from certain accountability determinations; revises certain tenure eligibility requirements to account for the unavailability of data due to the cancellation of TCAP tests as a result of the COVID-19 pandemic. - Amends TCA Title 49, Chapter 1, Part 2; Title 49, Chapter 1, Part 3; Title 49, Chapter 1, Part 6; Title 49, Chapter 5, Part 5 and Title 49, Chapter 6, Part 1.

This bill is intended to be an accountability “hold harmless” for educators and students for the 2020-2021 school year due to the COVID-19 pandemic. It extends the provision that the state shall not require teachers in non-tested grades and subjects to be evaluated using an alternative growth model for the 2019-2020 school year to the 2020-2021 school year, as well. However, LEAs did have the option to do so. In addition, data generated from the alternative growth model will not comprise the student growth portion of a teacher's evaluation unless the use results in a higher final evaluation score for the teacher.

For the 2020-2021, 2021-2022, and 2022-2023 school years, student growth evaluation composites generated by assessments administered in the 2020-2021 school year will be excluded from the student growth measure of a teacher's evaluation, unless including the composites results in a higher final evaluation score for the teacher.

This bill extends the provision that prohibits the state from requiring pre-k teachers (under the Voluntary Pre-K program) to be evaluated using the pre-k/kindergarten growth portfolio model or a comparable alternative measure for the 2019-2020 school year to also include the 2020-2021 school year. However, LEAs did have the option to do so. In addition, data generated from the pre-k/kindergarten growth portfolio model, or the comparable alternative measure of student growth, shall not comprise the student growth portion of a teacher's evaluation unless the use results in a higher final evaluation score for the teacher.

Local boards of education were given the authority to choose the percentage, within the range of 0-25%, that scores from the TCAP tests in the 2020-2021 school year counted on a student's final grade for students in grades 3-12.

If 80% or more of an LEA's or public charter school's students enrolled in grades 3-12 participated in the 2020-2021 TCAP tests, then student performance and student growth data generated from the 2020-2021 TCAP tests shall not be used to assign a letter grade to a school, identify a school as a priority school, or to assign a school to the ASD.

Under this law, a teacher will still be eligible for tenure, provided that they have met all other requirements, if they have not acquired an official evaluation score during the last 1-2 years of the probationary period due to unavailable data because of the cancellation of TCAP tests as a result of the COVID-19 pandemic.

Student performance on college-readiness exams in the 2020-2021 school year must be excluded from principal evaluations unless including the scores results in a higher evaluation score for the principal.

Finally, student performance on assessments administered in 2020-2021 to assess student readiness for postsecondary education must be excluded from the performance goals and measures required for schools and LEAs unless including the scores results in a higher designation for the school or LEA.

Effective Date: February 3, 2021

2. Tennessee Learning Loss Remediation and Student Acceleration Act: SB7002/HB7004 (Public Chapter 1)

Education - As enacted, enacts the "Tennessee Learning Loss Remediation and Student Acceleration Act"; requires local education agencies and public charter schools to implement a program of after-school learning mini-camps, learning loss bridge camps, and summer learning camps to remediate student learning loss. - Amends TCA Title 49, Chapter 6.

This bill requires LEAs to provide all "priority students," including priority students enrolled in a public charter school located within the geographic boundaries of the LEA, with the opportunity to enroll in the three camps described below, subject to available funding. Also, subject to the availability of additional seats after the initial enrollment period, LEAs must provide non-priority students, including students enrolled in a public charter school located within the geographic boundaries of the LEA, with the opportunity to enroll in the camps. Priority students may, but are not required to, participate in an after-school learning mini-camp, learning loss bridge camp, or summer

learning camp unless the local board of education adopts a policy requiring priority students to participate.

The learning loss remediation and student acceleration program must be funded from the TANF program, the LEAP grant fund, and any other funds appropriated by the general assembly.

After-School Learning Mini-Camp:

- Required to be conducted annually, beginning in the summer of 2021
- Must provide, at a minimum:
 - 1 hour of in-person education instruction at least 4 days per week, provided by a licensed teacher (or TALLC member if a licensed teacher isn't available) focused on STREAM;
 - Stipends to teachers, tutors, and staff providing education services to students in the camp; and
 - A state-adopted benchmark assessment (administered as a pre- and post-test)

Learning Loss Bridge Camp:

- Required to be conducted annually, beginning in the summer of 2021
- 4-week education program conducted annually before the beginning of the school year that's designed to support student academic needs and remediate learning loss
- Must provide, at a minimum:
 - 4 combined hours of in-person daily instruction, intervention, and supplemental supports in reading and math; provided at least 5 days per week. There must be at least 1 full hour dedicated to math instruction and one full hour dedicated to reading instruction per day.
 - Must be provided by a teacher licensed and endorsed to teach the subjects and grades serviced, using instructional materials adopted by the state board of education or provided by the department of education.
 - If a properly licensed and endorsed teacher isn't available, then you could use a candidate enrolled in an EPP or a person with a college degree who has successfully completed a learning loss and remediation and student acceleration program preparation course.
 - 1 hour of RTI² services per day, 5 days per week
 - Lunch and at least 1 snack or breakfast per day, 5 days per week

- Stipends to teachers, tutors, and staff providing education services to students in the camp
 - Teachers providing education services are eligible for a \$1,000 minimum per week stipend funded by the state
- A state-adopted benchmark assessment (administered as a pre- and post-test)

Summer Learning Camp:

- Required only in the summers immediately following the 2020-2021 and 2021-2022 school years
- 6-week summer education program designed to support student academic needs and remediate student learning loss
- Must provide, at a minimum:
 - 4 combined hours of in-person daily instruction, intervention, and supplemental supports in reading and math; provided at least 5 days per week. There must be at least 1 full hour dedicated to math instruction and one full hour dedicated to reading instruction per day.
 - Must be provided by a teacher licensed and endorsed to teach the subjects and grades serviced, using instructional materials adopted by the state board of education or provided by the department of education.
 - If a properly licensed and endorsed teacher isn't available, then you could use a candidate enrolled in an EPP or a person with a college degree who has successfully completed a learning loss and remediation and student acceleration program preparation course.
 - 1 hour of RTI² services per day, 5 days per week
 - Lunch and at least 1 snack or breakfast per day, 5 days per week
 - Stipends to teachers, tutors, and staff providing education services to students in the camp
 - Teachers providing education services are eligible for a \$1,000 minimum per week stipend funded by the state
 - A state-adopted benchmark assessment (administered as a pre- and post-test)

An LEA can request a waiver from the commissioner of education for one or more of the minimum requirements related to the hours, weeks, and days of in-person instruction, intervention, supplemental supports, and physical activity mandated for the After-School Learning Mini-Camps, Learning Loss Bridge Camps, and Summer Learning Camps.

“Priority Student” is defined as:

- For purposes of an **After-School Learning Mini-Camp** or **Summer Learning Camp**:
 - A student who completed the 3rd or 4th grade in the immediately preceding school year and scored in the “below” or “approaching” levels on the student’s most recent math or ELA TCAP
 - A student who completed kindergarten, 1st, or 2nd grade in the immediately preceding school year and attends a school in which fewer than 50% of the students in grades 3-5 scored in the “below” or “approaching” levels on the student’s most recent math or ELA TCAP
 - A student who completed kindergarten, 1st, 2nd, 3rd, or 4th grade in the immediately preceding school year and is eligible for TANF; or
 - A student who completed kindergarten, 1st, 2nd, or 3rd grade in the immediately preceding school year and scored below proficient in ELA or math on the student’s most recent state-adopted benchmark assessment, TN universal math screener, TN universal reading screener, universal reading screener, or (for the upcoming summer) RTI2 screener
- For purposes of a Learning **Loss Bridge Camp**:
 - A student who will be entering the 6th, 7th, or 8th grade in the 2021-2022 or 2022-2023 school year who scored below proficient (“below” or “approaching” on TCAP) in ELA or math on the most recent TCAP or state-adopted benchmark assessment; or
 - A student who will be entering the 4th, 5th, 6th, 7th, or 8th grade in the 2023-2024 school year, or in a subsequent school year, who scored below proficient (“below” or “approaching” on TCAP) in ELA or math on the most recent TCAP or state-adopted benchmark assessment

This bill also created the **Tennessee Accelerating Literacy and Learning Corps (TALLC)**, which is a statewide network of tutors developed and administered by the department of education. There will be a program to provide initial training, certification, and ongoing professional development for TALLC members developed by the department of education. The department will also develop the content that may be used by TALLC members when they are tutoring students.

Starting with the 2020-2023 school year, there will be changes to the third-grade promotion and retention policy, as a result of this legislation. A student who achieves a performance level of “approaching” on the 3rd grade ELA TCAP test shall not be promoted to the 4th grade unless:

- 1) The student is an English language learner and has received less than 2 years of ELA instruction;

- 2) The student was previously retained in any grade K-3;
- 3) The student takes a TCAP retest before beginning the next school year and scores proficient (“on track” or “mastered”) in ELA;
- 4) The student attends a Learning Loss Bridge Camp before the beginning of the upcoming school year, maintains a 90% attendance rate at camp, and demonstrates adequate growth on the post-test; *or*
- 5) The student is assigned a tutor through the TALLC program to provide them with tutoring services for the entirety of the upcoming school year.

A student who achieves a performance level of “below” on the 3rd grade ELA TCAP test shall not be promoted to the 4th grade unless:

- 1) The student is an English language learner and has received less than 2 years of ELA instruction;
- 2) The student was previously retained in any grade K-3;
- 3) The student takes a TCAP retest before beginning the next school year and scores proficient (“on track” or “mastered”) in ELA; *or*
- 4) The student attends a Learning Loss Bridge Camp before the beginning of the upcoming school year, maintains a 90% attendance rate at camp, and demonstrates adequate growth on the post-test; *and* the student is assigned a tutor through the TALLC program to provide them with tutoring services for the entirety of the upcoming school year.

The state board of education will promulgate rules creating an appeals process to be administered by the department of education for students in the “approaching” category.

Effective Date: February 3, 2021 (for the section that creates the summer camps and addresses learning loss); July 1, 2021 (for the section that addresses 3rd grade retention)

3. Tennessee Literacy Success Act: SB7003/HB7002 (Public Chapter 3)

Education - As enacted, enacts the "Tennessee Literacy Success Act"; requires LEAs to provide foundational literacy skills instruction, provide reading interventions and supports, and administer universal reading screeners to students in kindergarten through grade three to improve reading proficiency. - Amends TCA Title 49, Chapter 1; Title 49, Chapter 5 and Title 49, Chapter 6.

This bill created the “Tennessee Literacy Success Act,” which requires each LEA and public charter school to provide foundational literacy skills instruction to students in K-3. Foundational literacy skills instruction must be the LEA's primary form of instructional programming in English language arts. “Foundational literacy skills” means phonemic awareness, phonics, fluency, vocabulary, and comprehension.

LEAs must provide reading interventions and supports to students identified as having a “significant reading deficiency.” This can be achieved by providing interventions identified in the Tennessee RTI² framework manual. Students that qualify as having a significant reading deficiency, according to this law, include:

- 1) Students in grades K-3 that score within a range on a universal reading screener that demonstrates a lack of proficiency in foundational literacy skills; and
- 2) Students in grades 4-5 that score below proficient (“below” or “approaching”) on the LEA portion of the most recent TCAP.

When a student in grades K-3 is identified as having a significant reading deficiency, the LEA shall notify the student’s parent in writing. The LEA must also include information about the importance of reading proficiency, reading intervention activities they can do, and supports offered by the LEA.

This bill requires LEAs to **adopt and use** ELA textbooks and instructional materials from the list approved for adoption by the state board of education, unless a waiver is granted. For LEAs using ELA textbooks and instructional materials from the list approved in 2019, or who received a waiver in 2019, are not required to adopt or purchase additional ELA textbooks or instructional materials.

LEAs must administer a universal reading screener to each student in grades K-3 during each of the three administration windows established by the department of education. The department is required to provide a Tennessee universal screener to districts at no cost. However, districts can choose to use an alternative approved universal screener using their own funds.

Each LEA is also required to develop and submit to the department of education for approval a Foundational Literacy Skills Plan for students in grades K-5.

The department of education is required to develop professional development on foundational literacy skills instruction that will be available to teachers for grades K-5 at no cost. These courses can be used to earn professional development points. By August 1, 2023, all teachers for grades K-5 *must* complete at least one professional development course on foundational literacy skills instruction approved by the department of education.

Beginning August 1, 2023, candidates seeking initial licensure or an endorsement, advancement, or renewal of an existing license to teach students in grades K-3 or to be an instructional leader will be required to:

- 1) Provide a certificate documenting the candidate’s passage of a Tennessee reading instruction test developed or identified by the department and approved by the

- state board that tests the candidate's knowledge of foundational literacy skills instruction; or
- 2) Provide evidence documenting the candidate's completion of a foundational literacy skills instruction course within the previous year.

Effective Date: February 3, 2021

**4. Appropriations and increase to the BEP instructional component for 2021:
SB7009/HB7020 (Public Chapter 4)**

Appropriations - As enacted, makes appropriations sufficient to provide the first year's funding for any act which receives final passage during the first extraordinary session of the 112th General Assembly. -

This bill appropriated \$67,331,900 in non-recurring funds to implement Public Chapter 1 (the learning loss bill). It also appropriated \$42,899,300 in non-recurring funds to cover the state and local portion of a 2% increase of the BEP instructional component, in order to provide a pool of funds for salary increases for teachers and other certified staff for January 1, 2021-June 30, 2021.

Effective Date: February 3, 2021

Surplus Items – Central Office

August 2021

The following items need to be surplus due to lack of repair and/or outdated hardware

Item	Tag Number	Disposal Reason
Desktop	112368	Age
Laptop	110502	Age
Laptop	110430	Age
Laptop	114505	Age
Laptop	099966	Age
Laptop	110424	Age
Ipad	099206	Age
Ipad	112839	Age
Ipad	112838	Age
Kindle	113126	Age
Kindle	113129	Age
Kindle	113128	Age
Kindle	113127	Age

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8/4/21