



**Morgan County Schools Morgan County Board of Education Meeting  
March 1, 2010 6:30 PM  
Central Office**

1. **Prayer**
2. **Pledge**
3. **"Good News"**
4. **Agenda**
5. **MCEA - Letter of Intent to Negotiate**
6. **Audience Participation**
7. **Consent Agenda**
  - A. Approval of Minutes
  - B. Workshop, March 29, 6:30 p.m.@ Central Office
  - C. Regular Board Meeting, April 1, 6:30 p.m. Central Office
8. **Budget Amendments (#68-74) (#75-78)**
9. **Discussion of Coalfield Roof - (Firestone, CM Hensley Roofing) - Joe Fielden, Cope & Associates**
10. **Update on Bids**
  - A. Security cameras for MCCTC, Petros Joyner (Opening - Thursday, March 11, 2010 at 10:00 a.m.)
  - B. Septic system at Coalfield (Opening - Friday, March 5, 2010 at 9:00 a.m.)
11. **Approval of Distance Learning/Green Technology Proposal (Perkins Reserve Grant - \$98,693)**
12. **Approval of Title IID ARRA E4TN Distance Learning Grant - \$20,000**

\$10,000 funding to district for improvement of distance learning program.  
\$10,000 in funds to pay for students to take course through the E4TN state-wide network.
13. **Update on drainage project at Oakdale School - Sample Contract**
14. **Policy Revisions**
  - A. JCCC - Suspension/Expulsion (2nd reading)
  - B. Mental Health Policy (1st Reading)

15. **Consideration of Classification and Compensation Study for Support Staff (Budget Amendment #79)**
16. **Revised Job Descriptions for Supervisors (Connection to TILS Standards)**
  - A. GCBI - Qualifications and Duties of the Federal Projects Coordinator
  - B. GCBP - Grant Writer
  - C. CGBB - Qualifications and Duties of Supervisor of Grants and Special Projects
  - D. CBBC - Duties of Attendance Supervisor (Supervisor of Student Services)
17. **Appoint Board Member to County Planning Committee**
18. **Facility Needs - Maintenance and Transportation (Revised drawing)**
19. **Schedule Budget Workshop(s)**
20. **Director's Performance Contract Report/Announcements**
  - A. Monthly Financial Report
  - B. Overview of CTE Report Card - Mitchell Heidel, CTE Director
  - C. TSBA Day on the Hill - February 23, 2010
  - D. March 12, 2010 - SCOPE Conference
  - E. TSBA Facilities Workshop - April 30th
  - F. Planning - A Joint Venture (May 23-24 - Pigeon Forge)
  - G. Update - Refinancing of Debt Service Obligations
  - H. Plan to Make-up Missed School Days
21. **Adjourn**
  - A. Workshop, March 29, 2010, 6:30 p.m. @ Central Office
  - B. Regular Board Meeting, April 1, 2010, 6:30 p.m. @ Central Office

# CTE Awards

## Tennessee Career & Technical Awards Application

This application must be postmarked by January 4<sup>th</sup>, 2010.

Late applications will not be considered.

Applications can be sent to: Your Regional Vice President

OR Clark Knight

160 S. Hollywood

Memphis, Tennessee 38112

The *Trailblazer Award* was established to recognize those CTE directors which have demonstrated extraordinary leadership in their home county and at the state or national level. In order to receive this award the CTE director should have six (6) years or more experience as the CTE director. This application form should be accompanied by at least two (2) letters of reference.

Name: Mitchell Heidel

School System: Morgan

Grand Division: Eastern

Years Experience: 8

Person Nominating this Individual--Don Lawson, Sharon Ridenour and Karen Lane

Briefly list three (3) justifications for nominating this director:

- Green Energy Technology--Mitchell has shared the knowledge and skills in Green Energy Technology developed through their numerous grants with CTE directors. He has presented programs at local, regional and state professional development. He has served as an excellent resource for replication of their program. A team of Skills USA students received third place at the National Skills USA conference for their Green Energy project. Green Energy Technology projects have been an important strategy for CTE and academic integration activities throughout the system.
- Partnerships--The windmills and solar panels located on the Morgan County Career and Technical Center campus harness energy which is sold to the Plateau Electric Cooperative, the local utility, then ultimately to TVA. Heraeus Metal Processing, Inc., a local business has provided grants and other resources for Green Energy Technology activities. Tennessee Valley Authority partners with the system on writing grants for Green Technology projects and will assist with teaching an adult class for solar and wind projects. TVA has also provided a windmill for the MCCTC. They also partner with Tennessee Technological University for monitoring equipment for the solar and wind projects. Southern Alliance for Clean Energy has worked with the system for recruiting adults for the evening program, offered technical assistance and professional development opportunities for teachers.

- **Innovative Programs:**  
Agriculture Program—The system has an outstanding agriculture program which includes aquaculture, hydroponics, vineyard, plant nursery, recycled oil to supplement the heat in the greenhouse, and biological insect control in green house.

Dual Enrollment classes are currently offered in Emergency Medical Services and Nursing Education (CAN). Dual Credit is offered for Computer Applications and Criminal Justice. Plans are in development to add Dual Enrollment for Child Development. Reserve Grant for Robotic Engineering with the Machine Technology program.

Distance Learning Opportunities--Physics is taught at the MCCTC and provided to all four high schools and for Grainger County High School. Art will be provided by Grainger County for all four Morgan County high schools. Roane State College Algebra will be provided for all four high schools. ACT prep will be offered at all four high schools.

**Please answer the following in bulleted format!**

- What professional contributions/activities have you provided/participated in your local county?
  - I facilitated a presentation for the local community of our new solar panel and windmill installation with an unveiling ceremony. Guests invited included representatives from the county executive’s office, board members, Director and assistant Director of Morgan Schools, Emory River Watershed Association, utility representatives, Heraeus Metals and Central High School Band.
  - I have facilitated tours of our solar/windmill projects for the following groups: Dekalb County CTE Director, board member and two teachers, Victor Matthews, President American Welding Society and Joe Livesay, TTC instructor, Brandon Blevins and Staff from the Southern Alliance for Clean Energy.
  - I served as a member of the Rural Schools and Community Trust Grant committee for Morgan County and implemented a new course “Entrepreneurship” for our students.
  - I served as a member of the Emory River Watershed Association for two years.
  - I have served as a committee member Morgan County Health Council.
  - I have served as a Farm Bureau council member for the county.
  - I have served as a judge for 4-H Public Speaking on a yearly basis.
  - I have applied for and been awarded the following Grants this year:
    - (1.) Carl Perkins Reserve Grant-\$91,700- Engineering/CIM Program of Study-
    - (2.) ARC-Appalachian Regional Commission \$45,000 Grant- Renewable Energy- Energy Efficiency Grants entitled Energy Career and Technology Training and Renewable Systems for Cumberland Plateau Students.
    - (3.) Heraeus Metals-\$26,000- Solar and Wind Energy Green Power grant.
  - Future Grants-We have applied for a \$10,000 State Farms Skills USA Sustainability Solutions grant. We are working with Heraeus Metals on another possible \$100,000 energy grant.
    - We had two students awarded third place in the nation on their sustainability solutions competition this past summer in Kansas City.
    - We were encouraged by the number of teachers involved with academic integration during our solar and wind fabrication and installation. We had approximately 250 students involved with physics and math integrating with welding, machine technology, carpentry, business technology and agriculture classes.

- What professional contributions/activities have you provided/participated at the district level?
  - I facilitated a numerous presentations focusing on solar and wind initiatives for the East Tennessee CTE Directors , state career and technical representatives Ralph Barnett, Will Lewis, Dianne Cashion, Joe Cruz and Thom Smith, Board of Regents representatives James King and Chelle Travis, Field Service Center representatives, and Morgan County Central Office Staff.
  - I am an active member of the P-16 Council which meets at RSCC for the past 2years.
  - I served as an monitoring team member for the CTE East Tennessee District reviewing schools for their monitoring. The counties I reviewed were, Knox, Union, Roane and Scott.
  
- What professional contributions/activities have you provided/participated at the state or national level?
  - On November 16, 2009, I presented along with my welding teacher and two students, a presentation to the TSBA Tennessee School Board Association on our solar and wind initiatives in Morgan County.
  - I attended the National Appalachia Wind Summit Conference in Roanoke, Virginia on September 23-24.
  - I will present our solar and wind initiatives at the Summer CTE Conference for CTE Directors, July 2010.
  
- What civic and community activities are you actively engaged?
  - I am an active member of The Morgan County Choral Society. We have performed concerts in local area churches as well as surrounding counties for Christmas in the Mountains, patriotic, civic and various other events.
  
- What honors/awards have you received?
  - Administrator of the Year, Morgan County- 2002-2003
  - Certificate of Merit, United States Department of Agriculture, Food Safety and Quality Service- 1982.- For Sustained Superior Performance
  - Air Force Commendation Metal- 1969-1972
  - Delta Tau Alpha-National Honorary Society-1967-68- Tennessee Technological University
  
- Trace your educational experience beginning with your first teaching assignment.
  - I began teaching Agriculture in 1982 at Morgan County Career and Technical Center. I completed the Biology for Technology Training in 1993 and taught Biology and Agriculture for 7yrs. During that time I worked as a teaching assistant principal. I earned my Master's Degree in Administration and Supervision in 1999 and began serving as half time assistant principal until the year 2000. I was hired as CTE Director and Principal of Morgan County Career and Technical Center where I have worked until the present time. During my tenure as CTE Director, I have worked under the supervision of three Directors of Schools.



Margaret Strange Morgan, President  
Central Elementary School  
1315 Knoxville Highway  
Wartburg, TN 37887  
423.346.6683  
[strangem@mcsmail.net](mailto:strangem@mcsmail.net)

February 19, 2010

Mr. Wendy Collins  
Morgan County Schools Negotiation Team  
136 Flat Fork Road  
Wartburg, TN 37887

Dear Mr. Collins:

MCEA is requesting that we negotiate the following items per 2009-2012 Negotiated Agreement Article XXIII Duration:

- 1) Salary, 2) Insurance, 3) Retirement Incentives

We look forward to working with you and the Board's team to update the contract this year.

Please let me know when we can meet for our first session. We hope to be able to meet in March. Tuesdays or Wednesdays really would work better for our teachers because many of us teach in the afterschool programs.

Thank you for your attention to this matter.

Sincerely,

Margaret Strange Morgan

cc:  
Edd Diden Director of Schools  
Travis Gosnell, Chief Negotiator MCEA  
MCEA Negotiation Team Members  
MCEA ARs  
Donna Jerden, TEA UniServ Coordinator



801 Second Avenue North | Nashville, Tennessee 37201-1099  
615.242.8392 | Fax: 615.259.4581  
[www.teateachers.org](http://www.teateachers.org)

**MORGAN COUNTY SCHOOLS**  
Wartburg, Tennessee

**MORGAN COUNTY BOARD OF EDUCATION**

**REGULAR MEETING - February 1, 2010**  
Conference Room – Central Office  
6:30 p.m.

**MEMBERS PRESENT:** Terry Armes, Glen Moore, Louise Coleman, Wendy Collins, Jim Rivers

**PRAYER:** Wendy Collins

**PLEDGE:** Terry Armes

**GOOD NEWS REPORT** (*presented at Workshop*): Central High School

**AGENDA:** Motion by Jim Rivers and seconded by Glen Moore to approve the agenda as presented.

Motion Carried

**MCEA:** Legislators meeting will be rescheduled.

**AUDIENCE PARTICIPATION:** No Action.

**CONSENT AGENDA:** Motion by Jim Rivers to approve the following consent agenda:

- Approval of Minutes
- Workshop, February 18, 2010, 6:30 p.m. at Central Office
- Regular Board Meeting, March 1, 2010, 6:30 p.m. @ Central Office

Seconded by Glen Moore

Motion Carried

**BUDGET AMENDMENTS:**

Motion by Jim Rivers to approve budget amendments 62 through 67 as presented.  
Seconded by Wendy Collins.

**Roll Call Vote:**

Terry Armes	Yes
Louise Coleman	Yes
Wendy Collins	Yes
Jim Rivers	Yes
Glen Moore	Yes

Motion Carried

**Morgan County Board of Education**  
**General Purpose**  
**January 20, 2010**  
**Budget Amendment #62**

Debit:  
44146 (E-Rate funding) \$4,683.12

Credit  
72210-790 (Other Equipment) \$4,683.12

Explanation: E-Rate reimbursement.

**Morgan County Board of Education  
General Purpose  
January 20, 2010  
Budget Amendment #63**

Debit:		
	48130 (Contribution's)	\$2,000.00
Credit		
	72210-790 (Other Equipment)	\$2,000.00

Explanation: Funds received from Food Service to be applied for the purchase of a new server.

**Morgan County Board of Education  
General Purpose  
January 20, 2010  
Budget Amendment #64**

Debit:		
	48130 (Contribution's)	\$6,000.00
Credit		
	72110-599 (Other Charges)	\$6,000.00

Explanation: Funds received as a result of the Ford Drive one 4 UR School. Funds to be distributed to all high schools.

**Morgan County Board of Education  
General Purpose  
January 20, 2010  
Budget Amendment #65**

Debit:		
	44170 (Miscellaneous Refunds)	\$1,040.32
Credit		
	72210-790 (Office Equipment)	\$1,040.32

Explanation: These funds are a reimbursement as a result of a DRAM Antitrust Litigation Settlement.

**Morgan County Board of Education  
General Purpose  
January 20, 2010  
Budget Amendment #66**

Debit (Decrease)		
	141-48130 (Other Contributions)	\$20,000.00
Credit (Increase)		
	72210-355-0041 (Travel)	\$15,000.00
	71100-429-0041 (Supplies)	\$5,000.00

Explanation: Funds received as a TN. A.C.H.E. partner grant to be placed in 0041 Career In Mind Travel and Supply line items.

**Morgan County Board of Education  
General Purpose  
January 20, 2010  
Budget Amendment #67**

Debit:  
44170 (Miscellaneous Refunds) \$93.00

Credit:  
72710-425 (Gasoline) \$93.00

Explanation: Reimbursement for bus fuel.

**DISCUSSION OF COALFIELD ROOF – Letter from Firestone Representative:** Board members requested more information. They suggested researching the roof specifications concerning design, wind speed, and use of a water based bonding adhesive.

**DISCUSSION – ADVERTISE FOR BIDS – SECURITY CAMERAS FOR MCCTC, PETROS JOYNER – SEPTIC SYSTEM AT COALFIELD:** Motion by Jim Rivers to advertise bids for security cameras for MCCTC and/or Petros Joyner and septic system at Coalfield. Seconded by Wendy Collins.

Motion Carried

**DRAINAGE PROBLEM – OAKDALE SCHOOL:** Motion by Jim Rivers to proceed with repair of road behind Oakdale School per approval of Executive Committee. Seconded by Glen Moore. The project will involve a partnership between the Board of Education and a private land owner, Jeff Wittibslager. A legal contract will be written. Board of Education will supply materials and the land owner will correct drainage problem.

Motion Carried

**POLICY REVISIONS:** Motion by Jim Rivers to approve the following policies. Seconded by Wendy Collins.

Motion Carried

- **JCCA** – Corporal Punishment – Remove section #6 – pass on emergency reading.
- **GBRIC** – Family and Medical Leave for Professional Personnel – pass on 2<sup>nd</sup> reading.
- **JCCC** – Suspension/Expulsion – pass on 1<sup>st</sup> reading.

<b>Corporal Punishment</b>	<b>Descriptor Code:</b> <b>JCCA</b>	<b>Issued Date:</b> <b>02/01/10</b>
----------------------------	--	--

Any principal, assistant principal or teacher may use corporal punishment in a reasonable manner against any student for good cause in order to maintain discipline and order within the public schools<sup>1</sup> in accordance with the following guidelines:<sup>2</sup>

1. Corporal punishment shall be administered only after other less stringent measures have failed,  
or if the conduct of a student is of such nature that corporal punishment is the only reasonable form of punishment under the circumstances;
2. The instrument to be used in administering corporal punishment shall be approved by the principal;
3. Corporal punishment shall be reasonable;

4. Corporal punishment shall be administered in the presence of another professional employee;
5. The nature of the punishment will be such that it is in proportion to the gravity of the offense, the apparent motive and disposition of the offender and the influence of the offender's example and conduct on others; and

A disciplinary record shall be maintained and shall contain the name of the student, the type of misconduct, the type of corporal punishment administered, the name of the person administering the punishment, the name of the witness present and the date and time of punishment.

Disciplinary records shall be filed in the school office and made available to parents or students, whichever is appropriate.<sup>3</sup>

Legal References:

1. TCA 49-6-4103.
2. TCA 49-6-4104.
3. TCA 10-7-504(b).

<b>MORGAN COUNTY BOARD OF EDUCATION</b>
---

<b>FAMILY AND MEDICAL LEAVE FOR PROFESSIONAL PERSONNEL</b>	Descriptor Code: <b>GBRIC</b>	Issued Date: <b>02/01/10</b>
--	----------------------------------	---------------------------------

**PURPOSE**

To entitle employees to take reasonable leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse or parent who has a serious health condition.

**ELIGIBILITY**

Anyone who has been employed for at least twelve (12) months by the Board or anyone who has at least 1,250 hours of service during the previous twelve month period.<sup>1</sup>

**GENERAL PRINCIPLES**

1. Any licensed employee shall be granted, upon request, up to twelve (12) weeks unpaid leave for the birth or adoption of a child or the care of a child, spouse, or parent who has a serious health condition. (Any female requesting leave due to pregnancy and childbirth shall be granted up to four (4) months leave.)<sup>2</sup>
2. Any licensed employee on maternity leave shall be permitted to use accumulated sick leave during the period of actual physical disability only. Otherwise, the maternity leave shall be unpaid leave. A teacher may use up to thirty (30) days of accumulated sick leave for the adoption of a child. If both adoptive parents are teachers, only one parent may request leave. Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.<sup>3</sup>
3. A physician's statement may be required by the Board when determining the period of actual physical disability.<sup>4</sup>
4. Request for leaves and extension of leaves shall conform to state law governing all leaves of absence.

**RESTRICTIONS**

1. Family and/or medical leave shall not be taken for more than one (1) school calendar year.

2. For foreseeable leave, the employee shall provide the Board with at least thirty (30) days written notice before the beginning of the anticipated leave.
3. The Board may require that a request for leave be supported by certification issued by a health care provider with the following information:
  - a. the date on which the serious health condition commenced;
  - b. the probable duration of the condition;
  - c. the appropriate medical facts within the knowledge of the health care provider regarding the condition; and
  - d. a statement that the eligible employee is needed to care for the son, daughter, spouse or parent and an estimate of the amount of time that such employee is needed.
4. If there is any reason to doubt the validity of the certification provided, the Board may require, at the expense of the Board, an opinion of a second health care provider.
5. Any employee requesting leave under the Family & Medical Leave Act shall include in the leave any applicable accumulated sick leave.<sup>5</sup>
6. Intermittent Leave - When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school may require that such employee elect either to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or to transfer temporarily to an available alternative position offered by the Board for which the employee is qualified, and that has equivalent pay and benefits and better accommodates recurring periods of leave.
7. Period Near the End of an Academic Term - If leave is taken more than five (5) weeks prior to the end of the term, the Board may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term.

If the leave is taken five (5) weeks prior to the end of the term, the Board may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) week's duration and the return to employment would occur during the two (2) week period before the end of the term.

## **REQUIREMENT OF THE BOARD**

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

---

### Legal References:

1. Federal Family and Medical Leave Act 1993
2. TCA 49-5-702; TCA 4-21-408
3. TCA 49-5-710
4. TCA 49-5-704
5. OP Tenn. Atty Gen 94-006 (Jan 13, 1994)

---

### Cross References:

- Sick Leave 5.302  
 Long Term Leaves 5.304

**CONSIDERATION OF CLASSIFICATION AND COMPENSATION STUDY FOR SUPPORT STAFF:** After a brief discussion, the Board requested that this item be placed on the agenda for the next workshop February 18. A suggestion was made that Larry Russell, President of the Organizational Management Group, could be invited to the workshop.

**REVISED JOB DESCRIPTIONS:** As part of the Director's performance contract, recommendation is made to revise the job descriptions of the Federal Projects Coordinator, Supervisor of Grants and Special Projects, and Attendance Supervisor. No action taken. Job descriptions will be to revisited during the Workshop on February 18.

**UPDATE – TENNESSEE SCHOLARS PROGRAM:** Motion by Jim Rivers to endorse the Tennessee Scholars Program requirements. Seconded by Glen Moore. Ruth Woodall presented the Tennessee Scholars Program at a recent meeting of principals, supervisors, and counselors. Mrs. Woodall will also work with Chamber of Commerce on other details. Plans are in place to recognize 2010 graduates who have completed the Tennessee Scholars requirements.

Motion Carried

**DISCUSSION – TENNESSEE RACE TO TOP GRANT PROPOSAL:** A work plan must be submitted within 90 days from the date the state is awarded the grant.

**FACILITY NEEDS – MAINTENANCE AND TRANSPORTATION:** Floor plans will be redrawn with help from Jim Rivers.

**DISTRICT IMPROVEMENT UPDATES:** Board of Education received handout of Director's Performance Contract Report for February

**DIRECTOR'S PERFORMANCE CONTRACT REPORT/ANNOUNCEMENTS:  
ITEMS OF DISCUSSION:**

- Monthly Financial Report- members received handout
- Insurance Committee – Next meeting Wed, Feb. 3<sup>rd</sup>, 4:45 p.m. Central Office
- TBSB Day on the Hill – February 23
- SCOPE conference – March 12
- Planning – A Joint Venture – May 23 and 24
- Update – Refinancing of Debt Service Obligations – Some progress made; Waiting on a proposal

**ADJOURNMENT:** Motion by Jim Rivers to adjourn. Seconded by Wendy Collins. Chairman declared meeting adjourned at 7:20 p.m.

**Morgan County Board of Education  
General Purpose  
February 11, 2010  
Budget Amendment #68**

Debit:

71200-312	(Contracts with Priv. Agency)	\$74,103.26
71200-599	(Other Charges)	\$33.01
72220-725	(Sp. Ed. Equipment)	<u>\$47.09</u>
	Total:	\$74,183.36

Credit:

71200-116	(Teachers)	\$74,183.36
-----------	------------	-------------

Explanation:

Re-adjustment to balance out G.P. Budget.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
General Purpose  
February 11, 2010  
Budget Amendment #69**

Debit:

71200-312	(Contracts with Priv. Agency)	\$13,425.36
-----------	-------------------------------	-------------

Credit:

71200-399	(Other Contracted Serv.)	\$10,708.94
71200-429	(Instructional Supplies)	\$2,716.42

Explanation:

Transfer of money to necessary line items because of over expenditures in Other Contracted Services, and Instructional Supplies.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education**  
**Carl Perkins**  
**February 11, 2010**  
**Budget Amendment #70**

Credit:

71300-399	(Other Contracted Serv.)	\$500.00
-----------	--------------------------	----------

Debit:

71300-429	(Instructional Supplies)	\$500.00
-----------	--------------------------	----------

Explanation:

More hours needed for my EIS employee to deal with problems in e-tiger with primary and service schools sharing of class rosters in addition to correcting data which was incorrectly transferred. We can use funds from this account because we have used less than 10% of available funds in this line item and at this point I feel it will not affect our estimated budgeted uses.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education**  
**Title I**  
**February 17, 2010**  
**Budget Amendment #71**

Debit:

142-39000	(Fund Balance)	\$40,737.00
-----------	----------------	-------------

Credit:

142-72210-499-011-650	(Other Charges)	\$40,737.00
-----------------------	-----------------	-------------

Explanation:

Transfer money from Fund Balance to Consolidated Admin.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education**  
**IDEA Part B**  
**February 17, 2010**  
**Budget Amendment #72**

Debit: (Fund Balance) \$22,306.00

Credit: 47143 \$22,306.00

Explanation:  
This revenue should have been received in June but wasn't received and posted till July.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
IDEA Preschool  
February 17, 2010  
Budget Amendment #73**

Debit: (Fund Balance) \$1,123.00

Credit: Revenue 47145 \$1,123.00

Explanation:  
This revenue should have been received in June but wasn't received and posted till July.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education**  
**SRO**  
**February 26, 2010**  
**Budget Amendment #74**

Credit: (Increase)		
141-72130-599-4001 (Other Charges)		\$22,800.00

Debit (Increase)		
141-46590		\$22,800.00

Explanation:

Funds received as a SRO grant of \$21,100 and a match of \$1,700.00.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
G.P.  
March 1, 2010  
Budget Amendment #75**

Debit:			
	44520	(Insurance Recovery)	\$7,998.69

Credit:			
	72710-453	(Vehicle Parts)	\$7,998.69

Explanation:  
Insurance payment for bus accident.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
G.P.  
March 1, 2010  
Budget Amendment #76**

Debit:

141-44530	(Sale of Equipment)	\$39.00
-----------	---------------------	---------

Credit:

141-72210-790	(Other Equipment)	\$39.00
---------------	-------------------	---------

Explanation:

Additional revenue from sale of surplus equipment.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
G.P.  
March 1, 2010  
Budget Amendment #77**

Debit:		
141-44170	(Misc. Refunds)	\$34.02
Credit:		
141-72710-412	(Diesel Fuel)	\$34.02

Explanation:  
Reimbursement for use of bus.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Morgan County Board of Education  
G.P.  
March 1, 2010  
Budget Amendment #78**

Debit:			
	141-44170	(Misc. Refunds)	\$31.50
Credit:			
	72710-453	(Vehicle Parts)	\$31.50

Explanation:  
Payment for fire extinguisher.

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

# Firestone

## NOW THAT YOU HAVE A NEW FIRESTONE ROOFING SYSTEM...

Congratulations on your purchase of a Firestone Roofing System! Your new roof is a valuable asset and as such should be properly maintained. All components of the building envelope require periodic maintenance to perform as designed. "Building Envelope Care And Maintenance Guide" printed on the back of your Firestone Limited Warranty contains a number of important items to assist you in maintaining a watertight building for many years. These maintenance guidelines recommend that the building envelope be inspected at least twice yearly. Although this inspection can be performed by any qualified person selected by you, **Firestone recommends that at least one inspection every year be conducted by the Firestone Licensed Applicator who installed your roof.**

Whenever an inspection of the roof is performed, Firestone recommends that the following items be included:

### **1** ROOF CONDITIONS REQUIRING PERIODIC INSPECTION:

Periodic inspection of the following items is very important to assure that the Firestone Roofing System has not been exposed to conditions not covered by Firestone's Limited Warranty:

- a. **Roof Traffic & Walkways:** The Firestone Roofing System is designed to be a waterproofing component—not a traffic bearing component of the building envelope. As stated in Firestone's System Design Instructions for all Firestone Roofing Systems, "Walkways help protect the membrane from damage due to necessary roof-top service traffic." Please note that walkways should be maintained at all roof access points, around all mechanical equipment which requires maintenance and at all areas where roof traffic more frequent than once a month is anticipated. **If, because of traffic requirements, walkways need to be installed on your roof, contact your Firestone Licensed Applicator before proceeding.**
- b. **Discharges:** All components of the Firestone roof system must be protected from discharges, such as petroleum products, greases, oils and fats, acids and the like. If the building will have any such discharges, please contact Firestone for suggested methods of protection. **If, because of the presence of chemical discharges, protection measures are recommended, contact your Firestone Licensed Applicator before proceeding.**

- c. Ponding Water:** Proper maintenance and good roofing practice suggests that ponded water (defined as standing water on the roof forty-eight (48) hours after it stops raining) should not be allowed on the roof. Roofs should have slope to drain and all drain areas should remain clean. **If ponded water areas are observed on the roof that cannot be corrected by periodic cleaning of drain areas, contact your Firestone Licensed Applicator for suggestions.**
- d. Storms:** The building envelope should be inspected after any severe storm, especially after any storm that involves high sustained winds, heavy wind gusts or tornado-like conditions. All roof surfaces should be inspected for damage caused by wind-blown debris. The roof also should be inspected after any hail or ice storm which could have damaged the roofing system. **If storm-related damage to the roof system is observed, contact your Firestone Licensed Applicator before proceeding.**
- e. Moisture Infiltration:** It is very important to inspect the roofing system for moisture infiltration from sources excluded by Firestone's Limited Warranty. These sources can include but are not limited to:
  - 1. Latent moisture in a pre-existing roofing system or roof insulation remaining beneath the Firestone Roofing System.
  - 2. Moisture infiltration in or through building walls, copings, mortar joints and roof-top equipment.
  - 3. Condensation of water vapor within the roofing system due to temperature and humidity differentials.

**Because inspection for moisture infiltration requires professional roofing experience, Firestone recommends that this inspection be performed by a Firestone Licensed Applicator at least once a year.**

---

## **2 NON-FIRESTONE MATERIALS:**

In some instances, non-Firestone supplied materials are used in conjunction with Firestone Roofing Systems. These materials may include, but are not limited to the following items:

- a.** Locally-fabricated sheet metal flashings.
- b.** Non-Firestone sealants at roof terminations.
- c.** Non-Firestone roof insulations.
- d.** Non-Firestone insulation fastening devices, including but not limited to roofing screws, insulation plates, construction adhesives and roofing asphalt.
- e.** Preservative-treated wood nailers and blocking.
- f.** Roof drains and drain inserts.
- g.** Pre-fabricated roof curbs.
- h.** Concrete walkway or ballast pavers.
- i.** Stone ballast.
- j.** Non-Firestone roof coatings.

Because such items are not warranted by Firestone, it is important to establish an ongoing inspection and maintenance program to assure that the performance of non-Firestone materials does not adversely affect the weathertight integrity of the Firestone roofing system. **Sheet metal items** should be checked for weathertightness and re-anchored/recalced as needed. **Nailers and blocking** should be checked for soundness, and replaced or re-secured if necessary. **Roof drains and drain inserts** should be cleared of any debris. **Sealants** should be inspected for shrinking or cracking and replaced as required. The integrity of **roof insulation and insulation attachments** should be verified. **Walkway pavers** should be checked for cracking or splitting and replaced if necessary. **Ballast stone** should be checked for deterioration due to freeze/thaw conditions. In addition, all ballasted roofs should be inspected for localized wind displacement of the ballast, especially along perimeter roof areas. In the event ballast displacement is observed, the ballast should be carefully re-dispersed uniformly and the addition of larger ballast stones should be considered.

### **3 FIRESTONE PRODUCTS REQUIRING PERIODIC INSPECTION:**

Although Firestone products do not necessarily require periodic maintenance to assure long-term performance, periodic inspection is very important to assure that these products have not been exposed to conditions excluded by Firestone's Limited Warranty:

- a. The **Firestone Roofing Membrane** should be inspected for tears or punctures caused by wind storms, falling objects, roof traffic and the like. If the Firestone membrane is supplied with a factory applied coating, such as roofing granules, the coating should be inspected for any discontinuities caused by abrasion from wind, roof traffic or other sources. **Tears, punctures and abrasions to the membrane must be repaired by a Licensed Firestone Applicator using Firestone specified repair procedures.**

In addition, the membrane should be inspected for any contamination from discharges, such as petroleum products, greases, oils and fats, acids and the like. If any such discharges are observed on the membrane, please contact Firestone for suggested methods of protection. If, because of the presence of chemical discharges, protection measures are recommended by Firestone, contact your Firestone Licensed Applicator before proceeding.

- b. **Firestone Wall Flashings** also should be inspected for tears, punctures, abrasion and contamination from discharges, following the same procedures as for the Firestone Roof Membrane.

### **4 INSPECTIONS AND SAFETY:**

Inspection of any building envelope should be undertaken only by qualified persons who are familiar with safe practices, including all applicable occupational health and safety regulations relating to roofing and construction. **Firestone recommends that all roof inspections be performed by a Firestone Licensed Applicator or a similar roofing professional.**

**Firestone**

**5****ARRANGING FOR PERIODIC INSPECTIONS:**

Please note that the cost of periodic inspections, either by your Firestone Licensed Applicator or by any other roofing professional, are not included in the cost of your Limited Warranty. Firestone recommends that you contact your Firestone Licensed Applicator to obtain a proposal for inspection and maintenance services.

Firestone feels that the preceding recommendations will help you maintain a watertight building for many years. To maximize your return on your building investment, appropriate care is essential. Whenever you have questions concerning your roofing system, do not hesitate to contact your Firestone Licensed Applicator or your local Firestone Sales Representative.

**Firestone**  
**BUILDING PRODUCTS**  
**NOBODY COVERS YOU BETTER™**

250 West 96th St. • Indianapolis, IN 46260  
1-800-428-4442 · 1-317-575-7000 Fax: 1-317-575-7100

**Coalfield Roof**  
**Conversation with Neal Richardson, Architect**  
**Upland Design**  
**Feb. 25, 2010**

1. Neal Richardson has the drawings of the original construction of the Coalfield building. Bob Bennett, structural engineer, on this project is semi-retired and living in Knoxville. Mr. Richardson has discussed these issues with Mr. Bennett. Mr. Bennett is willing to examine these drawings and determine if the roof will support the weight of the proposed repairs as suggested by Firestone and CM Hensley Roofing.
2. Mr. Richardson thought the water-based adhesive was not generally recommended in such roof installations and was likely a contributing factor to the roof failure. He had contacted other roof experts in the region who supported his thoughts.
3. Due to the School Board's large capital investment in the roof, Mr. Richardson suggested that the board may wish to hire an independent expert to assess roof failure. Mr. Richardson recommended Richard Rinks & Associates in Cookeville.

Other Observations: Mr. Richardson thought that the Coalfield roof should not be expected to have such problems considering the recent date of installation. He was also suggested that the solution would normally involve the contractor, roofing supply vendor, and the architect.

## **SECTION 07543 - THERMOPLASTIC POLYOLEFIN (TPO) ROOFING**

### **PART 1 - GENERAL**

#### **1.1 SUMMARY**

- A. Section Includes:
  - 1. Adhered TPO membrane roofing system.

#### **1.2 SUBMITTALS**

- A. Shop Drawings: For roofing system. Include plans, elevations, sections, details, and attachments to other work.
- B. Samples for Verification: For the following products:
  - 1. Sheet roofing, of color specified.
- C. Sample of the manufacturer's membrane system warranty.
- D. Letter of certification from the manufacturer which certifies that the roofing contractor is authorized to install the manufacturer's roofing system and lists foreman who has received training from the manufacturer along with the dates training was received.
- E. Certification from the membrane manufacturer indicating the membrane thickness over the reinforcing scrim (top ply membrane thickness) is a nominal 0.015".
- F. Field quality-control reports.
- G. Maintenance data.

#### **1.3 QUALITY ASSURANCE**

- A. Installer Qualifications: A qualified firm that is approved, authorized, or licensed by membrane roofing system manufacturer to install manufacturer's product.
- B. Source Limitations: All components (including cover board, fasteners, fastening plates and edgings ) must be manufactured and supplied by the roofing system manufacturer and covered by the warranty.
- C. Preinstallation Roofing Conference: Conduct conference at Project site.

#### **1.4 PRODUCT DELIVERY, STORAGE AND HANDLING**

- A. Deliver materials to the job site in the manufacturer's original, unopened containers or wrappings with the manufacturer's name, brand name and installation instructions intact and legible. Deliver in sufficient quantity to permit work to continue without interruption.

- B. Comply with the manufacturer's written instructions for proper material storage.
- C. Insulation must be on pallets, off the ground and tightly covered with waterproof materials.
- D. Any materials which are found to be damaged shall be removed and replaced at the applicator's expense.

## 1.5 WARRANTY

- A. Special Warranty: Manufacturer's standard or customized form, without monetary limitation, in which manufacturer agrees to repair or replace components of membrane roofing system that fail in materials or workmanship within specified warranty period.
  - 1. Warranty Period: 20 years from date of Substantial Completion.

## PART 2 - PRODUCTS

### 2.1 TPO MEMBRANE ROOFING

- A. Fabric-Reinforced Thermoplastic Polyolefin Sheet: ASTM D 6878, internally fabric or scrim reinforced, uniform, flexible fabric backed TPO sheet, roofing system must achieve a UL Class A and FM 1-90 rating.
  - 1. Manufacturer: Provide Carlisle Sure-Weld 0.60" thick (white) reinforced TPO membrane, membrane thickness over the reinforcing scrim shall be a nominal 0.015" thick. Approved manufacturer offering products that may be incorporated into the Work is FireStone.

### 2.2 AUXILIARY MEMBRANE ROOFING MATERIALS

- A. General: Auxiliary membrane roofing materials recommended by roofing system manufacturer for intended use, and compatible with membrane roofing.
- B. Sheet Flashing: Manufacturer's standard unreinforced thermoplastic polyolefin sheet flashing, 55 mils thick, minimum, of same color as sheet membrane.
- C. Bonding Adhesive: Manufacturer's standard, water based.
- D. Metal Edging, Membrane Terminations and Flashing: Provide all metal edging and membrane terminations as required to meet warranty requirements. Metal edging and flashing at all locations visible to the public shall be finished with Kynar 500, color as selected by Architect.
- E. Fasteners: Factory-coated steel fasteners and metal or plastic plates complying with corrosion-resistance provisions in FM Approvals 4470, designed for fastening membrane to substrate, and acceptable to membrane roofing system manufacturer.
- F. Miscellaneous Accessories: Provide pourable sealers, preformed cone and vent sheet flashings, preformed inside and outside corner sheet flashings, T-joint covers, lap sealants, termination reglets, and other accessories.

### **2.3 ACCESSORIES**

- A. Fasteners: Factory-coated steel fasteners and metal or plastic plates complying with corrosion-resistance provisions in FM Approvals 4470, designed for fastening roof insulation to substrate, and acceptable to roofing system manufacturer.
- B. Cover Board: 1/2" DensDeck.

## **PART 3 - EXECUTION**

### **3.1 GENERAL**

- A. Comply with the manufacturer's published instructions for the installation of the membrane roofing system including proper substrate preparation, job site considerations and weather restrictions.
- B. Position sheets to accommodate contours of the roof deck and shingle splices to avoid bucking water.

### **3.2 WORK SEQUENCE**

- A. Schedule and execute work to prevent leaks and excessive traffic on completed roof sections. Care should be exercised to provide protection for the interior of the building and to ensure water does not flow beneath any completed sections of the membrane system.

### **3.3 COVER BOARD**

- A. Install cover boards over insulation with long joints in continuous straight lines with end joints staggered between rows. Offset joints of insulation below a minimum of 6 inches in each direction. Loosely butt cover boards together and fasten to roof deck.
  - 1. Fasten cover boards to resist uplift pressure at corners, perimeter, and field of roof.

### **3.4 ADHERED MEMBRANE ROOFING INSTALLATION**

- A. Adhere membrane roofing over area to receive roofing and install according to membrane roofing system manufacturer's written instructions.
- B. Accurately align membrane roofing and maintain uniform side and end laps of minimum dimensions required by manufacturer. Stagger end laps.
- C. Bonding Adhesive: Apply to substrate and underside of membrane roofing at rate required by manufacturer and allow to partially dry before installing membrane roofing. Do not apply to splice area of membrane roofing.
- D. In addition to adhering, mechanically fasten membrane roofing securely at terminations, penetrations, and perimeter of roofing.
- E. Apply membrane roofing with side laps shingled with slope of roof deck where possible.

- F. Seams: Clean seam areas, overlap membrane roofing, and hot-air weld side and end laps of membrane roofing and sheet flashings according to manufacturer's written instructions to ensure a watertight seam installation.
1. Test lap edges with probe to verify seam weld continuity. Apply lap sealant to seal cut edges of sheet membrane.
  2. Verify field strength of seams a minimum of twice daily and repair seam sample areas.
  3. Repair tears, voids, and lapped seams in roofing that does not comply with requirements.

### **3.5 BASE FLASHING INSTALLATION**

- A. Install sheet flashings and preformed flashing accessories and adhere to substrates according to membrane roofing system manufacturer's written instructions.
- B. Apply bonding adhesive to substrate and underside of sheet flashing at required rate and allow to partially dry. Do not apply to seam area of flashing.
- C. Flash penetrations and field-formed inside and outside corners with cured or uncured sheet flashing.
- D. Clean seam areas, overlap, and firmly roll sheet flashings into the adhesive. Hot-air weld side and end laps to ensure a watertight seam installation.
- E. Terminate and seal top of sheet flashings and mechanically anchor to substrate through termination bars.

### **3.6 WALKWAY INSTALLATION**

- A. Walkways: Install walkways at all traffic concentration points (such as roof hatches, roof ladder, etc.) and all locations as identified on the drawings.

### **3.7 FIELD QUALITY CONTROL**

- A. Final Roof Inspection: Arrange for roofing system manufacturer's technical personnel to inspect roofing installation on completion.
- B. Repair or remove and replace components of membrane roofing system where inspections indicate that they do not comply with specified requirements.

**END OF SECTION 07543**

# RED SHIELD WARRANTY



## RED SHIELD ROOFING SYSTEM LIMITED WARRANTY

Warranty No: RO024356

FBPCO #BC5891

Square Footage: 70772 s.f.

Building Owner: MORGAN COUNTY SCHOOL SYSTEM

Building Identification: COALFIELD SCHOOL K-12

Building Address: 1720 COAL HILL ROAD, COALFIELD, TN, 37719

Warranty Period Of: TWENTY (20) Years Beginning on: 09/23/08

Roofing Contractor: C. M. HENLEY COMPANY (06435)

For the warranty period indicated above, Firestone Building Products Company, LLC ("Firestone"), an Indiana limited liability company, warrants to the Building Owner ("Owner") named above that Firestone will, subject to the Terms, Conditions and Limitations set forth below, repair any leak in the Firestone Roofing System ("System").

### TERMS, CONDITIONS AND LIMITATIONS

- Products Covered.** The System shall mean only the Firestone brand roofing membranes, Firestone brand roofing insulations, Firestone brand roofing metal, and other Firestone brand roofing accessories when installed in accordance with Firestone technical specifications by a Firestone-licensed applicator.
- Notice.** In the event any leak should occur in the System, the Owner must give notice in writing or by telephone to Firestone within thirty (30) days of any occurrence of a leak. Written notice may be sent to Firestone at the street address or fax number shown on the reverse side of this Limited Warranty. Evidence of this notice shall be the receipt by Owner of a Firestone Leak Notification Acknowledgement. By so notifying Firestone, the Owner authorizes Firestone or its designee to investigate the cause of the leak.
- Investigation.** If upon investigation, Firestone determines that the leak is not excluded under the Terms, Conditions and Limitations set forth in this Red Shield Roofing System Limited Warranty (the "Limited Warranty"), the Owner's sole and exclusive remedy and Firestone's total liability shall be limited to the repair of the leak. Should the investigation reveal that the leak is excluded under the Terms, Conditions and Limitations, the Owner shall be responsible for payment of the investigation costs. Failure by Owner to pay for these costs shall render this Limited Warranty null and void. Firestone will advise the Owner of the type and/or extent of repairs required to be made at the Owner's expense that will permit this Limited Warranty to remain in effect for the unexpired portion of its term. Failure by the Owner to properly make these repairs in a reasonable manner using a Firestone-licensed applicator and within 60 days shall render this Limited Warranty null and void.
- Disputes.** Any dispute, controversy or claim between the Owner and Firestone concerning this Limited Warranty shall be settled by mediation. In the event that the Owner and Firestone do not resolve the dispute, controversy or claim in mediation, the Owner and Firestone agree that neither party will commence or prosecute any suit, proceeding, or claim other than in the courts of Hamilton County in the state of Indiana or the United States District Court, Southern District of Indiana, Indianapolis Division. Each party irrevocably consents to the jurisdiction and venue of the above-identified courts.
- Payment Required.** Firestone shall have no obligation under this Limited Warranty unless and until Firestone and the licensed applicator have been paid in full for all materials, supplies, services, approved written change orders, warranty costs and other costs which are included in, or incidental to, the System. In the event that repairs not covered by this Limited Warranty are necessary in the future, Firestone reserves the right to suspend this Limited Warranty until such repairs have been completed and the licensed applicator and/or Firestone has been paid in full for such repairs.  
**Exclusions.** Firestone shall have no obligation under this Limited Warranty, or any other liability, now or in the future if a leak or damage is caused by: (a) Natural forces, disasters, or acts of God including, but not limited to winds in excess of 55 MPH, fires, hurricanes, tornadoes, hail, wind-blown debris, lightning, earthquakes, volcanic activity, atomic radiation, insects or animals; (b) Any act(s), conduct or omission(s) by any person, or act(s) of war, terrorism or vandalism, which damage the System or which impair the System's ability to resist leaks; (c) Failure by the Owner to use reasonable care in maintaining the System, said maintenance to include, but not limited to those items listed on the reverse side of this Limited Warranty, titled "Building Envelope Care and Maintenance Guide"; (d) Deterioration or failure of building components, including, but not limited to, the roof substrate, walls, mortar, HVAC units, etc.; (e) Condensation or infiltration in, through, or around the walls, copings, rooftop, hardware or equipment, building structure or underlying or surrounding materials; (f) Any acid, oil, harmful chemical, chemical or physical reaction and the like which comes in contact with the System, which damages the System, or which impairs the System's ability to resist leaks; (g) Alterations or repairs to the System that are not completed in accordance with our published specifications, not completed by licensed contractor, and/or where current notification procedures were not followed; (h) The architecture, engineering, construction, or design of the roof, roofing system, or building. Firestone does not undertake any analysis of the architecture or engineering required to evaluate what type of roof system is appropriate; (i) A change in building use or purpose; (j) Deterioration to metal roofing materials and accessories caused by marine salt water atmosphere or by regular spray of either salt or fresh water; or (k) Failure to give proper notice as set forth in paragraph 2(a) above.
- Transfer.** This Limited Warranty shall be transferable subject to Owner's payment of the current transfer fee set by Firestone.
- Term.** The term of this Limited Warranty shall be for the period set forth above and such term shall not be extended under any circumstances.
- Roof Access.** During the term of this Limited Warranty, Firestone's designated representative or employees shall have free access to the roof during regular business hours. In the event that roof access is limited due to security or other restrictions, Owner shall reimburse Firestone for all reasonable cost incurred during inspection and/or repair of the System that are due to delays associated with said restrictions. Owner shall be responsible for the damage caused by, removal and replacement of any overburdens, superstrata or overlays, either permanent or temporary, excluding accepted stone ballast or pavers, as necessary to expose the system for inspection and/or repair.
- Waiver.** Firestone's failure to enforce any of the terms or conditions stated herein shall not be construed as a waiver of such provision or of any other terms and conditions of this Limited Warranty.
- Governing Law.** This Limited Warranty shall be governed by and construed in accordance with the laws of the State of Indiana without regard to that State's rules on conflict of laws.
- Severability.** If any portion of this Limited Warranty is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall nevertheless continue in full force.

FIRESTONE DOES NOT WARRANT PRODUCTS INCORPORATED OR UTILIZED IN THIS INSTALLATION THAT WERE NOT FURNISHED BY FIRESTONE. FIRESTONE SPECIFICALLY DISCLAIMS LIABILITY UNDER ANY THEORY OF LAW ARISING OUT OF THE INSTALLATION OF, PERFORMANCE OF, OR DAMAGES SUSTAINED BY OR CAUSED BY, PRODUCTS NOT FURNISHED BY FIRESTONE.

THIS LIMITED WARRANTY SUPERSEDES AND IS IN LIEU OF ALL OTHER WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, AND FIRESTONE HEREBY DISCLAIMS ALL SUCH WARRANTIES. THIS LIMITED WARRANTY SHALL BE THE OWNER'S SOLE AND EXCLUSIVE REMEDY AGAINST FIRESTONE, AND FIRESTONE SHALL NOT BE LIABLE FOR ANY CONSEQUENTIAL, SPECIAL, INCIDENTAL OR OTHER DAMAGES INCLUDING, BUT NOT LIMITED TO, LOSS OF PROFITS OR DAMAGES TO THE BUILDING OR ITS CONTENTS OR THE ROOF DECK. THIS LIMITED WARRANTY CANNOT BE AMENDED, ALTERED OR MODIFIED IN ANY WAY EXCEPT IN WRITING SIGNED BY AN AUTHORIZED OFFICER OF FIRESTONE. NO OTHER PERSON HAS ANY AUTHORITY TO BIND FIRESTONE WITH ANY REPRESENTATION OR WARRANTY WHETHER ORAL OR WRITTEN.

FIRESTONE BUILDING PRODUCTS COMPANY, LLC

By: John R. Geary

Authorized

Signature:

Title: VP of Quality, Technology & Product Development

040907

# Firestone

## **BUILDING ENVELOPE CARE AND MAINTENANCE GUIDE (For Red Shield Warranted Roofing Systems)**

**Congratulations** on your purchase of a Firestone Roofing System! Your roof is a valuable asset that should be properly maintained. **All roofs and roofing systems require periodic inspection and maintenance to perform as designed and to keep your Limited Warranty in full force and effect.**

1. The roof should be inspected at least twice yearly and after any severe storms. A record of all inspection and maintenance activities should be maintained, including a listing of the date and time of each activity as well as the identification of the parties performing the activity.
2. Proper maintenance and good roofing practice require that ponded water (defined as water standing on the roof forty-eight hours after it stops raining) not be allowed on the roof. Roofs should have slope to drain, and all drain areas must remain clean. Bag and remove all debris from the roof since such debris can be quickly swept into drains by rain. This will allow for proper water run-off and avoid overloading the roof.
3. The Firestone Roofing System should not be exposed to acids, solvents, greases, oil, fats, chemicals and the like. If the Firestone Roofing System is in contact with any such materials, these contaminants should be removed immediately and any damaged areas should be inspected by a Firestone Licensed Applicator and repaired if necessary.
4. The Firestone Roofing System is designed to be a waterproofing membrane and not a traffic surface. Roof traffic other than periodic traffic to maintain rooftop equipment and conduct periodic inspections should be prohibited. In any areas where periodic roof traffic may be required to service rooftop equipment or to facilitate inspection of the roof, protective walkways should be installed by a Firestone Licensed Applicator as needed to protect the roof surface from damage.
5. Some Firestone roofing membranes require maintenance of the surface of the membrane:
  - a. **Smooth-surfaced Firestone APP membranes** should be coated with an approved liquid coating, such as Firestone Aluminum Roof Coating or Firestone AcryliTop applied in accordance with Firestone specifications, in order to maximize the service life of the membrane. If this coating is not applied as part of the initial roofing installation, it should be applied within the first five years after the roof is installed to help protect the membrane from surface crazing and cracking. In addition, this coating should be maintained as needed to re-coat any areas that have blistered, peeled or worn through.
  - b. **Granule-surfaced Firestone APP and SBS membranes** do not normally require surface maintenance other than periodic inspection for contaminants, cuts or punctures. If areas of granular loss are discovered during inspection, these areas should be coated with Firestone AcryliTop or other Firestone-approved coating applied in accordance with Firestone specifications.
  - c. **Gravel-surfaced Firestone BUR membranes** do not normally require surface maintenance other than periodic inspection for contaminants or damage. If areas of gravel loss are discovered during inspection, gravel must be reinstalled into hot asphalt to protect the surface of the membrane. Coatings on smooth surface BUR membranes must be maintained as needed to re-coat any areas that have blistered, peeled or worn through.
  - d. **Firestone EPDM and TPO roofing membranes** do not normally require surface maintenance other than periodic inspection for contaminants, cuts or punctures. Occasionally, approved liquid roof coatings, such as Firestone AcryliTop, are applied to the surface of EPDM membranes in order to provide a lighter surface color. Such coatings do not need to be maintained to assure the performance of the underlying EPDM roof membrane, but some maintenance and re-coating may be necessary in order to maintain a uniform surface appearance.
  - e. **Firestone Una-Clad metal roofing panels and trim** do not normally require surface maintenance other than periodic inspection for contaminants or damage. In addition, periodic cleaning of the surface may be required to remove dirt and maintain the aesthetic appearance of the coated metal. Simple washing with plain water using hoses or pressure spray equipment is usually adequate. If cleaning with agents other than water is contemplated, several precautions should be observed: (1) do not use wire brushes, abrasives, or similar cleaning tools which will mechanically abrade the coating surface, and (2) cleaning agents should be tested in an inconspicuous area before use on a large scale.
6. All metal work, including counter-flashings, drains, skylights, equipment curbs and supports, and other Firestone brand rooftop accessories must be properly maintained at all times. Particular attention should be paid to sealants at joints in metal work and flashings. If cracking or shrinkage is observed, the joint sealant should be removed and replaced with new sealant.
7. Any alterations to the roof, including but not limited to roof curbs, pipe penetrations, roof-mounted accessories, and tie-ins to building additions must be performed by a licensed Firestone Licensed Applicator and reported to Firestone. Additional information and reporting forms for roof alterations are available at [www.firestonebpc.com](http://www.firestonebpc.com).
9. Should you experience a leak:
  - (a) Check for the obvious: clogged roof drains, loose counterflashings, broken skylights, open grills or vents, broken water pipes.
  - (b) Note conditions resulting in leakage. Heavy or light rain, wind direction, temperature and time of day that the leak occurs are all-important clues to tracing roof leaks. Note whether the leak stops shortly after each rain or continues to drip until the roof is dry. If you are prepared with the facts, the diagnosis and repair of the leak can proceed more rapidly.
  - (c) Contact Firestone Warranty Claims at 1-800-830-5612 as soon as possible...but please don't call until you are reasonably sure that the Firestone Roofing System is the cause of the leak.

Firestone feels that the preceding requirements will assist you, the building owner, in maintaining a watertight roof for many years. Your roof is an investment, and maintenance is essential to maximize your return on this important investment.

**Firestone**  
**BUILDING PRODUCTS**  
**NOBODY COVERS YOU BETTER.®**

310 East 96<sup>th</sup> Street – Indianapolis, IN 46240  
1-800-428-4442 \* 1-317-575-7000 \* FAX 1-317-575-7100  
[www.firestonebp.com](http://www.firestonebp.com)



STATE OF TENNESSEE

**DEPARTMENT OF EDUCATION**

6<sup>th</sup> FLOOR, ANDREW JOHNSON TOWER

710 JAMES ROBERTSON PARKWAY

NASHVILLE, TN 37243-0375

**PHIL BREDESEN**  
GOVERNOR

**TIMOTHY K. WEBB, Ed.D.**  
COMMISSIONER

# TITLE IID ARRA

## *e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program*



### *LEA APPLICATION TO PARTICIPATE IN e<sup>4000</sup>TN*



***e<sup>4000</sup>TN Statewide Stimulus Strategy e-Learning Program***

**e-learning Program Application Instructions**

To become a grant participant for the e-learning program, please submit **Forms 1, 2, 3, and 4** by e-mail attachment in the original Word format to: [Debra.Williams@tn.gov](mailto:Debra.Williams@tn.gov) **on or before February 8, 2010**. A return e-mail will be sent on receipt of the above mention application forms.

**Form 2** must be signed by the Director of Schools and mailed within two business days of the previously mentioned e-mail to:

**Tennessee Department of Education  
 Attn. Debra J. Williams  
 5<sup>th</sup> Floor Andrew Johnson Tower  
 710 James Robertson Parkway  
 Nashville, TN 37243**

**FORM 1 - Application Cover Sheet (one per LEA)**

**FORM 2 – Assurances (one per LEA)**

**FORM 3 – Program Summary**

**FORM 4 –Technical Survey**

**FORM 5-Budget for \$10,000**

Applications must be received by e-mail no later than February 8, 2010

**Projected e<sup>4000</sup>TN Statewide Stimulus Strategy Timeline**

January 2010	Announcement and Dissemination of Request for Application
February 8, 2010	Application Deadline
February 15, 2010	Proposal Reviews
TBA	Webinar Online Orientation Session





## *e<sup>4000</sup>TN Statewide Stimulus Strategy e-Learning Program*

### Overview

Building on the success of current e-Learning endeavors (*e<sup>4</sup>TN* Ed Tech: Title II Part D) the Tennessee Department of Education (TDOE) will expand opportunities for students to enroll and succeed in online courses through the *e<sup>4000</sup>TN* Statewide Stimulus Strategy e-learning Program (*e<sup>4000</sup>TN*). This program provides an opportunity for Local Education Agencies (LEAs) in Tennessee (TN) to apply through a grant process which will provide support for and enroll approximately 4000 TN students/enrollments in e-Learning courses by establishing *e4TN* branches.

Technology literacy is evident when students and teachers use technological tools as part of their everyday learning challenges. In an effort to fulfill the demand from Tennessee LEA's, students, and parents, the *e<sup>4</sup>TN* Statewide Stimulus Strategy Program (*e<sup>4000</sup>TN*) will provide students access to teachers and challenging, rigorous, engaging state academic content through on-line curriculum aligned with Tennessee state standards. Currently these courses are designed to provide high school credit so grants are offered to LEAs who serve students in grade 9 or above.

This competitive portion of the ARRA grant opportunity offers up to sixty (60) competitive grants to successful LEA applicants to enroll students in e-Learning opportunities. This document provides potential applicants with detailed information about the *e<sup>4000</sup>TN* opportunity and minimum necessary requirements.

The grant will provide the sixty LEAs serving high school students \$10,000 to be used for expenditures proposed by the LEA to enhance their e-Learning opportunities. These expenditures may include personnel and equipment. Another \$10,000 credit will be available for the LEA to access current *e4TN* e-Learning courses.

LEAs with the greatest need will be given preference for these grants. Title II D defines *high need districts* as those with a high percent of poverty (based upon the census used to calculate funding) **and** one of the following characteristics: 1) several high priority schools (SY 2009-2010) **or** 2) significant technology needs (SY 2008-09 survey). Funds will be balanced between urban and rural districts. LEAs must also have the capacity to implement the program.

Grant funding provided under the Title IID, Education Technology, American Recovery and Reinvestment Act of 2009.



**e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program  
FORM 1 - Application Cover Sheet**

**e-Learning Program:** e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program Grant Application Cover Sheet

**1. Name of Legal Applicant (LEA):**

**Morgan County**

**2. Director of Schools:**

**Name: Dr. Edd Diden**

**Address: 136 Flat Fork Road**

**Wartburg, TN 37887**

**Telephone: (423)346-6214**

**Fax: (423)346-6043**

**Email (must be valid email address):**

**Didene@mcsmail.net**

**3. LEA e<sup>4000</sup>TN CONTACT:**

Name: Chris Rogers

Address: 136 Flat Fork Road

Wartburg, TN 37887

Telephone: (423)346-6214

Fax: (423)346-6043

Email (must be valid email address):

**Rogersc@mcsmail.net**

**4. LEA e<sup>4000</sup>TN Site Coordinator:**

Name: Kathy Carroll

Address: 136 Flat Fork Road

Wartburg, TN 37887

Telephone: (423)346-9730

Fax: (423)346-6043

Email (must be valid email address):

**Carrollk@mcsmail.net**

**5. LEA Demographics:**

A. Children living in poverty percentage: 25.5%  
(Use attached 2007 Census List)

B. Percent and number of 2009-10 High School  
Priority schools in your LEA (use attached list)

N/A Percent	Number
-------------	--------

C. Choose best description of your LEA:

Rural                       Urban

**6. Need to Acquire and Use technology:**

A. Number of schools serving grades 9 and above: 5

B. Number of classrooms with at least one computer available for internet access (Use attached list) 44

C. Number of classrooms with 5 or more computers available for internet access (Use attached list) 9



**LEA Applicant Name:**

***Morgan County***

**e<sup>4000</sup>TN FORM 2 – Assurances**

**The Director of each individual applying LEA must complete a Form 3.**

*Please read carefully. Your signature is testimony that the following assurances are implemented in your LEA as a condition of participation in the e<sup>4000</sup>TN e-Learning Program.*

I confirm that:

1. The LEA assures that sufficient information will be provided to the Tennessee Department of Education to enable the state to comply with the provisions of the No Child Left Behind Act of 2001 (Title II Part D) and the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D).
2. The LEA assures that no Federal appropriated funds will be paid, by or on behalf of the local education agency (LEA), to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, loan, or cooperative agreement.
3. The LEA certifies that it will maintain a drug free workplace and will comply with the provision of the Drug Free Workplace Act of 1988.
4. The LEA certifies that neither it nor its principal officials is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency.
5. The LEA assures that no person on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification, protected by Federal and/or Tennessee State constitutional and/or statutory law shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in the employment practices of the local education agency.
6. The LEA assures that all program requirements of Enhancing Education Through Technology: No Child Left Behind Title II Part D, shall be met, including equitable participation of private school students.
7. The LEA assures that all program requirements of the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D), shall be met.
8. The LEA assures that any and all equipment and software purchased and salaries or stipends provided will supplement, not supplant, the level of services that would have been provided in the absence of monies received from this grant.
9. The LEA assures compliance with and shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds that may be paid to the



agency for this program.

10. The LEA assures its understanding that the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D) reimbursement grant funds shall only be used for eligible reimbursable expenditures.
11. The LEA assures that title and control will remain, for the duration of the grant, with the e<sup>4000</sup>TN/e<sup>4</sup>TN Leadership Team in conjunction, discretion, and supervision of TDOE including: property, equipment, software, and hardware acquired with these awarded grant funds.
12. The LEA assures that TDOE shall have all ownership right, title, and interest, including ownership of copyright, in all work products created, designed, developed, derived, documented, installed, or delivered. TDOE shall have royalty-free and unlimited rights to use, disclose, reproduce, or publish, for any purpose whatsoever, all said work products. The LEA shall furnish such information and data upon request of TDOE, in accordance with these assurances and applicable State law.
13. The LEA assures all e<sup>4000</sup>TN personnel will be on loan to and under the direction of TDOE.
14. The LEA assures that e<sup>4000</sup>TN personnel considered on loan to TDOE shall return at the end of the grant period to the employee's former position or a comparable position for which the employee is certificated or endorsed.
15. The LEA assures that all personnel on loan and funded by the e<sup>4000</sup>TN grant will be released from all LEA assigned duties for the duration of the grant period.
16. The LEA assures and shall be accountable for the accurate tracking and inventorying of all equipment and software purchased with these funds.
17. The LEA assures that any and all equipment, software, and hardware are purchased with these funds will meet or exceed state minimum specifications for such purchase.
18. The LEA assures that equipment, software, and hardware purchased with these funds are utilized for e<sup>4000</sup>TN purposes for the duration of the grant period.
19. The LEA assures the Tennessee Department of Education that the district conducted a needs assessment and based all relevant elements in this application upon such needs as assessed.
20. The LEA assures that the district will account for the need for equitable access to, and equitable participation, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age.
21. The LEA assures that policies pertaining to the ethical, legal, and appropriate use of software and the Internet are in place and enforced in all schools in this system. This includes an Acceptable Use Policy for every school, as well as compliance with CIPA (which states that policies adopted by a governing authority of a public elementary or secondary school shall include the use of computer-related technology or the use of Internet service provider technology designed to block access or exposure to any harmful material).
22. The LEA assures compliance with the Children's Internet Protection Act (CIPA).
23. The LEA assures that no person on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification, protected by Federal and/or Tennessee State constitutional and/or statutory law shall be excluded from participation in, or be denied benefits



- of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in the employment practices of the local education agency.
24. The LEA assures that all program requirements of e4TN shall be met.
  25. The LEA assures that all e<sup>4000</sup>TN sites shall comply with all parts of the program implementation plan.
  26. The LEA assures accountability for the equitable access to and equitable participation in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA shall address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age.
  27. The LEA assures that an active Internet connection (**not just wiring**) currently exists in all the e<sup>4000</sup>TN participating schools of the submitting LEA.
  28. The LEA assures that the LEA grantee personnel will administratively support the participation in and scheduling of professional development activities directed by e4TN in conjunction with the e<sup>4000</sup>TN program.
  29. The LEA assures that an LEA staff person (Site Coordinator) shall be named within 30 days of the e<sup>4000</sup>TN grant award that shall be responsible for the day to day operations of the program within the LEA. This individual shall serve as the contact for all teachers regarding all students enrolled in online courses. This individual shall be responsible for communication and oversight of e<sup>4000</sup>TN program within the LEA.
  30. The LEA assures that an LEA administrative level staff liaison (Site Contact) shall be named within 30 days of the e<sup>4000</sup>TN grant award that shall be responsible for communication with and between the LEA, TDOE, and e4TN during the program period. This individual shall be responsible for the official sign-off for all aspects of e<sup>4000</sup>TN.
  31. The LEA assures that an on-site (school) staff person shall be named within 45 days of the e<sup>4000</sup>TN grant award as an Onsite Facilitator (OF) at each site. (This role is typically filled by a guidance counselor, for it involves knowing students intricately, examining transcripts, and registration for courses.)
  32. The LEA assures that on-site (school) Lab Facilitator(s) (LF) shall be named at each site within 45 days of the e<sup>4000</sup>TN grant award. The lab facilitator(s) shall monitor and assist students with progress during the school day in a lab setting or other appropriate approved setting for e-Learning.
  33. The LEA assures that adequate lab access is made available to students/participants within the school day, before, or after school dependent on the infrastructure model selected by the LEA.
  34. The LEA assures that all staff participants be required to attend 7 hours of face-to-face training and participate in 3 hours of online training as provided by the e4TN Professional Development staff.
  35. The LEA assures its adequate participation in teacher recruitment for e4TN.
  36. The LEA assures its assistance in providing for teachers to teach in all endorsement/content areas as specified by e4TN.
  37. The LEA assures teacher availability for training at a minimum of 45 days prior to the beginning of the online course start date.
  38. The LEA assures that all necessary e<sup>4000</sup>TN staff participants shall log data, in a timely manner,



into the e4TN database. (The SPRITE (student, parent, registration, information, teacher, evaluation) database is the main source of all record keeping for this pilot.)

- 39. The LEA assures access to designated e<sup>4000</sup>TN staff and LEA students shall be made available to the e4TN staff for the duration of the program period.
- 40. The LEA assures that staff shall be available to represent e<sup>4000</sup>TN at state and national presentations and meetings.
- 41. The LEA shall assure that a face-to-face student orientation for online courses is required. (Students and parents are oriented to time management, organization skills, the online learning platform, email etiquette and online learning technical skills, as well as the online learning content e<sup>4</sup>TN expectations.)
- 42. The LEA assures compliance with all other applicable Federal and State laws and regulations in the performance of the e<sup>4000</sup>TN grant program.
- 43. The LEA assures that information and data shall be furnished upon request of e4TN, in accordance with these assurances and applicable Federal and State law.
- 44. The LEA assures that reports shall be filed in formats and at times specified by the Tennessee Department of Education.
- 45. The LEA assures adequate support of the fiscal infrastructure of the respective region with regard to teacher payment and fee acceptance. Fee acceptance may require student refunds for drops or withdrawals.
- 46. The LEA assures full participation in an internal and/or external evaluation of this program.
- 47. The LEA assures the submission of a project completion report and provide to e4TN staff 90 days after the ending date of the e<sup>4000</sup>TN program.

---

I am authorized to sign and submit this application on behalf of the LEA and agree to all assurances attached hereto:

---

\_\_\_\_\_  
Signature of District Director of Schools

\_\_\_\_\_  
Date

Dr. Edd Diden

Morgan County Schools

\_\_\_\_\_  
Typed name of District Director of Schools

\_\_\_\_\_  
School Name and District Name



## e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 3 – Program Summary

**Scoring** \_\_\_\_\_ of 40 Points

TDOE Use Only

LEA Applicant Name:

*Morgan County*

### PROGRAM ABSTRACT: (1500 Word Limit) (40 Points)

- 1) How will e<sup>4</sup>TN e-learning program be used to support achievement needs in your LEA? (i.e. Students failing Algebra I will be offered e-learning Algebra I for credit recovery)
- 2) Review the rubric on the next page. In which categories and subject areas does your LEA plan to participate?
- 3) What student selection process will be used for students who want to participate in the e4TN program?
- 4) Does your LEA have any existing online learning or distance learning programs in place? If so describe the programs and how they can blend with e4TN. Highlight any innovative ideas you have related to online learning.

The rubric is listed below. The next page includes the Program Abstract box

Category	Explanation
Brick and Click	Students will be participating in online courses during the traditional school day with a synchronous f2f teacher.
Distance Learning	The district will use online courses in combination with distance learning opportunities.
Credit Recovery	The district will use the program for credit recovery.
Advanced Credit	The district will use the program for students to receive advanced credit.
Gifted/Special Education/ELL	The district will use the program to serve the gifted, SpEd, and ELL populations.
AP	The district will use the online curriculum to supplement or drive AP offerings.
Teacher Shortage	The district will use the program to fill a teacher shortage or to provide equity in the district.
Homebound	The district will use the program to serve homebound students.



Program Abstract

Morgan County, population 19,757, is part of the Appalachia and is located northwest of Knoxville, Tennessee. Challenged by severe terrain, and its natural resources exploited many times over, our region faces tough prospects for any kind of economic development. Because the region suffers-our county suffers. Poverty has inevitable ramifications in the educational outcome arena. Indicators of distress are easy to point to. The table below provides a brief snapshot of how our county compares economically and educationally with the state and nation and help to define who we are and why:

Demographic	Morgan County	Tennessee	United States
% HS Graduate	63.8%	75.9%	80.4%
% 4yr College Graduate	6.0%	19.6%	24.4%
Per Capita Income	\$12,925	\$19,393	\$21,587
% Families Below Poverty	16.0%	13.5%	9.2%
% Individuals Below Poverty	34.8%	24.5%	12.4%

Table #1: Data Sources; U.S. 2000 Census American Fact Finder

Morgan County strives to be creative and innovative in our approach to delivering high quality educational services. In this process we face challenges in our need to improve student achievement and a desire to make things "different" in our learning environments. It is clear in rural schools that students do not have the same opportunities as those in more urban areas. In the urban areas there are greater course offerings and cultural experiences that are not currently available to the students living and attending school in remote rural areas. Through modern technology virtual learning can open doors for all students. Morgan and Grainger counties are partners of a Distance Learning grant, awarded in 2009, which has brought about more choices beyond what was previously offered in their small rural schools where resources are thin. Currently, the two counties share certified Physics and Art endorsed teachers. Video provides the means for our students to travel without getting on a bus. Students of Morgan County are also provided a menu of dual enrollment courses from a community college. These opportunities mean increased higher level course offerings, the ability to garner college credits while still in high school and reduce the cost of a college degree. Out of 1,736 students in Morgan County over one hundred students and twelve instructors are presently involved in virtual learning classes. This E4TN project is an ideal way to expand the effective and engaging e-learning environment throughout our school district. It is a new opportunity for students seeking to enhance their college admissions level work. Through online learning we will join America in revolutionizing education. We will be able to dramatically expand the educational opportunities of students, largely overcoming the geographic and demographic restrictions. E4TN will provide an opportunity to improve the quality of differentiated instruction, while increasing productivity and lowering costs, ultimately reducing the burden on tax payers. It's very important that we reach students any way we can and that's exactly what we wish to do with E4TN monies. It is about reaching beyond the classroom and schoolhouse walls and the standart text book to provide high



**quality education for students and families in our region. We want every student to "drink in" the benefits of curriculum enrichment. We seek to establish an E4TN program to increase and improve educational opportunities in Morgan County. The delivery of services will include:**

- 1. On-line courses in combination with distance learning opportunities.**
- 2. Availability of credit recovery.**
- 3. Advanced credit possibilities.**
- 4. Accessibility for homebound students.**
- 5. Service for the gifted, SpEd, and ELL populations(differentiated instruction).**
- 6. Compensation for teacher shortage and provide equity throughout the district.**

**Morgan County is not satisfied with the status quo and very much wants to build a new culture of teaching and learning. We look forward to using E4TN to broaden all our horizons, both in terms of offering new courses and by enriching our existing ones. It is time to make changes in the way we deliver educational services to students and communities. It is time to meet the needs of a changing world and ensure that our students and citizens have the education necessary to succeed. We believe we will be successful in creating change in Morgan County with this project-we just need the funding boost from this grant in order to charge ahead.**



**e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 4 –**

**Technical Survey**

<b>Scoring</b> ____ of 10 Points TDOE Use Only
---

LEA Applicant Name:  
**Morgan County**

**Section I – Network Information**

1. Are your secondary schools connected to the Internet by a non-dial up connection?

- YES**       **NO** (*SKIP to #2*)       **Don't know** (*SKIP to #2*)

If YES – how are your schools connected? (Check one)

- |  |   |
|--|---|
| <input type="checkbox"/> - ISDN          | <input type="checkbox"/> - ATM/SONET                  |
| <input type="checkbox"/> - Frame Relay   | <input type="checkbox"/> - xDSL                       |
| <input type="checkbox"/> - Fractional T1 | <input type="checkbox"/> - Satellite                  |
| <input type="checkbox"/> - Full T1       | <input type="checkbox"/> - Microwave                  |
| <input type="checkbox"/> - T3            | <input type="checkbox"/> - Other (specify) _____      |
| <input type="checkbox"/> - Cable Modem   | <input checked="" type="checkbox"/> - Fiber Optic\OC3 |
|  | <input type="checkbox"/> - Don't Know                 |

2. Do students or teachers access your network from home through ISP connections?

- YES**       **NO**

3. Do you know the speed of your connection?

- YES**       **NO**

If YES – what is the speed? (Check one)

- |  |   |
|--|---|
| <input type="checkbox"/> - less than 56K bps | <input type="checkbox"/> - 512K bps                       |
| <input type="checkbox"/> - 128K bps          | <input type="checkbox"/> - 1.5M bps                       |
| <input type="checkbox"/> - 256K bps          | <input type="checkbox"/> - 5M bps                         |
| <input type="checkbox"/> - 384K bps          | <input checked="" type="checkbox"/> - 10M and greater bps |

4. How many computers which meet the attached technical requirements are in secondary school lab settings? (LEA totals)

# 200 computers in # 9 labs 5 schools

5. Average # of computers per classroom per participating secondary schools that meet the attached technical requirements? (LEA totals)

# 3 computers in # 69 classrooms

6. How many computers which meet the attached technical requirements are in some other setting?

# 877 Describe. Located throughout each school.

7. Who is the LEA's Internet Service Provider (ISP)? ENA

8. Do these secondary schools meet the minimum/supported technical requirements in Section III?

- YES**       **NO**



**Section II – Security**

1. Is there a firewall installed?

**YES**       **NO**       **Don't know**

a. If YES, is it installed at the  **District level**      or       **School level?**

b. Is your firewall hardware or software?

**Hardware**       **Software**       **Don't know**

c. Please provide the following information about the firewall.

Manufacturer/Model	Pix 515E Cisco
# Network cards:	

2. Are there any proxy servers installed at your secondary schools?

**YES**       **NO**       **Don't know**

a. If YES, is your proxy server hardware or software?

**Hardware**       **Software**       **Don't know**

b. Please provide the following information about the proxy server(s).

Manufacturer/Model	N/A
# Network cards:	N/A

c. Is there more than 1 proxy server at your secondary schools?

**YES**       **NO**       **Don't know**

d. If YES, is it configured the same way as listed above?

**YES**       **NO**       **Don't know**

e. If NO, please provide the same information for all additional proxy servers. Use the Notes section below to record this information.

3. Is there any other software used to filter content and/or prevent users from downloading files from the Internet or accessing embedded links?

**YES**       **NO**       **Don't know**

If YES, please provide the following information about this/these products:

Product: Active Directory Group Policy

Maker: Microsoft

Version: Server 2003

Product: \_\_\_\_\_

Maker: \_\_\_\_\_

Version: \_\_\_\_\_



## Section III – Tech Requirements

### Minimum Requirements

- Javascript must be enabled
- Flash Player 10 installed
- Adobe Reader installed
- Open Office installed if no Office

### Operating Systems and Browsers

#### Windows

- Intel® Pentium® II 450MHz or faster processor (or equivalent)
- 128 MB Ram

Platform	Browser
Microsoft® Windows® Vista	Microsoft Internet Explorer 7, Firefox 2.0, AOL 9
Microsoft Windows XP	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Firefox 2.x, Mozilla 1.x or later, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows Server® 2003	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Firefox 2.x
Windows 2000	Microsoft Internet Explorer 5.x, Firefox 1.x, Firefox 2.x, Mozilla 1.x, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows Me	Microsoft Internet Explorer 5.5, Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows 98	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, CompuServe 7, AOL 9, Opera 7.11 or later

#### Macintosh

- PowerPC® G3 500MHz or faster processor **OR** Intel Core™ Duo 1.83GHz or faster processor
- 128MB of RAM

Platform	Browser
Mac OS X v.10.1.x, 10.2.x, 10.3.x, or 10.4.x (PowerPC)	Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, AOL for Mac OS X, Opera 6, Safari 1.x or later
Mac OS X v.10.4.x (Intel)	Firefox 1.5.0.3 or later, Opera 6, Safari 2.x or later

#### Hardware



### Microphones and Headphones

1. I confirm that all secondary computers to be used in the e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program meet or exceed these minimum requirements.
- YES**       **NO**       **Don't know**

If No or Don't Know, please provide additional information on how computers to be used in this program will be brought to minimum requirement levels.

## **e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 5 –Budget Proposal**

Please complete the attached excel budget spreadsheet. Expenditures need to be those which support e-Learning opportunities. The twenty-five percent required for Title II D professional development will be funded by the e4TN office and does not need to be included in this budget. LEA personnel are required to participate in e4TN training as outlined in the assurances. The approved budget will be combined with your LEA's Final FY10 Federal Budget. Your district federal program director and/or business office is familiar with this federal budget spreadsheet and how amendments are processed. Reimbursements for expenditures will be submitted monthly with an expenditure form provided by the State. After the reimbursement form is approved by the state the LEA can draw down the funds on Federal Application Consolidated Tracking System (FACTS).





STATE OF TENNESSEE

**DEPARTMENT OF EDUCATION**

6<sup>th</sup> FLOOR, ANDREW JOHNSON TOWER

710 JAMES ROBERTSON PARKWAY

NASHVILLE, TN 37243-0375

**PHIL BREDESEN**  
GOVERNOR

**TIMOTHY K. WEBB, Ed.D.**  
COMMISSIONER

# TITLE IID ARRA

## *e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program*



### *LEA APPLICATION TO PARTICIPATE IN e<sup>4000</sup>TN*



***e<sup>4000</sup>TN Statewide Stimulus Strategy e-Learning Program***

**e-learning Program Application Instructions**

To become a grant participant for the e-learning program, please submit **Forms 1, 2, 3, and 4** by e-mail attachment in the original Word format to: [Debra.Williams@tn.gov](mailto:Debra.Williams@tn.gov) **on or before February 8, 2010**. A return e-mail will be sent on receipt of the above mention application forms.

**Form 2** must be signed by the Director of Schools and mailed within two business days of the previously mentioned e-mail to:

**Tennessee Department of Education  
 Attn. Debra J. Williams  
 5<sup>th</sup> Floor Andrew Johnson Tower  
 710 James Robertson Parkway  
 Nashville, TN 37243**

**FORM 1 - Application Cover Sheet (one per LEA)**

**FORM 2 – Assurances (one per LEA)**

**FORM 3 – Program Summary**

**FORM 4 –Technical Survey**

**FORM 5-Budget for \$10,000**

Applications must be received by e-mail no later than February 8, 2010

**Projected e<sup>4000</sup>TN Statewide Stimulus Strategy Timeline**

January 2010	Announcement and Dissemination of Request for Application
February 8, 2010	Application Deadline
February 15, 2010	Proposal Reviews
TBA	Webinar Online Orientation Session





## *e<sup>4000</sup>TN Statewide Stimulus Strategy e-Learning Program*

### Overview

Building on the success of current e-Learning endeavors (*e<sup>4</sup>TN* Ed Tech: Title II Part D) the Tennessee Department of Education (TDOE) will expand opportunities for students to enroll and succeed in online courses through the *e<sup>4000</sup>TN* Statewide Stimulus Strategy e-learning Program (*e<sup>4000</sup>TN*). This program provides an opportunity for Local Education Agencies (LEAs) in Tennessee (TN) to apply through a grant process which will provide support for and enroll approximately 4000 TN students/enrollments in e-Learning courses by establishing *e4TN* branches.

Technology literacy is evident when students and teachers use technological tools as part of their everyday learning challenges. In an effort to fulfill the demand from Tennessee LEA's, students, and parents, the *e<sup>4</sup>TN* Statewide Stimulus Strategy Program (*e<sup>4000</sup>TN*) will provide students access to teachers and challenging, rigorous, engaging state academic content through on-line curriculum aligned with Tennessee state standards. Currently these courses are designed to provide high school credit so grants are offered to LEAs who serve students in grade 9 or above.

This competitive portion of the ARRA grant opportunity offers up to sixty (60) competitive grants to successful LEA applicants to enroll students in e-Learning opportunities. This document provides potential applicants with detailed information about the *e<sup>4000</sup>TN* opportunity and minimum necessary requirements.

The grant will provide the sixty LEAs serving high school students \$10,000 to be used for expenditures proposed by the LEA to enhance their e-Learning opportunities. These expenditures may include personnel and equipment. Another \$10,000 credit will be available for the LEA to access current *e4TN* e-Learning courses.

LEAs with the greatest need will be given preference for these grants. Title II D defines *high need districts* as those with a high percent of poverty (based upon the census used to calculate funding) **and** one of the following characteristics: 1) several high priority schools (SY 2009-2010) **or** 2) significant technology needs (SY 2008-09 survey). Funds will be balanced between urban and rural districts. LEAs must also have the capacity to implement the program.

Grant funding provided under the Title IID, Education Technology, American Recovery and Reinvestment Act of 2009.



**e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program  
FORM 1 - Application Cover Sheet**

**e-Learning Program:** e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program Grant Application Cover Sheet

**1. Name of Legal Applicant (LEA):**

**Morgan County**

**2. Director of Schools:**

**Name: Dr. Edd Diden**

**Address: 136 Flat Fork Road**

**Wartburg, TN 37887**

**Telephone: (423)346-6214**

**Fax: (423)346-6043**

**Email (must be valid email address):**

**Didene@mcsmail.net**

**3. LEA e<sup>4000</sup>TN CONTACT:**

Name: Chris Rogers

Address: 136 Flat Fork Road

Wartburg, TN 37887

Telephone: (423)346-6214

Fax: (423)346-6043

Email (must be valid email address):

**Rogersc@mcsmail.net**

**4. LEA e<sup>4000</sup>TN Site Coordinator:**

Name: Kathy Carroll

Address: 136 Flat Fork Road

Wartburg, TN 37887

Telephone: (423)346-9730

Fax: (423)346-6043

Email (must be valid email address):

**Carrollk@mcsmail.net**

**5. LEA Demographics:**

A. Children living in poverty percentage: 25.5%  
(Use attached 2007 Census List)

B. Percent and number of 2009-10 High School  
Priority schools in your LEA (use attached list)

N/A Percent	Number
-------------	--------

C. Choose best description of your LEA:

Rural                       Urban

**6. Need to Acquire and Use technology:**

A. Number of schools serving grades 9 and above: 5

B. Number of classrooms with at least one computer available for internet access (Use attached list) 44

C. Number of classrooms with 5 or more computers available for internet access (Use attached list) 9



**LEA Applicant Name:**

***Morgan County***

**e<sup>4000</sup>TN FORM 2 – Assurances**

**The Director of each individual applying LEA must complete a Form 3.**

*Please read carefully. Your signature is testimony that the following assurances are implemented in your LEA as a condition of participation in the e<sup>4000</sup>TN e-Learning Program.*

I confirm that:

1. The LEA assures that sufficient information will be provided to the Tennessee Department of Education to enable the state to comply with the provisions of the No Child Left Behind Act of 2001 (Title II Part D) and the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D).
2. The LEA assures that no Federal appropriated funds will be paid, by or on behalf of the local education agency (LEA), to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal contract, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, loan, or cooperative agreement.
3. The LEA certifies that it will maintain a drug free workplace and will comply with the provision of the Drug Free Workplace Act of 1988.
4. The LEA certifies that neither it nor its principal officials is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency.
5. The LEA assures that no person on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification, protected by Federal and/or Tennessee State constitutional and/or statutory law shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in the employment practices of the local education agency.
6. The LEA assures that all program requirements of Enhancing Education Through Technology: No Child Left Behind Title II Part D, shall be met, including equitable participation of private school students.
7. The LEA assures that all program requirements of the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D), shall be met.
8. The LEA assures that any and all equipment and software purchased and salaries or stipends provided will supplement, not supplant, the level of services that would have been provided in the absence of monies received from this grant.
9. The LEA assures compliance with and shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds that may be paid to the



agency for this program.

10. The LEA assures its understanding that the American Recovery and Reinvestment Act of 2009 (ARRA) (Title II Part D) reimbursement grant funds shall only be used for eligible reimbursable expenditures.
11. The LEA assures that title and control will remain, for the duration of the grant, with the e<sup>4000</sup>TN/e<sup>4</sup>TN Leadership Team in conjunction, discretion, and supervision of TDOE including: property, equipment, software, and hardware acquired with these awarded grant funds.
12. The LEA assures that TDOE shall have all ownership right, title, and interest, including ownership of copyright, in all work products created, designed, developed, derived, documented, installed, or delivered. TDOE shall have royalty-free and unlimited rights to use, disclose, reproduce, or publish, for any purpose whatsoever, all said work products. The LEA shall furnish such information and data upon request of TDOE, in accordance with these assurances and applicable State law.
13. The LEA assures all e<sup>4000</sup>TN personnel will be on loan to and under the direction of TDOE.
14. The LEA assures that e<sup>4000</sup>TN personnel considered on loan to TDOE shall return at the end of the grant period to the employee's former position or a comparable position for which the employee is certificated or endorsed.
15. The LEA assures that all personnel on loan and funded by the e<sup>4000</sup>TN grant will be released from all LEA assigned duties for the duration of the grant period.
16. The LEA assures and shall be accountable for the accurate tracking and inventorying of all equipment and software purchased with these funds.
17. The LEA assures that any and all equipment, software, and hardware are purchased with these funds will meet or exceed state minimum specifications for such purchase.
18. The LEA assures that equipment, software, and hardware purchased with these funds are utilized for e<sup>4000</sup>TN purposes for the duration of the grant period.
19. The LEA assures the Tennessee Department of Education that the district conducted a needs assessment and based all relevant elements in this application upon such needs as assessed.
20. The LEA assures that the district will account for the need for equitable access to, and equitable participation, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age.
21. The LEA assures that policies pertaining to the ethical, legal, and appropriate use of software and the Internet are in place and enforced in all schools in this system. This includes an Acceptable Use Policy for every school, as well as compliance with CIPA (which states that policies adopted by a governing authority of a public elementary or secondary school shall include the use of computer-related technology or the use of Internet service provider technology designed to block access or exposure to any harmful material).
22. The LEA assures compliance with the Children's Internet Protection Act (CIPA).
23. The LEA assures that no person on the grounds of handicap, disability, age, race, color, religion, sex, national origin, or any other classification, protected by Federal and/or Tennessee State constitutional and/or statutory law shall be excluded from participation in, or be denied benefits



- of, or be otherwise subjected to discrimination in the activities that may be funded by this program or in the employment practices of the local education agency.
24. The LEA assures that all program requirements of e4TN shall be met.
  25. The LEA assures that all e<sup>4000</sup>TN sites shall comply with all parts of the program implementation plan.
  26. The LEA assures accountability for the equitable access to and equitable participation in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA shall address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age.
  27. The LEA assures that an active Internet connection (**not just wiring**) currently exists in all the e<sup>4000</sup>TN participating schools of the submitting LEA.
  28. The LEA assures that the LEA grantee personnel will administratively support the participation in and scheduling of professional development activities directed by e4TN in conjunction with the e<sup>4000</sup>TN program.
  29. The LEA assures that an LEA staff person (Site Coordinator) shall be named within 30 days of the e<sup>4000</sup>TN grant award that shall be responsible for the day to day operations of the program within the LEA. This individual shall serve as the contact for all teachers regarding all students enrolled in online courses. This individual shall be responsible for communication and oversight of e<sup>4000</sup>TN program within the LEA.
  30. The LEA assures that an LEA administrative level staff liaison (Site Contact) shall be named within 30 days of the e<sup>4000</sup>TN grant award that shall be responsible for communication with and between the LEA, TDOE, and e4TN during the program period. This individual shall be responsible for the official sign-off for all aspects of e<sup>4000</sup>TN.
  31. The LEA assures that an on-site (school) staff person shall be named within 45 days of the e<sup>4000</sup>TN grant award as an Onsite Facilitator (OF) at each site. (This role is typically filled by a guidance counselor, for it involves knowing students intricately, examining transcripts, and registration for courses.)
  32. The LEA assures that on-site (school) Lab Facilitator(s) (LF) shall be named at each site within 45 days of the e<sup>4000</sup>TN grant award. The lab facilitator(s) shall monitor and assist students with progress during the school day in a lab setting or other appropriate approved setting for e-Learning.
  33. The LEA assures that adequate lab access is made available to students/participants within the school day, before, or after school dependent on the infrastructure model selected by the LEA.
  34. The LEA assures that all staff participants be required to attend 7 hours of face-to-face training and participate in 3 hours of online training as provided by the e4TN Professional Development staff.
  35. The LEA assures its adequate participation in teacher recruitment for e4TN.
  36. The LEA assures its assistance in providing for teachers to teach in all endorsement/content areas as specified by e4TN.
  37. The LEA assures teacher availability for training at a minimum of 45 days prior to the beginning of the online course start date.
  38. The LEA assures that all necessary e<sup>4000</sup>TN staff participants shall log data, in a timely manner,



into the e4TN database. (The SPRITE (student, parent, registration, information, teacher, evaluation) database is the main source of all record keeping for this pilot.)

- 39. The LEA assures access to designated e<sup>4000</sup>TN staff and LEA students shall be made available to the e4TN staff for the duration of the program period.
- 40. The LEA assures that staff shall be available to represent e<sup>4000</sup>TN at state and national presentations and meetings.
- 41. The LEA shall assure that a face-to-face student orientation for online courses is required. (Students and parents are oriented to time management, organization skills, the online learning platform, email etiquette and online learning technical skills, as well as the online learning content e<sup>4</sup>TN expectations.)
- 42. The LEA assures compliance with all other applicable Federal and State laws and regulations in the performance of the e<sup>4000</sup>TN grant program.
- 43. The LEA assures that information and data shall be furnished upon request of e4TN, in accordance with these assurances and applicable Federal and State law.
- 44. The LEA assures that reports shall be filed in formats and at times specified by the Tennessee Department of Education.
- 45. The LEA assures adequate support of the fiscal infrastructure of the respective region with regard to teacher payment and fee acceptance. Fee acceptance may require student refunds for drops or withdrawals.
- 46. The LEA assures full participation in an internal and/or external evaluation of this program.
- 47. The LEA assures the submission of a project completion report and provide to e4TN staff 90 days after the ending date of the e<sup>4000</sup>TN program.

---

I am authorized to sign and submit this application on behalf of the LEA and agree to all assurances attached hereto:

---

\_\_\_\_\_  
Signature of District Director of Schools

\_\_\_\_\_  
Date

Dr. Edd Diden

Morgan County Schools

\_\_\_\_\_  
Typed name of District Director of Schools

\_\_\_\_\_  
School Name and District Name



## e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 3 – Program Summary

**Scoring** \_\_\_\_\_ of 40 Points

TDOE Use Only

LEA Applicant Name:

*Morgan County*

### PROGRAM ABSTRACT: (1500 Word Limit) (40 Points)

- 1) How will e<sup>4</sup>TN e-learning program be used to support achievement needs in your LEA? (i.e. Students failing Algebra I will be offered e-learning Algebra I for credit recovery)
- 2) Review the rubric on the next page. In which categories and subject areas does your LEA plan to participate?
- 3) What student selection process will be used for students who want to participate in the e<sup>4</sup>TN program?
- 4) Does your LEA have any existing online learning or distance learning programs in place? If so describe the programs and how they can blend with e<sup>4</sup>TN. Highlight any innovative ideas you have related to online learning.

The rubric is listed below. The next page includes the Program Abstract box

Category	Explanation
Brick and Click	Students will be participating in online courses during the traditional school day with a synchronous f2f teacher.
Distance Learning	The district will use online courses in combination with distance learning opportunities.
Credit Recovery	The district will use the program for credit recovery.
Advanced Credit	The district will use the program for students to receive advanced credit.
Gifted/Special Education/ELL	The district will use the program to serve the gifted, SpEd, and ELL populations.
AP	The district will use the online curriculum to supplement or drive AP offerings.
Teacher Shortage	The district will use the program to fill a teacher shortage or to provide equity in the district.
Homebound	The district will use the program to serve homebound students.



Program Abstract

**Morgan County, population 19,757, is part of the Appalachia and is located northwest of Knoxville, Tennessee. Challenged by severe terrain, and its natural resources exploited many times over, our region faces tough prospects for any kind of economic development. Because the region suffers-our county suffers. Poverty has inevitable ramifications in the educational outcome arena. Indicators of distress are easy to point to. The table below provides a brief snapshot of how our county compares economically and educationally with the state and nation and help to define who we are and why:**

<b>Demographic</b>	<b>Morgan County</b>	<b>Tennessee</b>	<b>United States</b>
<b>% HS Graduate</b>	<b>63.8%</b>	<b>75.9%</b>	<b>80.4%</b>
<b>% 4yr College Graduate</b>	<b>6.0%</b>	<b>19.6%</b>	<b>24.4%</b>
<b>Per Capita Income</b>	<b>\$12,925</b>	<b>\$19,393</b>	<b>\$21,587</b>
<b>% Families Below Poverty</b>	<b>16.0%</b>	<b>13.5%</b>	<b>9.2%</b>
<b>% Individuals Below Poverty</b>	<b>34.8%</b>	<b>24.5%</b>	<b>12.4%</b>

**Table #1: Data Sources; U.S. 2000 Census American Fact Finder**

**Morgan County strives to be creative and innovative in our approach to delivering high quality educational services. In this process we face challenges in our need to improve student achievement and a desire to make things "different" in our learning environments. It is clear in rural schools that students do not have the same opportunities as those in more urban areas. In the urban areas there are greater course offerings and cultural experiences that are not currently available to the students living and attending school in remote rural areas. Through modern technology virtual learning can open doors for all students. Morgan and Grainger counties are partners of a Distance Learning grant, awarded in 2009, which has brought about more choices beyond what was previously offered in their small rural schools where resources are thin. Currently, the two counties share certified Physics and Art endorsed teachers. Video provides the means for our students to travel without getting on a bus. Students of Morgan County are also provided a menu of dual enrollment courses from a community college. These opportunities mean increased higher level course offerings, the ability to garner college credits while still in high school and reduce the cost of a college degree. Out of 1,736 students in Morgan County over one hundred students and twelve instructors are presently involved in virtual learning classes. This E4TN project is an ideal way to expand the effective and engaging e-learning environment throughout our school district. It is a new opportunity for students seeking to enhance their college admissions level work. Through online learning we will join America in revolutionizing education. We will be able to dramatically expand the educational opportunities of students, largely overcoming the geographic and demographic restrictions. E4TN will provide an opportunity to improve the quality of differentiated instruction, while increasing productivity and lowering costs, ultimately reducing the burden on tax payers. It's very important that we reach students any way we can and that's exactly what we wish to do with E4TN monies. It is about reaching beyond the classroom and schoolhouse walls and the standart text book to provide high**



**quality education for students and families in our region. We want every student to "drink in" the benefits of curriculum enrichment. We seek to establish an E4TN program to increase and improve educational opportunities in Morgan County. The delivery of services will include:**

- 1. On-line courses in combination with distance learning opportunities.**
- 2. Availability of credit recovery.**
- 3. Advanced credit possibilities.**
- 4. Accessibility for homebound students.**
- 5. Service for the gifted, SpEd, and ELL populations(differentiated instruction).**
- 6. Compensation for teacher shortage and provide equity throughout the district.**

**Morgan County is not satisfied with the status quo and very much wants to build a new culture of teaching and learning. We look forward to using E4TN to broaden all our horizons, both in terms of offering new courses and by enriching our existing ones. It is time to make changes in the way we deliver educational services to students and communities. It is time to meet the needs of a changing world and ensure that our students and citizens have the education necessary to succeed. We believe we will be successful in creating change in Morgan County with this project-we just need the funding boost from this grant in order to charge ahead.**



**e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 4 –**

**Technical Survey**

<b>Scoring</b> _____ of 10 Points TDOE Use Only
--

LEA Applicant Name:  
**Morgan County**

**Section I – Network Information**

1. Are your secondary schools connected to the Internet by a non-dial up connection?

- YES**       **NO** (SKIP to #2)       **Don't know** (SKIP to #2)

If YES – how are your schools connected? (Check one)

- |  |   |
|--|---|
| <input type="checkbox"/> - ISDN          | <input type="checkbox"/> - ATM/SONET                  |
| <input type="checkbox"/> - Frame Relay   | <input type="checkbox"/> - xDSL                       |
| <input type="checkbox"/> - Fractional T1 | <input type="checkbox"/> - Satellite                  |
| <input type="checkbox"/> - Full T1       | <input type="checkbox"/> - Microwave                  |
| <input type="checkbox"/> - T3            | <input type="checkbox"/> - Other (specify) _____      |
| <input type="checkbox"/> - Cable Modem   | <input checked="" type="checkbox"/> - Fiber Optic\OC3 |
|  | <input type="checkbox"/> - Don't Know                 |

2. Do students or teachers access your network from home through ISP connections?

- YES**       **NO**

3. Do you know the speed of your connection?

- YES**       **NO**

If YES – what is the speed? (Check one)

- |  |   |
|--|---|
| <input type="checkbox"/> - less than 56K bps | <input type="checkbox"/> - 512K bps                       |
| <input type="checkbox"/> - 128K bps          | <input type="checkbox"/> - 1.5M bps                       |
| <input type="checkbox"/> - 256K bps          | <input type="checkbox"/> - 5M bps                         |
| <input type="checkbox"/> - 384K bps          | <input checked="" type="checkbox"/> - 10M and greater bps |

4. How many computers which meet the attached technical requirements are in secondary school lab settings? (LEA totals)

# 200 computers in # 9 labs 5 schools

5. Average # of computers per classroom per participating secondary schools that meet the attached technical requirements? (LEA totals)

# 3 computers in # 69 classrooms

6. How many computers which meet the attached technical requirements are in some other setting?

# 877 Describe. Located throughout each school.

7. Who is the LEA's Internet Service Provider (ISP)? ENA

8. Do these secondary schools meet the minimum/supported technical requirements in Section III?

- YES**       **NO**



**Section II – Security**

1. Is there a firewall installed?

**YES**       **NO**       **Don't know**

a. If YES, is it installed at the  **District level**      or       **School level?**

b. Is your firewall hardware or software?

**Hardware**       **Software**       **Don't know**

c. Please provide the following information about the firewall.

Manufacturer/Model	Pix 515E Cisco
# Network cards:	

2. Are there any proxy servers installed at your secondary schools?

**YES**       **NO**       **Don't know**

a. If YES, is your proxy server hardware or software?

**Hardware**       **Software**       **Don't know**

b. Please provide the following information about the proxy server(s).

Manufacturer/Model	N/A
# Network cards:	N/A

c. Is there more than 1 proxy server at your secondary schools?

**YES**       **NO**       **Don't know**

d. If YES, is it configured the same way as listed above?

**YES**       **NO**       **Don't know**

e. If NO, please provide the same information for all additional proxy servers. Use the Notes section below to record this information.

3. Is there any other software used to filter content and/or prevent users from downloading files from the Internet or accessing embedded links?

**YES**       **NO**       **Don't know**

If YES, please provide the following information about this/these products:

Product: Active Directory Group Policy

Maker: Microsoft

Version: Server 2003

Product: \_\_\_\_\_

Maker: \_\_\_\_\_

Version: \_\_\_\_\_



## Section III – Tech Requirements

### Minimum Requirements

- Javascript must be enabled
- Flash Player 10 installed
- Adobe Reader installed
- Open Office installed if no Office

### Operating Systems and Browsers

#### Windows

- Intel® Pentium® II 450MHz or faster processor (or equivalent)
- 128 MB Ram

Platform	Browser
Microsoft® Windows® Vista	Microsoft Internet Explorer 7, Firefox 2.0, AOL 9
Microsoft Windows XP	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Firefox 2.x, Mozilla 1.x or later, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows Server® 2003	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Firefox 2.x
Windows 2000	Microsoft Internet Explorer 5.x, Firefox 1.x, Firefox 2.x, Mozilla 1.x, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows Me	Microsoft Internet Explorer 5.5, Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, AOL 9, Opera 7.11 or later
Windows 98	Microsoft Internet Explorer 6.0 or later, Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, CompuServe 7, AOL 9, Opera 7.11 or later

#### Macintosh

- PowerPC® G3 500MHz or faster processor **OR** Intel Core™ Duo 1.83GHz or faster processor
- 128MB of RAM

Platform	Browser
Mac OS X v.10.1.x, 10.2.x, 10.3.x, or 10.4.x (PowerPC)	Firefox 1.x, Mozilla 1.x, Netscape 7.x or later, AOL for Mac OS X, Opera 6, Safari 1.x or later
Mac OS X v.10.4.x (Intel)	Firefox 1.5.0.3 or later, Opera 6, Safari 2.x or later

#### Hardware



### Microphones and Headphones

1. I confirm that all secondary computers to be used in the e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program meet or exceed these minimum requirements.
- YES**       **NO**       **Don't know**

If No or Don't Know, please provide additional information on how computers to be used in this program will be brought to minimum requirement levels.

## **e<sup>4000</sup>TN Statewide Stimulus Strategy e-learning Program FORM 5 –Budget Proposal**

Please complete the attached excel budget spreadsheet. Expenditures need to be those which support e-Learning opportunities. The twenty-five percent required for Title II D professional development will be funded by the e4TN office and does not need to be included in this budget. LEA personnel are required to participate in e4TN training as outlined in the assurances. The approved budget will be combined with your LEA's Final FY10 Federal Budget. Your district federal program director and/or business office is familiar with this federal budget spreadsheet and how amendments are processed. Reimbursements for expenditures will be submitted monthly with an expenditure form provided by the State. After the reimbursement form is approved by the state the LEA can draw down the funds on Federal Application Consolidated Tracking System (FACTS).



## **AGREEMENT**

**THIS AGREEMENT** is entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2010 by and between the Morgan County Board of Education (hereinafter the “Board”) and Jeff Wittibsiager (hereinafter “Mr. Wittibsiager”), and each of their respective owners, members, heirs, agents and assigns.

### **WITNESSETH**

**WHEREAS**, the Board is the owner of certain real property located in the Oakdale community of Morgan County, Tennessee known as the Oakdale School; and

**WHEREAS**, a gravel road known as Eagle Point Road is located on and along the Oakdale School property and provides a means of ingress and egress to private landowners, including Mr. Wittibsiager; and

**WHEREAS**, the Board and Mr. Wittibsiager desire to enter into an agreement to work on and improve said Eagle Point Road upon the terms and conditions hereinafter set forth.

**NOW, THEREFORE**, the Board and Mr. Wittibsiager specifically acknowledge and agree as follows:

1. The Board (through its Maintenance Supervisor) and Mr. Wittibsiager will work together to develop a plan for improving Eagle Point Road for the mutual benefit of both parties.
2. The Board will purchase and cause to be delivered to the work area certain construction materials to be incorporated into the improvements to be made to Eagle Point Road.
3. Mr. Wittibsiager will provide, at no cost or obligation to the Board, all labor, fuel and equipment necessary for the improvements to be made to Eagle Point Road.
4. In exchange for the Board agreeing to provide construction materials for this project, Mr. Wittibsiager agrees to defend, hold harmless, indemnify and forever release the Board from any and all liability associated with this agreement, the construction undertaking contemplated by this agreement or any other matter associated therewith.

5. The parties acknowledge that this Agreement contains the entire agreement among the parties hereto.

**AGREED:**

MORGAN COUNTY BOARD OF EDUCATION

\_\_\_\_\_  
By:

\_\_\_\_\_  
Jeff Wittibiager

# MORGAN COUNTY BOARD OF EDUCATION

## SUSPENSION/EXPULSION/REMAND

Descriptor Code:

Issued Date:

JCCC

10-02-2000

### DEFINITIONS:<sup>1</sup>

**Suspension:** dismissed from attendance at school for any reason not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

**Expulsion:** removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

**Remand:** assignment to an alternative school.

### REASONS FOR SUSPENSION/EXPULSION:

Any principal or assistant principal (herein called principal) may suspend/expel any student from attendance at school or any school-related activity on or off campus (out-of-school suspension) or from attendance at a specific class or classes, or from riding a school bus, without suspending such student from attendance at school (in-school suspension), for good and sufficient reasons including, but not limited to:<sup>2</sup>

1. Willful and persistent violation of the rules of the school or truancy;
2. Immoral or disreputable conduct, including vulgar or profane language;
3. Violence or threatened violence against the person of any personnel attending or assigned to any school;
4. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
5. Inciting, advising or counseling of others to engage in any of the acts herein enumerated;
6. Possession of a pistol, gun or firearm on school property;<sup>3</sup>
7. Possession of a knife, etc., as defined in TCA 39-6-1701, on school property;
8. Assaulting a principal or teacher with vulgar, obscene or threatening language;
9. Unlawful use or possession of barbitol or legend drugs, as defined in TCA 53-10-101;<sup>3</sup>
10. Engaging in behavior which disrupts a class or school-sponsored activity;
11. Off-campus criminal behavior resulting in felony charges; when behavior poses a danger to persons or property or disrupts the education process;
12. Inadequate proof of immunization.<sup>6</sup>
13. Any other conduct prejudicial to good order or discipline in any school.

**IN-SCHOOL SUSPENSION:<sup>4</sup>**

1. Students given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study, and
2. Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and classwork assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

**PROCEDURES FOR IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION:<sup>5</sup>**

1. Unless the student's continued presence in the school, class, or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been given due process by advising them of the nature of his/her misconduct, questioned about it, and allowed to give an explanation;
2. Upon suspension/expulsion of any student (in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted;
3. The principal shall notify the parent or guardian and the director of schools or designee in writing of the suspension/expulsion and the cause for it, the length of suspension/expulsion, and terms of readmission.
4. If at the time of the suspension the principal determines that an offense has been committed which, in the judgment of the principal would justify a suspension/expulsion for more than ten (10) days, he/she may suspend the student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
5. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by the school system if requested by the student.
6. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.
7. Students under suspension from one (1) school in the school system cannot attend or enter another school in the system. (Ex. Career and Technical Center and high school)

1. TCA 49-6-3007(g)
2. TCA 49-2-203(a)(8);TCA 49-6-3401(a)
3. TCA 49-6-4216; TCA 39-17-1309; TCA 39-17-417
4. TCA 49-6-3401(b)(1)
5. TCA 49-6-3401(4)-(6); Goss v. Lopez, 419 U.S. 565 (Ohio, 1975);  
Individuals with Disabilities Act Amendments of 1997 § 615
6. TCA 49-6-5007

Procedural Due Process 6.302  
Interference/Disruption of School Activities 6.306  
Bus Conduct 6.308  
Zero Tolerance Offenses 6.309  
Dress Codes 6.310  
Discipline Procedures 6.313  
Disciplinary Hearing Authority 6.317

## **Morgan County Schools Mental Health Policy**

The Morgan County School Board of Education recognizes that the social and emotional wellbeing of students should be addressed and promoted in order to maximize academic achievement. In accordance with this principle, protocols and policies will be adopted that address the prevention, early identification, referral, and follow up of student mental health needs.

The Mental Health Policy is designed to improve student achievement by reducing fragmentation of services and aligning and integrating mental health services to children. The policy addresses the infrastructure necessary to coordinate, improve, and evaluate support programs currently offered in school and in the community. It does not require new program development, but calls on our school system to consider how best to support resilience in youth, identify students who need mental health support, and provide a family driven and seamless integration within established community systems of care.

1. The Morgan County Schools will align systems and available resources to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching. This includes prevention, early intervention, referral and follow up policies and procedures within a system of care.<sup>1</sup>

2. The Morgan County School system shall develop and maintain a positive school climate in all schools ensuring a global approach to addressing barriers to learning and promoting resilience in children. Current laws regarding the prevention of hazing, bullying, and intimidation will be fully implemented as an essential element in the protection of student mental health and the fostering of a positive school climate.<sup>2</sup>

3. According to the Tennessee Comprehensive School Counseling Model and other curriculum standards<sup>3</sup>, Morgan County School staff will provide students with effective early intervention activities such as social and emotional learning, positive behavior supports and strength-based developmental assets.

4. School personnel shall create a plan whereby appropriate staff can provide proactive on-site support services to students having social, emotional, and mental health concerns, including those students that do not meet criteria for special education services.<sup>4</sup>

5. The Morgan County School administration will require staff and administrators to attend professional development on how to identify warning signs of emotional and behavioral barriers to learning, how to address such barriers, and promote engagement in learning.<sup>5</sup> School staff new to the district shall receive this professional development in a timely manner.

6. Morgan County School staff will utilize clearly identified referral protocols for in-school student support that is easily accessible to all students, families, and school personnel. Intentional effort will be made to reduce stigma, keep the

referral process simple and user friendly, and provide a variety of strategies to assist students in need.

7. Memorandums of Understanding (MOUs) between schools and community resources will be created to enable effective linkages for services. These MOUs will include agreements regarding the responsibility of both entities with respect to working together (e.g. formal linkages, weaving resources together, sharing information, making and accepting referrals, intervention during and after a crisis).<sup>6</sup> The MOUs will be reviewed and updated as needed.

8. Consistent with HIPAA<sup>7</sup> and FERPA<sup>8</sup> standards, all materials will protect the confidentiality of each student throughout the referral process.

9. As prescribed by existing policy unless otherwise specified by law, <sup>9</sup> policies will assure parental consent prior to making a student referral.

10. Morgan County School staff will facilitate smooth transitions for students who are entering and exiting the classroom due to involvement with community mental health treatment, Department of Children's Services including juvenile justice services, or other child serving programs.

11. Morgan County School Director of Schools shall maintain a Mental Health Team and will appoint a team leader to oversee overall implementation of the Mental Health policy. The Mental Health team will meet regularly to review the integration and alignment of services.

12. Successful strategies used to address barriers to learning include promoting a positive school climate, providing in-school support to students that enhance their social and emotional development, establishing clear and effective relationships with community agencies, and developing effective transition practices between schools and community programs and therefore will be incorporated into the continuous school improvement plan as well as the Tennessee Comprehensive System-wide Planning Process.

<sup>1</sup> See T.C.A. §49-1-1002

<sup>2</sup> See T.C.A. §49-6-801, §49-6-1016, §49-6-4216, §49-2-120

<sup>3</sup> Tennessee School Counseling Model, Policy 5.103, pp. 60-74

<sup>4</sup> See T.C.A. §49-5-302, §49-6-303, TN Dept. of Ed. SBOE rule 0520-2-2-.26, SBOE

Standards and Guidelines 5.103

<sup>5</sup> See T.C.A. §49-6-3004(c) (1)

<sup>6</sup> See T.C.A. §33-1-308

<sup>7</sup> See Public Law 104-191

<sup>8</sup> See 20 U.S.C. § 1232g; 34 CFR Part 99

<sup>9</sup> See T.C.A. §10-7-504(4) (A), §§33-3-206—33-3-209, §37-1-403, §37-1-605, §33-8-202

<sup>10</sup> See TN SBOE Policy, Standards, and Guidelines 4.207

## **Additional resources:**

### **State**

Tennessee Office of Coordinated School Health, Tennessee Department of Education

[www.tennessee.gov/education/schoolhealth](http://www.tennessee.gov/education/schoolhealth)

Tennessee Model for Comprehensive School Counseling Guidelines

[www.state.tn.us/education/ci/doc/tncomschconsmdl.doc](http://www.state.tn.us/education/ci/doc/tncomschconsmdl.doc)

Tennessee Voices for Children

[www.tnvoices.org](http://www.tnvoices.org)

Tennessee Suicide Prevention Network

[www.tspn.org](http://www.tspn.org)

### **National**

Center for Disease Control and Prevention – Mental Health

<http://www.cdc.gov/HealthyYouth/mentalhealth/index.htm>

Center for School Mental Health, University of Maryland School of Medicine

<http://csmh.umaryland.edu/>

Collaborative for Academic, Social, and Emotional Learning

<http://www.casel.org/>

National Community of Practice on Collaborative School Behavioral Health

<http://www.sharedwork.org/section.cfm?as=4&ms=4>

National Registry of Evidence-Based Programs and Practices

<http://www.nrepp.samhsa.gov/find.asp>

Office of Juvenile Justice and Delinquency Prevention

<http://www.ojjdp.ncjrs.org/>

Office of Juvenile Justice and Delinquency Prevention’s Model Program Guide

[http://www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm)

Positive Behavior Interventions and Supports

<http://www.pbis.org/main.htm>

Search Institute – Developmental Assets

[www.search-institute.org](http://www.search-institute.org)

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov>

Tennessee National Alliance for the Mentally Ill

<http://www.namitn.org/>

UCLA Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/>

**Morgan County Board of Education**  
**General Purpose**  
**March 1, 2010**  
**Budget Amendment #79**

Debit:

46851 – State Revenue Sharing-TVA	\$35,299.00
-----------------------------------	-------------

Credit:

141-72310-399 (Other Contracted Services)	\$21,000.00
141-72310-355 (Travel, Training-Board)	\$5,000.00
141-72130-322 (Evaluation: Testing)	\$5,000.00
141-72210-524 (In-Service/Staff Development)	\$4,299.00

Explanation: (Unanticipated revenue increase)

399: Classification and Compensation Study (\$16,000)  
    TSBA Services – Policy Revisions; eMeeting Service (\$5,000)  
355: Travel – Board Training, registration, lodging etc. (\$5,000)  
322: Increased cost of testing program (\$5,000)  
524: In-Service/Staff Development – Leadership training (\$4,299)

\_\_\_\_\_  
Edward L. Diden, Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Terry Armes, Board Chairman

\_\_\_\_\_  
Date

**Presented  
To**

**Morgan County  
Tennessee  
Department of  
Education**

**A Proposal  
For  
A  
Classification & Compensation  
Study**

**Submitted by:  
Organizational Management Group**

**Tyson Place, Suite 110  
2607 Kingston Pike  
Knoxville, Tennessee 37919  
(865) 637-8600  
[lgrussellomg@gmail.com](mailto:lgrussellomg@gmail.com)**

# Introduction

The Organizational Management Group was formally established October 1, 2000 after several years of conducting numerous public and private sector projects through a contractual relationship with AkinsCrisp Public Strategies, Inc. Since being established, the Organizational Management Group has performed many services for public and private sector organizations. These services include, but are not limited to: human resource consulting, development of classification and compensation plans, fringe benefit analysis, strategic planning, organizational assessment and innovation, risk management analysis, surveys and statistical analysis, property management consultation, and the development of employee selection and performance evaluation processes. OMG also provides customized management training on-site for clients upon request. The Organizational Management Group utilizes a team approach by calling upon associates who possess a variety of knowledge, skills and abilities to produce a customized product that specifically meets the needs of the organization. The individuals utilized for this proposal possess extensive experience in all aspects of human resource administration. These associates will assist with this project through a contractual relationship with the Organizational Management Group. The representative authorized to negotiate services and cost for the Organizational Management Group is Larry Russell, President.

Larry Russell, President  
Organizational Management Group

## 1.1 Principal Consultants

**Larry Russell** will be the Lead Consultant assigned to this Classification & Compensation project. Mr. Russell holds a B.A. Degree in Political Science and a Masters Degree in Public Administration (specialization in Wage and Hour Administration) from the University of Tennessee. He has more than twenty five years of experience in all facets of Personnel Administration in both the public and private sectors. He was the first Personnel Director for Ruby Tuesday restaurants and served in that capacity for four years. During his tenure as Personnel Administrator for Knoxville's Community Development Corporation (formerly Knoxville Housing Authority), he conducted numerous class/comp studies and developed a national award winning *Pay for Performance* employee evaluation system. He also served as the Public Housing Program Administrator for KCDC for six years and Program Administrator for Asset Management (multi-family assisted housing) for two years, during which time KCDC received the "High Performer" designation from HUD. During his tenure as public housing administrator, he developed a site based evaluation program for employees which received national recognition for innovative administrative practices from NAHRO. Mr. Russell has also served as an adjunct faculty member for Tusculum College where he taught Introduction to Management, Personnel Administration, and Organizational Behavior. He also conducts local and regional seminars for the University of Tennessee Center for Government Training and teaches the Management component for the PHM Certification through TAHRA (Tennessee Association of Housing and Redevelopment Authorities). Mr. Russell left Knoxville's Community Development Corporation in October 2000 to establish the Organizational Management Group where he serves as President.

**Wokie Massoquoi-Wicks** will serve as an associate consultant for this project. For more than sixteen years Ms. Massoquoi-Wicks has committed her time, energy and expertise to a variety of non-profit organizations aimed at empowering those in need. She was recently the Director of Operations at the Tennessee Office of the Children’s Defense Fund, an advocacy organization for children’s issues. As Executive Director of Enrichment Services Program, Inc. she guided the operation of a large community action agency – ESP, Inc. which provided vital programs to low income families in an eight county region in southwest Georgia. Prior to this appointment Ms. Massauquoi-Wicks served as Director of Community Services for the Columbus Housing Initiative and as the Financial and Personnel Administrator for the Highlander Research Center in Tennessee. Ms. Massoquoi-Wicks earned a B.A Degree in Sociology and Urban Studies and a Masters in Public Administration from the University of Tennessee and is a certified Housing Development Finance Professional.

## **1.2 Approach utilized for Classification & Compensation**

### **A. Introduction**

In preparation for the Classification and Compensation Study, the Organizational Management Group reviewed the available literature and numerous methodologies available in the field of public administration. The methodology selected for this project reflects the most proven methods and procedures used in the field. With slight variations, the methodology has been used at all levels for both public and private sector organizations for several years and is considered “State of the Art.” Our approach will use job content validity methodology with the required documentation needed to satisfy EEOC guidelines as outlined in Chapter XIV, EEOC, 29 CFR 1607 and amendments.

During the initial planning stages of the study, the work will be broken down into two portions - position classification/job analysis and compensation survey and analysis. We will establish a realistic timetable in consultation with administrative staff and a discussion of the scope of human resource related activities desired by Morgan County Department of Education.

### **B. Position Classification/Job Analysis Study - Phase I**

The position classification/job analysis study is the first and most important part of the overall review and update to the human resource function. Phase I of the study will include the allocation of positions to standard classifications and the development of new position (job) descriptions. The primary purpose of a classification system is to develop a method of objectively evaluating jobs. It is designed to ensure that jobs are equitably and comprehensively ranked in relation to one another (internal equity) based on the duties and responsibilities required of the job. A further purpose is to provide a credible and objective system that employees can readily understand and responsible staff can easily apply and maintain.

#### **1. Job Evaluation Plan and Process**

Factor ranking has been selected as the evaluation tool to establish proper internal pay relationships within the organizational structure. Factor ranking is essentially a process of

ranking or comparing jobs on a number of evaluation factors. We will derive the factors to be used from a detailed job analysis that will include:

- review of current job descriptions for each classification in the current plan;
- the completion of a position description questionnaire by all employees;
- interviews with employees to determine the duties and responsibilities inherent in their position;
- critical incident interviews with supervisory staff to determine the most important aspects of the job, knowledge and skills required to adequately perform the job and reasons for terminating employees who have failed to adequately perform the job in the past.

We will evaluate each job in relation to other jobs in the compensation plan. This task is accomplished by reviewing the job in terms of each evaluation factor and comparing it with other jobs for each factor-ranking level. Once the proper evaluation level is selected for the job, we note and record the weighted point score for that level. After we have assigned the job a point score for each factor, a total point score is calculated by adding the relevant factor scores. This total score determines the value of the job in relation to all others. These factors are selected as measures of different and significant aspects of jobs, but also are applicable to all of the jobs studied. The factors are derived from an analysis of job content. As a group, the factors are designed to embody all the important characteristics of an individual job and identify its total scope and character. Positions will be compared with respect to the following factors: Knowledge and Skills required in the position; Impact and Accountability found in the position; Working Relationships required for successful job performance; and Working Conditions encountered on the job. Comprehensive definitions are as follows:

### **Knowledge and Skills (Weight 35%)**

The factor of knowledge and skills measures the level of knowledge and skills required for satisfactory performance of the duties associated with the position. Knowledge and skills reflect the cumulative amount of formal and informal education, training and experience acquired within or outside the organization. Knowledge is the range of information or understanding of a subject or variety of subjects necessary to the function. In addition to the measurable amount of knowledge, consideration is given to the various types required and the extent of detailed understanding necessary for a particular subject.

Skills to be considered are those needed to apply required knowledge, or developed abilities to the functions of the position. The types of skills that might be required include:

- The ability to define problems precisely or to identify and combine relevant facts objectively and in perspective;
- The ability to produce new concepts, methods or programs through imaginative and innovative techniques;

- The ability to project concepts and facts and to define the steps necessary to reach objectives;
- Communication skills; and
- Leadership, ability to be persuasive and human relations skills necessary to supervise other employees and to maintain working relationships with others.

In rating positions on this factor, consideration is given to the complexity and difficulty of the demands on the position and the types of skills and knowledge required to achieve objectives, not just to selected credentials (for example, degree, license, etc.) that are required for initial entry to the position.

### **Impact and Accountability (Weight 40%)**

The factor of impact and accountability measures:

- The scope of the job in terms of the relative frequency, complexity and variety of matters on which decisions are required;
- The extent of the job's decision-making latitude or authority to act independently, within limitations of supervision and policy and the effect of possible errors in judgment;
- The opportunity that the responsibilities of the position give to the incumbent to affect or influence results - directly or indirectly - through decisions and actions involving such matters as controlling or reducing costs; preventing injury to fellow employees or non-employees and damage to tools, equipment and materials; protecting, conserving and increasing physical assets and financial resources; and developing and implementing programs, policies and plans necessary to achieve organizational, departmental or unit objectives; and
- The character and extent of guidance - the form of policies, practices and procedures or actual supervision that govern the performance of the work versus the amount of independent action, exercise of judgment, decision-making or planning the job requires without recourse to supervision.

In evaluating the position's responsibility, consideration is given to its direct influence on results. Consideration is also given to the indirect influence that a position can have on results, such as the development of programs or initiation of ideas that will be carried out by others.

### **Working Relationships (Weight 20%)**

The factor of working relationships measures the requirements to meet and deal with others effectively, as indicated by the character, scope and importance of relationships that are necessary for satisfactory performance of the duties associated with the position.

In measuring the working relationships factor, consideration is given to:

- The type and frequency of required contacts with others - that is, whether the matters involved are complex or controversial, or whether considerable tact, diplomacy and persuasiveness are necessary to motivate and influence the thoughts and actions of others;
- The scope of the relationships - that is, whether they are confined within a unit, extend to other units, remain within the organization or extend outside the organization to the general public; and
- The importance of establishing contacts and maintaining effective relationships.

The application of this factor excludes consideration of routine relationships with the incumbent's direct supervisory and subordinate chain of command.

### **Working Conditions (Weight 5%)**

The factor of working conditions evaluates conditions and hazards associated with the job as well as its physical demands. Consideration is given to the surroundings or physical conditions under which the job must be performed and the extent to which those conditions make the job disagreeable. Consideration is also given to the probability and severity of injuries to which the employee is exposed, assuming that he/she is exercising reasonable care in observing safety regulations and utilizing required safety equipment.

## **2. Allocating the Job to a Skill Level**

The proper skill level for a job is selected after the total weighted point score has been calculated for all factors. The level is determined by comparing the total score of the job with the point score ranges that we have established for each level in the salary structure. The proper distribution of points ensures that classifications of comparable value in the plan are included in the same grade. We design the spread of point values to include jobs of essentially equivalent overall value and to separate jobs of significantly different value. Below is a typical table of point ranges:

<u>Skill Level</u>	<u>Point Range</u>	
	<u>Minimum</u>	<u>Maximum</u>
16	761	-
15	708	760
14	615	707
13	535	614
12	466	534
11	405	465
10	352	404
9	306	351
8	266	305
7	231	265
6	201	230
5	175	200
4	152	174
3	132	151
2	115	131
1	100	114

Note: Point ranges are determined using a progression factor of 1.15 (that is,  $1.15 = 115$ ,  $115 \times 1.15 = 132$ ). The number of skill levels is dependent upon the size and complexity of the organization.

A factor ranking guide will be supplied to the Morgan County Department of Education for future use at the conclusion of the Classification/Compensation Study.

### **3. Position Descriptions**

We will develop job descriptions for each classification according to the following criteria:

- a. Class Title is a brief and descriptive designation of the type of work performed.
- b. Nature of Work is a general description of the work with emphasis on those basic factors that distinguish the class from other classes above and below it in the same series, and/or closely related series. Included are such factors as the supervision received and exercised, responsibility and difficulty, hazards and the way in which work is assigned and results reviewed. This section evaluates the class in terms of relative difficulty and responsibility and thereby establishes the level of the class in its overall internal relationship to other classes. It is this section that is the most important in determining the class in which a particular position belongs.
- c. Illustrative Examples of Work are used in order to enable the reader to obtain a more thorough idea of the actual work performed in positions allocated to a class. The list is descriptive but not limiting. It is not intended to describe all the work performed in all positions in the class nor are all examples applicable to all positions allocated to a class. It is possible in the more populated classes that only one portion of one work example will apply to a given position. This section merely serves to illustrate the more typical portions of the job. A position belongs in a class only when it meets the criteria defined and set out by the

descriptions as a whole.

- d. Necessary Requirements of Work describes in detail the education and experience that ordinarily gives a person those critical knowledge, abilities, and skills necessary for successful performance of the work in a given class. This section does not in any way have reference to the qualifications of the current employees. Although not specifically mentioned, we deem certain qualifications such as honesty, neatness and dependability that we expect of all employees as part of this section.
- e. Necessary Special Requirement(s) is used where requirements limit the practice of a profession or occupation to persons who possess a license or certificate. It also is used to enumerate especially critical physical and other practical requirements for specific classes. Generally this section lists specific pre-requisites, which must be met by applicants for positions in a class before otherwise qualifying. An example might be for the position of driver where a valid state driver's license is required.
- f. FLSA Determination A determination will be made for each position classification as to whether or not the job duties are exempt or non-exempt to overtime provisions of the Fair Labor Standards Act as amended.

For physically demanding jobs (typically maintenance, fire, police, public works, planning and codes, recreation, etc.) we recommend the use of a **Physical Abilities Assessment** which consists of twenty-two types of physical abilities. This instrument is completed by the individuals performing the job and therefore creates a legally defensible and validated assessment of what is physically required to perform the job. The instrument is easily administered and requires very little time for completion by incumbents. This assessment is invaluable for use in post offer physicals and return to work protocols for addressing workers' compensation issues.

## **C. Compensation Plan - Phase II**

We will undertake a regional salary survey to 1) determine where Morgan County Department of Education pay rates for certain benchmark jobs stand in relation to the labor market, 2) determine the competitiveness of each organization's starting salaries in relation to those of competing employers, and 3) determine whether any pay adjustments are warranted. Administrative staff will be asked to help identify regional employers and help select the benchmark positions that we should include in the salary survey. We will develop a compensation (pay) plan using the skill level information obtained in the classification phase of the study and the survey results. The overall range between the minimum and maximum rates of pay for each classification surveyed will be divided into quartiles and the bottom twenty five percent and the top twenty five percent will be excluded for comparison purposes. The underlying philosophy is that the employer does not want to compare with the lowest paid employees nor can they afford to compare with the highest paid employers responding to the survey. The proposed salary schedule will be divided into four equal segments (or quartiles). The recommended spread between the minimum and the maximum salaries of a given range (or skill level) will be 50%. This salary structure provides sufficient scope for the rewarding of individual performance. The spread between skill levels (upward spread) typically will be 10% up to a "to be determined" skill level, then 15% to 20% to the top of the pay schedule. Such a structure

(and the corresponding class assignments) allows for the compensation of individuals based on a hierarchy of positions, e.g., supervisor/subordinate relationships. The recommended pay plan is referred to as a broad banded pay structure and typically does not have each salary grade divided into “steps”. This approach has proven much more flexible and easier to maintain than “pay step” plans frequently found in governmental approaches to compensation.

### 1.3 Proposed Fee Schedule

a. Analysis of organizational structure and current positions, preliminary discussions with administrative staff, determination of comparable survey participants, etc. (Estimated at 4 hours @ \$100.00/hr.)	\$ 400.00
b. Review of current job descriptions, Position Description Questionnaires, desk audits, field observations and critical incident discussions with supervisors. (Estimated at 48 hours @ \$100.00/hr.)	\$ 4,800.00
c. Cost of preparing job descriptions for each classification (Estimated at 40 hours @ \$100.00/hr.)	\$ 4,000.00
d. Cost to conduct salary survey and develop pay schedule (Estimated at 32 hours @ \$100.00/hr.)	\$ 3,200.00
e. Cost to prepare position factor rating guide for future use.	included in d.
f. Cost to determine implementation costs & alternatives (Estimated at 12 hrs. @ \$100.00/hr.)	\$ 1,200.00
g. Board and/or administrative staff presentations, classification appeals and additional work not included in the above scope of work. (Estimated at 4 hours @ \$100.00/hr.)	\$ 400.00
h. Travel & sundry expenses	<u>\$ 1,000.00</u>
<b>Total (not to exceed)</b>	<b>\$15,000.00</b>

### 1.4 Proof of Insurance

Current limits are \$2,000,000 per occurrence however additional limits are purchased depending upon the nature and extent of any individual contractual requirements. Proof of insurance with established limits for general liability, automobile bodily injury, workers compensation and professional liability will be provided upon the establishment of a contract.

## **1.5 Equal Employment Opportunity Statement**

The Organizational Management Group's employment practices, including terms and conditions of employment and all contractual relationships are based on the merit principle without regard to race, color, creed, national origin, religion, familial status, sex, age, political affiliation, or physical or mental disability (except where physical or mental requirements are a bona fide occupational qualification). Specifically, employment opportunities and contractual relationships are based solely on an individual's knowledge, skills, and abilities and other job related capabilities. It is the policy of the Organizational Management Group to assure equal employment opportunities for all individuals. We hereby submit this proposal as of the date below for the development of a classification and compensation plan and related human resource activities. We certify that the information submitted is true and correct, we have never been debarred and/or decertified by any federal, state or local entity and that we are willing and able to serve the Morgan County Department of Education in the capacity proposed. We further allege that the Organizational Management Group is unaware of any existing conflict of interest with any Morgan County Department of Education employees, elected officials or agencies. This proposal constitutes a firm offer that may be accepted at any time within sixty (60) days from January 25, 2010. A separate agreement for service will be submitted if this proposal is accepted.

**Organizational Management Group,**

---

Larry Russell, President

Date

## **Client References**

East Tennessee Human Resource Agency (ETHRA)

Dee Norman, Human Resources Director

9111 Cross Park Drive, Suite D-100

Knoxville, TN 37923

1(865) 691-2551

Completed a Classification/Compensation Study - April 1997

Updated the agency pay plan – July 2003

Currently updating the agency classification/compensation plan

Southeast Tennessee Human Resource Agency (SETHRA)

215 Rankin Avenue South

Dunlap, TN 37327

1(423) 949-2191

Completed a Classification/Compensation Study - September 1997

Loudon County Government

George Miller, County Mayor (former)

P.O. Box 246

Loudon, TN 37774-1042

1 (865) 458-4664

Completed a Classification/Compensation Study – April 1998

Morristown Housing Authority

Marilyn Medley, Executive Director

P.O. Box 497

600 Sulphur Springs Road

Morristown, TN 37815

1(423) 586-5115

Completed a Classification/Compensation Study, revised Personnel Policies, and instituted a Pay for Performance Employee Evaluation Program - February 2000

Conducted a Utility Allowance Study and 504 Accessibility Study – March 2001

Updated the Classification/Compensation Plan and Personnel Policies – January 2009

Jefferson County Board of Education

Ken Scott, Superintendent (former)

P.O. Box 190, 1221 Gay Street

Dandridge, TN 37725

1(865) 397-3194

Completed a Classification/Compensation Study - June 2000

Hamblen County Government

David Purkey, County Mayor

511 West 2<sup>nd</sup> North St.

Morristown, TN 37814

1 (423) 586-1931  
Completed a Classification/Compensation Study - February 2001  
Developed Personnel Policies and Procedures Manual – May 2001  
Updated the pay plan - June 2004  
Currently on retainer

Housing Authority of Richmond Kentucky  
Shirley Hacker, Executive Director  
502 Ellis Court  
P.O. Box 786  
Richmond, KY 40476-0786  
1 (859) 623-5968  
Revised Personnel Policies and Procedures and conducted a Classification/Compensation Study –  
June 2001

Loudon Housing Authority  
Lori Everett, Executive Director  
P.O. Box 397  
Loudon, TN 37774  
1 (423) 458-2061  
Revised Personnel Policies and Procedures – October 2001  
Completed a Classification/Compensation Study and developed a Pay for Performance Employee  
Evaluation program– July 2001  
Updated the Classification/Compensation Plan & Personnel Policies and Procedures – March 2009

McMinn County Government  
John Gentry, County Mayor  
6 East Madison Avenue  
Athens, TN 37303  
1 (423) 745-7634  
Completed a Classification/Compensation Study – August 2001

Dayton Housing Authority  
Lisa Bonadio, Executive Director  
270 Railroad St.  
P.O. Box 257  
Dayton, TN 37321  
1 (423) 775-1871 ext. 227  
Revised Personnel Policies and Procedures and completed a Classification/Compensation Study –  
May 2002

Omni Visions, Inc.  
Gary Dowdy, Director of Operations  
101 Lea Avenue  
Nashville, TN 37210  
1 (615) 726-3603  
Completed a Classification/Compensation Study – December 2002

Developed a Pay for Performance evaluation system – August 2003  
Conducted management training sessions – October 2003 - present  
Currently on retainer

Cleveland Housing Authority  
Paul A. Dellinger, Executive Director  
P.O. Box 2846  
450 Walker Street, N.E.  
Cleveland, TN 37311  
1 (423) 479-9650

Revised Personnel Policies and Procedures and completed a Classification/Compensation Study –  
May 2002

Developed a Pay for Performance Employee Evaluation Program – June 2002  
Coordinated the selection of Executive Director – March 2005  
Currently on retainer

Knox County Housing Authority  
William G. “Bo” Pierce, Executive Director  
6333 Pleasant Ridge Road  
Knoxville, TN 37921  
1 (865) 637-7942

Completed a Classification/Compensation Study – March 2003

Greene County Government  
Roger D. Jones, County Mayor (former)  
204 North Cutler Street, Suite 206  
Greeneville, TN 37745  
1 (423) 798-1766

Completed a Classification/Compensation Study - April 2003  
Currently on retainer

Claiborne County Government  
Virgil L. Herrell, County Mayor (former)  
P.O. Box 318  
Tazewell, TN 37879  
1 (423) 626-5236

Completed a Classification/Compensation Study – May 2003

Hillcrest Healthcare  
Teri Webster, President & CEO  
5321 Tazewell Pike  
Knoxville, Tennessee 37918  
1 (865) 342-2069

Completed a Classification/Compensation Study – July 2003

Mid-Cumberland Human Resources Agency  
Jane Hamrick, Executive Director

P.O. Box 111419  
Nashville, TN 37222-1419  
1 (615) 850-3917  
Completed a Classification/Compensation Study – November 2003  
Developed a Pay for Performance Employee Evaluation Program – June 2005  
Updated Classification/Compensation Plan – October 2009  
Currently on retainer

Southwest Human Resource Agency  
Franklin Smith, Executive Director (former)  
1527 White Avenue P.O. Box 264  
Henderson, Tennessee 38340-0264  
1 (731) 989-3879  
Completed a Classification/Compensation Study – February 2004

Southwest Tennessee Development District  
Evelyn Robertson, Executive Director  
27 Conrad Drive, Suite 150  
Jackson, Tennessee 38305-2850  
1 (731) 668-6417  
Completed a Classification/Compensation Study – May 2004

Haywood County Government  
Franklin Smith, County Mayor  
Courthouse  
1 North Washington  
Brownsville, Tennessee 38012  
1 (731) 772-1432  
Completed a Classification/Compensation Study – June 2004

Town of Greeneville  
Darrell M. Bryan, Mayor  
200 North College Street  
Greeneville, Tennessee 37745  
1 (423) 639-7105  
Completed a Classification/Compensation Study – July 2004

Sevier County Government  
Larry Waters, County Mayor  
125 Court Avenue, Suite 205E  
Sevierville, Tennessee 37862  
1 (423) 774-3615  
Completed a Classification/Compensation Study – April 2005  
Updated the Classification/Compensation Plan – April 2008  
Currently on retainer

Claiborne County Emergency Communications District, Inc.  
Roger Hager, Executive Director  
P.O. Box 911  
Tazewell, Tennessee 37879  
1 (423) 626-5339  
Completed a Classification/Compensation Study – September 2005

Jefferson County Emergency Communications District  
Marcus T. Reed, Sr., Executive Director  
112 West Broadway Blvd.  
Jefferson City, Tennessee 37760  
1 (865) 475-4911  
Completed a Classification/Compensation Study – March 2006

Columbia Housing Authority  
Trent Ogilvie, Executive Director  
201 Dyer Street  
Columbia, Tennessee 38402  
1 (931) 446-3868  
Completed a Classification/Compensation Study – December 2005  
Updated the Classification/Compensation Plan and developed a Pay for Performance Employee Evaluation Program – October 2008

Jefferson County Government  
Gary Holiway, County Mayor (former)  
P.O. Box 710  
Dandridge, Tennessee 37725-0710  
1 (423) 397-3800  
Completed a Classification/Compensation Study – March 2006

Gatlinburg Tennessee  
Cindy Ogle, City Manager  
P.O. Box 5, U.S. Highway 321 East  
Gatlinburg, Tennessee 37738  
1 (865) 436-1403  
Completed a Classification/Compensation Study – June 2006

Mid-East Community Action Agency  
Jerry Johnson, Executive Director  
141 Odd Fellows Cemetery Road  
Rockwood, Tennessee 37854  
1 (865) 354-0450  
Completed a Classification/Compensation Study – August 2006  
Updated the Classification/Compensation Plan – February 2009

Sullivan County Government  
Mr. Larry Bailey, Director of Accounts & Budgets

3411 Highway 126, Suite 202  
Blountville, Tennessee 37617  
1 (423) 323-6409  
Completed a Classification/Compensation Study – December 2006

Cocke County Government  
Ms. Anne Williams, Director of Finance  
360 East Main Street, Courthouse Annex, Suite 142  
Newport, Tennessee 37821  
1 (423) 623-8791  
Completed a Classification/Compensation Study – June 2007

Sullivan County Department of Education  
Ms. Evelyn Rafalowski, Human Resource Director  
P.O. Box 306  
Blountville, Tennessee 37617  
1 (423) 354-1000  
Completed a Classification/Compensation Study – March 2008

Sevier County Utility District  
Mr. Matt Ballard, President  
420 Robert Henderson Rd.  
Sevierville, Tennessee 37864  
1 (865) 453-3272  
Completed a Classification/Compensation Study – April 2008  
Developed a Merit Based Employee Evaluation System – June 2008  
Updated Personnel Policies and Procedures – June 2008

Maury County Government  
Ms. Dana Gibson, Human Resources Director  
One Courthouse Square, Suite 303  
Columbia, Tennessee 38401  
1 (931) 215-8249  
Completed a Classification/Compensation Study – August 2008  
Currently on retainer

Fort Mill Housing Authority  
Mr. L. Thomas Rowe, Chief Executive Officer  
105 Bozeman Drive  
Fort Mill, South Carolina 29716  
1 (803) 547-6787  
Completed a Classification/Compensation Study – July 2008  
Developed a Merit Based Employee Evaluation System – July 2008  
Updated Personnel Policies and Procedures – July 2008

Martin Housing Authority  
Mr. Brian Harris, Executive Director

134 East Heights Drive  
Martin, Tennessee 38237  
1 (731) 587-3186  
Completed a Classification/Compensation Study – August 2008  
Developed a Merit Based Employee Evaluation System – August 2008  
Updated Personnel Policies and Procedures – August 2008

The Housing Authority of Anderson, SC  
Attn: Ms. Becky Holmes, Executive Director  
1335 East River Street  
Anderson, South Carolina 29624  
1 (864) 260-5132  
Completed a Classification/Compensation Study – August 2009

Charleston Housing Authority  
Attn: Mr. Norward W. Greene, Chief Financial Officer  
550 Meeting Street  
Charleston, South Carolina 29403  
1 (843) 720-3971  
Completed a Classification/Compensation Study – August 2009  
Currently on retainer

Beaufort Housing Authority  
Attn: Mr. Edward Boyd, Executive Director  
1009 Prince Street  
P.O. Box 1104  
Beaufort, South Carolina 29901  
1 (843) 525-7059  
Completed a Classification/Compensation Study – October 2009

## **Tennessee Instructional Leadership Standards January 25, 2008**

All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all students. Effective instructional leaders create a school culture of high expectations conducive to the success of all students. Effective instructional leaders ensure that school programs, procedures, and practices focus on the learning and achievement of all students and support the social and emotional development necessary for students to attain academic success.

Consistent with best practice, current research and sharpened by the wisdom of experienced educators the Tennessee Instructional Leadership Standards (TILS) identify core performances of effective instructional leaders. The TILS support the continuum of development from aspiring instructional leaders to exemplary instructional leaders committed to continuously improving their practice, contributing to the knowledge base and mentoring new leaders.

### **Standard A: Continuous Improvement**

**An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.**

Indicators:

1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and are consistent with that of the school district.
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
6. Communicates and operates from a strong belief that all students can achieve academic success.

## **Standard B: Culture for Teaching and Learning**

**An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.**

Indicators:

1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.
2. Advocates, nurtures, and leads a culture conducive to student learning.
3. Develops and sustains a safe, secure and disciplined learning environment.
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.
5. Facilitates and sustains a culture that protects and maximizes learning time.
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.
8. Leads the school community in building relationships that result in a productive learning environment.
9. Encourages and leads challenging, research based changes.
10. Establishes and cultivates strong, supportive family connections.
11. Recognizes and celebrates school accomplishments and addresses failures.
12. Establishes effective lines of communication with teachers, parents, students and stakeholders.
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.

## **Standard C: Instructional Leadership and Assessment**

**An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve student learning.**

Indicators:

1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.

2. Leads the professional learning community in analyzing and improving curriculum and instruction.
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
6. Monitors and evaluates the school's curricular program for rigor.
7. Provides teachers and parents with assessment results on a regular basis.
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.

#### **Standard D: Professional Growth**

**An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.**

Indicators:

1. Systematically supervises and evaluates faculty and staff.
2. Promotes, facilitates and evaluates professional development.
3. Models continuous learning and engages in personal professional development.
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
5. Works in collaboration with the school community to align high quality professional development with the school's improvement plan to impact student learning.
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.

#### **Standard E: Management of the School**

**An effective instructional leader facilitates learning and teaching through the effective use of resources.**

Indicators:

1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.
2. Focuses daily operation on the academic achievement of all students.
3. Garners and employs resources to achieve the school's mission.
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.
5. Mobilizes community resources to support the school's mission.
6. Identifies potential problems and is strategic in planning proactive responses.
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
8. Develops a comprehensive strategy for positive community and media relations.

**Standard F: Ethics**

**An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.**

Indicators:

1. Performs all professional responsibilities with integrity and fairness.
2. Models and adheres to a professional code of ethics and values.
3. Makes decisions within an ethical context while respecting the dignity of all.
4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
5. Makes decisions that are in the best interests of students and aligned with the vision of the school.
6. Considers legal, moral and ethical implications when making decisions.
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

## **Standard G: Diversity**

**An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.**

### Indicators:

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
2. Recruits, hires and retains a diverse staff.
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.
5. Leads the faculty in engaging families/parents in the education of their children.

F:\Mary Jo\Licensure & Evaluation Task Force\Tennessee Standards for Instructional Leaders 1-8-08.doc 1/8/08 vlb  
and

M:\StateBoardEduc\2008 SBE Agendas\January 2008\IV F Education Leadership Redesign - TN Instructional Leadership Standards Attachment.doc vlb 1/8/08

# MORGAN COUNTY BOARD OF EDUCATION

## QUALIFICATIONS AND DUTIES OF THE FEDERAL PROJECTS COORDINATOR

Descriptor  
Code:  
GCBI

Issued Date:

### QUALIFICATIONS:

1. Ten years experience in school administration and/or teaching;
2. Valid teaching or school administration certification;
3. Experience in writing and/or managing grants preferred but not required
4. Demonstrated ability to organize, prioritize workload, and meet deadlines;
5. General knowledge and experience in budgets and financial accountability;
6. Demonstrated skills in the use of office equipment including computers.

### DUTIES

1. Responsible for writing proposals, filing applications and managing Title I, Title II, Title III, Title VI; Title I ARRA projects.
2. Writes or assists other personnel in writing grants;
3. Applies for and manages federal funds as directed by the director of schools;
4. Studies all federal legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district;
5. Assists the director of schools and professional staff in planning the wise utilization of funds available to the schools through the various federal programs;
6. Acts as a resource for professional staff in developing proposals for federal funds;
7. Annually evaluates all federally funded projects under his/her direct supervision;
8. Serves as liaison between the school system and other agencies on all projects of a joint community nature that are expected to involve the school system and that can be federally funded;
9. Attends Board meetings and makes reports as directed by the director of schools.
10. Compiles and maintains written records and reports on results of all federal projects, and disseminates this information, as appropriate, to other educational institutions, lay groups, the State Department of Education, and the U.S. Office of Education;
11. Conducts needs assessments and complies with all requirements and guidelines mandated by federal projects;
12. Provides federal budget data and information as requested by the director of schools and/or assistant director of schools;

## GCBI-Qualifications and Duties of the Federal Projects Coordinator - page 2

13. Remains up to date on the changing laws and requirements regarding federal funds available to schools and the school system;
14. Attends all meetings, workshops, and conferences associated with federal projects under his/her supervision;
15. Acts as a resource for individual schools in developing and updating their school improvement plans; and
16. Performs such other tasks and responsibilities as assigned by the director of schools.
17. Act as resource person for the director, other administrative personnel, and teachers in curriculum planning, coordinating instructional service, and making effective use of materials for instruction
18. Interviews substitute teachers and make recommendations to the director of schools
19. Give assistance to teachers and administrators in locating materials, supplies, and resources to enhance instruction;
20. Assist in planning in-service and staff development opportunities for professional and support staff
21. Act as a resource for curriculum studies and development of materials;
22. Assist other supervisors and administrators in school planning and special projects;
23. Assist in in-service for substitute teachers;
24. Leads new teacher orientation;
25. Responsible for school instructional supply funds available through Title programs.
26. Assist in monitoring system and individual schools performance as reported on the "State Report Card"
27. Assist in monitoring class size requirements.
28. The duties of the Supervisor of Federal Projects shall not include the coaching of a school sponsored athletic team.
29. Post professional vacancies on the Morgan County Schools website and state web pages.
30. Supervise and provide training for curriculum coaches.
31. Increase parental involvement and supervise Parent Outreach Partner
32. Supervise and evaluate all Title I personnel
33. Monitor all Title I inventory and appropriate uses of all equipment.

**GCBI-Qualifications and Duties of the Federal Projects Coordinator - page 3**

34. Update state website and assure all teachers are Highly Qualified; keep accurate files for highly qualified information for each school
35. Provide leadership with math and literacy teams

**TERMS OF EMPLOYMENT**

Full time (twelve month) employee

Salary to be commensurate with experience and degrees as established by the Board.

DRAFT

# MORGAN COUNTY BOARD OF EDUCATION

## GRANT WRITER

Descriptor Code:  
GCBP

Issued Date:  
04-05-2004

### QUALIFICATIONS

1. Minimum of a B.S. Degree, M.S. Degree or higher preferred;
2. Tennessee teacher and/or administrative certification (preferred, but not required);
3. Experience in writing and/or managing grants;
4. Demonstrated ability to organize, prioritize workload, and meet deadlines;
5. General knowledge and experience in budgets and financial accountability;
6. Demonstrated skills in the use of office machines and computers;
7. Demonstrated knowledge of state and federal education laws and requirements;
8. Strong written, verbal, analytical and interpersonal skills;
9. Demonstrated management and organization skills;
10. Experience in conducting staff development and training (preferred, but not required);
11. Demonstrated knowledge of state school accountability requirements and the federal "No Child Left Behind" requirements;
12. Demonstrated knowledge of local and state curriculum requirements and goals.

### DUTIES:

1. Work under the direct supervision of the assistant director of schools;
2. Identify grants which will enhance and enrich the educational opportunities for staff and students;
3. Apply for grants approved by the director of schools and the school board;
4. Under the supervision of the assistant director of schools, manage the administration of approved grants; to include: grant preparation and application, financial accountability, completion reports, reimbursement requests, and compliance with all grant requirements;
5. Works with the assistant director and finance office to reconcile revenue and expenditure reports and other matters relating to grant administration and requirements;
6. Acts as a resource for the director, assistant director, supervisors and principals;
7. Assist school personnel in grant related matters;
8. Attends board meetings and workshops and prepare such reports for the board and/or director as required by the board, director or assistant director;
9. Forwards various vendor's requests for payments from grant funds to the assistant director with his/her recommendation;
10. Under the supervision of the assistant director, administers budget control over all grants under his/her supervision;
11. Confers with appropriate supervisors and principals on matters of concern;
12. Under the direction of the technology coordinator, assume the responsibility for filing "E-Rate" applications, monitoring, meeting USAC timetables and deadlines, completing reports, and other documentation associated with the "E-Rate" Program. "E-Rate" forms include (but are not limited to) Forms 470, 471, 472 (BEAR), 479 (CIPA), and 486.
13. Responsible for the Safe Drug-Free School Federal Project" and complying with all associated requirements;
14. Responsible for the "Safe Schools Act of 1998" Federal Project and complying with all associated requirements;
15. Studies all federal legislation, projects, and programs for the possibilities and opportunities they offer for education grants, entitlements, and allocations offered relevant to the needs of the district;

### GRANT WRITER (Cont'd)

16. Serve as a liaison between the school system and community to establish a cooperative working relationship in promoting grant opportunities for the school system;
17. Responsible for the "COPS" in school grant.
18. Acts as a resource person in providing in-service training activities in the areas of grants and meeting state and local requirements for accountability and compliance with the federal "No Child Left Behind Act" (NCLB) guidelines;
19. Budget all grant funds, available for administrative activities to be used to reimburse the general purpose budget for the position of grant writer. The goal will be to establish the position as fully supported by grant funds within two years, if possible;
20. Complete special projects and reports as directed by the director of schools;
21. Perform such other duties as may be assigned by the director of schools.

#### **TERMS OF EMPLOYMENT**

1. Employment will be for eleven months.
2. Employment for an additional twelfth month is contingent upon the availability and use of career ladder, extended contract funds.
3. All benefits shall be the same as all other professional personnel.
4. Working hours will be the same as other central office professional personnel.
5. Salary to be commensurate with experience and education based on the local and state teachers salary scales.

# MORGAN COUNTY BOARD OF EDUCATION

## QUALIFICATIONS AND DUTIES OF SUPERVISOR OF GRANTS AND SPECIAL PROJECTS

Descriptor Code:

CGBB

Issued Date:

### QUALIFICATIONS

1. Minimum of a master's degree in education;
2. Tennessee certification as a public school teacher;
3. Additional certification as a public school administrator is preferred;
4. Minimum of five year's experience as a public school teacher and/or administrator;
5. Prior experience in writing and supervising grant projects;
6. Competence in the use of office equipment including computers.
7. Experience in budgets and financial accountability.
8. Ability to organize, prioritizes workload, and meets deadlines.

### DUTIES

1. Review/select and apply for grants with approval of Director of Schools and/or Board of Education.
2. Supervise the implementation of grants and adhere to all federal, state, and local guidelines;
3. Responsible for financial management (including expenditures, budget amendments, and reimbursement requests) for all assigned grants;
4. Responsible for completion reports, reimbursements request, and other grant requirements;
5. Provide information as required by auditors;
6. Provide budget information as requested by the director or assistant director of schools;
7. Assist school personnel in apply and writing grants specific to the needs of an individual school.
8. All appropriate grants shall contain a budgeted expenditure for administration, which shall be applied toward the grant writer's salary as a reimbursement to the general purpose fund.
9. Submit reports and attend Board meetings when required by the director and/or Board.
10. Supervise special projects and perform other duties as may be assigned by the director of schools.
11. The duties of the Supervisor of Grants and Special Projects shall not include the coaching of a school sponsored athletic team.
12. Administers and provides oversight for budgets of all grants under his/her supervision.
13. Responsible for compliance with all associated requirements of special programs including, but

not limited to the following: Title IV - Safe Drug-Free School Federal Projects; SRO program, 21<sup>st</sup> Century Community Learning Centers, Pre K, Family Resource, Distance Learning, Coordinated School Health, Save The Children, Career in Mind, Safe Routes, etc.

14. Supervise special projects such as: Kids Café, Back Pack for Kids, Wings Assessment, Head Start Partnership, Operation Sharing, Olweus Bullying, ID Badges, Service Learning, Distribution Building, Can Food Drive, Red Cross-Citizens Bank Partnership, Books Have Wings, etc.
15. Provide/conduct staff development to employees of Pre K, Save the Children, Distance Learning, and 21<sup>st</sup> Century Community Learning Center Programs.
16. Select and purchase instructional and other needed materials for grant programs.
17. Serve as a liaison between the school system and community to promote all programs associated with grant monies.

### **TERMS OF EMPLOYMENT**

1. Working hours are the same as other central office supervisors;
2. Contract period shall be for a twelve month period.
3. All benefits shall be the same as other central office supervisors
4. Salary shall be based on local and state supervisor salary scales.
5. Evaluations shall adhere to state evaluation guidelines and annual evaluations shall be conducted during the first three years of employment.

## MORGAN COUNTY BOARD OF EDUCATION

# Supervisor of Student Services      CGBC Job Description

The duties of the Supervisor of Student Services shall include the following:

### DUTIES:

1. Attendance
  - A. Prepare, maintain and submit monthly & annual attendance reports as required by the state;
  - B. Develop and maintain a system of attendance referrals by checking student personnel files and attendance patterns;
  - C. Conduct individual student counseling sessions when needed;
  - D. Contact parents or guardians by phone, mail, e-mail, or home visit as needed;
  - E. Establish and maintain a working Truancy Review Board;
  - F. Initiate Juvenile Petitions and prepare cases for formal hearings and attend Juvenile Court when cases are presented;
  - G. Serve as a liaison between the schools, students, and parents, courts, community agencies and police authorities;
  - H. Send out Legal Notices after five unexcused absences:
    - I. Send out Truancy Board Notices after 10 unexcused absences;
    - J. Petition student(s) to Juvenile Court after all other steps have failed or when unexcused absences become extreme;
    - K. Develop a system of Warning Letters for chronic attendance problems to expedite the involvement of the court system and other community services;
    - L. Document outcomes of contacts, visits and court hearings and report to principals regarding the outcomes;
    - M. Work with the technology department, guidance counselors, attendance clerks and others who use the student management software to provide training and assistance as needed; and
    - N. Facilitate the planning and development of the annual school calendar to be submitted to the Board of Education.
2. Coordinate and supervise the Extended Contract program.

3. **Serve as one of the two Complaint Managers for the school system involving cases of sexual harassment, bullying, and other complaints (JCAD – Student Discrimination/Harassment and Bullying/Intimidation).**
4. **Work with the Special Education Supervisor to coordinate the placement and instruction of students who are placed on Homebound.**
5. **Coordinate and Supervise the Graduation/Attendance Coaches including but not limited to the following:**
  - A. **Conduct meetings and trainings with Graduation Coaches;**
  - B. **Attend student/parent meetings conducted by Graduation Coaches; and**
  - C. **Work with Graduation Coaches on Attendance & At Risk issues.**
6. **Coordinate and Supervise the Independent Study Program:**
  - A. **Attend and participate in student entry meetings;**
  - B. **Meet with ISP students who are having attendance, behavior, or academic issues; and**
  - C. **Conduct graduation ceremonies for the ISP program.**
7. **Supervise and Coordinate the district-wide Alternative School Programs.**
8. **Student Discipline and Safety:**
  - A. **Provide assistance and information to school administrators as needed in matters regarding student discipline and safety;**
  - B. **Attend trainings and meetings to stay up to date on laws and regulations regarding student discipline and safety; and**
  - C. **Serve as the Disciplinary Hearing Officer for the school district.**
9. **Tennessee Secondary Schools Athletic Association (TSSAA)**
  - A. **Serve as a liaison for the district, and schools with the TSSAA;**
  - B. **Conduct meetings with coaches regarding sportsmanship, conduct, safety, finances, etc;**
  - C. **Attend state rules meetings and trainings to stay up to date on rules and regulations of the TSSAA; and**
  - D. **Conduct disciplinary meetings with coaches involving ejections as required.**

10. **Serve on Community Service Committees and Boards such as Foster Care Review, ROADS Program, etc.**
11. **Perform other duties and responsibilities as required by the Director of Schools.**

DRAFT

**Director's Performance Contract Report**  
**March 1, 2010**

**Performance Goal 3: Assure quality performance of all personnel.**

**Objective 2: Expanded professional growth opportunities for current and future instructional leaders.**

**A. "Aspiring Administrators" Program for Morgan County Schools.**

**Performance Indicators:** The performance objective is complete when the Director of Schools:

- a.) researches "best practices" and provide an update to the board on similar programs in other school districts,
- b.) develops an implementation plan (including program content, selection of staff, recruitment of participants, schedule of sessions),
- c.) demonstrates collaboration with other school districts and local universities in the development on these programs,
- d.) provides an evaluation of the program at the end of the 2009-10 school year.

**Survey of January 21, 2010 (12 of 13 participants responded)**

Colleagues:

The UC Leadership Academy has passed the midpoint for the current year. Please provide feedback as to your experience(s) and professional growth.

Please respond briefly to the following questions.

**1. To date, what aspects of the training have been most helpful to you?**

*I really like the time we have spent on team building. It has caused me to think in these terms when making some decisions.*

*The presenters have a wealth of knowledge to share and have provided us w/some great resources all of which are definitely thought provoking. It has led to much self evaluation. I have also enjoyed the interaction among colleagues that are already in a leadership position.*

*The interaction between the members when answering specific questions and scenarios. I really pick up good ideas just listening and interchanging with people.*

*I have really enjoyed the experts that have been brought in via technology. I especially enjoyed the session dealing with "The Parent Connection." I wish I had much more training on how to make that connection with my students' parents, because I know it will help students reach their full potential.*

*The collaboration in the first sessions with the Fentress County Group. The reading of more professional articles because I had not taken time to do much of this previously. There were lots of good ideas in Parent Connection. Breakthrough was not as easy to read.*

*Discussion of in-system concerns, Wisdom and knowledge of instructors, Reading materials and being inspired to have a passion for change.*

*I enjoy the opportunity to get together with fellow educators in our school district and discuss contemporary issues in education.*

*The sharing of ideas with other people and hearing how they would handle some of the problems I have had here at school.*

*The printed material and verbal interaction among participants and presenters.*

*For me networking with folks in the district has been very helpful. As a "future" administrator and current classroom teacher, I have been amazed at the personalities and abilities of the folks in this cohort. Just listening to some of the discussions and insights from central office staff, principals, and other teachers has given me much to think about. The talent in the room is pretty amazing.*

*The conversations we have had on Leadership, types of, effective leaders, process of change, the role of the leader and others involved, guidelines on holding effective meetings with parents.*

*Guided discussions with input from presenters and colleagues. Real world experiences and interventions.*

### **Least helpful?**

*I don't really have any.*

*The class time we spent on The Parent Connection. The presentation was exactly what was in the book. Going under the assumption that we were to have already read the book, I feel that my time would have been better served by being able to ask the author about some of the "concrete" ways to handle some of the existing situations w/in our own system. It might have been really neat if part of our time could have been spent developing a plan of action.*

*The conference calls. I really don't like them.*

*The presentation by Joni Samples because she went over almost exactly what we had read in the book.*

*I love to learn and can learn from most all situations.*

*I would like to be able to get together with the participants in Fentress more often to collaborate on topics and discussions involving education.*

*The day we spent on holding IEP meetings did not help much. I think a lot of that was because they tried to shrink a 3 day workshop down to 1.*

*The session geared towards facilitating meetings w/possible conflict. Re: Geared too heavily for special education.*

*For me the split days are tough from a scheduling standpoint. Missing one full day is an easier option for classroom pacing and planning than missing part of 2 days.*

*The book on Parent Connection was disappointing...the live session w the author was more beneficial. yhe leadership matrix which you were already currently utilizing was repetitive for me..it didn't offer any new insights into the leadership model.*

*The IEP training. I know they tried to present multiple days of information into one session. I felt overwhelmed.*

## **2. What changes would you suggest in terms of format, topics covered, or time spent on each topic?**

*I would like to see more time spent on gathering resources to help us in our daily endeavors.*

*For me personally, I'm not a big fan of "chasing rabbits" during the middle of a topic being covered. I like the "parking lot" idea - if you have a question or comment add it to the "parking lot" for discussion after the topic has been presented. By waiting, your question may be answered. This is not to say that questions directly related to the topic at hand should not be asked and discussed but time needs to be considered.*

*The format is fine. We are probably trying to cover too many topics. With that said, we are probably not getting enough time on each topic.*

*I also would like to spend more time during our sessions working on the action plan. Outside of our sessions it's difficult to find time to get together with others.*

*It would be more beneficial if we had the handouts before a meeting, so we would be more informed about what was being discussed.*

*Topics of interest: Importance of Assessment data, Individualized instruction, Help for the struggling learner, Social Classes (poverty)*

*I would like to encourage discussion on the following topics in education: postsecondary education that should better prepare teachers with classroom management strategies on how to realistically encounter the problems a beginning teacher may face, reflective teaching and how it can instill positive results in classroom instruction, where is standardized testing headed in the future for educators and students and what are some helpful tips for today's administrator to be truly effective and successful.*

*At this time I don't think I would change anything. I wasn't sure if I would like the half days at first, but that is working out good.*

*I, personally, would like more direction towards handling and proper documentation needed for uncooperative, tenured staff. Ex. Sign off on verbal reprimands and feedback for not implementing needed change noted from earlier meetings? Limits on how demanding to be to have individuals attend professional activities in areas identified as weaknesses.*

*I would like to see more time spent on how a leader changes the climate within a school. In my admin program, I was most fascinated with how great leaders spend time doing those little things that make a difference. I would also like to throw in Gladwell's book, "The Tipping Point." It is an insightful book that talks about how change occurs all at once when you reach that tipping point. Would be a good read for everyone I think. I am also planning on reading his book "Outlier" this spring.*

*I am disappointed that we have not had enough time to discuss a lot of the Powerpoint handouts on leadership styles and roles during change, capacity building, etc. I guess it's a result of over-planning and exploring issues that are brought up by the group.*

*Topics have been good. I am enjoying the training. I do not like interrupting 2 days during a month.*

### **3. Other suggestions, comments**

*I really enjoy Doug. He brings a professional approach to these meetings*

*I am just appreciative of the opportunity to participate in this endeavor.*

*Instead of, two half days per month, I suggest one full day per month instead.*

*When I think about the action plan we are to create for our school, I would love to see a school where all parents are actively engaged in their child's instruction.*

*I like the books we are getting and I am enjoying reading even though I had not taken time previously. I am a collector of books even though I do not have time to read many of them.*

*I appreciate the opportunity to be a participant.*

*Please continue the format of open dialogue which fosters avenues of helpful hints and suggestions to problematic issues in education.*

*I think Mr. and Mrs. Little has done an outstanding job and I look forward to our meetings.*

*Advice for handling elected officials that desire to implement policy and procedure in the school's day to day operation. Since we initially entered into this w/another school district, perhaps some type of shadowing at other schools, or central office, in the other district to gain a different perspective on how others are doing things.*

*Would like to see a forum or discussion board for our group and the Fentress Co group combined. Not really sure how to do that, but a question of the week, or a problem solution discussion would provide engagement between the meetings and allow for us to build up "tribal knowledge" so to speak.*

*It's probably already a given that 1 yr is a short time, and I'm sure we are planning a next step in building our leadership team??*

*I am having a positive experience.*

# MORGAN COUNTY SCHOOLS

## EXPENDITURE REPORT

For Month Ended February 28, 2010

	MONTH OF FEBRUARY			FEBRUARY YEAR-TO-DATE		
	Activity	Bdgt (1/12th)	Prct	Activity	Budget	Prct
<b>141 - G.P. SCHOOLS</b>						
71100 - REGULAR INSTRUCTION	882,827	857,072	103%	5,820,243	10,284,862	57%
71200 - SPECIAL EDUC PROG	119,593	123,100	97%	932,876	1,477,195	63%
71300 - VOCATIONAL EDUC PROG	79,558	78,758	101%	547,527	945,100	58%
72110 - ATTENDANCE	12,629	13,946	91%	135,581	167,352	81%
72120 - HEALTH SERVICES	19,546	19,931	98%	127,463	239,170	53%
72310 - OTHER STUDENT SUPP	41,289	41,707	99%	282,275	500,480	56%
72210 - REGULAR INSTR PROG	55,026	71,117	77%	464,224	853,400	54%
72220 - SPECIAL EDUC PROG	12,475	12,633	99%	97,102	151,590	64%
72230 - VOCATIONAL EDUC PROG	6,344	6,799	93%	50,086	81,590	61%
72310 - BOARD OF EDUCATION	12,376	45,374	27%	326,740	544,490	60%
72320 - OFFICE SUPERINTENDENT	20,434	22,922	89%	167,524	275,060	61%
72410 - OFFICE OF PRINCIPAL	95,622	102,321	93%	750,976	1,227,850	61%
72610 - OPERATION OF PLANT	175,704	127,668	138%	975,326	1,532,019	64%
72620 - MAINT. OF PLANT	44,590	51,396	87%	295,556	616,750	48%
72710 - TRANSPORTATION	70,862	79,220	89%	548,574	950,641	58%
73100 - FOOD SERVICE	0	2,583	0%	0	31,000	0%
73400 - EARLY CHILDHOOD EDUC	0	0		0	0	
76100 - CAPITAL OUTLAY	2,732	1,667	164%	13,026	20,000	65%
82000 - DEBT SERVICE	0	78,844	0%	743,757	946,124	79%
99100 - OTHER USES	0	0		0	0	
<b>Grants</b>						
0003 - CO-ORDINATED SCH HLTH	8,793	10,167	86%	74,715	122,000	61%
0041 - CAREER IN MIND (TnACHE)	222	1,667	13%	222	20,000	1%
0053 - SAVE-THE-CHILDREN	5,700	8,833	65%	51,002	106,000	48%
0319 - FAMILY RESOURCE	3,185	4,919	65%	21,636	59,026	37%
0501 - DISTANCE LEARNING	737	833	88%	737	10,000	7%
7009 - PRE K LOTTERY	36,397	0		293,538	830,590	35%
7016 - 21st CENTURY LEARNING	272	16,936	2%	44,855	203,238	22%
7019 - PRE K EXPANSION	0	0		0	0	
TOTAL G.P.Schools:	1,706,913	1,780,411	96%	12,765,559	22,195,526	58%
<b>142 - FEDERAL SCHOOLS</b>						
011 - TITLE I & II ADMIN	9,022	11,619	78%	86,237	139,422	62%
101 - TITLE I	79,424	87,968	90%	589,055	1,055,612	56%
10S - TITLE I ARRA	16,036	47,458	34%	195,858	569,496	34%
201 - TITLE 2A	3,657	23,190	16%	150,593	278,280	54%
231 - TITLE 2D	0	1,218	0%	5,647	14,610	39%
23S - TITLE 2D ARRA	1,272	1,749	73%	3,777	20,991	18%
401 - TITLE 4	3,278	1,381	237%	7,516	16,567	45%
501 - TITLE 5	0	23	0%	272	272	100%
601 - TITLE 6	0	9,056	0%	92,997	108,676	86%
801 - CARL PERKINS	7,984	12,867	62%	140,948	154,408	91%
901 - IDEA	58,093	59,775	97%	561,841	717,295	78%
911 - IDEA PreSCHOOL	2,475	2,655	93%	23,002	31,855	72%
90S - IDEA ARRA	79,625	63,557	125%	366,041	762,679	48%
91S - IDEA PreSCH ARRA	0	1,418	0%	738	17,020	4%
TOTAL Federal School Project:	260,864	323,932	81%	2,224,521	3,887,184	57%
<b>143 - CENTRAL CAFETERIA</b>						
73100 - FOOD SERVICE	123,908	144,144	86%	951,081	1,729,723	55%
73300 - COMMUNITY SERVICES	2,139	7,571	28%	45,839	90,850	50%
TOTAL Cafeteria:	126,047	151,714	83%	996,920	1,820,573	55%

# MORGAN COUNTY SCHOOLS

## EXPENDITURE REPORT

For Month Ended February 28, 2010

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Y-T-D TOTAL	BUDGET	PRCT
<b>141 - G.P. SCHOOLS</b>															
71100 - REGULAR INSTRUCTION	20,976	547,741	871,422	878,926	934,842	858,702	824,807	882,827					5,820,243	10,284,862	56.6%
71200 - SPECIAL EDUC PROG	49,030	82,351	155,991	148,430	125,891	123,409	128,182	119,593					932,876	1,477,195	63.2%
71300 - VOCATIONAL EDUC PROG	10,201	44,736	79,262	80,659	84,171	87,647	81,292	79,558					547,527	945,100	57.9%
72110 - ATTENDANCE	14,230	74,840	6,616	6,767	7,200	6,629	6,671	12,629					135,581	167,352	81.0%
72120 - HEALTH SERVICES	0	9,390	20,706	19,190	19,966	19,126	19,539	19,546					127,463	239,170	53.3%
72310 - OTHER STUDENT SUPP	9,441	20,912	47,159	40,806	42,178	39,896	40,593	41,289					282,275	500,480	56.4%
72210 - REGULAR INSTR PROG	17,348	43,039	57,935	127,423	53,596	51,730	58,127	55,026					464,224	853,400	54.4%
72220 - SPECIAL EDUC PROG	7,854	11,208	10,747	13,337	13,737	13,835	13,908	12,475					97,102	151,590	64.1%
72230 - VOCATIONAL EDUC PROG	5,801	6,092	6,376	6,376	6,376	6,376	6,344	6,344					50,086	81,590	61.4%
72310 - BOARD OF EDUCATION	268,198	11,118	13,121	8,869	22,858	-10,797	999	12,376					326,740	544,490	60.0%
72320 - OFFICE SUPERINTENDENT	20,042	20,795	21,802	20,673	20,718	23,158	19,903	20,434					167,524	275,060	60.9%
72410 - OFFICE OF PRINCIPAL	90,655	80,265	93,504	92,338	100,508	91,433	106,651	95,622					750,976	1,227,850	61.2%
72610 - OPERTATION OF PLANT	108,120	112,890	119,290	131,675	99,769	111,810	116,070	175,704					975,326	1,532,019	63.7%
72620 - MAINT. OF PLANT	20,703	33,508	45,037	50,581	38,345	27,075	35,717	44,590					295,556	616,750	47.9%
72710 - TRANSPORTATION	12,255	40,725	81,577	74,660	103,132	73,608	91,755	70,862					548,574	950,641	57.7%
73100 - FOOD SERVICE	0	0	0	0	0	0	0	0					0	31,000	0.0%
73400 - EARLY CHILDHOOD EDUC	0	0	0	0	0	0	0	0					0	0	
76100 - CAPITAL OUTLAY	0	0	0	0	0	0	10,294	2,732					13,026	20,000	65.1%
82000 - DEBT SERVICE	0	113,632	0	630,124	0	0	0	0					743,757	946,124	78.6%
99100 - OTHER USES	0	0	0	0	0	0	0	0					0	0	
<b>Grants</b>															
0003 - CO-ORDINATED SCH HLTH	8,136	8,673	9,464	10,813	11,098	9,833	7,905	8,793					74,715	122,000	61.2%
0041 - CAREER IN MIND (TrACHE)	0	0	0	0	0	0	0	222					222	20,000	1.1%
0053 - SAVE-THE-CHILDREN	0	2,787	5,695	11,598	7,706	11,852	5,664	5,700					51,002	106,000	48.1%
0319 - FAMILY RESOURCE	1,919	3,647	3,343	2,703	794	4,388	1,658	3,185					21,636	59,026	36.7%
0501 - DISTANCE LEARNING	0	0	0	0	0	0	0	737					737	10,000	7.4%
7009 - PRE K LOTTERY	2	18,221	40,401	38,063	40,254	39,711	80,490	36,397					293,538	830,590	35.3%
7016 - 21ST CENTURY LEARNING	202	6	2,259	1,326	658	39,944	188	272					44,855	203,238	22.1%
7019 - PRE K EXPANSION	0	0	0	0	0	0	0	0					0	0	
TOTAL G.P.Schools:	665,111	1,286,574	1,691,705	2,395,338	1,733,797	1,629,365	1,656,756	1,706,913					12,765,559	22,195,526	
	3.0%	5.8%	7.6%	10.8%	7.8%	7.3%	7.5%	7.7%					57.5%		
<b>142 - FEDERAL SCHOOLS</b>															
011 - TITLE I & II ADMIN	8,832	10,322	9,448	9,914	10,089	18,430	10,182	9,022					86,237	139,422	61.9%
101 - TITLE I	1,833	40,385	200,176	65,113	70,871	63,899	67,354	79,424					589,055	1,055,612	55.8%
10S - TITLE I ARRA	14,332	15,829	77,827	17,265	16,536	22,564	15,471	16,036					195,858	569,496	34.4%
201 - TITLE 2A	27,915	14,551	13,337	40,037	8,060	35,369	7,667	3,657					150,593	278,280	54.1%
231 - TITLE 2D	1,254	0	0	1,534	1,416	1,443	0	0					5,647	14,610	38.6%
23S - TITLE 2D ARRA	0	0	60	0	0	0	2,445	1,272					3,777	20,991	18.0%
401 - TITLE 4	655	111	1,190	950	500	732	100	3,278					7,516	16,567	45.4%
501 - TITLE 5	0	0	182	0	0	90	0	0					272	272	100.0%
601 - TITLE 6	22,243	0	44,770	2,000	0	1,289	22,695	0					92,997	108,676	85.6%
801 - CARL PERKINS	36	7,729	3,280	9,392	20,665	82,081	9,782	7,984					140,948	154,408	91.3%
901 - IDEA	1,162	27,351	84,389	91,315	111,868	109,192	78,472	58,093					561,841	717,295	78.3%
911 - IDEA PreSCHOOL	66	1,244	2,481	6,012	4,727	3,522	2,475	2,475					23,002	31,855	72.2%
90S - IDEA ARRA	0	3,025	60,363	45,131	16,314	122,358	39,225	79,625					366,041	762,679	48.0%
91S - IDEA PreSCH ARRA	0	0	0	0	485	253	0	0					738	17,020	4.3%
TOTAL Federal School Project:	78,327	120,547	497,502	288,663	261,531	461,220	255,867	260,864					2,224,521	3,887,184	
	2.0%	3.1%	12.8%	7.4%	6.7%	11.9%	6.6%	6.7%					57.2%		
<b>143 - CENTRAL CAFETERIA</b>															
73100 - FOOD SERVICE	12,230	36,630	166,169	175,629	163,501	169,514	103,500	123,908					951,081	1,729,723	55.0%
73300 - COMMUNITY SERVICES	22,920	9,873	2,139	2,674	2,138	2,352	1,604	2,139					45,839	90,850	50.5%
TOTAL Cafeteria:	35,150	46,503	168,308	178,302	165,639	171,866	105,104	126,047					996,920	1,820,573	
	1.9%	2.6%	9.2%	9.8%	9.1%	9.4%	5.8%	6.9%					54.8%		



**6 – Student Achievement** (Include an analysis of disaggregated data; identify strengths and areas for improvement; assess current intervention's success, etc.) **2009-2010 Report Card Data- 1S1: Academic Attainment-Reading and language Arts-goal-negotiated performance level was 87.14%, actual performance level-91.53%, 4.89 points above our goal, the state level was 93.08** **1, 1S2 Academic Attainment- mathematics goal- 84.3% actual performance-97.1%,12.8 points above our goal, state level was 97.08** **2S1- Technical Skill Attainment goal-76.67%, actual performance level-100%, 23.3 points above our goal, 3S1: Secondary School Completion-goal 95%- actual performance level was 97% instead of the 89.51 % reported because 8 more students graduated than was reported when the data was pulled from EIS to e-tiger data base ; the state level was 91.29.** **4S1- Graduation Rate—Our goal was 88.57 and our actual performance rate was 89.5% according to the report card, but with the corrections, it would be 97%. 5S1: Secondary Placement-goal- 87.84%, actual performance-88.66%, .82% above our goal, the state level was 88.64.** **6S: Nontraditional Participation- goal-20.62%-actual performance-29.96%, 9.34 points above our goal , the state level was 19.03 so we were 10.93 points above the state level. 6S2: Nontraditional completion-goal-21.84%- actual performance-21.62%, .22 points below our goal; the state level was 19.99 so we were 1.61 points above the state level.**

- **We are above our negotiated performance levels in all areas with the exception of Non-traditional completion. Our goal will be to counsel these students to have a focused area of study with 3 credits in a program area. Guidance counselors will help counsel students about focusing on an approved program of study.**
- **We want to raise our performance in reading and language toward the state's performance. We have started a reading program called Max Teaching with Reading and Writing. Each teacher is incorporating extra reading and writing skills in their classroom using strategies from the text or some of their own adaptive activities.**
- **I have written a grant with a goal to improve our placement rate in post secondary with the Tennessee Technology Center at Harriman. The Technology Center is also partnering with us to develop solar and wind technology in developing cross curriculum for next fall.**

# TSBA Day on the Hill Registration Form

February 23, 2010

Sheraton Downtown Hotel

School District: \_\_\_\_\_

Name /number of person completing this form: \_\_\_\_\_

Name	Position	Registration Fee
1.		
2.		
3.		
4.		
5.		
6.		
7.	<i>Legislator</i>	
8.	<i>Legislator</i>	
<b>Total Amount Enclosed</b>		

Registration fee is \$55 per registrant and must be received by Feb. 23, 2010. Please make checks payable to TSBA. Cancellations must be in writing and postmarked by Feb. 9, 2010, to receive a full refund. Cancellations received after this date will be invoiced the full registration fee.

Mail a copy of this form with payment to:

TSBA, ATTN: Registrar, P.O. Box 440011, Nashville, TN 37244-0011

# TSBA Day on the Hill

February 23, 2010



Sheraton Downtown  
Nashville, TN



Tennessee School Boards Association  
800-448-6465

# AGENDA

SHERATON DOWNTOWN NASHVILLE

TUESDAY, FEBRUARY 23

*Capitol Ballroom*

7 a.m. - Breakfast

7:30 a.m. - Welcome

8:10 - 9 a.m. - Legislative Program

9 a.m. - Adjourn



## HOTEL INFORMATION

For reservations, call the  
Sheraton Downtown at  
**800-447-9825.**

Reservation deadline: **Jan. 23, 2010**

Room rate: \$132 single/\$152 double

*When making reservations,  
please indicate you are with  
TSBA Day on the Hill.*

*Sheraton Nashville Downtown  
is a non-smoking hotel.*

# TSBA DAY ON THE HILL

*February 23, 2010*

## PROGRAM INFORMATION

When you vote in elections for the state legislature or hear election results on the news, do you ever find yourself saying, "I hope they do something to help our public schools?" Later, when you hear of a particular vote by your senator or representative, do you sometimes think to yourself, "What are those legislators doing? Someone should tell them how their votes affect our schools?" Well, school board members, that someone is you, and the place to do it is TSBA's "Day on the Hill."

The annual "Day on the Hill" event provides a unique opportunity for the education community, bringing school board members, superintendents and state legislators together for breakfast, fellowship and a discussion about pending legislation and public education.

Many of us have become cynical of politics and the legislative process; however, if you take the time to come to Nashville during "Day on the Hill" you will most likely find legislators that sincerely care about what you have to say and are committed to helping our schools and our children. They just need some direction, which nobody can provide better than you!

Remember, as elected officials, legislators are very much like school board members. They cannot read their constituents' minds. A great line in the Declaration of Independence reads, "Governments derive their just power from the consent of the governed." If you don't voice your disapproval of a piece of legislation or a vote by your legislator, in essence you are giving your consent. Likewise, if your representative supports education and school boards, it is important to let that person know he or she has your approval and support. Legislators are in office to help their districts and to help you, their constituents. If you don't speak up and tell them how to help education in your community, be assured someone else with perhaps different interests will.

So make plans now to attend "Day on the Hill." You won't regret it!

*It is extremely important for you &  
your school board to personally invite  
your legislators to the breakfast if  
your board plans to attend Day on  
the Hill*

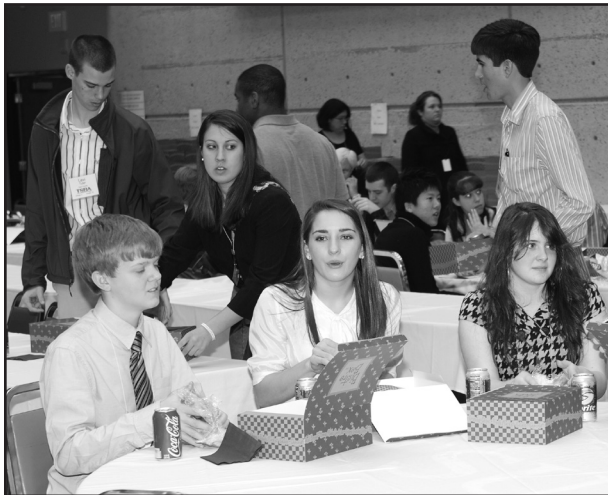
## SCOPE REGISTRATION

Four delegates may be selected from a school system, or two per high school, whichever is more. Delegates must be in the 9th, 10th, 11th, or 12th grade.

Registrations must be processed through the system's central office; therefore, **only one registration form has been sent to each school system.** All students registering from one school system should be on one registration form.

The deadline for registration is February 26, 2010. **The registration fee for SCOPE is \$55 per student and must be received at TSBA prior to the meeting on March 12.** The fee will cover the cost of a luncheon, refreshments, and information packet, group photographs, and the final SCOPE Report.

Chaperones may register for lunch at a cost of \$12 per person.



## 2010 SCOPE AGENDA

March 12, 2010

- 8:00 a.m. Registration and Refreshments  
Complete Opinionnaire  
Group Photos
- 9:00 a.m. Opening General Session
- 9:30 a.m. Small Group Session A
- 11:45 a.m. Lunch  
Group Photos
- 12:30 p.m. Small Group Session B  
Selection of Group Speaker
- 1:45 p.m. Closing General Session  
Group Debates  
Action and Recommendations  
Election of Officers
- 3:15 p.m. Wrap-up
- 3:30 p.m. Adjournment

## 2010 SCOPE TOPICS

- Building public support for public education
- Continuation of Art and Music programs
- Allowing students to graduate early through non-traditional methods
- Required student vaccinations for pandemics
- Mandatory test-taking classes
- Corporal punishment
- Electronic textbooks
- Whether handgun carry permits should include public school property and events

# SCOPE

Student Congress on Policies in Education



*We want to hear what you have to say...*

Tennessee State University  
Avon Williams Campus  
Downtown Nashville

2010  
March 12

**TSBA**  
Tennessee School Boards Association

800/448-6465

**March 12, 2010**

## PROGRAM

Every year since 1982, the Tennessee School Boards Association (TSBA) has hosted the Student Congress on Policies in Education (SCOPE) to bring



together 9th-12th grade students from across the state to discuss current topics in education.

Participants will explore education issues through mock school board meetings, group discussions, and debates with their peers. At the end of the day, participants meet as a congress, where each group's student leader gives a presentation on one of the day's topics. Students will express their opinions by voting on position statements involving the debated issues. Finally, delegates will elect 2011 SCOPE officers from among the day's speakers. After the conference, students' opinions and recommendations are published in a report that is distributed to all student participants and is published in the TSBA Spring *Journal*, which is sent to each school board member in Tennessee, the State Board of Education, and key legislators. Students are also asked to report the findings of the conference to their local school boards.

To give SCOPE delegates a better understanding of how school boards develop policy, delegates are asked to attend their local school board meetings prior to coming to SCOPE.

## LOCATION

The 2010 Student Congress on Policies in Education (SCOPE) is scheduled for Friday, March 12, from 8 a.m. until 3:30 p.m. at the Tennessee State University Avon Williams Campus in Downtown Nashville. The campus is located at the intersection of 10th Ave. and Charlotte Ave., just off of I-40.

Registration, group photos, and refreshments begin at 8 a.m. (CST) in the main lobby, and the first general session begins at 9 a.m. Lunch is served on campus in the main lobby area.



## 2010 SCOPE OFFICERS



*Officers for the 2010 SCOPE event were elected at the conclusion of the 2009 event. The 2010 SCOPE officers are: (L-R) 1st Vice-President Bridgette Buchanan, Morristown East High School, Hamblen County Schools; President Ashley Bonhart, Northside High School, Memphis City Schools; 2nd Vice-President Woo Byun, Oak Ridge High School, Oak Ridge Schools.*

## HOTEL ACCOMMODATIONS WHILE STAYING IN NASHVILLE

Participants in the 2010 SCOPE Conference who need overnight accommodations are responsible for securing their own reservations. A block of rooms has been reserved at the Holiday Inn Opryland/Airport for the evening of March 11 at a special \$99 single/double room rate (plus applicable taxes). This rate is available until Feb. 9, 2010. After Feb. 9, the room rate will be subject to hotel availability.

For reservations, call **866/871-1171**. Please indicate that you are with the TSBA SCOPE group when making your reservations.

If you would like alternate hotel suggestions, or if you would like more information about the 2010 SCOPE event, please contact TSBA at 800/448-6465, ext. 3914.

# REGISTRATION FORM

2010

## TSBA School Facilities Workshop

Please complete this form and return

to:

**TSBA**

**Attention: Registrar**

**P.O.Box 440011**

**Nashville, TN 37244-0011**

or fax to 615/815-3911, or register  
online at *www.tsba.net*.

The registration fee is \$125 per registrant and must be received by TSBA prior to the meeting on April 30. Cancellations made after April 16 will be assessed the full registration fee.

School District \_\_\_\_\_

Emergency Contact #: \_\_\_\_\_

Name/Position

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

*Please make check payable to TSBA.*

# 2010 TSBA School Facilities Workshop

*TSBA Headquarters*

*April 30, 2010*

## Agenda

8:00-8:15 a.m.	<b>BREAKFAST sponsored by Upland Design Group</b>	
8:15-8:20 a.m.	Welcome and Overview of the Day	Tammy Grissom, <i>TSBA Executive Director</i>
8:20-9:20 a.m.	The Board's Long Range Facilities Plan	Joe Edgens, <i>Executive Director of Facilities &amp; Operations, Metro/Davidson</i>
9:20-9:30 a.m.	What is the Council of Educational Facility Planners International and How Can It Help You	Joe Edgens
9:30-9:40 a.m.	<b>BREAK sponsored by HFR Design</b>	
9:40-10:15 a.m.	Stimulus Funds	Joe Edgens
10:15-11:15 a.m.	How to Involve Stakeholders in the Design of a School	Tom Bailey, <i>Director of Schools, Oak Ridge</i>
11:15 a.m.-12:15 p.m.	Technology Integration Into School Facilities	Tom Bailey and Staff
12:15-1:00 p.m.	<b>LUNCH sponsored by Kaatz, Binkley, Jones &amp; Morris Architects, Inc.</b>	
1:00-2:00 p.m.	Deciding on Which Construction Delivery System to Use/Bidding Process	Jerry Preston, <i>Retired Executive Director, Facilities Development, Board of Regents</i>
2:00-2:15 p.m.	<b>BREAK sponsored by Fleming Associates Architects</b>	
2:15-3:15 p.m.	Design/Construction Contract Legal Issues	Don Smith, <i>Attorney, Smith and Cashion</i>
3:15-3:45 p.m.	Opportunities for Energy Savings	Ron Graham, <i>Executive Director of EESI, SDOE</i>
3:45 p.m.	Adjourn	

The School Facilities workshop is geared for school board members, superintendents and staff to give them the latest information on all aspects of school facility construction, renovation, and operations.

School board members can receive SBA Optional Credit, and superintendents can receive CEO credit for attending this workshop.

## HOTEL INFORMATION

If you need hotel information, please visit our website, [www.tsba.net](http://www.tsba.net), or call us at 800/448-6465.

We will be glad to help you find accommodations that are conveniently located near our facility.



525 Brick Church Park Drive  
Nashville, TN 37207  
(800) 448.6465/(615) 815-3900  
[www.tsba.net](http://www.tsba.net)



# 2010 School Facilities Workshop



*Board Members Help Build  
the Future*

**April 30, 2010**

**TSBA Headquarters  
Nashville, TN**