

# Regular Board of Education Meeting

March 30, 2020 6:00 PM

<https://youtu.be/dc4Wj3QteDM>

## **I. Call to Order**

## **II. Approval of Agenda**

## **III. Special Reports/Presentations**

- A. Good News
- B. OREA Salary Proposal
- C. Principals' Salary Proposal

## **IV. Consent Agenda**

- A. Board Minutes: 2-24-20; 3-11-20

## **V. Items for Action**

- A. Board Policy 6.200 Attendance - Second Reading
- B. FY'21 CTE Perkins Basic Grant
- C. Balfour Publication Agreement for Oak Log 2020-2021
- D. Woodland Facility Alteration Request
- E. ORHS New Club Puzzling Linguistics
- F. Preschool Self-Assessment 2019
- G. Preschool Readiness Goals
- H. Preschool Training & Technical Assistance Plan 2020-2021
- I. Head Start Grant 2020-2021
- J. Purchase and Installation of Replacement Lockers at Jefferson Middle School
- K. ELA Textbook Adoption
- L. School Year 2020-2021 Non-Resident Tuition Rates
- M. Purchase of Hoonuit Data Dashboard Solution
- N. FY20 Budget Transfer #6 - First Reading

## **VI. Items for Information**

- A. Preschool/Head Start Annual Report 2018-2019
- B. 4th Grade Safety Patrol Trip Report
- C. Financial Report
- D. Attendance and Enrollment Reports

## **VII. Items for Discussion**

## **VIII. Old Business**

## **IX. New Business**

## **X. Communications**

## **XI. Adjournment**

# OAK RIDGE EDUCATION ASSOCIATION

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FY '21 SALARY AND BENEFITS PROPOSAL

## OREA SALARY AND BENEFITS COMMITTEE

*Pete Blair*, Willow Brook: President

*Michael Carvella*, District: Vice-President

*Elaine Vaughan*, ORHS: Treasurer

*Beth Green*, Glenwood: Secretary

*Michael Martin*, Jefferson: Middle School At-Large

*Jesus Gonzalez*, ORHS: Ethnic Minority Rep. At-Large

*Melissa Blalock*, Woodland: Administrator At-Large

# Thank You!



FIVE CONSECUTIVE  
YEARS OF SALARY  
INCREASES.



ACCESS OAK RIDGE  
ONE-TO-ONE  
INITIATIVE



SUPPORTING TEACHERS AND  
ADMINISTRATORS IN MAKING  
DECISIONS THAT ARE BEST  
FOR THE STUDENTS!

# FY '21 SALARY AND BENEFITS PROPOSAL

<b>INCREASE</b>	INCREASE THE BASE SALARY OF ORS STAFF BY 3.0%.
<b>INCREASE</b>	INCREASE ALL ELIGIBLE PERSONNEL BY ONE EXPERIENCE INCREMENT.
<b>SUPPORT</b>	SUPPORT LEANFROG UNIFIED SALARY SCHEDULE
<b>PROVIDE</b>	PROVIDE ALL STAFF WITH 3 DAYS OF BEREAVEMENT LEAVE

# FY '21 OREA SALARY AND BENEFITS PROPOSAL



## 1. INCREASE THE BASE SALARY OF ALL ORS STAFF BY 3.0%.



**Rationale:** We request that all ORS employees receive a 3.0% increase in base salary. This salary increase will help to offset cost of living increases while also recognizing the overall level of effort and excellence that Oak Ridge teaching and support staff bring to our students every day. We are asking more and more out of our staff and we should be rewarded for it (AdvancED STEM certification, increased technology demands, and RTI instruction). The governor indicated teachers would get a 4.0% increase.

# FY '21 OREA SALARY AND BENEFITS PROPOSAL



## 2. INCREASE ALL ELIGIBLE PERSONNEL BY ONE EXPERIENCE INCREMENT.



**Rationale:** Our salary index is constructed in a way that allows eligible staff members to advance on the basis of experience and education. The current salary index provides incentive for the Oak Ridge Schools to retain professionals with years of experience within the system, especially our younger staff in the formative years of their careers. Currently, about 60% of our teaching staff directly benefits from the maintenance of this step schedule.

# FY '21 OREA SALARY AND BENEFITS PROPOSAL



## 3. SUPPORT LEANFROG UNIFIED SALARY SCHEDULE

**Rationale:** "The recommended implementation places all employees on a salary schedule. This allows each of you to know the earning potential of your current position and to know the earning potential of other positions for which you may qualify. We have worked to develop salary schedules that are equitable across all employee groups, aligned with current market expectations, and fiscally sustainable. This is a win-win for current and future staff as we will remain competitive with other school districts, for our students as we can continue to provide high quality programs and initiatives, and for our school district as we ensure its financial stability." ~Dr. Bruce Borchers: Email January 27<sup>th</sup>, 2020.



# FY '21 OREA SALARY AND BENEFITS PROPOSAL



4. Provide all staff with 3 days of bereavement leave.



**Rationale:** The State of TN Department of HR, Anderson County Schools, Knox County Schools, Clinton City Schools, as well as some other surrounding school districts offer employees bereavement leave that is separate from sick leave.

## Oak Ridge Schools Principal Salary Proposal

The top priority and concern from the principals regarding salary proposals is that we execute the Lean Frog recommendation to have a universal payment system in place with built in steps for all employees. This allows employees to better anticipate their salary and what they can expect to make in the years ahead as they move up a step. This necessary improvement is long overdue.

In light of the costs associated with the salary alignment proposal from Lean Frog the principals are recommending for your consideration the development of a Health and Wellness Stipend for administrators during the 2020-2021 school year.

School administrators typically work long hours and experience a great deal of stress in their day-to-day lives. Many put work before their health and wellbeing. A Health and Wellness Stipend would communicate your investment into the physical and mental health of all school administrators. A Health and Wellness Stipend is a sum of money given to employees for them to use specifically on the purchase of health and wellness initiatives that are relevant to them and their needs. These funds can be provided quarterly, semi-annually, or annually. Examples of what could be purchased with these funds include gym memberships, yoga classes, sports equipment, mental health apps, massages, exercise equipment, and more.

Companies currently providing their employees with Health and Wellness Stipend include Google, Microsoft, Webflow, Basecamp, Eventbrite, Loselt, and Hinge to name a few. Microsoft provides employees \$800/year, Webflow offers employees \$200/month, and Eventbrite offers workers \$60/month.

We would like to see Oak Ridge Schools provide a Health and Wellness Stipend of \$600/year to school administrators. The stipend would only be good for one year and the balance would not rollover into the next year. Administrators would have to use their stipend or lose it. The stipends could be managed through our Health and Wellness Coordinator Shayla Sanderson.

Not only would the Health and Wellness Stipend show your commitment to, and investment in, the health of administrators it would allow an equitable employee benefit to be shared across all school administrator positions.

It is an honor and privilege to serve as an administrator for Oak Ridge Schools. Thank you for your time and consideration of this proposal. We look forward to entertaining any questions you may have.

# Oak Ridge Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <h2 style="margin: 0;">Attendance</h2>	Descriptor Code: <b>6.200</b>	Issued Date: <b>11/25/19</b>
		Rescinds: <b>6.200</b>	Issued: <b>10/28/19</b> <b>08/27/18</b> <b>09/28/15</b> <b>02/25/13</b>

1 Attendance is a key factor in student achievement and therefore, students are expected to be present  
 2 each day school is in session. The Superintendent of Schools/designee shall develop appropriate  
 3 administrative procedures to implement this policy.  
 4

5 The attendance supervisor shall oversee the entire attendance program which shall include: <sup>1</sup>  
 6

- 7 1. All accounting and reporting procedures and their dissemination;
- 8 2. Alternative program options for students who severely fail to meet minimum attendance
- 9 requirements;
- 10 3. Ensuring that all school age children attend school;
- 11 4. Providing documentation of enrollment status upon request for students applying for new or
- 12 reinstatement of driver's permit or license; and
- 13 5. Notifying the Department of Safety whenever a student with a driver's permit or license
- 14 withdraws from school. <sup>2</sup>  
 15

16 Student attendance records shall be given the same level of confidentiality as other student records. Only  
 17 authorized school officials with legitimate educational purposes may have access to student information  
 18 without the consent of the student or parent(s)/guardian(s). <sup>3</sup>  
 19

20 Absences shall be classified as either excused or unexcused as determined by the principal/designee.  
 21

22 Excused absences shall include:<sup>4</sup>

- 23 1. Personal illness/injury;
- 24 2. Verifiable family emergency;
- 25 3. Death in the family;
- 26 4. Extreme weather conditions;
- 27 5. Religious observances;<sup>5</sup>
- 28 6. Pregnancy;
- 29 7. School endorsed activities
- 30 8. Summons, subpoena, or court order; or
- 31 9. Circumstances which in the judgment of the principal create emergencies over which the
- 32 student has no control.  
 33  
 34

## 1 SCHOOL SPONSORED ACTIVITIES AND POSTSECONDARY SCHOOL VISITS

2 Students participating in a school sponsored field trip, excursion, competition or postsecondary school  
3 visit will be counted present. Board Policy 6.2001 provides specific information regarding  
4 postsecondary school visits as well as the required documentation to be counted present during a  
5 postsecondary school visit.

6 The principal shall be responsible for ensuring that:<sup>6</sup>

- 7 1. Attendance is checked and reported daily for each class;
- 8 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent  
9 for the majority of the day;
- 10 3. All student absences are verified;
- 11 4. Written excuses are submitted for absences and tardiness; and
- 12 5. System-wide procedures for accounting and reporting are followed.

## 13 TRUANCY

14 Annually, the Superintendent of Schools/designee will provide written notice to parent(s)/guardian(s)  
15 that attendance at school is required. Students shall be present at least fifty percent (50%) of the  
16 scheduled school day in order to be counted present. Students may attend part-time days, alternating  
17 days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan  
18 and shall be considered present for school attendance purposes.<sup>8</sup> If a student is required to participate  
19 in a remedial instruction program outside of the regular school day where there is no cost to the  
20 parent(s)/guardian(s) and the school system provides transportation, unexcused absences from these  
21 programs shall be reported in the same manner.<sup>7</sup>

22 A student who is absent five (5) days without adequate excuse shall be reported to the Superintendent  
23 of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the  
24 student's absence. If a parent does not provide documentation within adequate time excusing those  
25 absences, or request an attendance hearing, then the Superintendent of Schools/designee shall  
26 implement the progressive truancy intervention plan described below prior to referral to juvenile court.  
27

### 28 *Progressive Truancy Intervention Plan*<sup>8</sup>

29 Prior to referral to juvenile court, the following progressive truancy intervention plan will be  
30 implemented.

#### 31 **Tier I**

32 Tier I of the progressive truancy intervention plan shall include the following:  
33

- 34 1. A conference with the student and the student's parent(s)/guardian(s);
- 35 2. An attendance contract, based on the conference, signed by the student, the  
36 parent(s)/guardian(s), and an attendance supervisor or designee. The contract shall include:  
37

- a. A specific description of the school's attendance expectations for the student;
- b. The period for which the contract is effective; and
- c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and

3. Regularly scheduled follow-up meetings to discuss the student's progress.

## **Tier II**

If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.

Under this tier, a school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

## **Tier III**

This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.

These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age-appropriate manner. Finalized plans shall be approved by the Superintendent of Schools/designee.

## **NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY<sup>9</sup>**

A principal/designee may excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than ten (10) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a written request for the excused absence from the student's parent/guardian. The request shall include the following:

1. Student's name and personal identification number;
2. Student's grade;
3. The dates of the student's absence;
4. The reason for the student's absence; and
5. The signatures of the student and parent/guardian.

## **~~RELEASED TIME COURSE<sup>10</sup>~~**

~~A principal/designee may excuse a student to attend a course in religious moral instruction for up to one (1) class period per school day. Students shall not be excused during any class which requires an examination for state or federal accountability purposes.~~

~~The student shall submit a written consent form signed by the student's parent/guardian prior to participation in the released time course. The principal/designee shall document the approval in writing. The student shall provide documentation to the principal/designee as proof of the student's participation in the released time course.~~

~~The district shall not be responsible for transporting students to and from the place of instruction.~~

~~Upon submission of the student's transcript from the entity that provided the released time course, the student may be awarded one-half (1/2) unit of elective credit.~~

~~The Superintendent of Schools/designee shall develop procedures with secular criteria for determining whether credit shall be awarded.~~

## **MAKE-UP WORK**

Make up work for excused or unexcused absences must be requested by the student or parent no later than three (3) days after returning to school.

## **STATE-MANDATED TESTS/END OF COURSE EXAMS**

Students who are absent the day of the scheduled End of Course Exams must present a signed doctor's excuse or must have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the End of Course Exam.

Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be averaged into their final grade.

## **CREDIT/PROMOTION DENIAL**

Credit/promotion denial determinations may include student attendance, however, student attendance may not be the sole criterion.<sup>11</sup> If attendance is a factor prior to credit/promotion denial, the following shall occur:

1. Parents and students shall be advised if a student is in danger of credit/promotion denial due to excessive absenteeism.
2. Procedures in due process are available to the student when credit or promotion is denied.

## **DRIVER'S LICENSE REVOCATION<sup>2</sup>**

More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license or to obtain such if of age.

In order to qualify for reclaiming a driver's permit or license, the student must make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.

## ATTENDANCE HEARING <sup>12</sup>

Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Superintendent of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Superintendent of Schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the Superintendent of schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Superintendent of schools/designee. The action of the Board shall be final.

The Superintendent of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers and administrative staff.

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### Legal References

1. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
2. TCA 49-6-3017(c)
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(1)(c)
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. TCA 49-6-3022
10. TCA 49-2-130; Public Acts of 2019, Chapter No. 272
11. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
12. TRR/MS 0520-01-02-.17

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### Cross References

- School Calendar 1.800
- Extracurricular Activities 4.300
- Interscholastic Athletics 4.301
- Field Trips/Excursions/Competitions 4.302
- Reporting Student Progress 4.601
- Promotion and Retention 4.603
- Recognition of Religious Beliefs, Customs, & Holidays 4.803
- Voluntary Pre-K Attendance 6.2011
- Students in Foster Care 6.505
- Students from Military Families 6.506
- Student Records 6.600

TO: Dr. Kelly Williams

FROM: Dr. Holly Cross

RE: Carl Perkins Basic Grant – Board Approval

DATE: March 2, 2020

The budget currently appears as follows in ePlan. In the summary, it depicts a \$1 allocation – this is a placeholder until we find out actuals.

The actual allocation will be >\$70,000.00.

Budget Summary

Oak Ridge (012) Public District - FY 2021

[[Print](#)] [[Download Data](#)]

	<b>Grant</b>	<b>CTE Perkins Basic</b>	
<b>Object</b>		<b>CTE Perkins Basic</b>	<b>Total</b>
<b>163 - Educational Assistants</b>		0.05	0.05
<b>201 - Social Security</b>		0.05	0.05
<b>212 - Employer Medicare</b>		0.05	0.05
<b>355C - Travel (CTSO)</b>		0.01	0.01
<b>399C - Other Contracted Services (CTSO)</b>		0.01	0.01
<b>429 - Instructional Supplies &amp; Materials</b>		0.10	0.10
<b>429C - Instructional Supplies &amp; Materials (Consumables)</b>		0.02	0.02
<b>499 - Other Supplies and Materials</b>		0.05	0.05
<b>524 - In-Service / Staff Development</b>		0.05	0.05
<b>524PD - In-Service / Staff Development (PD)</b>		0.56	0.56
<b>730 - Vocational Instruction Equipment</b>		0.05	0.05
<b>Total</b>		1.00	1.00

Local Application – Goal #1

Oak Ridge (012) Public District - FY 2021 - CTE Perkins Basic - Rev 0 - CTE Perkins Basic

**LEA Goal #1 (in SMART Goal format)**

1. Provide Oak Ridge students with equitable access to comprehensive career exploration, advisement, leadership opportunities, and skill development, through creating high-quality career and technical education pathways that begin in grade 5.
  - a. Increase number of CTE concentrators from 74 to 81 by June, 2022.
  - b. Increase number of CTE participants from 1,062 to 1,115 by June, 2022.

**Which core indicator of performance will be addressed?**

- 1S1
- 2S1
- 2S2
- 2S3
- 3S1
- 4S1
- 5S1
- 5S2

**Which Local Application Component(s) will be included?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

**What uses of funds will be used?**

- 1
- 2
- 3
- 4
- 5

6

Which section of the CLNA informed this goal?

- 1
- 2
- 3
- 4
- 5

Action Step	Action Step Timeline	Line Item(s)	Amount(s)	PD Activity	PD Audience				Equipment	Equipment POS and School	Action Step Outcome	Action Step Evaluation Strategy
					Teachers	Admin / Leadership	Counselors	Paraprofessionals				
Create and maintain high-quality career and technical education pathways for all students, specifically including implementing STEM, Career Exploration, and Business/Microsoft courses for all students, beginning in grade 5. CTE coursework will supplement and align to all areas of core content beginning in grade 5. (1s1, 2s1, 2s2, and 2s3).		71300 163 142 800 \$23000 71300 201 142 800 \$650 71300 212 142 800 \$350 72230 524 142 800 \$4500*	\$23000 \$650 \$350 \$4500 \$28500	Department meetings for support of staff + just-in-time training offered to staff as needed. Ensuring new teachers have state-level and local training to support roles. System-wide groups PD emphasizing trans-disciplinary Problem/Project-Based Learning High-quality PD offerings biannually through district options that include training for whole child student support.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	N/A	N/A	CTE Director, teachers, counselors, and paraprofessionals will be enriched from just-in-time training. New teachers, counselors, and paraprofessionals will receive state-level and local training to address the needs of the whole child. Staff will be prepared with strategies to ncrease student success in career exploration and planning for multiple entries of entry and exit into workforce and education through properly-planned pathways.	Success will be measured by educator folow-up surveys, project ideas, and lesson plans created as a result of the training received in these high-quality PD opportunities.

FY 21:  
Implement  
courses  
beginning in  
July, 2020  
High School  
CTE  
students  
visit middle  
school  
students for  
career fair in  
February  
2020 8th  
grade  
students  
and parents  
come to  
high school  
for career  
fair in  
February  
2020 Advise  
all students  
in  
classrooms  
and  
counseling  
centers in  
March - April  
2020.  
Register  
and  
continue  
advisement  
in May -  
July, 2020 in  
preparation  
for FY21.  
February -  
June, 2021;  
repeat CTE  
fairs,  
counselor,  
CTE teacher  
guidance,  
and core  
classroom  
teacher  
guidance to  
create  
strong  
pathways  
for all  
students,  
and to  
register for  
FY22.

<p>Ensure all students experience strong college and career advisement from counselors, CTE, and core content teachers, including targeted guidance toward CTSO leadership opportunities and technical skill development, not limited to traditional gender roles. (3s1, 4s1).</p>	<p>FY 21: Implement courses beginning in July, 2020 High School CTE students begin preparation for CTSO in-class and in-community events and/or out-of class competition from August - February 2021. Those who are competing in state competitions prepare from January - April, 2021. Advise all students in classrooms and counseling centers in March - April 2020.</p>	<p>72130 355C 142 800 \$3000 72130 399C 142 800 \$500 72130 524PD 142 800 \$8000 99100 504 142 800 \$3000 See Goal #1 AS#1 for 72230 524 142 800 ----* ---*</p>	<p>\$3000 \$500 \$8000 \$3000 \$14500</p>	<p>PD related to quality career guidance, increasing levels of student successes with industry certification, and student competitive events. CTE Director, Teachers, Counselors, and Paraprofessionals will engage in high-quality activities including student leadership training designed to support the whole child, developing 21st century soft skills.</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p>N/A</p>	<p>N/A</p>	<p>CTE Director, teachers, counselors, and paraprofessionals will engage in professional development opportunities within the school and through professional organizations (including CTSOs) to become proficient at supplying quality career guidance. Students will exhibit increased levels of successes in attainment of industry certification (goal from 160 - 168 graduates who attained them), and will exhibit success in competitive events. Educators who engaged in these high-quality activities will provide students with leadership opportunities that raise grit, resilience, and self-esteem, and prepare them with success skills for a 21st century workplace.</p>	<p>Success will be measured by qualitative follow-up with students, indicating the implementation of training in character development and soft skills. Students will glean these from classroom activities and student competitions, and they can be measured by CTSO rubrics and/or teacher-created 4Cs rubrics, showing growth in 21st century skills. These outcomes will also be measured through the attainment of relevant skills and aligned industry certifications.</p>
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**Oak Ridge (012) Public District - FY 2021 - CTE Perkins Basic - Rev 0 - CTE Perkins Basic**

**LEA Goal #2 (in SMART Goal format)**

1. Create innovative strategies that will increase the number and type of work-based learning opportunities, including those that yield relevant certificates, credentials, and degrees needed to meet the workforce demand in high-skill, high-wage, and/or in-demand occupations in Oak Ridge and surrounding counties.

- a. Increase WBL placements from 38 to 40 by June, 2022
- b. Increase number of industry certifications earned by graduates from 160 to 168 by June, 2022.

**Which core indicator of performance will be addressed?**

- 1S1
- 2S1
- 2S2
- 2S3
- 3S1
- 4S1
- 5S1
- 5S2

**Which Local Application Component(s) will be included?**

- 1
- 2
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**What uses of funds will be used?**

- 1
- 2
- 3

- 4
- 5
- 6

Which section of the CLNA informed this goal?

- 1
- 2
- 3
- 4
- 5

Action Step	Action Step Timeline	Line Item(s)	Amount(s)	PD Activity	PD Audience				Equipment	Equipment POS and School	Action Step Outcome	Action Step Evaluation Strategy
					Teachers	Admin / Leadership	Counselors	Paraprofessionals				
Create innovative strategies that will increase the number and type of work-based learning opportunities both on- and off-site in Oak Ridge Schools and in the community. These will include strengthening existing partnerships, recruiting new partners for WBL placements, and increasing site-based enterprise opportunities.		See Goal #1 Teacher PD travel line for 72130 524PD 142 800	See Goal #1 Teacher PD travel line for 72130 524PD 142 800	This will be used for state-level teacher training, workshops, externships, CTE Summer Institute, and annual WBL training.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	N/A	N/A		The evaluation strategy of this will include documenting the number and types of WBL experiences students have. Students will complete portfolios of work to show quantitative and qualitative evidence of the value of the WBL experiences.

<p>FY 21:          Coordinate partnerships beginning in March, 2020          Recruit and train students beginning in March, 2020          Register students for WBL coursework from March - June 2020          Students begin working in placements from July 2020 - June 2021          Continue to develop community partnerships for possible future trainings, to recruit and plan beginning again in March 2021          Continue to develop site-based opportunities such as in-house credit union, in-house pre-school, in-house auto shop, school stores, and Virtual Enterprises.</p>											<p>As a result, we will increase the number and type of work-based learning opportunities both on- and off-site in Oak Ridge Schools and in the community. We will show an increase in WBL placements from 38 to 40 by June, 2022          Existing partnerships will be maintained, and we will recruit new partners for WBL placements. We will also have increased site-based enterprise opportunities such as on-site preschool, on-site auto shop, in-house credit union, Virtual Enterprise, and a school store.</p>	
---	--	--	--	--	--	--	--	--	--	--	--	--

<p>Create innovative strategies that will increase the yield of relevant certificates, credentials, and degrees needed to meet the workforce demand in high-skill, high-wage, and/or in-demand occupations in Oak Ridge and surrounding counties.</p>	<p>Begin work now in February 2020 for implementation in FY 21: Train teachers for Snap-On Tool Certification in middle school once we receive our kits, beginning in May 2020 for implementation in fall. Continue to train teachers in Certiport, ASE, and Career Safe practice and testing delivery systems for certification. Implement strategies teachers learned to train students from July, 2020 - October, 2020, and certify students through June 2021 October 2020-May, 2021 Prepare and certify students for certifications in all pathways.</p>	<p>71300 429 142 800 \$5000 71300 429C 142 800 \$3000 71300 499 142 800 \$7000 71300 730 142 800 \$20000</p>	<p>\$5000 \$3000 \$7000 \$20000 ---- ----- \$35000</p>	<p>PD related to the increase of relevant certificates, credentials, and degrees needed to meet the workforce demand in high-skill, high-wage, and/or in-demand occupations in Oak Ridge and surrounding counties.</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p>\$8,000 for boring bar, valve grinding machine. and shop tools. \$2,000 for STEM lab mill \$7,000 for welding table \$4,000 for additional computers screens with robust graphics</p>	<p>Transportation - Automotive - Oak Ridge High School STEM - Engineering by Design - Oak Ridge High School Advanced Manufacturing - Welding - Oak Ridge High School Arts and A/V Communications - Digital Arts - Oak Ridge High School</p>	<p>We will have increased the yield of relevant certificates, credentials, and degrees needed to meet the workforce demand in high-skill, high-wage, and/or in-demand occupations in Oak Ridge and surrounding counties. We will have increased the number of industry certifications earned by graduates from 160 to 168 by June, 2022.</p>	<p>The evaluation strategy of this will occur by our annual count of number and types of relevant industry certifications earned. There will also be student grade data to show skills attainment; as well as qualitative data to show successful use of innovative equipment.</p>
---	---	--	--	--	--	--	--	--	--	---	--	--

TO: Pat Smith, Finance Director  
FROM: Stephanie Thompson, Assistant Principal  
CC: Martin McDonald, Principal, ORHS  
DATE: 3/10/2020  
SUBJECT: Publication Agreement for Oak Log Year 2020/2021

I recommend the Oak Ridge Board of Education accept the bid from Balfour for the annual *Oak Log* yearbook bid. Their bid of \$56,625.00 was the best price that met specifications. Bids ranged from \$35,347.50 to \$61,655.00. The bid includes shipping and specified requirements.

Bids were advertised in accordance with state guidelines and were available on the Oak Ridge Schools website. Five companies responded with bids.

It is our recommendation to contract with Balfour again this year for the 2020-2021 yearbook at ORHS. The services provided by the yearbook representative for training and on-site support are superior and a critical component of our choice. In addition, the flexibility provided by Balfour and the support from their printing and distribution plant in Dallas, Texas have been critical to producing a high quality book for the past two years. Students have been trained in the software with Balfour and will to continue to receive on-site training with the representative no less than on a monthly basis next year. Balfour does not charge additional fees for pulling pages, submitting changes or missed deadlines which are fees that are communicatively charged by other companies.

The contract for the 2020-2021 school year has the exact same language as the contract for the previous two years.

*The Oak Log*  
Adviser: Rebecca Byrd  
Oak Ridge High School  
1450 Oak Ridge Turnpike  
Oak Ridge, TN 37830  
Phone: 865-425-9601

February 13, 2020

Oak Ridge High School Bid Specifications for the 2020-2021 yearbook  
(*The Oak Log*):

**Awarding of bid:**

Bid will be made on an all or none basis. The right is reserved in the interest of Oak Ridge High School to reject any or all bids and to waive any minor informality in bids received and to award the contract to a vendor other than the low bidder.

**General Specifications of the Book:**

(Note to bidder: If more than one price program is available, please indicate options and the prices involved.)

Number of copies: 750

Size of book: 9x12

Number of pages: 264

Printing: Printing of the *Oak Log* will be accomplished by offset lithography in the plant of the printer.

Cover: 4-color process color, staff designed: Included  
Embossed cover: \$1.50 per book over base cost  
Grained cover: \$2.50 per book over base cost  
Hard copy of actual cover in advance Included  
Lithographed cover: Included per book over base cost

End sheets: Process color, staff designed end sheets, different front and back Included

Color: All pages in 4-process color on four forms is to be included.

Paper stock: 100 pound double coat gloss enamel, dull enamel, or matte finish.

Publishing: Pages will be submitted online, using company program.

Please detail corrections costs.

Up to five pages and any requested within 24 hours of submission are no charge. After five pages and before printing are \$18 per page

Page Proofs: Final proofs on cover, end sheets and all pages. Only proofs showing copy and photographs fully stripped into position will be acceptable.

Delivery: The delivery date for the 2020-2021 *Oak Log* will be no later than April 13, 2021.

Base cost for above specifications:

\$47.13

Additional Notes:

Our four week turn time on yearbooks will allow some additional coverage in the yearbook since your final deadline would be March 15, 2021.

Working with one company on photography and yearbook can also create synergy by having an automatic portrait image upload, photography trainings, technology grants, and school branding opportunities. Please let me know if you would be open to a full presentation on photography and yearbook together.

## YEARBOOK PRICING

Trim Size:	Size 9
Number of Copies:	750
Pages:	264 (All Color)
Cover:	Four-Color, hard cover, custom designed litho
Binding:	Books will be Smyth sewn
Endsheets:	Four-Color, custom designed printing, DFB
Paper:	100# gloss or matte paper
Submission:	Four week turn with final deadline March 15
Shipment:	Spring delivery by April 13, 2021
Personalization:	Foil names and icons available for parent purchase
BASE PRICE:	\$35,347.50

Any changes to the printing estimate will be mutually agreed upon by the adviser and representative. Tax and shipping will be added to the base price.

Additional items included are training materials (including written curriculum), order forms printed twice a year, receipt books, Parent Notify email blasts advertising the direct online link, yard signs, banners, and posters.

Paige Bolin  
Lifetouch Yearbooks  
[pbolin@lifetouch.com](mailto:pbolin@lifetouch.com)  
865.250.5377

*The Oak Log*  
Adviser: Rebecca Byrd  
Oak Ridge High School  
1450 Oak Ridge Turnpike  
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**General Specifications of the Book:**

(Note to bidder: If more than one price program is available, please indicate options and the prices involved.)

Number of copies: 750

Size of book: 9x12

Number of pages: 264

Printing: Printing of the *Oak Log* will be accomplished by offset lithography in the plant of the printer.

Cover: 4-color process color, staff designed: \$42.89  
Embossed cover: \$4.00 + \$400 Setup fee per book over base cost  
Grained cover: \$3.00 per book over base cost  
Hard copy of actual cover in advance Free  
Lithographed cover: Included per book over base cost

End sheets: Process color, staff designed end sheets, different front and back \$4.00

Color: All pages in 4-process color on four forms is to be included.

Paper stock: 100 pound double coat gloss enamel, dull enamel, or matte finish.

Pricing authorized by  
Layla Coyle  
(609) 269-9729  
layla@encourageyourbooks.com

Publishing: Pages will be submitted online, using company program.

Please detail corrections costs.

No cost for corrections prior to Final Approval deadline.

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Page Proofs: Final proofs on cover, end sheets and all pages. Only proofs showing copy and photographs fully stripped into position will be acceptable.

Delivery: The delivery date for the 2020-2021 Oak Log will be no later than April 13, 2021.

Base cost for above specifications:

\$53.89

Please note: \$400 setup fee is additional.  
No other costs (free ship, free software, etc.)

Pricing authorized by  
Layla Coyle  
(809) 269-9729  
layla@entourageyerbooks.com

*The Oak Log*  
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Oak Ridge High School  
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February 13, 2020

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(*The Oak Log*):

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**General Specifications of the Book:**

(Note to bidder: If more than one price program is available, please indicate options and the prices involved.)

Number of copies: 750

Size of book: 9x12

Number of pages: 264

Printing: Printing of the *Oak Log* will be accomplished by offset lithography in the plant of the printer.

Cover: 4-color process color, staff designed: INCLUDED  
Embossed cover: INCLUDED per book over base cost  
Grained cover: INCLUDED per book over base cost  
Hard copy of actual cover in advance INCLUDED  
Lithographed cover: INCLUDED per book over base cost

End sheets: Process color, staff designed end sheets, different front and back INCLUDED

Color: All pages in 4-process color on four forms is to be included.  
INCLUDED

Paper stock: 100 pound double coat gloss enamel, dull enamel, or matte finish. INCLUDED

Publishing: Pages will be submitted online, using company program.

Please detail corrections costs.

**PAGES MAY BE UNSUBMITTED WITHIN 24 HOURS AT NO CHARGE**

Page Proofs: Final proofs on cover, end sheets and all pages. Only proofs showing copy and photographs fully stripped into position will be acceptable. **INCLUDED**

Delivery: The delivery date for the 2020-2021 *Oak Log* will be no later than April 13, 2021.

Base cost for above specifications:

**\$61,655**

**Yearbook Companies to receive bid letters for 2019 Oak Log**

**Ben Smith  
Taylor Publishing Company  
6210 Anderson Ave NW  
Knoxville, TN 37919**

**Mr. Kris Killough  
Herff Jones Company  
2414 Chastity Way  
Knoxville, TN 37909**

**Mr. Bill Stoess  
Walsworth Publishing Company  
4000 Malony Road  
Knoxville, TN 37920**

**Kelly Testament  
10232 Poppy Lane  
Knoxville, TN 37922**

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**General Specifications of the Book:**

(Note to bidder: If more than one price program is available, please indicate options and the prices involved.)

Number of copies: 750

Size of book: 9x12

Number of pages: 264

Printing: Printing of the *Oak Log* will be accomplished by offset lithography in the plant of the printer. YES

Cover: 4-color process color, staff designed: Included  
Embossed cover: \$5.50 per book over base cost  
Grained cover: \$.75 per book over base cost  
Hard copy of actual cover in advance Included  
Lithographed cover: Included per book over base cost

End sheets: Process color, staff designed end sheets, different front and back Included

Color: All pages in 4-process color on four forms is to be included.

Paper stock: 100 pound double coat gloss enamel, dull enamel, or matte finish. Included

Publishing: Pages will be submitted online, using company program.

Please detail corrections costs. There are no costs or fees for corrections or to unpublish pages for corrections.

Page Proofs: Final proofs on cover, end sheets and all pages. Only proofs showing copy and photographs fully stripped into position will be acceptable. Agreed

Delivery: The delivery date for the 2020-2021 *Oak Log* will be no later than April 13, 2021. Agreed

Base cost for above specifications:

**\$56,625.00**

**Additional Benefits:**

One iPad for yearbook adviser - to assist in monitoring yearbook sales and quick access to StudioBalfour.

Hotel and travel to JEA 2020 (\$800.00)

Mandy will pay the ENTIRE cost of the mail home program for the yearbook and senior ad sales \$4.90 per book. Three mailings directly to the students homes, (also included is an option to send a postcard as one of the three mailings).

Oak Log Adviser and 4 students will receive tuition and 2 hotel rooms paid for Yearbook Boot Camp in the Fall 2020.



## Permanent Structure of Facility Alteration Request Form

**Date of Request:** March 6, 2020

**Location/Building:** The grounds of Woodland Elementary School

**Name of group making request:** The Girl Scouts of Troop 22183 at Woodland

**Description of proposed project:** The project will entail the installation of eight (8) bird and animal houses on the grounds of Woodland Elementary School. The houses will be designed to meet the specific needs of wrens, bluebirds, owls, bats, and bees; while being constructed of recycled poly lumber materials that are handmade in the United States, shown in Attachment B. Attracting wildlife to the Woodland area with these houses will help to control pests and weeds, encourage flower pollination, and promote the conservation of native animals.

Additionally, the Girl Scouts of Troop 22183 will provide educational material to Woodland teachers and staff on the benefits of animal houses and how to help conserve and protect East Tennessee wildlife.

**Total Project Cost:** \$390 + taxes (all donated materials and labor)

**District/School Cost:** \$0

**Donated Amount:** \$390+ taxes (all donated materials and labor)

**Projected Operation/Maintenance Cost:** \$0

**Name of Group making the donation:** The Girl Scouts of Troop 22183 at Woodland

**People/Group that will do the work:** The installation of the bird/animal houses will be performed by Girl Scout Troop 22183 volunteers using self-provided materials and equipment. All houses will be installed in accordance with manufacturer recommendations and affixed to mature trees at the locations shown in Attachment A.

**If contract labor will be used, please complete the following:**

**Name of Contractor:** \_\_\_\_\_

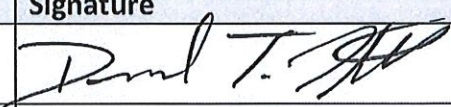


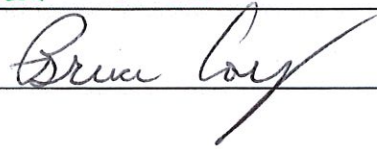
**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Background check of contracted labor has been verified by:** All Girl Scout Troop 22183 volunteers are background-checked every two years by a third-party contractor for Girl Scouts of the Southern Appalachians

**Attach any pictures, diagrams or blueprints for the proposed project.**

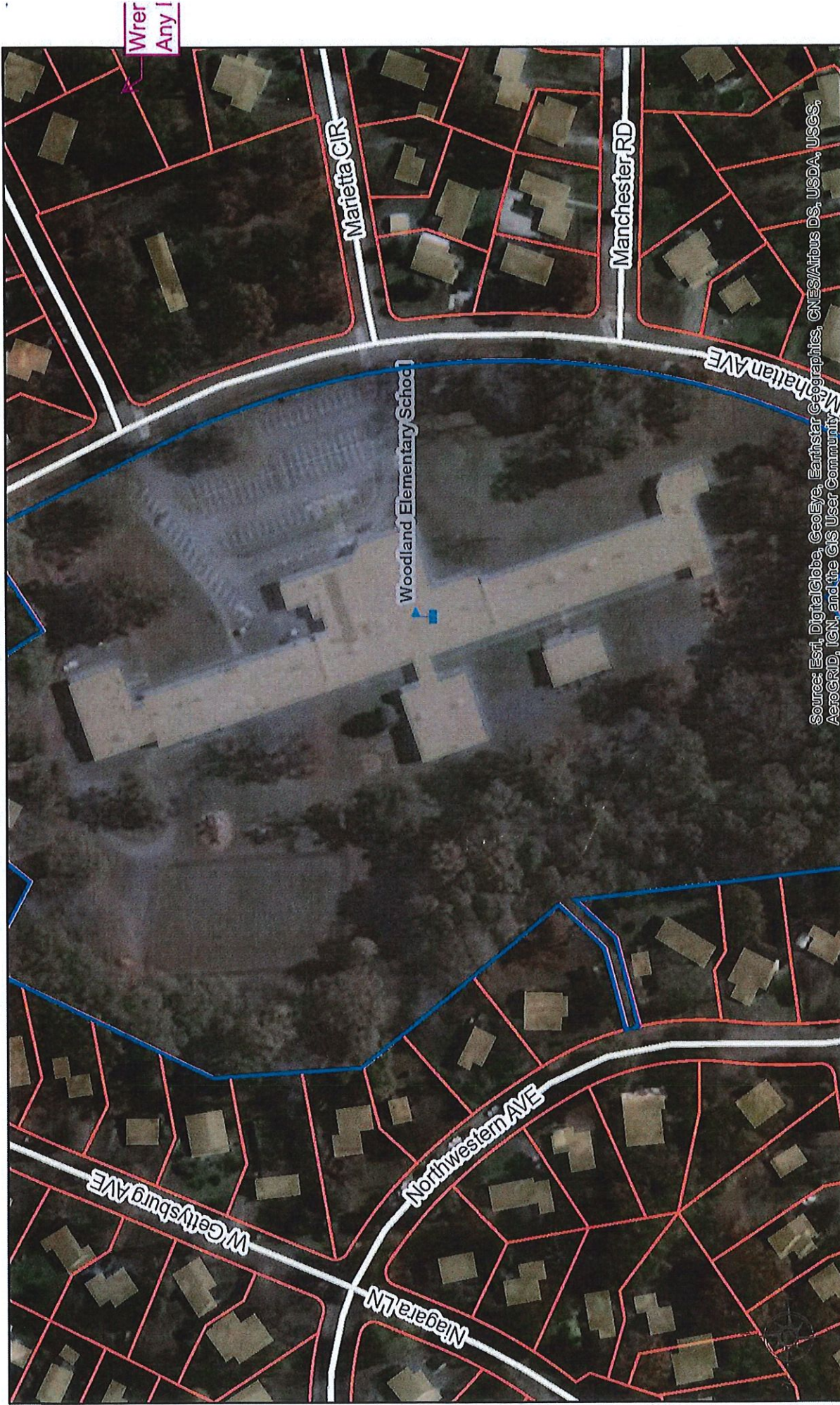
**Approval Signatures:**

Date	Title	Signature
3-6-2020	Principal or Building Administrator	
	Supervisor of Maintenance and Operations	
3.10.2020	Director of Finance	
3/9/20	Executive Director of School Leadership	
	Superintendent of Schools	

**Project work may not begin prior to ORS Board of Education approval.**

**Board Approval Date:** \_\_\_\_\_

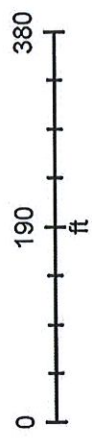
# Attachment A



## City of Oak Ridge, Tennessee

DISCLAIMER: THIS MAP IS FOR PROPERTY TAX ASSESSMENT PURPOSES ONLY. IT WAS CONSTRUCTED FROM PROPERTY INFORMATION RECORDED IN THE OFFICE OF THE REGISTER OF DEEDS AND IS NOT CONCLUSIVE AS TO LOCATION OF PROPERTY OR LEGAL OWNERSHIP.

MAP DATE: March 5, 2020



## Attachment B

Bird / Animal	Count	Estimated Cost	Installation Recommendations		
			Facing	Height	Mount
Bee	1	\$ 48.00	E; SE	3-5 ft.	Tree
Owl	1	\$ 70.00	Wooded	10-20 ft.	Tree
Bluebird	2	\$ 40.00	E	4-6 ft.	Tree
Bat	2	\$ 66.00	S	12-20 ft.	Tree
Wren	2	\$ 30.00	Any	4-10 ft.	Tree
<b>Estimated Total:</b>	<b>\$</b>	<b>390.00</b>			



Bat House (2)



Owl House



Bee House



Wren House (2)



Bluebird House (2)

# OAK RIDGE HIGH SCHOOL STUDENT COUNCIL

Oak Ridge, Tennessee 37830

## CHARTER GUIDELINES

NAME OF CLUB: Puzzling Linguistics SPONSOR: Dr. Morton

CLUB MEMBERSHIP: Oak Ridge High School Student

SELECTION OF OFFICERS: \_\_\_\_\_

PURPOSE: to enhance problem solving skills and to introduce  
students to unknown languages around the world

CLUB ACTIVITIES: participate in NACLO competition +  
engaging in solving language puzzles

CLUB MEETINGS: During Lunch (day to be decided)

CLUB FUNDING: none

ANY RULES AND REGULATIONS: Be willing to participate and try.

OTHER PERTINENT INFORMATION: \_\_\_\_\_

Student Representative Jina Jiang, Savanna Rouse

Administration Approval  Date 3.5.20

Date approved by Student Council 2/27/20 SAB \_\_\_\_\_

I respectfully request approval of the Head Start Self-Assessment for 2019. The Self-Assessment is a Head Start requirement in which a team of preschool staff, parents, and community partners closely evaluate each service area for the program. Within each service area, strengths and areas to be strengthened are identified. The team then identifies areas on which to focus as priority items. These are the areas in which funding will be an area of focus.

The Self-Assessment and the Community Assessment are two primary documents that drive our spending and budget development.

Respectfully submitted,

Lisa Downard

Principal

Oak Ridge Schools Preschool/Head Start

Oak Ridge Schools' Preschool/Head Start

Annual Self-Assessment

2019

The 2019 Annual Self-Assessment was approved:

By the Oak Ridge Schools Board of Education on \_\_\_\_\_

By Head Start Policy Committee on \_\_\_\_\_

Head Start Policy Committee Chair \_\_\_\_\_

Oak Ridge Schools Preschool Principal \_\_\_\_\_

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## **Introduction**

Oak Ridge Schools' Preschool/Head Start program performs a comprehensive self-assessment looking at the program's entire operations each year to measure its effectiveness in meeting program goals and objectives. Members of the self-assessment team include parents, community partners, a member of the Board of Education, policy committee members, and program staff. Information from the self-assessment, along with other program data, is used to develop long and short-term goals and a strategic plan for the program to improve and excel beyond compliance requirements. The information is also used as a part of planning for the annual budget.

## **Methodology**

The annual self-assessment was conducted using the Self-Assessment: Your Annual Journey Approach and Tool. The tool is divided into 7 sections: Pre, Phase 1: Design the Process, Phase 2: Engage the Team, Phase 3: Analyze and Dialogue, Phase 4: Recommend, Phase 5: Prepare Report and Post.

The assessment process consisted of:

1. Orientation/Training
2. Preparing materials
3. Assembling teams
4. Gathering the data
5. Aggregating and analyzing the data
6. Creating the self-assessment report
7. Developing a program improvement plan
8. Reporting to stakeholders

## **Pre**

The principal and compliance manager discussed the process on September 27, 2019 to review the process and plan for the assessment.

## **Training**

The compliance manager provided the management staff with an overview of the self-assessment process on October 22, 2019. On October 25, 2019, the self-

assessment team met with parents and community partners to prepare each service areas review.

### **Preparation**

The staff were provided with materials for the self-assessment process and were asked to read and review the materials. On October 22, 2019, the staff received copies of the forms required to administer the process.

### **Teams**

Policy Committee members, community partners, management staff, family service staff, and a Board of Education member served as members of the self-assessment team. System area managers served as team leaders to assist the team with accessing the data needed and to ensure a complete assessment.

Community partners/agencies participating in the assessment were: United Way of Anderson County, ADFAC (Aid to Distressed Families of Anderson County), CASA.

### **Gathering Data**

System managers gathered data and documentation to verify compliance in their area. Managers assigned participants to review the data and determine strengths and challenges.

### **Data collection tools used**

- Child Plus data
- family needs survey
- feedback surveys from events
- waiting list
- attendance data
- classroom checklists
- health inspection reports
- custodian playground checklists
- fire marshal inspection reports
- state licensing inspection reports
- Child Plus health data
- program budget
- Policy Committee meeting agendas/minutes

- Leadership Team agendas
- communication from grantee
- staff meeting and staff training agendas
- CACFP/USDA meal data
- Ed Plan for special needs services data
- assessment portfolios
- TS GOLD, CLASS
- mental health reports

### **Aggregating and Analyzing**

Once all information was gathered, system managers sorted through the data to ensure they had the information needed for the teams to determine the Program's compliance, strengths, and weaknesses. They looked at all the data that was collected to analyze and summarize the results. The teams summarized what they determined to be areas of program strengths and areas that could be strengthened.

### **Improvement Plan**

Once all summaries were completed, the management staff met to review all area summaries as a team, to determine short and long term goals for the 2019-2020 school year, and to create the program improvement plan.

### **Report to Stakeholders**

The Self-Assessment report and program improvement plan was shared with the Board of Education on November 25, 2019 and shared with Policy Committee on November 15<sup>th</sup>, 2019. Members of each group were given an opportunity for input into the program improvement plan before giving their approval.

2019-2020 Self-Assessment Review Team (Signatures on file)

System Area	Family & Community Engagement	Education & Mental Health	PDM & Governance	Health & Safety, Nutrition	ERSEA	Disability	HR/Fiscal
Parents		Mindy Orlando	Jennifer Hicks				Kathy Hughes
Community Partners	Annie Cacheiro, ADFAC	Laura McLean	Jessica Lively	Adam Moreno, UW of AC	Amanda Brackett, CASA	Martha Mazariego	
Staff	Ashley Hillis	Erin Pearson	Lisa Downard	Julie Julian	Charlsey Cofer	Eva Ortiz	Jana Akagi

Oak Ridge Schools' Preschool/Head Start

Self-Assessment 2019-2020

Disabilities

Program Strengths:

1. Strong communication between parents and teachers.
2. Amazing developmental/motor/speech gains from beginning of services
3. Strong transition (no gaps in services) from TEIS to Preschool Program
4. Knowledge/Communication/Resources

Challenges	Action Plan/Goal	Responsible Person/Team	Timeline	Financial Obligation
End of TEIS support	The need for community resources once the families/children are no longer with TEIS and in the school setting.	SLP/School Psychologist		
Being notified early about struggles in meeting goals or behaviors (same goal as 2018 - 2019)	Brief note or telephone call from therapist. Plan put into place to help turn into a positive behaviors.	Therapists		
Knowing who is working with their child. Therapist meeting and greet before the school year gets started.	Meet with therapist one on one (once at/near the first parent/teacher	Owner of Kids Kabin - Jane Bryant (OT/PT) stated that there is no		

(same goal as 2018 - 2019)		extra time to provide these services. Kids		
Parents not knowing what questions to ask about their child's therapies.	Therapists need to be proactively reaching out to parents asking if they have questions.	Therapists		
Weekly Therapy Lesson Plans (same as last 2018-2019)	Work on weekly therapy plans at home to help with progress. (Suggestion: Therapist will write a quick note on service tracking sheet as to what the objective for the week was (ex. Name writing - working with textures). This will allow parents to reinforce the same goals for added student success.	Therapists		
In School Support Groups	Open communication support groups for families to discuss community resources.			

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Education

Areas of Strength:

- 1- Program implementing research-based, Creative Curriculum, with the Teaching Strategies Gold integrated curriculum-based assessment system.
- 2- Teachers are engaging with each other seven time throughout the year discussing research and working together on effective teaching practices and how best practices is embedded throughout the curriculum.
- 3- The program provides strong support for children with special needs. There is a school psychologist and a team of therapists on site. Speech services, occupational therapy, and physical therapy are provided on site and often in the child's primary classroom setting.
- 4- The City of Oak Ridge is completing finishing touches on the new state-of-the-art preschool and the plan is to move in over spring break to finish out this school year.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Continue to provide training and support toward increasing depth of implementation of the curriculum and assessment system.	<ol style="list-style-type: none"> <li>1) PLC to discuss curriculum implementation in small group.</li> <li>2) Staff PD's designed to enhance implementation</li> <li>3) Identify staff to go through a Practice Based Coaching cycle</li> <li>4) Complete Creative Curriculum Fidelity Tool</li> </ol>	Curriculum Coach	<ol style="list-style-type: none"> <li>1. New Curriculum Coach works to establish rapport and build trust with teachers by providing classroom support and listening to understand teachers' needs. Classroom</li> </ol>	The Program met the financial obligation through the hiring of the new curriculum coach.

	for each classroom to identify weak areas.		2. Coach to meet with teachers to provide feedback on Curriculum Fidelity tool results	
Continue providing training and support to increase CLASS scores in the Instructional Support Domain.	Provide 6 hours of training for classroom staff on teaching practices that increase instructional support. Plan sessions across the school year. Complete by June 30, 2019.	Education Coordinator	<ol style="list-style-type: none"> <li>1. Conduct two professional development sessions on the Instructional Support Domain by January 31, 2020</li> <li>2. Complete second professional development after the completion of the CLASS fall observation. PD will be based on results and where we show the greatest weakness.</li> <li>3. Complete additional sessions up to a minimum of 6 hours by June 30, 2020.</li> </ol>	The Program will schedule an outside trainer from the State Department of Education. The balance of the training sessions will be provided in house. There will be no additional cost to the Program.

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

ERSEA

Program Strengths: The waitlist has grown for the 2019-20 school year. The increased presence on social media and at community events has improved the awareness throughout the community. The Family and Community Engagement/ERESA Manager and staff have been more active with community agencies and events. In turn, this has increased referrals and volunteering for the program. The staff will continue recruiting within the community to increase awareness and the waitlist.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Morning Transportation - Parents are taking advantage of the States Reconnect program and returning to work. This has provided a need for earlier drop off hours.	Request additional funding for morning busses. This will support our efforts in the importance of education/school readiness.	Preschool Director; ORS Administration; OR School Board	Once in the new building. This is planned for March of 2020. Consider for 2020/2021 school year.	Morning bus will be a cost for the Oak Ridge School District to consider acquiring. Budgets are limited. The cost for morning transportation would be approximately \$80,000.00 a school year.
Early Morning Drop Off - Parents are taking	ECC (Extended Child Care) for parents to have early morning	Preschool Director; ORS Administration	Once in the new building. This is planned for March of	ECC is provided throughout the Oak Ridge Schools

<p>advantage of the States Reconnect program and returning to work. This has provided a need for earlier drop off hours.</p>	<p>drop off at a lower fee compared to area daycares</p>		<p>2020. Consider for 2020/2021 school year.</p>	<p>District. ECC will need a required number of students to be able to provide this service. Additional space is on site for this to be offered at the new building. ECC independently charges families for their services. They do accept child care subsidies.</p>
<p>After School Child Care - Daycare facilities are limited in the City of Oak Ridge. Several daycares have closed and several are not accepting afterschool students.</p>	<p>Daycare's are experiencing financial struggles. Some of which are based on new state licensing requirements and obtaining quality staff. Having ECC or morning transportations options will help.</p>	<p>Preschool Director; ORS Administration</p>	<p>Once in the new building. This is planned for March of 2020. Consider for 2020/2021 school year</p>	<p>ECC would benefit the families needing after school child care. ECC independently charges families for their services. They do accept child care subsidies.</p>

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Family/Community Engagement

Program Strengths:

- Great turnout at family events. For example, approximately 86 at our Resource Fair, 82 at our Ice Cream Social, 174 at Parent Orientation, 110 at Granola for Grandparents breakfast, 166 at our Fall Family Picnic and 50 at our Free Yard Sale.
- Presence in the community: we set up booths at community events where local families are present like the Secret City Festival, city-wide Halloween party and Easter Egg Hunt and Fire Safety Parade and Fair.
- Community Partnerships: We have partnerships with several community agencies such as Untied Way, Legal Aid, etc. Our annual Resource Fair allows our community partners to interact with our Preschool families. Our staff is also serves on several community boards such as ASAP and Children's Museum.
- Love and Logic Parenting Series: We are currently offering families the opportunity to participate in Love and Logic Parenting Series facilitated by staff and held onsite at ORSP. So far, we have offered this series 3 times within the past year.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
More male involvement	Volunteering/participation in family events	Family Services	2020-2021	Minimal (cost of breakfast for meetings/events, etc.)
Online access for families	Obtain computers and printer in a designated space available for parent/family use	Family Services	2020-21	\$1500 (potentially grant funded)

Space for additional family events	New Preschool Building	Family Services	2020-21	Investment from City of Oak Ridge for building fund
More parent/family involvement in Policy Committee	Recruiting parent/family volunteers	Family Services	2020-21	Minimal (cost of breakfast for meetings)

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Fiscal

Program Strengths: Strong oversight of several funding sources with rigid internal controls that follow all necessary and applicable policies and procedures. We had no audit findings again this year, and we also continue to seek out and attend training on fiscal regulations and requirements, policies and procedures.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Making all classrooms equitable so funding sources match the students in the class.	Moving to new building enables us to put students of all funding sources in each class.	Fiscal Manager/ Bookkeeper, Principal and ERSEA Manager.	08/01/2020	None
There is the possibility of several unforeseen expenses when moving into a new building.	Budget extra funds in the supply line to cover unforeseen expenses.	Fiscal Manager/ Bookkeeper, Principal	08/01/2020	None

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Governance

Program Strengths:

- Passion and dedication of Policy Committee members
- Collaboration and support from Board of Education
- School Board Liaison consistently attends meetings and functions and communicates to Board

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Attendance/ involvement for Policy Committee	<ul style="list-style-type: none"> <li>• Consistent communication</li> <li>• Develop a means to communicate with parents to inform of purpose of PC and how to become involved</li> <li>• Possibly encourage every HS classroom to have 1 parent on PC</li> </ul>	Classroom teachers and Ed Coordinator	ongoing	none
Attendance/ involvement for Parent Committee	<ul style="list-style-type: none"> <li>• Possibly consider holding 2 meetings (am and pm)</li> </ul>	Family & Comm Engagement Manager	Ongoing consideration	Possibly pay for childcare

(Parent Advisory Team)	<ul style="list-style-type: none"> <li>• Inform parents of purpose of Parent Committee and how to become involved</li> </ul>			
Consistent Communication w/parents across all classrooms	<ul style="list-style-type: none"> <li>• Use of Remind App, Skylert messages, Classroom communication</li> <li>• Classroom Newsletters- use of a consistent template</li> <li>• Possible Principal Newsletter with pertinent information for all</li> </ul>	Classroom teachers, principal, family services	Ongoing	none
Consistent abiding of Policy Committee By-Laws	Update and strictly follow by-laws	Ed Coordinator, principal	Ongoing	none

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Health/Nutrition

Program Strengths:

- Partnerships with community health services. New partnership with Helen-Ross McNabb for mental health services.
- Meals provided through Aramark Service - teacher liason
- Provide "Food for Kids" through Second Harvest

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Meeting 90 Day requirements	Continue to assist parents/guardians  Partner with RSCC Nursing Class, LMU< and UT	Family services/Health Manager	On-going	N/A

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Human Resources

Program Strengths: The ORS Preschool is part of the Oak Ridge School District. All staff must apply and complete new hire requirements prior to any employees start date. Being a part of the school district also provides a larger number of applicants which in turn means a more diverse group of people to choose from.

For each job opening at the Preschool, there is a panel to conduct interviews. This allows for administration, faculty, staff, and parents to not only sit in on the interviews, but to ask questions as well. Also, the panel as a whole decides who is best suited for each position and who will bring the most to the program.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Diversity of Staff	Get job opening information out to our Preschool parents and to nearby colleges.	Principal, HR Department	Ongoing	No additional funds required

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Mental Health

Areas of Strength:

Program has on-site school psychologist and on-site special education resource team that provide direct classroom support for children with social and emotional need and the associated challenging behaviors. Those members also work with classroom staff to design support plans and gather materials to support children with mental health needs.

New partnership with Helen Ross McNabb. They've completed all of our Mental Health observations and have provided classroom teachers with feedback. They are also working closely with the preschool to help identify and child/family that would be in need of their services.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Teachers receive Pyramid Training, children's mental health training, and CLASS training on the Emotional Support Domain. The experiences are provided by various	1) Social Emotional training for staff tying all of the concepts together 2) Help staff recognize techniques that would be beneficial to use in the classroom	Mental Health Coordinator	Teachers will engage in a variety of training experiences across the first six months of the year. The Program will by April 30, 2020 provide a training around integrating	No cost

<p>trainers across the year. A challenge is helping teachers integrate concepts from various the training experiences.</p>	<p>3) Working with Helen Ross McNabb to best use their expertise with our program</p>		<p>the effective practices from these various training sessions.</p>	
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Oak Ridge Schools' Preschool/Head Start

Self-Assessment 2019-2020

Planning and Operations

Program Strengths:

- Policy Committee is involved in decision making for the program

Challenges	Action Plan/Goals	Responsible Person	Timeline	Financial Obligation
Systemic monitoring of the program in meeting HS Standards	<ul style="list-style-type: none"> <li>• Update and Follow a schedule for areas to be monitored throughout the year</li> <li>• Meet on a monthly basis with Management Team</li> </ul>	Principal; Compliance Manager	Ongoing	None
Diversity of Staff	Recruit qualified staff-increase African American staff members-possibly recruit from college organizations	Principal	Ongoing	None

Oak Ridge Schools Preschool/Head Start

Self-Assessment 2019-2020

Facilities and Safety

Program Strengths:

- Dedication and attention to detail of our custodians and support from the schools' maintenance department.
- Moving in to new building.
- Training of staff pertaining to safety issues.

Challenges	Action Plan/Goal	Responsible Person	Timeline	Financial Obligation
Procedural alterations for new building-pertaining to safety.	Assess new building procedures	Preschool staff	On-going	N/A

The Self-Assessment team identified the following areas for improvement:

1. Continued training and support to classroom staff toward full implementation to fidelity of the curriculum and assessment system—Creative Curriculum and TS GOLD
  - a. Action: Curriculum Coach and teachers will utilize the Curriculum “Fidelity of Implementation Tool”
  - b. Action: The program will continue to provide curriculum and assessment training for classroom staff based off of the results of the Fidelity Implementation Tool by August 1, 2020.
2. Increase recruitment of eligible students
  - a. Action: Research/Pursue the possibility of providing before and/or after school care (ECC)
  - b. Action: Continue outreach in the community by attending community events and working with community agencies.
3. Continue to increase parent involvement and parent volunteers within the program
  - a. Action: Provide training for parents who have expressed interest in volunteering in the classrooms
  - b. Action: Teachers to submit to volunteer coordinator list of volunteers monthly
  - c. Action: Increase the efforts of school readiness efforts among all areas of the program. New strategies to increase involvement among our families.

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Rationale for approval of Preschool/Head Start School Readiness Goals 2020-2021:

The attached Preschool/Head Start School Readiness Goals were developed in collaboration with Anderson County Head Start and our Policy Committee (parent group).

The school readiness goals were developed using the Early Learning Outcome Format (ELOF), as directed by Head Start standards.

**2020-2021**

**ACS Preschool/ORSP School Readiness Domains & Goals**

**Approaches to Learning**

**Goal 1:** Children will develop persistence and flexibility in thinking while taking the initiative to successfully navigate learning experiences.

**Social and Emotional Development**

**Goal 1:** Children will engage in positive relationships and interactions with adults and peers while developing and demonstrating self-regulation.

**Language and Literacy**

**Goal 1:** Children will develop and demonstrate receptive and expressive language skills and print concepts through engagement with songs, poems, rhymes, and books.

**Cognition**

**Goal 1:** Children will develop and demonstrate the ability to connect new and prior knowledge through analyzing and synthesizing information during daily routines and experiences.

**Perceptual, Motor, And Physical Development**

**Goal 1:** Children will be able to fully explore their environment using their senses, gross motor and fine motor muscles in support of healthy living

Board of Education Approval  
T/TA (Training & Technical Assistance) Plan  
Preschool  
2020-2021

I respectfully request approval of the T/TA Plan for 2020-2021. This plan lays out how \$8,933 of T/TA Head Start funds will be utilized for our program throughout the 2020-2021 school year. The items specified in the plan are based on results from the Community Assessment and Self-Assessment and support the Head Start Grant Broad Goals.

Respectfully,  
Lisa Downard

T/TA Plan 2020-2021  
 Delegate: Oak Ridge Schools' Preschool/Head Start

**T/TA Goal #1 -The Oak Ridge Preschool/Head Start program will provide training and support for staff and families to improve family engagement and strengthen overall wellbeing of the family.**

Expected Outcomes	Indicators	Documentation/Frequency of Measurement	T/TA Strategies Events/Activities	Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
1) Staff and parents become more knowledgeable in ways to make parent trainings informative, yet fun and more appealing to parents * Resulting in stronger families with parents being more involved with their children	* Family services staff and teaching staff will receive training re: the incorporation of parent trainings into family events *Resulting in more participation in training activities	training sign-in sheets, agenda, family outcomes data	*Staff will receive training on the integration of parent training into family events and incorporating curriculum materials to do so	ECKLC, webinars, T/TA Network	FCS Manager, Family advocates Classroom Staff	Director and FCS Manager	SY 2020-2021	ECKLC Webinars or T/TA Network
2) Staff are more knowledgeable in providing support for families. Families become stronger as lifelong learners.	* Staff trained to assist parents with writing long term goals *Increase in family outcome scores	sign in sheets, training agenda, family surveys	*Provide family partnership training for family advocates to help them meet the requirements necessary to serve families.	ECKLC, webinars, T/TA Network, Community Partners, WKU, or other sources	Family Service Staff	FCS Manager	SY 2020-2021	Provided by T/TA Network or community partners
3) Staff more knowledgeable in how to provide support for males and their children *Resulting in stronger bonds between males and their children. *Increased male involvement with children's education	*More effective male involvement activities and an increase in male involvement	sign in sheets, agenda, training surveys, male volunteers documented in Child Plus	* Provide male involvement training for staff to learn ways to support fathers or significant males involved in the children's lives *Provide training for male family figures	ECKLC, webinars, T/TA Network, Community Partners	Parents, FCS Manager, Family advocates, teaching staff	Director and FCS Manager	SY 2020-2021	Provided by T/TA Network or Community Partners, WKU
4) Staff more knowledgeable in best practices for managing behaviors in the classroom and at home through the use of Love and Logic *Resulting in increased parent involvement in Love and Logic parent curriculum *Improved behavior management in classrooms	*Teaching staff to learn best practices for children with challenging behavior *Families participate in Love and Logic Parenting Class to improve behavior management at home	training sign-in sheets, agenda	* Provide Love and Logic Parenting Curriculum for staff	Love and Logic Facilitator	Teaching Staff	Education Coordinator	SY 2020-2021	\$1,000
5) Staff will implement family engagement piece of the curriculum with fidelity * Families empowered in their support of their child's learning *Increased positive school experience	*Increased family engagement *increased student outcomes	Fidelity Checklist Tool	*Train teaching staff regarding the Family Engagement pieces embedded in the curriculum	Creative Curriculum	Classroom Teachers, family advocates	Education Coordinator	SY 2020-2021	Provided by Program Staff

**Total to support Goal 1**

**\$1,000**

T/TA Plan 2020-2021  
 Delegate: Oak Ridge Schools' Preschool/Head Start

**T/TA Goal # 2: Oak Ridge Schools' Preschool/Head Start will strengthen educational services to improve the learning experiences for all students to enter Kindergarten with a solid foundation for academic success.**

Expected Outcomes	Indicators	Documentation/Frequency of Measurement	T/TA Strategies Events/Activities	Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
1) Strengthen the school readiness framework by providing appropriate professional development in instruction during Professional Learning Communities (PLC)	* Staff attending PLCs *Increase in child outcomes scores *Training staff, parents, and board regarding the Early Learning Outcomes Framework and Developmentally Appropriate Practices	sign in sheets, agenda, Teaching Strategies Gold scores-3 checkpoints annually	*Continue established Professional Learning Communities (PLC) to provide on-going professional development training	PLC, program data, Early Learning Outcomes Framework, and TN Dept of Ed Resources	Teaching Staff	Education Coordinator	SY2020-2021	Provided by Program Staff, ORS Staff, TN Dept of Ed
2) Implement curriculum with fidelity	*Increased student outcomes	Fidelity Tool, TSG data	*Curriculum training for teaching staff during monthly professional development opportunities *Complete training modules on TSG	Education Coordinator, Curriculum Coach	Teaching Staff	Education Coordinator	SY 2020-2021	\$300
3) Accurately assess student development with authentic, objective, and frequent documentation	*Increased student outcomes *Authentic and accurate data	sign-in sheets, training agenda, certificates of completion, Anecdotal records, Student Outcome data	*assessment training for staff *TSG inter-rater reliability	Education Coordinator, Curriculum Coach	Teaching Staff	Education Coordinator	SY 2020-2021	Provided by Program staff
4) Staff receive mental health training to manage their own mental health, as well as supporting the children and families' mental health	*Staff attend training *Increase in classroom mental health activities *Happier children and staff	sign in sheets, agenda, behavior/social skills screenings	* Provide mental health training in regards to stress reduction	Mental Health Consultant	All Staff	Education Coordinator	SY 2020-2021	\$2,000
5) Any new teaching staff will gain confidence in working with children with challenging behaviors, there-by creating a positive learning environment as well as social emotional health for all children.	*Teachers with improved classroom management skills *Increased child outcomes	Training certificates, sign in sheets, agendas, lesson plans	*Provide Pyramid Model (CESFEL) training	TN Voices	Teaching Staff	Education Coordinator	Y 2020-2021	Provided by Community Partner
6) Staff will gain knowledge about the Child Plus software system	*accurate tracking of Child Plus data	sign-in sheets, training agenda	* Provide Child Plus training as needed for all staff	Child Plus Consultant, program staff	All Staff	Education Coordinator, Compliance Manager	SY 2020-2021	\$2,000
7) Staff will increase understanding of classroom environment scales and implications for instruction.	*Increased student outcomes *increased CLASS rating	CLASS Scores , TSG Data, ECERS scores-as appropriate	*Provide CLASS training for all classroom staff *Provide ECERS training for all classroom staff	Director, Education Coordinator	Classroom Staff	Director, Education Coordinator	SY 2020-2021	Provided by program staff
<b>Total to Support Goal 2</b>								<b>\$4,300</b>

T/TA Plan 2020-2021  
 Delegate: Oak Ridge Schools' Preschool/Head Start

**T/TA Goal # 3: Oak Ridge Preschool/Head Start program will collaborate with families and work with community partners to support families' progress toward improved well being and financial stability.**

Expected Outcomes	Indicators	Documentation/Frequency of Measurement	T/TA Strategies Events/Activities	Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
1)Managers will be well versed in the new performance standards and Head Start requirements and will be equipped to meet the requirements and effectively monitor the program	* More effective ongoing monitoring *Program compliance *improved family well being *increased resources for families	Training certificates, agendas	*Attend HS trainings such as: Region IV Conference, State Conferences, THSA meetings/trainings, NHSA, Leadership Forums	T/TA Network, Regional HS Office, THSA, WKU	Director, Management Staff, Family Advocates, Teachers, Teaching Assistants	Director, Compliance Manager	SY 2020-2021	\$2,500
2) Governing Board and Policy Committee members will be more informed and knowledgeable of their roles and responsibilities.	*Members will be more confident in their role *Increased member input	sign in sheets, agendas,	*Provide governance training to Governing Body and Policy Committee members	Director	Governing Board and Policy Committee members	Director, Compliance Manager	SY 2020-2021	Provided by Program Staff
3) Staff will be knowledgeable of the data available and how to effectively input and access it	*Accurate program data * Accurate PIR data	Training documentation, data collected	*Attend Child Plus User Group meetings and other Child Plus training opportunities *Staff training	Compliance Manager, Data Manager	Program managers, family advocates, classroom staff	Compliance Manager, Education Coordinator	SY 2020-2021	\$600
4) Develop a better understanding of the self-assessment process, therefore performing a more thorough assessment of program operations and outcomes	* more in-depth, accurate self-assessment and data	training documentation, self-assessment documentation	* collaborate with grantee for training specific to self-assessment and data analysis	T/TA Network, program staff	Director, Compliance Manager, program managers	Compliance Manager	SY 2020-2021	Provided by Program Staff
5) Provide support for families to live healthier, active lives	*Staff and parents will receive nutrition training to help combat obesity in the program and community *Healthier staff and families *Use of I am moving, I am learning or other similar program to support student health	sign in sheets, agendas, growth assessments, surveys	*Provide nutrition training/classes for staff and parents *Provide training for staff regarding " I am moving, I am learning" or other similar program	UT Extension Office, company representatives	Parents and Staff	FCS Manager, Education Coordinator, Director	SY 2020-2021	Provided by Community Partners and other free resources
6) Parents will learn to create a budget and better manage their finances	*Families will become more in control of their financial situations * Families will be more self-sufficient	sign in sheets, agendas, family outcomes	* Provide financial training for families-group and individual	UT Extension Y-12 Credit Union program staff	Families	FCS Manager	SY 2020-2021	Provided by UT Extension Community Partners
<b>Total to support Goal 3</b>								<b>\$3,100</b>

T/TA Plan 2020-2021  
 Delegate: Oak Ridge Schools' Preschool/Head Start

**Required Head Start Training**

Required Training	Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
Child CPR First Aid and Safety	State Certified Trainers, Oak Ridge Schools' system-wide nurse	Teaching Staff	Appropriate safety practices and first aid procedures followed in the event of an emergency situation	Health Manager	By existing expiration date and/or SY 2020-2021	ORS District staff and certified trainer
<b>Additional Required Trainings :</b> <ul style="list-style-type: none"> <li>• Childhood emergencies</li> <li>• Health Policies</li> <li>• Childhood safety</li> <li>• Medication Administration procedures</li> <li>• Poison Control</li> <li>• Blood Borne Pathogen Control</li> <li>• Food Allergies</li> <li>• Supervision during high risk activities such as eating and outdoor play</li> </ul>	Certified Trainers , Oak Ridge Schools' system-wide nurse,	All staff	Appropriate safety practices and first aid procedures followed in the event of an emergency situation	Health Manager	New staff within the first 2 weeks on the job/other staff as needed by existing expiration date and/or SY 2020-2021	Program Staff or Oak Ridge Schools' Employee
Identification and Reporting of Child Abuse & Neglect: <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Laws/regulations</li> <li>• Program policies/procedures</li> </ul>	Dept. of Children and Families & Prevent Child Abuse TN	All Staff	Staff will recognize and report any known and/or suspected child abuse and neglect according to laws and regulations	Compliance Manager	August 2020	Community Partners
Child Growth & Development for parents: *Planned learning activities discussed at parent meetings, parent/teacher conferences, workshops, and home visits *Newsletters share information on several of these areas also:	Management staff, community agencies, T/TA network	Parents and family members	Head Start parents/caregivers will increase their knowledge and confidence regarding child development and how to best meet their own child's needs	Family/Community Manager, Education Coordinator	SY 2020-21	Community Partners
<b>Parent/Child Activities</b>	Family Advocates	Children & families	Parents will become more involved in child's education	FCS Manager	SY 2020-2021	Provided by ORS and Program Staff
<b>Nutrition Staff will attend HS and CACFP Nutrition Training</b>	CACFP, T/TA Network	Nutrition Manager	Knowledgeable staff that follow program policies, Head Start Performance Standards and state licensure requirements	Director	SY 2020-2021	\$533
<b>Total to support Required Head Start Training</b>						<b>\$533.00</b>

**Required State & Local Training**

Required Training	Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Education Training:</b> ~Classroom environment ~Child Development ~Assessment ~Discipline & Guidance ~Literacy & Handwriting ~Math ~Science ~Discovery ~Art & Music ~Dramatic Play ~Cultural Diversity ~Health & Wellness ~Special curricula ~Training on Head Start performance standards ~STEM	Direct Service & Management staff  T/TA network	Teaching staff	Teaching staff will become more knowledgeable and confident in providing quality educational services to children and their families	Education Coordinator	SY 2019-2020	Provided by ORS and Program Staff

T/TA Plan 2020-2021  
 Delegate: Oak Ridge Schools' Preschool/Head Start

Required Training, continued	Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
~ Agency policies and procedures, including program philosophy ~ Emergency Procedures ~ Job Description ~ Reporting requirements for suspected cases of child abuse and neglect ~ Discipline policies ~Policies for dismissing and receiving children	Admin. Staff	All Staff	Knowledgeable staff that follow program policies, Head Start Performance Standards and state licensure requirements	Director, Education Coordinator	SY 2019-2020	Provided by Program staff and Community Partners
~ Parent-Teacher Communication ~ Disease Control ~ Health Promotion ~ Overview of Licensing Requirements ~ Information on Risks (Infection, Stress, CMV)	Admin. Staff	All Staff	Knowledgeable staff that follow program policies, Head Start Performance Standards and state licensure requirements	Family & Community Services Manager, Health Manager, and Education Coordinator	SY 2019-2020	Provided by Education Coorinator and Health Manage
24 Clock Hours of Training as follows: ~ Six (6) hours (CPR/First Aid, CACFP, Childhood Food Allergies, Injury Control) ~ Two(2) Hours in Identifying and reporting child abuse ~ Ten (10) Hours of other related training (one to one consulting sessions, academic course, etc.) Supervision, parent communication, ~ Six (6) hours Literacy	Admin. Staff	All Staff	Knowledgeable staff that follow program policies, Head Start Performance Standards and state licensure requirements	Health Manager, and Education Coordinator	SY 2019-2020	Provided by Program staff and Community Partners
<b>Total to support Required Training</b>						<b>\$0</b>

**Total T/TA Plan**

**8,933**

Board of Education Request for Approval

Preschool Head Start Grant 2020-2021

I respectfully request the approval of the Preschool Head Start Grant proposal for 2020-2021. This grant is the Baseline 5 year Grant. The amount requested in the grant is \$813,524. This provides the funding for 118 3 and 4 year old students.

The grant proposal is included.

Respectfully,

Lisa Downard

2020-2021

## Head Start Baseline Grant

Oak Ridge Schools' Head Start-Delegate

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## Sub-Section A: Goals

### 1. Program Goals, Measurable Objectives, and Expected Outcomes

(a-c)

#### Broad Program Goal #1

<p><b>Broad Program Goal #1</b> Oak Ridge Schools' Preschool/Head Start Program will increase family engagement within the program to build relationships with families to establish a positive school experience, strengthen the overall well-being of the family, and promote healthy child development.</p>
<p><b>Measurable Objective #1</b> Each classroom will utilize the family engagement pieces of the Creative Curriculum and the program will show an increase from using under 10 percent to using 100 percent in 5 years as measured by our program checklist and curriculum fidelity tool.</p> <p>Baseline—currently less than 10% usage of Family Engagement Pieces accompanying Creative Curriculum from August 2019-February2020, using Fidelity Checklist tool</p> <p>2020-2021 –Each classroom will be utilizing 20% 2021-2022 - Each classroom will be utilizing 40% 2022-2023 - Each classroom will be utilizing 60% 2023-2024 - Each classroom will be utilizing 80% 2024-2025 - Each classroom will be utilizing 100%</p>
<p><b>Activities or Action Steps</b></p> <ul style="list-style-type: none"><li>• Offer professional development to staff on the family engagement pieces embedded within the Creative Curriculum.</li><li>• Utilize coaching support to ensure the implementation.</li></ul>
<p><b>Expected Outcomes</b> Families will be empowered with an increase of knowledge on school readiness, child development, and will have input on curriculum materials.</p>
<p><b>Challenges</b> Ongoing family stress such as unemployment, single parent homes, substance misuse, language barriers, housing issues, mental health issues, etc. present as challenges towards achieving our goal of family engagement. The program will identify and help locate resources and support to help the families overcome these barriers. For families whose primary language is not English, the program will provide support in their native language.</p>

**Measurable Objective #2**

The program will show an increase from approximately 6% of families volunteering to 30%, as measured by Child Plus data.

Baseline-August 2019-February 2020-6% of families volunteering within the school

2020-2021- Increase school-wide family volunteer participation by 4%

2021-2022- Increase school-wide family volunteer participation by 5%

2022-2023- Increase school-wide family volunteer participation by 5%

2023-2024- Increase school-wide family volunteer participation by 5%

2024-2025- Increase school-wide family volunteer participation by 5%

**Activities or Action Steps**

- The program will offer parent training to facilitate parent understanding of classroom objectives
- The program will utilize the curriculum to provide multiple parent volunteer opportunities; i.e., invite parents to speak to students as an “expert” related to a study
- The program will empower the parent committee to have a more prominent role in planning parent involvement activities

**Expected Outcomes**

Families will participate in training and become confident in their abilities to interact in the classroom setting. This will lead to an overall increase in family involvement and volunteering. Families will be empowered to engage with their children educationally and have a better understanding of school readiness and child development. The program will be aligned to meet or exceed the nationally reported average for volunteering within schools amongst families in poverty.

**Challenges**

Ongoing family stress such as unemployment, single parent homes, substance misuse, language barriers, housing issues, mental health issues, etc. present as challenges towards achieving our goal of family engagement. The program will identify and help locate resources and support to help the families overcome these barriers. For families whose primary language is not English, the program will provide support in their native language.

**Measurable Objective #3**

The number of severely chronic absences will decrease to less than 5% by the end of the 5-year grant cycle, as measured by absenteeism within Child Plus.

Baseline as of February 2020-severely chronic absenteeism 9%

2020-2021- Decrease severely chronic absenteeism to less than 9%

2021-2022- Decrease severely chronic absenteeism to less than 8%

2022-2023- Decrease severely chronic absenteeism to less than 7%

2023-2024- Decrease severely chronic absenteeism to less than 6%

2024-2025- Decrease severely chronic absenteeism to less than 5%

**Activities or Action Steps**

- Staff will work with families to problem solve the reasons why their child is severely chronically absent and assist with resources as available.
- Staff will share assessment data with families to assist their understanding of how absenteeism affects their child's academic growth.
- The program will support the family to set the expectation of establishing a healthy school attendance practice that they can carry out for the child's academic career.

**Expected Outcomes**

The consistency in attendance will increase instructional time their child is receiving and families will have a stronger foundation and stability set up for academic success based on regular attendance in school.

**Challenges**

Ongoing family stress such as unemployment, single parent homes, substance misuse, language barriers, housing issues, mental health issues, etc. present as challenges towards achieving our goal of steady attendance. The program will identify and help locate resources and support to help the families overcome these barriers.

**Broad Program Goal #2****Broad Program Goal #2**

Oak Ridge Schools' Preschool/Head Start program will enhance its educational services to improve literacy, mathematics, and cognitive skills so students will enter Kindergarten with a solid foundation for academic success.

**Measurable Objective #1**

The program's end of year data in literacy, as measured by Teaching Strategies Gold Assessment Tool, will show a decrease of 2% each year of students scoring below widely held expectations

Baseline- will be established using Spring 2019-2020 data

2020-2021 - The program will show a decrease of 2% in students scoring below widely held expectations.

2021-2022 - The program will show a decrease of 2% in students scoring below widely held expectations.

2022-2023 - The program will show a decrease of 2% in students scoring below widely held expectations.

2023-2024 - The program will show a decrease of 2% in students scoring below widely held expectations.

2024-2025 - The program will show a decrease of 2% in students scoring below widely held expectations.

**Activities or Action Steps**

- The program will offer professional development on curriculum implementation.
- The program will require all staff to complete the interrater reliability tool to increase the validity of the data.
- Education services will continue to support Professional Learning Communities (PLC) with discussions around child data and instruction.
- The program will utilize district resources to offer trainings on inclusion and adapting the curriculum for students identified with special needs.

**Expected Outcomes**

Students will enter Kindergarten meeting or exceeding widely held expectations in the literacy domain. Teachers' instruction of literacy will be strengthened throughout the school year by focusing professional development and coaching around curriculum implementation and interrater reliability of the assessment tool, as measured by improved scores on child assessment measures.

**Challenges**

Implementing the curriculum with fidelity, ensuring validity and reliability of the data, and working with our special needs population present as challenges for meeting our goals of improving literacy scores. The program will work on increasing the understanding of the curriculum with teacher training, coaching, and providing staff with ongoing resources. Data challenges will be addressed with professional development, all staff obtain the inter-rater reliability certification, and collaborating within their PLC group. The program will also collaborate with the inclusion team and related services to enhance and adapt the curriculum for students identified with special needs.

**Measurable Objective #2**

The program's end of year data in math, as measured by Teaching Strategies Gold Assessment Tool, will show a decrease of 2% each year of students scoring below widely held expectations

Baseline- will be established using Spring 2019-2020 data

2020-2021 - The program will show a decrease of 2% in students scoring below widely held expectations.

2021-2022 - The program will show a decrease of 2% in students scoring below widely held expectations.

2022-2023 - The program will show a decrease of 2% in students scoring below widely held expectations.

2023-2024 - The program will show a decrease of 2% in students scoring below widely held expectations.

2024-2025 - The program will show a decrease of 2% in students scoring below widely held expectations.

**Activities or Action Steps**

- The program will offer professional development on curriculum implementation.
- The program will require all staff to complete the interrater reliability tool to increase the validity of the data.
- Education services will continue to support Professional Learning Communities (PLC) with discussions around child data and instruction.
- The program will utilize district resources to offer trainings on inclusion and adapting the curriculum for students identified with special needs.

**Expected Outcomes**

Students will enter Kindergarten meeting or exceeding widely held expectations in the math domain. Teachers' instruction of mathematics will be strengthened throughout the school year by focusing professional development and coaching around curriculum implementation and interrater reliability of the assessment tool, as measured by improved scores on child assessment measures.

**Challenges**

Implementing the curriculum with fidelity, ensuring validity and reliability of the data, and working with our special needs population present as challenges towards meeting our goal of improving mathematics scores. The program will work on increasing the understanding of the curriculum with teacher training, coaching, and providing staff with ongoing resources. Data challenges will be addressed with professional development, all staff obtain the inter-rater reliability certification, and collaborating within their PLC group. The program will also collaborate with the inclusion team and related services to enhance and adapt the curriculum for students identified with special needs.

**Measurable Objective #3**

The program's end of year data in the cognitive domain will show a decrease of 2% each year of students scoring below widely held expectations as measured by Teaching Strategies Gold Assessment Tool.

Baseline-will be established using Spring 2019-2020 data

2020-2021 - The program's end of year data for cognition will show a decrease of 2% in students scoring below widely held expectations.

2021-2022 - The program's end of year data for cognition will show a decrease of 2% in students scoring below widely held expectations.

2022-2023 - The program's end of year data for cognition will show a decrease of 2% in students scoring below widely held expectations.

2023-2024 - The program's end of year data for cognition will show a decrease of 2% in students scoring below widely held expectations.

2024-2025 - The program's end of year data for cognition will show a decrease of 2% in students scoring below widely held expectations.

**Activities or Action Steps**

- The program will offer professional development on curriculum implementation.
- The program will require all staff to complete the interrater reliability tool to increase the validity of the data.
- Education services will continue to support Professional Learning Communities (PLC) with discussions around child data and instruction.
- The program will utilize district resources to offer trainings on inclusion and adapting the curriculum for students identified with special needs.

**Expected Outcomes**

Students will enter Kindergarten meeting or exceeding widely held expectations in the cognitive domain. Teachers' instruction of cognitive skills will improve throughout the school year by focusing professional development and coaching around curriculum implementation, as measured by improved scores on child assessment measures.

**Challenges**

Implementing the curriculum with fidelity, ensuring validity and reliability of the data, and working with our special needs population present as challenges for meeting our goals of improving cognitive scores. The program will work on increasing the understanding of the curriculum with teacher training, coaching, and providing staff with ongoing resources. Data challenges will be addressed with professional development, all staff obtain the inter-rater reliability certification, and collaborating within their PLC group. The program will also collaborate with the inclusion team and related services to enhance and adapt the curriculum for students identified with special needs.

**Broad Program Goal #3****Broad Program Goal #3**

Oak Ridge Schools' Preschool/Head Start program will collaborate with families and work with community partners to support families' progress toward improved well-being and financial stability.

**Measurable Objective #1**

The program will work to have 90% of families reporting that the resources provided by the school helped inform them on decisions to further their education to obtain a livable wage. This will be measured by surveys two times a year to ensure the families' needs are being met.

2020-2021 – Establish a baseline for school wide parent educational needs and goals.

2021-2022 –75% of families reporting that the resources provided by the school helped inform them on decisions to further their education to obtain a livable wage.

2022-2023 - 80% of families reporting that the resources provided by the school helped inform them on decisions to further their education to obtain a livable wage.

2023-2024 - 85% of families reporting that the resources provided by the school helped inform them on decisions to further their education to obtain a livable wage.  
2024-2025 - The program will work to have 90% of families reporting that the resources provided by the school helped inform them on decisions to further their education to obtain a livable wage.

**Activities or Action Steps**

- The program will connect families with the training and resources needed to pave the way to obtain trade school certifications that will provide them with a livable wage based on the opportunities available in our community.
- The program will provide training in job skills such as resume writing and interview skills
- The program will connect families to resources available such as Roane State Community College – Certificate Program, TECTA (Technical/Trade School) and career/job resources offered by the state.
- Local unions and employers for these skills will offer onsite career fairs.

**Expected Outcomes**

Families will participate in college/technical courses and/or career resources to build workforce skills. These opportunities will not only build their knowledge, but their confidence in the careers of their choice. This empowerment will give families opportunities to continue to increase their job opportunities and financial stability; thus, improving overall wellbeing.

**Challenges**

The challenges that our families face are available and affordable childcare. With the limited childcare facilities in our community, this has created a hardship to families to return to school or work.

The program has adjusted the morning arrival hours to 7:45am to help the families who need to be at work or school by 8:00 a.m. In addition, our community has limited opportunities to increase their household income. The city has redeveloped the downtown area but the majority are minimum wage opportunities.

**Measurable Objective #2**

To increase the overall well-being for health, mental health and nutrition of our parents and families through gained knowledge.

2020-2021 –establish baseline by creating a team and developing a survey to measure growth.

2021-2022 – Families to complete survey at the beginning and end of the school year to measure parent knowledge. 40% of the families to report they gained knowledge throughout the year.

2022-2023 – Families to complete survey at the beginning and end of the school year to measure parent knowledge. 50% of the families to report they gained knowledge throughout the year.

2023-2024 – Families to complete survey at the beginning and end of the school year to measure parent knowledge. 60% of the families to report they gained knowledge throughout the year.

2024-2025 – Families to complete survey at the beginning and end of the school year to measure parent knowledge. 70% of the families to report they gained knowledge throughout the year.

**Activities or Action Plans**

- Family services will develop a survey to be conducted with families to determine basic knowledge of basic physical, mental and nutritional health
- Families will complete the survey at the beginning of the year and end of the year to determine growth of family knowledge
- Staff will develop knowledge for families to increase preventive practices to improve overall health needs.
- The program will provide resources from UT Agriculture of Nutrition, Coordinated School Health and Helen Ross McNabb for mental health.

**Expected Outcomes**

To increase the knowledge of our families on healthy living (health, mental health and nutrition. Educating our families on healthy preventative care will increase the overall well-being for health.

**Challenges**

Our families have limited access to medical, dental and mental health care due to the lack of insurance. The state does not provide Medicaid to majority of adults in our state. If insurance is offered at the workplace, it is often not affordable for our families. Providing preventative is key to decreasing poor health and costly ER visits.

d. Prior outcomes show the need for an increase in family volunteering.

This has been an ongoing goal and has shown minimal growth. Current data shows approximately six percent of families volunteer within the school. The program has implemented a new curriculum, which includes specific family engagement components that the classroom teachers can employ to support this goal.

The program began implementation of a new curriculum and assessment program during 2017-2018 school year and the program goals were

adapted to reflect this change. The program is entering year 4 of implementation and striving towards ensuring the teachers have a deep understanding between the objectives within the curriculum and school readiness goals. Current data reveals the need to focus on students who still score below widely held expectations for their age. For end of year 2018-2019, 30 percent of student scored below widely held expectation for literacy and 24 percent of students scored below widely held expectations for math and cognitive skills.

2. The School Readiness Goals are aligned with HSELOF by providing a clear goal in the domains of approaches to learning; social and emotional development; language and literacy; cognition; perceptual, motor and physical development. Each goal encompasses all subdomains and goals of the HSELOF. The program has conducted cross analysis of the HSELOF, the program's curriculum and Tennessee's Early Learning Developmental Standards to ensure alignment to the requirements and expectations of the local schools where children will transition.
3. As a delegate the program works through governing body, Oak Ridge Schools' Board of Education, policy committee, and parents were involved in developing program goals through input during the Community Assessment, Self-Assessment, and program planning processes. A member of the Oak Ridge Schools' Board of Education is an active member of the Policy Committee. This member acts as a representative with the Oak Ridge Schools' Board of Education, reporting back, leading discussion, generally informing Oak Ridge

Board of Education body and then supporting policy committee by sharing information. Parents support the development of the goals through their input during the Community and Self Assessments and the areas of need identified therein.

## **Sub-Section B: Service Delivery**

### **1. Service and Recruitment Area**

- a. The Delegate's program operations for service and recruitment includes students living within the Oak Ridge city limits.
- b. According to the most recent Community Assessment, conducted in October 2019, Oak Ridge ranked as 3<sup>rd</sup> out of 8 districts in the county for the number of children 0-4 living in poverty. This, combined with limited childcare facilities in Oak Ridge, demonstrates a need for Head Start services within the Oak Ridge city limits.
- c. The Delegate does not propose any childcare partners at this time.

### **2. Needs of Children and Families**

- a. The program conducted a community assessment through Nolo Consulting, Inc. Summary of the 2019-2020 CA data:
  - There are an estimated 3,996 children living in Anderson County under 5 years of age. Of these 1,144 or 28.6% are living in poverty.
  - In 2017, among pregnant women in Anderson County between the ages of 15 – 50 years of age, there were 747 births, of which 5% had a birth in poverty.

- Race and ethnic proportion of children under 5 was 86.9% white, 5.2% black/African American, 1.2% as having some other race, and 6.7% as having two or more races.
- Homeless- According to the Homeless Liaison for Oak Ridge Schools, during 2018-2019 school year, and ninety-nine homeless students were served in Oak Ridge School system.
- Foster Care- The number of children in foster care was 17.7% between October 2017 and November 2018.
- Dual Language Learners- In the community, of the 2,683 living in poverty, 92.2% speak only English, 6.3% speak Spanish and 1.5% speak other Indo-European languages. In the 2018-2019, Oak Ridge City Schools served 4,495 students. Of these, 94 students or 2.1% were English Language Learners (ELL). As of January 2020, Oak Ridge is serving 106 ELL students. The Oak Ridge Schools Head Start program is currently serving 25 families whose primary language is Spanish, 1 family whose primary language is Korean and 1 family whose primary language is Nepali (Indo-European).
- Disabilities– According to data reported from the IDEA Center from 2017-2018 school year showed that more than 13,900 children, ages 3-5, received special education assistance in Tennessee. The majority of children received special education for speech or language impairment, followed by developmental delay and autism. According to the 2017 American Community Survey there were 3,996 children living in Anderson

County under the age of 5. Of this number 0.4% (15) had a disability.

Based on data collected from the Kids Count Center, 6,800 infants and toddlers were served by Part C agencies in Tennessee. Of these, 91 were served in Anderson County. During the 2018-2019 school year, Oak Ridge Schools' Preschool/Head Start program served 23 children or 13% of the total enrollment with a disability and Early Head Start served 19 children or 19% of the total enrollment with a disability or developmental delay.

**b. Education-** According to the 2019-2020 community assessment, 85.9 % of adults over the age of 25 in Anderson County have a high school diploma and 23.8% have a bachelor's degree. In Anderson County the proportion of males with a bachelor's degree is higher than that of females. Only 8.6% of women in Anderson County who gave birth in the past 12 months have a graduate or professional degree. According to data a parent's education (especially the mother's) has a tremendous impact on a child's future academic success. At the end of the 2018-2019 school year, the graduation rate for Oak Ridge City Schools was 92.1%.

**Health-** According to the most current data, in 2017 the leading cause of death in Anderson County was heart disease with the death rate being 300.3 of 100,000 residents. The second leading cause was malignant neoplasms, and third was chronic lower respiratory diseases. Anderson County ranks 32<sup>nd</sup> of 95 counties in Tennessee for Health Outcomes with a rate of 9,500 in premature deaths. Of the residents of Anderson County, 19% have a poor or

fair health rating, a 32% obesity rate, 9% low birth rate, and 9% are uninsured.

Untreated tooth decay in children from low-income families is double that of non-low-income children. Head Start parents reported affordable dental care for adults as one of the most serious issues for Anderson County residents. This is due to the adults not having dental insurance to help cover their expenses. The county health department provides dental services to adults on a sliding fee scale, but many cannot even afford that.

Nutrition- According to the Kids Count Data Center, 4,511 residents in Anderson County receive food coupons from the SNAP program and 1,254 receive WIC benefits. The National School lunch program reports that during the 2018 school year, 4,798 children received free or reduced meals. Oak Ridge Schools' Preschool/Head Start serves children in rural areas with no ready access to fresh, healthy and affordable foods. The program partners with many social service agencies throughout the county, to help meet the needs of the families.

Social Service-Kids Count Data reported that 463 children in Anderson County received Families First (TANF) benefits. In 2017, 215 children in Anderson County received Supplement Security Income (SSI) benefits.

Childcare-In October 2019, data from the Division of Childcare and Community Services reflected there are 40 childcare centers in Anderson County that serve children 6 weeks- 4 yrs. of age. The capacity of these

programs is 2,304 children. Anderson County Schools oversees two Early Head start classrooms in Oak Ridge. The approximate cost of childcare in a for-profit childcare center for an infant is \$8,524 annually. The annual cost of care for a four-year-old is \$7,290.

According to the 2018-2019 Program Information Report (PIR), Head Start and Early Head Start served a total of 275 children and 6 pregnant women. Pregnant women are served by the Grantee.

In 2018-2019, the Oak Ridge Schools Preschool/ Head Start served 118 children. Of these children there were 11 families with both parents being employed and 53 single parents employed. This indicates that at least 64 or 54% needed full day services.

- c. Nine other child development and childcare centers, including Voluntary Pre-K, are available within Oak Ridge to serve the needs of children eligible in the community. Approximately, 303 children are currently served at the other centers within Oak Ridge city limits.

### **3. Proposed Program Options and Funded Enrollment Slots**

- a. The proposed enrollment for 2020-2021 grant period is 118 Head Start students. Oak Ridge Schools' Preschool/Head Start program is a center based, full day, five day a week program. As part of Oak Ridge City Schools (ORCS), the Oak Ridge Schools' Preschool/Head Start program serves students using the ORCS calendar with a few adjustments to ensure compliance with HSPS 1302 Subpart B. Students are served a total of 175

calendar days and the program is open 5 days per week. Monday, Tuesday, Thursday and Friday students are served 6 hours per day, 7:45-1:45. Wednesday of each week students are served 4 hours, 7:45-11:45. The early dismissal of students is in alignment with the school district and provides teachers the opportunity to attend professional development and/or meetings to further develop classroom practice. The current Oak Ridge Schools' Preschool/Head Start program's calendar provides for a total of 960 hours of service to students.

Duration: Compliance with 1302.21(c)(2) regarding Service Duration is met through an extension of the day for 53 students (45%) that extends over the school year. 53 students participate in a morning program in which physical activity and research-based practices give students a healthy and active start to each day. This opportunity is open to all enrolled Head Start students, with priority placed on those families demonstrating need for an early arrival time. The extension of students' day in the morning hours meets student and family needs for our participants. Families expressed, through the Community Assessment family surveys, a need for childcare, especially in the morning hours. This allows working parents and parents attending school the opportunity for their children to begin their school day 20 minutes earlier, thus giving them the opportunity to get to work or school in the morning. Students' needs are met through the development of healthy activity levels, promoting physical and overall well-being.

To ensure compliance for ratios and group size the program follows the standards for square footage per child. This compliance includes indoor and outdoor spaces. The program uses creates and adheres to a playground schedule to limit the number of classroom on the playground at any given time. The program limits class size based on classroom square footage while adhering to the standard for center-based group size. Classroom are appropriately at all times to ensure appropriate ratios at all times. The program utilizes support staff to provide breaks while still maintaining ratio. The program has unified arrival and dismissal procedures to ensure ratio during these transition periods.

**b.** Does not apply to the program.

**c.** The program is part of the Oak Ridge City School System and focuses on school readiness to enable the families a seamless transition between preschool to kindergarten.

**d.** No funded enrollment changes are proposed at this time.

#### **4. Centers and Facilities**

**a.** Oak Ridge Schools' Preschool/Head Start will move to a new facility to begin the 2020-2021 grant cycle. The City of Oak Ridge has built a new preschool facility at 157 Carver Ave, Oak Ridge, TN 37830. The new facility features a child-friendly design and was specifically planned with the safety of the children and staff in mind. The facility will replace our current building that was built in 1943 to comply with an agreement to vacate the current facility due to safety and health concerns.

The new facility, which opens on March 30, 2020, will include 14 available classrooms, administrative offices, laundry rooms, a library, occupational & physical therapy rooms, a special education resource room, a gym, and a playground that incorporates an area for tricycles, and an outdoor classroom area.

The new location site is in a central neighborhood within Oak Ridge, within the Scarboro Community. In the past, families in this community have stated that transportation is a barrier for their children to attend the program. The location within this community will provide the opportunity for attendance of students who previously would not have been able to attend.

In addition, with a more centralized location, the travel distance for all families will be reduced.

**b.** The program is moving to a new facility, therefore, no minor renovation or repairs are included with this application.

**c.** Does not apply to the program.

## **5. Eligibility, Recruitment, Selection, Enrollment, and Attendance**

**a.** The performance standards are followed to ensure all requirements are being met to serve the most vulnerable and at-risk families.

Our recruitment process includes our presence within the community by serving on boards of community agencies, attending community wide events such as, Secret City Festival, City Wellness Fair, City Halloween Festival and Oak Ridge City Christmas Parade. The program utilizes social media by having a Facebook, Twitter and Instagram accounts. This

has helped increase our presence in the community and increased parent engagement. The program will continue to use these platforms and additional opportunities as they become available. The program receives guidance from the Policy Committee and Parent Advisory Team (Parent Committee) for future opportunities and involvement.

- i. To ensure we are serving students with disabilities, our program collaborates with local physicians and TEIS throughout the year to ensure students receive services regardless of the time of year or placement. The program also holds an annual child find in the spring. One challenge to recruitment is that the program has seen a rise in relative care status. The students served are removed from the parents care into relative care or foster care, typically due to substance misuse and neglect. This year 18% of the program's enrollment is under the selection criteria guidelines for relative care, homeless or foster care. Another challenge towards recruitment is the Opioid epidemic. The NAS and Opioid epidemic is challenging families throughout Oak Ridge. With this crisis in the community, the program collaborates with community agencies – DCS, relative caregiver programs, and substance prevention programs. The collaboration with these agencies has increased the program's knowledge of the dynamics of this crisis and the resources available to the families that are served. These challenges create a population that are typically transient and/ or experience

homelessness. The program is part of the Oak Ridge City school district and can utilize the resources of the district's Homeless Liaison to ensure services are provided for all families experiencing homelessness. No services are interrupted due to homelessness.

- b.** Attendance is monitored through the use of Child Plus reports. Teachers contact families of students who are not present within one hour of the opening of school. This information is then documented in Child Plus. If there is an ongoing attendance concern with a student, family advocates will work with the family to improve the attendance. This may lead to an additional family goal to assist the family in improving attendance for their child. Attendance issues are monitored closely throughout the program by utilizing the Attendance Works Report in Child Plus. With this report the program can identify severe and moderate chronic absences. This report is shared with the classroom teacher who provides additional information if available. Once the additional information is obtained, the program will then decide how to move forward with the identified families. The program will provide information to the families that compare their child's educational data to peers who regularly attend the program. This will serve as a visual to show the impact absences have on their child's education. Attendance rate has improved from 88.2% in 2017-2018 to 90.17% as of February 20, 2020.

## 6. Education and Child Development

### a. Center-based programs:

i. The Oak Ridge Schools' Preschool/Head Start provides high-quality preschool programming to the children of Oak Ridge by implementing the *Creative Curriculum for Preschool*. This curriculum is based upon five fundamental principles that guide us in intentionally setting up and operating our program. These principles are: Positive interactions and relationships with adults provide a critical foundation for successful learning; social-emotional competence is a significant factor in school success; constructive purposeful play supports essential learning; the physical environment affects the type and quality of learning interactions; and teacher-family partnerships promote development and learning.

The Program has also collaborated with the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) in Nashville to establish a TRIAD model classroom, this serves as a curricular enhancement for the program. Teachers and administrators receive professional development training around environment, teaching practices and behavior support.

The TRIAD team continues to observe, consult, and support implementation through on-site visits and video conference coaching sessions. This valuable partnership benefits children, families, and staff members, bringing expert coaching and the latest researched-based practices to the classroom.

ii. Oak Ridge Schools' Preschool/Head Start serves children ages 3-5 from economically disadvantaged homes, varied cultural backgrounds, and differing ability levels. The program uses the *Creative Curriculum for Preschool* which is a comprehensive, research-based curriculum for children that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is designed to help educators plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels. This is how the curriculum fits the needs of the population of students the program serves. To help guide staff in implementation, the curriculum utilizes the Objectives for Development & Learning. These objectives define the skills, knowledge, and behaviors that teachers help children acquire throughout the year. The curriculum provides Intentional Teaching Cards to support teachers planning experiences that support social-emotional, physical, and language development, as well as development and learning in literacy and mathematics. One of the most important features of the Intentional Teaching Cards is the color-coded teaching sequence that allows teachers to scaffold an experience to make it more or less challenging, enabling every child to participate successfully. As the program uses all parts of the curriculum it will be evident that a full scope of concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order. The curriculum is broken down by Studies, which is an

approach that allows for deep firsthand exploration of topics that interest children, offering endless ways to learn about each topic. The study approach not only allows children to gain a deeper understanding of a topic, but also encourages them to develop skills across all domains as they apply the investigative process.

**iii.** The *Creative Curriculum for Preschool* is aligned with *The Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. *Teaching Strategies and The Creative Curriculum for Preschool* provide an extensive framework that aligns the content of *The Head Start Early Learning Child Outcomes Framework: Ages Birth to Five* with the goals and ideals of *The Creative Curriculum for Preschool*. Within this framework, each individual study in the curriculum is aligned to specific domains and indicators. Furthermore, Daily Resources that are part of the curriculum such as Mighty Minutes, Intentional Teaching Cards and Book Discussion Cards are also aligned to specific domains and indicators. The alignment document by *Teaching Strategies and Creative Curriculum* is located at

<https://teachingstrategies.sharefile.com/share/view/s0cb34e67a8248ce8> .

**iv.** The Program continues to support classroom staff to increase depth of implementation of the curriculum and the comprehensive assessment system. Teachers have access to a Teacher Fidelity Checklist to allow them to 'self-check' their implementation of the curriculum. The Curriculum Coach works with teachers to provide feedback and support individual

goals targeting depth of implementation using the Administrator Fidelity Checklist as a guide. The district has implemented seven System Wide Groups for the teachers to attend throughout the school year. This time is set aside to work on supporting the staff in implementing the curriculum and providing assistance in refining areas of need identified with the yearly Fidelity classroom observations. Teachers engage during weekly Professional Learning Communities to ask questions, examine data, and support peers around implementation of the Creative Curriculum's studies and intentional teaching cards.

**b.** The program does not offer home-based programs.

**c.** The Program uses the Brigance Screening Instrument at the beginning of the year. The Social-Emotional and Self-Help domains are completed at the initial home visit with the families' input. This serves two purposes; first, allowing the parents to be more aware of the goals of the school program and second, letting the families be a part of the screening process. The classroom teacher completes the other domains (Language, Cognitive, Physical, and Literacy) within the first 45 calendar days of when the child first attends the Program. The outcomes from this screener are used in multiple ways. Referrals to the local IDEA for formal evaluation are completed, if needed, as well as referrals to our local mental health consultant for support regarding identified social-emotional concerns.

Our Program uses Teaching Strategies Gold (TSG) as our authentic on-going assessment tool. Teaching Strategies Gold (TSG) is made up of 36 specific

objectives and two additional objectives related to English language acquisition. Objectives are organized into nine areas of development and learning; the first four describe major areas of child growth and development (social-emotional, physical, oral language, and cognitive), and the following five focus on content learning (literacy, mathematics, science and technology, social studies, and the arts). A tenth area, English language acquisition, helps teachers follow a child's progress in acquiring both receptive and expressive language in English. This tool was chosen due to its alignment with the curriculum's 38 research-based objectives and allows for the program to have authentic ongoing assessment related to those objectives in the classroom.

A qualified bilingual staff member is provided at home visits to assist families completing social-emotional and self-help portions of the screening tool. The bilingual staff member also conducts all screenings within 45 days in the child's native language. Ongoing assessment data is collected to monitor progress in listening to and understanding English as well as demonstrating progress in speaking English.

**d.** Parents and families assist the teachers in completing the social-emotional portion of the Brigance screener at the beginning of the year. Concerns that arise from this screener along with identified developmental concerns are documented for future follow-up. The first parent conference is held in the fall where teachers follow up using the Family Conference Form embedded in Teaching Strategies Gold, the assessment program. All identified concerns are discussed and updated based on classroom reporting from the teachers and

updates given by the parents. A plan for the child's development and learning is created, to be viewed at least by the next home visit in the winter (or if the teacher or parent request a conference sooner) and again at the final parent conference at the end of the year. Input from the parent is taken at every encounter and used to update and readjust the plan as needed.

Opportunities for involving parents and family members to be engaged in their child's education is built in the *Creative Curriculum for Preschool*, our curriculum. Parents have the opportunity to receive *Family Learning Games* shared by the teacher related to the curriculum's Intentional Teaching Cards completed in class. This extends the objectives and learning from the classroom setting into the home setting and include the family in valuable learning experiences. Parents receive "Letters to Families" which introduces families to learning in each interest area in the classroom and each study the class completes. These letters also inform parents of different opportunities for family participation and support. Parents can volunteer to be an "expert" and talk to the class about different topics related to the study the class is focused on. Parents can also volunteer to accompany the class to site visits or walks to investigate parts of the community. Teachers display the Weekly Planning form so that parents can see what is planned for the class each week.

These opportunities for families embedded in our curriculum and program help to build bridges between school and home and create meaningful partnerships with families. These partnerships allow families to have input in selected curriculum and instructional materials.

- e. The program does not serve AIAN children at this time.

## **7. Health**

- a. Oak Ridge Schools' Preschool/Head Start seeks to ensure that all children we serve grow up healthy, safe and ready for success in school and life. Oak Ridge Schools' Preschool/Head Start has a well-designed monitoring and tracking system for student arrival and dismissal safety. The staff participate in health and safety trainings provided by the SafeSchools web-based training system, certified CPR/AED & first aid instructors, and the local police and fire department. In addition to staff training, the program offers health and safety trainings and events for the parents and children. These events include visits and presentations by community health, dental, fire and law enforcement personnel. Parents and community partners are also involved in the Health Services Advisory Committee. The committee meets bi-annually to discuss current health related topics, and address any health concerns or problems the program might be experiencing.

Oak Ridge Schools' Preschool/Head Start initiates the child's health screening and assessment process at the time the child's application is completed. The family service staff and the health manger have a face-to-face conversation with the parent to determine the child's current health status, including, but not limited to: medical & dental home, mental health/social-emotional issues, insurance coverage, and nutrition assistance. The staff partners with the parents to ensure that each child is up-to-date on their medical and dental requirements. If a child is not up-to-date on his/her

requirements, or if referrals for treatment are needed, staff assists the parents by providing information on area physicians and dentists.

Oak Ridge Schools' Preschool/Head Start receives funding through the Child and Adult Care Food Program (CACFP) Grant for its nutritional services. All food served for breakfast, lunch, and snack meets the CACFP requirement for nutritional value and serving portions. Families receive a copy of the school's menu as a model for healthy nutritional choices. The program partners with families to ensure healthy nutritional choices at home by providing them with information and support on available resources such as SNAP (Supplemental Nutrition Assistance Program), Food for Kids, Community Meals, Community Food Banks, UT AG for education, and The Anderson County Health Department.

The program partners with a local agency to provide mental health support and resources for families in our program.

The Family Support Staff uses a bilingual family advocate to facilitate partnerships that are culturally and linguistically accessible for families who do not have English as a first language.

The program uses various resources in the community to support oral health, nutrition, and mental health well-being to promote school readiness within the classroom. The children take home resources from these partnerships to strengthen the link between school and home. Some community resources the program uses for these links include; promoting national children's dental

health month and using UT AG to provide nutritional lessons to classrooms on a monthly basis.

i. The grantee and the delegate have a collaborative monitoring system along with the ChildPlus management system to assure that all screenings and assessments are performed within the required period and that each child is accurately referred for any necessary follow-up evaluations and needed treatment. The communication between parent and staff continues throughout the child's enrollment to help the parent in keeping the child up-to-date for kindergarten enrollment.

ii. Oak Ridge Schools' Preschool/Head Start has a partnership with a local agency to provide all classroom mental health observations as well as individual child observations and consultations. After the classroom observations, the mental health professional meets individually with the classroom staff to review the report and provide feedback on ways to improve classroom management. If a child is identified with concerns pertaining to their social and emotional well-being parental permission is obtained and an individual observation is performed by the mental health professional. After the observation is completed a meeting is set up with the mental health professional, family members, and the teacher. During this meeting everyone works together address the challenges and support the family's needs. This agency provides mental health professionals to present professional development training to the program staff on child mental health and social and emotional well-being each year. The local

agency providing the above services to the program has additional mental health resources and services at their local facility.

## **8. Family and Community Engagement**

a. The program has developed key strategies to support building trusting and respectful relationships with families and for providing program environments and services that are welcoming and culturally and linguistically responsive to families, including those specific to fathers by the family service staff conducting the first initial contact with families to schedule parent orientation, to complete family interest survey, family assessment, and family goal setting.

Staff greeting family members by first name “meet and greet” to follow up and engage in discussion about ongoing family events, concerns, or happenings to support family goals, providing family involvement opportunities, and encouraging father involvement through specific events geared towards fathers. By doing this the program has developed a system to support building trustful and respectful relationships with families at the initial contact. This is the first key element in building relationships. With native language in mind and interpreters made available as needed, parent orientation is conducted where available resources and social services are shared with families, child’s health history discussed, comprehensive screenings conducted, and family assessment completed to guide the family in creating personal goals. Building relationships continues throughout the school year with family service staff being present in children’s classrooms each week to meet with and be available to families at arrival and dismissal. Staff invest in our families by learning each family

member's names, greeting them accordingly, supporting the family's goals and celebrating their milestones. The program utilizes the remind app for the purpose of establishing a communication platform that allows staff to develop ongoing two-way communication with parents to create a welcoming environment. In an effort to further create a welcoming environment for all of our families, physical spaces include materials that reflect cultural diversity such as: posters, center materials, books, and curriculum.

A second strategy that the program has developed is introducing family involvement opportunities such as: policy committee, parent committee, parent trainings, family engagement events, father engagement activities, and volunteering opportunities within the program bearing, in mind the need for special dietary consideration, interpreter, etc.

The third strategy that the program has developed is encouraging fathers to attend home visits, parent conferences and family events. There are two father engagement events held at the school each year. These events include "Dad's Night Out" and "Dad's with Donuts". The father engagement events focus on creating a father-friendly environment which honors the importance of dad's contribution to the family. During these events, fathers can read a book with the students and engage in a classroom activity which highlights the importance of dads in the education and rearing of their children.

**b.** The program supports and promotes parent-child relationships, child development, family literacy, and language development including bilingualism and bi-literacy by supporting positive parent-child relationships, educating

families and partnering with them to promote healthy child-development, promoting family literacy, and language development including bilingualism and bi-literacy.

Enabling families to participate in school and community events strengthens parent-child relationships through shared experiences. These activities include but are not limited to: open houses, stem festivals, holiday events, family fun night, father engagement activities, and community events offered throughout the program year.

The program promotes growth and provides opportunities for healthy child development by educating families through the following means: increasing awareness of the process of child development through parent-teacher conferences, classroom observations, and “Love and Logic” training.

Understanding family’s unique needs is addressed at parent orientation enabling us to provide needed adult education services if applicable. This knowledge supports us in our goal of family literacy. Volunteer opportunities, monthly activities calendars, and Dolly Parton’s Imagination Library membership.

**c.** The program selected a research-based parenting curriculum by collaborating with the T/TA Specialist. The curriculum that meets that needs of families and the community. This research-based parenting curriculum is entitled “Love and Logic”. The program will begin providing Love and Logic training for teaching staff called the “9 Essential Skills for Love and Logic” beginning the 2019-2020 school year. This curriculum focuses on creating low stress classrooms, help end arguing and talk back, guide kids to own and solve their problems, build positive

relationships with challenging behaviors, and prevent problems and save teaching time. The education coordinator and a family service staff member will provide the “9 Essential Skills of Love and Logic” during the 2019-2020 program year. The program believed that this curriculum not only focused on the parenting piece of the curriculum but the educational piece as well which better provides the program to train program staff how to model acceptable behaviors that can be utilized both at school and home. The program researched and established that “Parenting the Love and Logic Way” was the appropriate parent curriculum for our program. A family service staff facilitates the parent curriculum to provide parents and families with a six week course and a certificate upon completion. The following topics are areas that were addressed with the “Parenting the Love and Logic Way” course: Putting an End to Arguing, Back talk, and Begging, Teaching Responsibility Without Losing Their Love, Setting Limits Without Waging War, Avoiding Power-Struggles, Guiding Kids to Own and Solve Their Problems, Teaching Kids to Complete Chores. Eight percent of parents and families (program wide) completed the “Love and Logic” parenting class, while many others attended one or more classes.

For the 2019-2020 school year, the Head Start program has continued to utilize “Parenting the Love and Logic Way”. The program has scheduled to provide “Parenting the Love and Logic Way” to families and the community during the spring of 2020. The program has also collaborated with United Way to assist in facilitating the curriculum for families and the community throughout the program

year. During the 2020-2021 school year, “Love & Logic” will be offered to our Spanish speaking families by bi-lingual family services staff.

The program engages parents in the research-based curriculum by introducing the curriculum at the beginning of the program year during parent orientation when the family completes the parent interest survey. On the parent interest survey, if the parent has marked an interest in parenting classes, the family service staff specifically collaborate with those families to continue to encourage them to attend the scheduled classes. The program also posts session information on social media, hands out a flyer to the parents, posts the flyer on a messaging platform that families are encouraged to join, classroom newsletter in the child’s take home folder or backpack, and on parent bulletin boards. Class dates and times are also communicated through policy committee, parent meetings, and face to face to contact with parent.

**d.** Describe key program strategies for family partnership services, including:

**i.** The procedures for conducting the family assessment and family partnership process and aligning activities to the Parent, Family, and Community Engagement Framework are for the family service staff to collaborate with families enrolled in the program to schedule a parent orientation. This is conducted once a parent schedules a time to meet with family services staff. This appointment is important to building the relationship and identifying the needs and strengths of the family. Family service staff then introduce the family needs assessments and explain how the assessment is designed to tell the family’s story and to see where

the family is in this process. The family service staff then express to families that the assessment is designed to identify the needs, interests, strengths, and goals. This instrument is used to identify the family's information to align with the Parent, Family, and Community Engagement (PFCE) Framework. The collected information is to guide family service staff as they encourage families to establish a family partnership agreement that supports family well-being, including but not limited to: family safety, health, and economic stability to support the family and child learning and development. Family service staff continues to encourage families in the family goal setting process throughout enrollment, based on the families' interest and needs. Once the family has established a family goal, family service staff collaborate with the family to help identify strengths, skills, barriers, support systems, time lines, and connection to community resources. The family service staff follows up with the family on the family partnership process throughout the year with a minimum of two follow- ups.

ii. The program supports the family by progress towards the individual family goals and needs in the family partnership agreement form completed by the family and the record keeping tracking system (ChildPlus). Family service staff follows up with the family on a regular basis with a minimum of two times per year. Follow ups are documented in ChildPlus under the family service section in events and is monitored throughout the program year. Using the family goals and needs

assessment, family service staff tracks progress by referrals and the services that the family has received through that community agency. The program looks beyond the child's education, and make every effort to enrich parent's and family member's lives as a whole. Strength and needs assessments are completed by 100% of families two times throughout the year. These assessments give staff an accurate understanding of the family's well-being, the strengths the family possesses, and the barriers to success that are present in their lives. Using these assessments, staff partners with families to develop a family goal. One hundred percent of families set a goal during the 2018-2019 school year and 98% have set a family goal for the 2019-2020, while all families have been strongly encouraged to do so. Family Advocates work closely to help families realize these goals throughout the school year and track assessment, goal and follow up data in ChildPlus. Family goals fall under the PFCE Framework of Family Well-Being (73% of goals), Positive Parent-Child Relationships (23% of goals), Parents as Lifelong Educators (1% of goals), Families as Learners (26% of goals), Family Engagement in Transitions (4%of goals), Family Connection to Peers & Community (10% of goals), and Families as Advocates & Leaders (4% of goals). Some goals fall under multiple framework categories.

e. The program facilitates access to services or resources in the community that are responsive to family partnership goals and children's needs. Partnerships are established with community agencies such as but not limited to: Y-12 FCU,

ASAP of Anderson, Prevent Child Abuse TN (PCAT), Special Education Department, Roane State Reconnect, Oak Ridge Utility District, UT Extension, Anderson County Health Department, WIC, United Way, Oak Ridge Housing Authority, and ADFAC (Aid to Distressed Families of Anderson County).

At the beginning of each school year, the program hosts a Resource Fair with approximately 30 community agencies available in one place for families to get information. Fifty-five percent of our students participate Second Harvest Food for Kids backpack program and receive food to take home over the weekend. Approximately 10% of families are referred every year to Legal Aid for assistance with issues such as TennCare, domestic violence, birth certificate corrections/changes, and housing. For the last ten years, every child in our school has been given a brand new pair of shoes and socks from a local church partner. We have piloted an Adopt-a-Classroom program for the 2019-2020 school year with Oak Ridge Utility District sponsoring a classroom through monetary donations and classroom volunteers. We plan to increase that participation to 100% of classrooms over the next five years. Other agencies help with housing/homelessness, overdue bill payment, and food insecurities as the need arises. Families are connected to all of these critical resources through our staff and our partnerships with these community agencies. During the 2018-2019 program year, Special Education Department provided "Speech/Special Education" training to families. One-hundred percent of families that attended stated that their child currently received an IEP or speech services. As a result, to

the training, families stated that they have learned to better advocate for their child's education.

Areas of challenge to the program and barriers to families' success are housing assistance, job/career training, transportation, and childcare programs, and access to dental and medical in the community. The program plans to address these challenges by continuing to meet with community agencies focused on these specific subjects throughout the program year and establish ways for the program and community agencies to collaborate, providing better continuity of services to families and community. The program will invite these agencies to community assessment and self-assessment to identify needs within the community and better serve families. This collaboration between the program and community agency will be conducive to better continuity of services and a stronger community.

## **9. Services for Children with Disabilities**

- a. As part of the school system, the program is the local agency responsible for implementing Individuals with Disabilities Act (IDEA). The program provides the following on-site therapy services: Occupational, Physical, Speech and Language Therapy, Resource and Inclusion. In 2019-2020 of the 118 Head Start children being served, 23% are receiving special education services. All children are fully included in every classroom, with typically developing peers and students with special needs served within each classroom. The program provides both inclusion and resource support to eligible children. Inclusion support provided assists classroom

teachers in modifying and adapting the child's schedule and learning activities for successful classroom experiences.

- b.** Each child on an individualized education plan (IEP) is assigned a case manager that oversees the implementation of the IEP and they work together with the classroom teacher to monitor and evaluate the children's goals. All related services are logged daily within the classroom as services are provided. These logs are monitored to ensure the children are receiving the service hours mandated on their IEP. Parents receive weekly progress summaries from related services as well as progress reports quarterly to review IEP goals. Parents and/or program staff can request an IEP meeting at any time and the team can collectively modify the IEP as needed.

The program partners with Tennessee Early Intervention System (TEIS) to support the transition of students with an IFSP to our program with an IEP. Student receive services based on identified needs based on evaluations and IEP goals.

## **10. Transition**

- a.** The delegate and grantee agencies collaborate to provide transition services from Early Head Start to Head Start by offering various support to families. These supports include a visitation day at the Oak Ridge Schools' Preschool/Head Start where the family can see the program and have their first interaction with the staff. Families are given paperwork to complete and the staff is available to assist families with completing all

necessary enrollment documents. The family and a family advocate meet at the delegate to review documents and ensure enrollment is complete. These in person interactions are key to keep the family at ease and make the transition as smooth as possible.

- b.** Oak Ridge Schools' Preschool/Head Start works with the district's four elementary schools to ensure a smooth transition for both students and families into the Kindergarten program. The preschool does this by conducting kindergarten transition day visits with the child's receiving school. Each of the elementary schools hold a Parent Night for families to attend to answer any questions they have about the transition and learn about the curriculum. Parents also receive packets of materials to be used to support their child throughout the summer to better prepare for kindergarten. Each elementary school conducts screening of incoming kindergarten students to assist with placement and support provided to each student. Many students also attend a "Kindergarten Camp" in which more individualized support is provided to introduce students to the elementary school environment, including rules, routines, and classroom environments.

The Oak Ridge Schools' Preschool/Head Start program director and family and community engagement manager meet with the principal from each elementary school to provide information concerning the transitioning families. The purpose of these meetings is to continue services and

support for families as they transition from the Head Start program to kindergarten.

- c. If a family moves out of our program service area, the program will ensure a smooth transition by collaborating with parents and reaching out to Head Start programs within the family's new program service area. Parents will leave the program with necessary documents needed to ensure timely enrollment for the incoming Head Start Program.

### **11. Services to Pregnant Women**

The delegate does not provide services to Pregnant Women

### **12. Transportation**

- a. The Community Assessment data states that 1,980 of more than 30,000 households in Anderson County do not have access to a vehicle. In Oak Ridge a public transit, ETHRA, is available to citizens. However, there is a cost involved with this service. Other sources of transportation include Uber, Lyft, and local taxi service in Oak Ridge.
- b. Oak Ridge Schools' Preschool/Head Start program partners with Oak Ridge Schools, Local Education Agency (LEA), to provide transportation through a contracted service for students from the program site to their home in the afternoon. Parents provide transportation for their child to the program each day. The LEA's providing of this service for the children serves as a large portion of the non-federal share collected by the program. In the event that a family has difficulty providing one-way transportation, information for public transportation will be provided.

## **Sub-Section C: Governance, Organizational, and Management Structures**

### **1. Governance- Delegate**

#### **Structure**

**a.** The program's governing body is Anderson County School Board of Education who delegates responsibility of the 118 Head Start children to Oak Ridge Schools' Board of Education. *See Subsection C; 1a of Grantee.*

**b.** The governing body is represented by three Anderson County Board of Education members elected by Oak Ridge Citizens.

**c.** The program currently offers only center-based programming at one site. The Policy Committee is composed of parents and community partners. Parents are elected to serve on the Policy Committee by other parents. One parent representative is elected from each classroom. The Policy Committee also includes community partners that have a direct impact on families within our community. These partners offer various programs and services directly to families in poverty.

#### **Processes**

##### *Governing Body*

**a.** The governing body of the program receives key program information in several ways. The school board chair appoints a school board member to be the representative between the school board and the program. This school board member attends the monthly Policy Committee meetings to gain knowledge of Policy Committee decisions that are made that will be sent to

the Governing Body for approval: Every item sent to Anderson County governing board must also be approved by the Oak Ridge Schools Board of Education. They ensure the “Conduct of Responsibilities” of the school board by presenting items to the school board, such as, the annual self-assessment and findings, community assessments and updates, and school readiness data. The program information report includes monthly updates from each service area at the monthly meetings. These reports are sent to members via email prior to the meetings. Elected Policy Committee members make the required votes at the time of the meeting. The financial audit is appointed to be the responsibility of the Business Office Supervisor. The supervisor reports the findings annually to the school board as well as address any findings, if necessary.

The governing body of Anderson County approves annual and monthly budgets.

- b.** Nothing is assigned to Advisory Committee.

*Policy Council and Policy Committee*

- c.** The governing body and policy committee receive monthly reports with updates on content areas, attendance, meal counts, budgets, etc. from the grantee and delegate. The governing body and policy committee are responsible for the community assessment, self-assessment, annual audit, funding application, operating budgets and any other items requiring approval according to the performance standards and Head Start Act. The program

updates the Program's Timeline annually to ensure reports and items for approval are submitted as required.

### *Parent Committees*

- d.** The Parent Committee has a representative attend the policy committee meetings to provide a report. There is open communication between the Parent Committee and staff. Over the past year, the Parent Committee has had an ongoing discussion with staff regarding early morning arrival opportunities for parents who need to be at work or school before the 8:00 am arrival time. This has prompted a change in our program times to accommodate this need for our families.
- e.** The Policy Committee representative attends monthly Policy Council Meetings.

### Relationships

- a.** Elected Policy Committee members are trained by using information from ECKLC, Roberts Rules of order, brochure for effective Head Start meetings, Family Services Manager provides guidance on Code of Conduct, Confidentiality Agreement and ERSEA training is provided, bookkeeper provides overview of budget. At each meeting, members are asked if they have any questions on items presented before a vote is requested.
- b.** Members of the Policy Committee are required to sign confidentiality and Standards of Conduct forms. There are also policies and procedures in place to ensure that members follow all requirements.

The Policy Committee By-Laws are very clear as to the requirements and conflicts of interests. This is reviewed and voted on at the meetings and at any time there is a concern this has been violated by a member, removal will be reviewed.

- c. A representative from the Oak Ridge Schools Board of Education is assigned to Policy Committee. This representative shares information regarding decision making between the two entities.

## **2. Human Resource Management**

a. The program has an organizational structure that identifies the management and staffing structure of the programs. A copy of the organizational chart is uploaded under the supporting documents.

b. Procedures are in place to ensure that all employees including, consultants and contracted employees of Oak Ridge Schools' Preschool/Head Start receives criminal background checks as required by the PS 1302.90 (b), prior to the beginning of employment. The program is fortunate to operate under the auspices of the Oak Ridge City Schools' Human Resources Department, who helps to ensure that background checks and drug screenings have been completed before an employee can begin working with or around children. The Oak Ridge Schools have adopted the policy of updating criminal background checks every 5 years for all employees. This includes principals and other non-Head Start staff that are around children. Once background check results are received, if there is an indication that the applicant has a charge against them that might preclude them from employment, the Oak Ridge Schools'

Preschool/Head Start Human Resource Department investigates the charge through the schools' legal department. Once a determination has been made the Head Start program is notified whether the applicant is eligible for hire. The person is not allowed to begin work until they have been cleared.

**c.** Program orientation is provided to all new staff, consultants, and volunteers.

- New employees are provided with an orientation on the first day of employment, or no later than 2 weeks.
- The orientation begins with the employee meeting with the Oak Ridge Schools' Human Resources office prior to their start date, to complete their benefit package and get a photo ID badge.
- Employees complete the Oak Ridge Employee Code of Conduct
- On the first day of employment the employee meets with the program's HR/compliance manager to complete necessary paperwork and go over personnel and program policies and procedures. The employee receives a job description to inform them of the duties of his/her position.
- The next step is to complete all Head Start and State required trainings, as well as the Oak Ridge Schools' Preschool/Head Start required safety trainings.
- The employee is introduced to the management staff and given a point of contact list and organizational chart that lets the employee know what each manager is responsible for, and who to contact for assistance.

- The employee's direct supervisor follows up with orientation and information specific to the employee's position.
- The employee is given the program's philosophy and goals and provided information on the policies and procedures and how they are implemented.

**d.** The program's approach to staff training and professional development is to provide group and individualized training. All staff create an individual Professional Development Plan to ensure staff are provided opportunities to increase their knowledge. Support is given to staff throughout the school year during staff meetings, Professional Learning Communities (PLC), systemwide training, and one-on-one as needed.

The program implements the research-based Practice Based Coaching Model (PBC) to provide intensive coaching to identified staff. Staff are selected for intensive coaching by the analyzing of data collected through teacher evaluations, a needs assessment, CLASS, ECERS-3 data or by request. Those staff receiving intensive coaching, following PBC, develop action plans based on the teaching practice identified to strengthen, receive a focused observation, reflect on the teaching practice implemented, and receive feedback to begin the cycle again.

To develop a trusting and collaborative partnership with coachees, coaches spend time getting to know each coachee through questionnaires, conversations, and spending time in the classroom.

Coaches and coachees determine a timeline for the steps to be completed, after which a Focused Observation takes place. This observation provides the coach with information as to how the coachee is progressing.

Coaches meet with coachees for Reflection and Feedback to go over the Focused Observation, provide support and encouragement to the coachee, and determine through conversation and looking at the data, whether the coachee has completed the Action plan and is ready to move on to another teaching practice, or perhaps adjust the current Action Plan to address the teaching practice in a different way.

Staff who are not chosen for intensive coaching still receive professional development opportunities based on their Needs Assessment in the form of Professional Learning Communities (PLC) and appropriate trainings.

### **3. Program Management and Quality Improvement**

**a.** The program utilizes various methods to collect data and feedback to measure progress, identify program strengths, and continuously evaluate areas of need. The curriculum fidelity checklist allows us to measure the degree to which the teachers are using the curriculum to enhance family engagement. Data is collected throughout the year and reports are created from Child Plus to help the program measure and facilitate family volunteers and monitor chronic absenteeism.

The monitoring of the educational goals and services is accomplished by analyzing data from Teaching Strategies Gold three times per year (Fall, Winter, and Spring checkpoints). Classroom data is analyzed and discussed

at weekly Professional Learning Communities (PLC). This information is collected and reviewed for continuous monitoring of student learning.

Feedback from teacher trainings and coaching sessions also drives program decisions and future professional development. Classroom data is also used to drive classroom instruction and support effective teaching practices by allowing teachers to scaffold learning.

Family needs assessments and family surveys assist the program in collecting needed data from the families. This data drives yearly program decisions based on current family needs.

The program ensures that the children are safe at all times by promoting effective health and safety practices. This is accomplished by a daily and monthly playground health and safety checklist, daily and monthly classroom health and safety checklist, oversight of maintenance needs by Oak Ridge Schools' Maintenance department, and ongoing safety monitoring by an onsite Health and Safety Manager.

- b.** The program uses several tools to ensure continuous program improvement and the effective use of data for ongoing monitoring to provide individual professional development. The Classroom Assessment Scoring System (CLASS) is used to measure the quality of interactions between teachers and students. Teachers are provided feedback from the use of the CLASS instrument through one on one reflection meetings with the CLASS observer. Curriculum Fidelity checklists are used to ensure that children are provided a developmentally appropriate curriculum by measuring the degree to which each teacher is fully

implementing the chosen curriculum. Tennessee Educator Acceleration Model (TEAM) Evaluations are used to ensure quality teaching services are provided and gives teachers an area to improve. The teacher, in collaboration with the evaluator decide on the domain in the rubric that would best serve the children. Resources to strengthen the teacher's craft are provided. Teaching Strategies Gold Assessment (TSG) is used to systemically collect and analyze data to drive instruction and provide professional development. The program also uses the Early Childhood Environment Rating Scale (ECERS-3) to assess the early learning environment in the areas of cognition, social emotional, and physical development as well as health and safety standards. The program employs a curriculum coach, who utilizes the model of Practice Based Coaching to support professional development for staff members.

- c. Within the current budget, staffing is sufficient to maintain required adult to student ratio. Also, an additional support assistant is provided for the two 3 -year old classrooms as well as two classrooms with higher number of students with disabilities. These additional staff members serve as substitutes in the absence of the teachers or teaching assistants to provide continuity of care.

The school calendar is created each year to provide adequate time for training and professional development. At the beginning of each school year at least 3 days are used for staff professional development. Other professional development days are aligned throughout the school year to provide training based on data that is gathered throughout the year. Teacher's schedules have planning times build in daily, this time can be utilized for individual training with

educational management staff for coaching or reflecting from observations. When staff attend off campus professional training, the program provides substitutes for continuity in the classroom. All the program's teachers participate in Professional Learning Communities (PLC) on a weekly basis where they collaborate with their peers on analyzing data and working on refining implementation of the curriculum. Besides the weekly PLC teachers also participate in a System-wide Strand one Wednesday per month for 2 hours. This "strand" is a self-selected area of focus for the teacher's professional development. Examples of the selected strands include: Early Learning Model (Curriculum Implementation and Developmentally Appropriate Practices), Adverse Childhood Experiences and Response in the Classroom, and Meeting the Needs of Diverse Learners. The "strands" are led by various experts in the field within the Oak Ridge Schools or the Oak Ridge Community. The Education department uses data to provide teachers' support on providing the full range of services needed to successfully run the program.

## **Section II. Budget and Budget Justification Narrative**

### **1. Budget Narrative**

The delegate, in submission of this application, is requesting \$813,524 for the basic grant and \$8,933 for T&TA, totaling \$822,457. The total funded enrollment is 118.

**a.-b. Salaries & Fringe Benefits-** Oak Ridge Schools' Preschool/Head Start personnel are paid on the Oak Ridge School District's pay scale. These costs run high because employees receive step increases and any COLA approved by the board of education or mandated by the state. A step increase (an added year of

experience) is added to classified personnel salaries each year up to 13 years of service and certified personnel receive step increases each year up to 15 years of service with an additional step increase at 20 years of service. There are proposed changes to the Oak Ridge School District's salary schedules that, with board approval, will go into effect at the beginning of the 2020-2021 school year. These changes will increase the salaries of some of the current employees and those changes are reflected in the budget detail. A benefit package that includes health, dental, vision and life insurance is provided as an option for all full time employees. Full time employees also receive Tennessee Consolidated Retirement System membership. All school district employees receive paid personal leave, paid sick leave, and have the opportunity to invest in tax-deferred annuities and cafeteria plans for medical and childcare needs. There will be no increase this year in medical insurance costs, and there is currently no information regarding a change in the cost of life, vision or dental insurance. At this time, there is no available information on whether there will be an increase to the closed pension plan contribution rate for certified personnel, the hybrid retirement plan or the rate for classified personnel participating in TCRS, so those amounts have remained the same.

Oak Ridge Schools' Preschool/Head Start hires teachers certified in early childhood education in accordance with Oak Ridge School District policies. This provides the program with teachers who are highly qualified in early education and are experts in working with children to achieve the school readiness goals.

When calculating our FY20 budget the following factors were considered:

- Prepare budgets with salary increases according to the district's new salary schedules and increasing the bookkeeper position from a 75% position to a full-time position. This equates to approximately \$25,500.00.
- Prepare budgets with no increase in any of the retirement plans, or for medical, life, dental or vision insurance.

**c. Travel-** Within this category, monies are allotted to administrative and support staff for professional development. It is advantageous for the administration and staff to attend training opportunities that will enhance our program's scope of services. While the program's basic travel dollars remain at a minimum, the program plans to utilize these funds to take advantage of conferences, workshops, trainings and lectures that are content area specific. Staff development will include conferences and/or trainings in the areas of Head Start, CLASS, ChildPlus, CSEFEL, Creative Curriculum, Teaching Strategies GOLD, and other opportunities that align with school readiness goals, self-assessment goals, community assessment goals, and researched based assessment.

**d. Equipment-** The program has no plans to purchase equipment at this time.

**e. Supplies-** Funds will also be used to purchase supplies. Supplies necessary for administering the program include office, instructional, and miscellaneous supplies that allow the program to adhere to program performance standards and state licensing requirements. The program supplies toothbrushes and toothpaste for each child to use in their classroom. The program also purchases gloves for the staff to wear when performing hygiene activities with the children, as well as

for situations that warrant a personal protection barrier. Other supplies such as diapers, baby wipes, facial tissue, first aid supplies etc. are purchased as needed, but the program strives to utilize community partnerships to fulfill those needs whenever possible. If a child with a disability has a special need for materials in the classroom, those materials are supplied as well. Classroom instructional supplies include, but are not limited to, crayons, construction paper, glue, manipulative materials, evaluating tools, and any other supplies needed to maintain an educationally appropriate learning environment for the Head Start children. The better the classrooms are supplied with age-appropriate materials for the children and proper teaching materials for the staff, the better equipped both parties will be to attain school readiness goals. Having the necessary supplies and support to carry out program goals is critical.

**f. Contractual Services-** The Oak Ridge Schools' Preschool/Head Start program has an agreement with the Anderson County Health Department to provide dental services to children who are not established with a private dentist. If a family does not have TennCare (Medicaid) or private insurance, the dental staff bills Oak Ridge Schools' Preschool/Head Start using their sliding fee scale for services. The health department also provides physicals for children when there is not yet a secured medical home. The program strives to exhaust all other avenues before any program monies are spent for these purposes. The program also contracts with a licensed mental health consultant to provide classroom observations, recommendations, feedback and training to staff regarding program improvements in the area of establishing a caring and nurturing

environment. In order to provide continuity of services, the mental health consultant and the mental health coordinator meet throughout the year. It is understood within the health and education arena that a child will be at their optimum learning ability when health and nutrition issues do not present themselves as barriers. Therefore, to foster school readiness in the program's children, it is imperative to continue to fortify parents and children with appropriate avenues to meet these basic needs. The program currently serves all children breakfast, lunch, and snack (no snack on Wednesdays due to short days) with funds received through a CACFP grant. In addition, contractual dollars are used for professional monitoring of the program, Head Start dues, student database software, educational software, and bus transportation for field trips.

**g. Construction-** The program is not requesting funds for the purchase, construction or major renovation of facilities.

**h. Other-** The program budgets for parent activities throughout the year to offer opportunities for socialization with other parents of young children, as well as educational trainings that increase parents' knowledge of school readiness and that meet required trainings. In 2018-2019, the program purchased the evidence-based parent curriculum, Love and Logic, to increase the attendance and opportunities for the families. The program has a family advocate on staff who is a certified Love and Logic instructor. The program will need to purchase additional parent workbooks to continue with this program for the 2020-2021 school year. Family engagement activities are scheduled throughout the year that include the whole family and separate activities are offered that provide

fathers an opportunity to actively participate in their child's learning experience. In addition, parents and children are afforded extra-curricular activities. Many of these activities have incidental expenses. Monies are set aside to enhance the children's learning experiences by offering field trips outside the classroom. Also included in this category of the budget are expenses that are incurred on a regular basis such as funds for staff to make home visits, maintenance for office equipment, playground equipment and vehicles, and for copying and postage charges.

**i. Direct Costs-** All direct costs are outlined in sections a. – h. as detailed above.

**j. Indirect Costs-** The indirect cost is calculated and removed from the delegate's budget prior to receiving any funds.

## **2. Delegate Agency Contract**

Oak Ridge Schools' Preschool/Head Start is a delegate agency and the only contract it has is with the grantee.

## **3. COLA**

At this point, the program has not been instructed to request any COLA funds.

## **4. Financial and Property Management System**

The Oak Ridge Schools' Preschool/Head Start Program is fully integrated within the management and oversight of the policy committee, the Oak Ridge School District's Board of Education (ORSBOE) and ultimately Anderson County Schools' Board of Education (ACSBOE). The financial management of the program is accomplished by using the structure set by the ORSBOE. This is a distributive system that lends itself to providing strong internal controls and segregation of duties, while also providing proper

oversight and management of all aspects of the financial management system. Additionally, annual audits are conducted by an independent audit firm to ensure compliance with federal, state, and local laws. The Oak Ridge Schools' Preschool/Head Start program follows the policies and procedures set by the school district to maintain effective control of and accountability for grant funds, property and other assets. These policies can be found on the Oak Ridge School district's website under the "Central Office" tab, then by clicking the "Policies" link. These policies follow, at a minimum, the State and Federal requirements for effective control and accountability for grant funds, property and other assets.

### **5. Non-Federal Resources**

The 20% non-Federal share match is accomplished through:

- A portion of the salaries and benefits of four Head Start teachers who are paid out of state and/or local funds. Each of these teachers' classrooms are blended classrooms with Head Start students, VPK students, and Title 1 students. The total of these salaries and benefits equals \$189,072.00.
- A portion of the cost of afternoon bus transportation for our Head Start students that is paid with local funds. The total used for Non-Federal share is \$16,542.25.

### **6. Non-Federal Share Waiver**

The program is not proposing a waiver of the non-federal share.

### **7. Administrative Cost Waiver**

The program is not proposing a waiver of the 15% limitation on development and administrative costs.

## **8. Enrollment Reduction**

The program is not requesting an enrollment reduction.

## **9. Conversion**

The program is not requesting a conversion.

## **10. Purchase, Construction, or Major Renovation**

The program is not requesting funds for the purchase, construction, or major renovation of facilities.

## **11. Equipment**

The program is not requesting funds for equipment.



**OFFICE OF MAINTENANCE AND OPERATIONS**

**DATE: March 16, 2020**

**TO: Bruce Lay, Executive Director of Leadership**

**FROM: Allen Thacker, Supervisor of Maintenance and Operations**

**SUBJECT: Purchase and Construction of Replacement Lockers at JMS**

Mr. Lay,

I am recommending that the Oak Ridge Schools Board of Education accept the bid for the purchase and installation of replacement student lockers at Jefferson Middle School from A & W School and Office Supply. Their bid of \$42,500.00 was the lowest of the two bids submitted and met all the bid specifications. The current lockers are original to the building construction and exceeded their useful life and replacement parts are no longer available.

Bids were advertised in accordance with state guidelines with two (2) bids ranging from \$42,500.00 to the high bid of \$69,900.00. Funding for this project was allocated in Capital Outlay, Building Improvements, account number 141-7600-707-414.

Thank You,

Allen Thacker  
Supervisor of Maintenance and Operations



# Oak Ridge Schools

OFFICE OF  
Business & Support Services

Telephone (865) 425-9005  
Fax: (865) 425-9060

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**DATE:** March 13, 2020

**TO:** Pat Smith, Finance Director

**cc:** Jennifer VanDyke, Allen Thacker, Casey Laymance

**FROM:** Mary Ann Riley, Purchasing Specialist, Oak Ridge Schools

**SUBJECT:** Recommendation of RFP 20-008 - Jefferson Middle School Lockers

I recommend that the Oak Ridge Board of Education accept the bid from A&W School and Office Supply for the above mentioned bid. Their bid of \$42,500.00 was the lowest bid that met all of the specifications. Bids ranged from \$42,500.00 to \$69,900.00.

Bids were advertised in accordance with state guidelines and also available on the Oak Ridge Schools' website and Vendor Registry. Three companies attended the pre bid walk through to view the location. Two companies responded with bids.

Attachment: Bid Minutes



**Oak Ridge Schools**  
**OFFICE OF**  
**Business & Support Services**

Telephone (865) 425-9005  
Fax: (865) 425-9060

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Bid Minutes  
3/13/2020  
Jefferson Middle School Lockers (RFP 20-008)  
Business Services Conference Room  
Administration Building

Present for the bid opening were:

Lewis Neal  
Jonathan Johnson  
Casey Laymance  
Allen Thacker  
Mary Ann Riley  
Jenifer Van Dyke

Stubbs Construction  
A&W School & Office Supply  
Oak Ridge Schools  
Oak Ridge Schools  
Oak Ridge Schools  
Oak Ridge Schools

Bid responses were received from the following companies:

<b>A&amp;W School &amp; Office Supply</b> Knoxville, TN	<b>\$42,500.00 *</b>
Stubbs Construction, LLC Crossville, TN	\$69,900.00

**\*Recommended Bidder**

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**Bid Form**

Owner: Oak Ridge Schools Board of Education  
Mary Ann Riley, Purchasing Specialist  
RE: **(20-008) Jefferson Middle School Lockers**  
School Administration Building  
304 New York Ave  
Oak Ridge, TN 37830

Project: **Jefferson Middle School Lockers**  
**RFP (20-008)**

Bid Opening: **Friday, March 13, 2020, 10:30 AM EDT**  
Business Services Conference Room

Company Name: School & Office Supply / A+W Supply

Address: 10653 Dutchtown Rd

Knoxville, TN 37932

Phone Number: 865-386-5801

Email: Jonathan.Johnson@awos.com

Main Bid: This amount is for the **furnishing and installation of new steel lockers, accessories, and finish metal trim, (RFP 20-008) Jefferson Middle School Lockers.**

Bid Amount: \$42,500<sup>00</sup> USD.

Company: School & Office Supply / A+W Supply

Signature: 

Title: Co-owner / President

Date: 6 Mar 20

**Please attach detailed specifications for the furnishing and installation of lockers.**

**Please include TN License number, expiration date, classifications and limitations on outside of bid envelope.**

**DRUG-FREE WORKPLACE AFFIDAVIT**

STATE OF TN  
COUNTY OF Knox

The undersigned, principal officer of School + Office Supply/Atw Supply, an employer of five (5) or more employees contracting with Oak Ridge School District to provide construction services, hereby states under oath as follows:

1. The undersigned is a principal officer of School + Office Supply/Atw Supply (hereafter referred to as the "Company"), and is duly authorized to execute this Affidavit on behalf of the Company.
2. The Company submits this Affidavit pursuant to T.C.A. § 50-9-113 which requires each employer with no less than five (5) employees receiving pay who contracts with the state or any local government to provide construction services to submit an affidavit stating that such employer has a drug-free workplace program that complies with Title 50, Chapter 9, of the Tennessee Code Annotated.
3. The Company is in compliance with the terms of T.C.A. § 50-9-113.

Further affiant saith naught.  
Principal Officer

STATE OF TN  
COUNTY OF Knox

Before me personally appeared Jonathan Johnson with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence), and who acknowledged that he/she is the President of School + Office Supply/Atw Supply and is authorized to execute this instrument on behalf of the principal for the purposes therein contained.

Witness my hand and seal at office this 3<sup>rd</sup> day of March, 2020.

Notary Public Melissa Beyer  
My commission expires: 5/16/2023



**CRIMINAL BACKGROUND COMPLIANCE AFFIDAVIT**

STATE OF TN  
COUNTY OF Knox

The undersigned, principal officer of School & Office Supply / A+w Supply, an Employer contracting with the Oak Ridge School Board of Education to provide services having direct contact with children or access to grounds of an Oak Ridge public school while students are on grounds, hereby states under oath as follows:

1. The undersigned is a principal officer of School & Office Supply / A+w Supply (hereafter referred to as the "Company"), and is duly authorized to execute this Affidavit on behalf of the Company.
2. The Company submits this Affidavit pursuant to T.C.A. § 49-5-413 as amended effective September 1, 2007, for entities entering into contracts with a local board of education where the Company's employees will have direct contact with school children or access to the grounds of a school when children are present. It is the duty of the Company to require applicants supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation prior to permitting the person to have contact with such children or enter school grounds and to take certain other actions based upon the results of the records check.
3. The Company is in compliance with the terms of T.C.A. § 49-5-413.

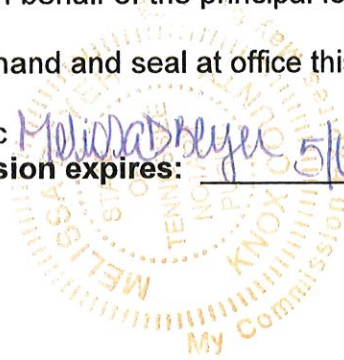
Further affiant saith naught.

Principal Officer  
STATE OF TN  
COUNTY OF Knox

Before me personally appeared Jonathan Johnson with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence), and who acknowledged that he/she is the President of School + Office Supply / A+w Supply and is authorized to execute this instrument on behalf of the principal for the purposes therein contained.

Witness my hand and seal at office this 3<sup>rd</sup> day of March, 2020.

Notary Public Melinda Meyer 5/6/2023  
My commission expires: \_\_\_\_\_



**HOLD HARMLESS AGREEMENT**

This Hold Harmless Agreement is between

School & Office Supply / A+w Supply

Name of Contractor

(hereinafter Contractor), and Oak Ridge Schools named in this bid.

Contractor agrees that as a condition precedent to "Contractor" being awarded a contract from Oak Ridge Schools, "Contractor" agrees to indemnify, protect, defend, and hold harmless Oak Ridge Schools, its Board Members, agents, and employees from all judgments, claims, demands for payment, suits or actions of every nature and description brought against Oak Ridge Schools, its Board Members, agents, and employees alleging injuries or damages sustained by any person arising out of or in the course of "Contractor's" providing goods or services to Oak Ridge Schools.

Name of Contractor: School & Office Supply / A+w Supply

By: Jonathan Johnson

Title: President

**STATE OF TENNESSEE**

County of Anderson

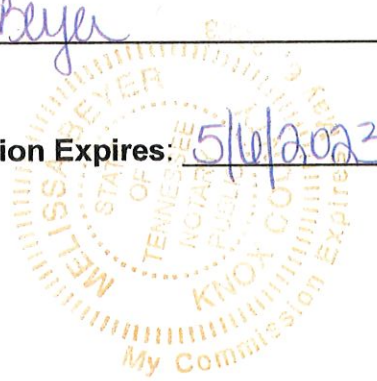
Jonathan Johnson personally appeared before me, the undersigned, with whom I am personally acquainted and who, upon oath, acknowledged that he/she/it executed the within instrument for the purposes therein contained, and who further acknowledge that he/she/it is authorized to execute this interment on behalf of School & Office Supply / A+w Supply.

Melissa Beyer  
Signature

Witness by hand and Notaries seal at office this 3<sup>rd</sup> day of March, year of 2020.

Melissa Beyer  
Notary Public

My Commission Expires: 5/6/2023



**NON-COLLUSION AFFIDAVIT**

NON-COLLUSION AFFIDAVIT TO BE EXECUTED  
BY DESIGN-BUILDER

State of TN

County of Knox

Jonathan Johnson, being first duly sworn, deposes and says that he or she is of the party making the foregoing bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder neither possesses a business relationship with any employee of the District which may be involved in the award or administration of the project nor has received or solicited either directly or indirectly any inside information from an employee of the District which would give the bidder an advantage over any other bidder; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract or any interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not, directly or indirectly, submitted his or her bid price of any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

Subscribed and sworn to (or affirmed) before me this 3<sup>rd</sup> day

of March, 2020.

[Signature]  
Signature of Officer

Jonathan Johnson  
Typed Name of Officer

President  
Office

[Signature]  
Notary Signature




WARNING! PROPOSALS WILL NOT BE CONSIDERED UNLESS THIS AFFIDAVIT IS COMPLETED AND EXECUTED, INCLUDING THE AFFIDAVIT OF THE NOTARY AND THE NOTORIAL SEAL.

**IRAN DIVESTMENT ACT REQUIREMENTS**

Pursuant to *Tennessee Code Annotated* § 12-12-106 (as enacted by Chapter 817 of the Public Acts of 2016) the chief procurement officer for the State of Tennessee shall publish a list of persons determined to be engaging in investment activities in Iran. The list is posted on the website of the Tennessee General Services Department's Central Procurement Office\*. When competitive bidding is required, *Tennessee Code Annotated* § 12-12-111 requires every bid or proposal submitted to a local government for goods or services to include the following statement, subscribed or affirmed by the bidder as true under the penalty of perjury:

**CERTIFICATION**

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to *T.C.A.* § 12-12-106.

 _____ <b>Signature</b>	3 March 20 _____ <b>Date</b>
Jonathan Johnson _____ <b>Printed Name</b>	President _____ <b>Title</b>
School + Office Supply/Asw Supply _____ <b>Name of Firm/Company</b>	

\*[https://tn.gov/assets/entities/generalservices/cpo/attachments/List of persons pursuant to Tenn. Code Ann. 12-12-106. Iran Divestment Act-July.pdf](https://tn.gov/assets/entities/generalservices/cpo/attachments/List%20of%20persons%20pursuant%20to%20Tenn.%20Code%20Ann.%2012-12-106.%20Iran%20Divestment%20Act-July.pdf)



**SUPERIOR STANDARD K.D. LOCKER®**  
**TWO YEAR WARRANTY**

**To: School & Office Supply Co., Inc.**

**Project: Pending**

**Order Number: Pending**

**Substantial Completion Date: Pending**

Superior K.D. Conventional Steel lockers carry a full two-year warranty against defects in material and workmanship.

This warranty does not cover scratching or marring of finishes occurring under normal usage, perfect color matches on reorders (due to possible pigment variations over the years.), nor fastness of special colors which may require special pigments. It does not include any lock nor other devices not manufactured by List Industries. Rusting resulting from excessive use of abrasive cleaning agents, exposure to water from open doors and windows or roof leaks, improper ventilation causing high humidity, and chlorine saturated bathing suits will not be covered in this warranty. Any repairs, adjustments or replacements to be made under this warranty shall be performed only upon authorization in writing by List Industries.

Deliberate destruction, vandalism or damage resulting from faulty installation is not covered by this warranty.

We reserve the right to inspect any defective material and reserve the right to replace or ship back to our factory at List Industries' expense. Determination of warranty claims require on site inspection by an authorized List Industries representative

Install 1 June 2020

Locker Specs:

List Industries

15"W x 12"D x 36/72" Double Tiered

Z Base

Sloped Top

Heavier steel gauge bottom shelf

5% ADA

All will be finished end panels

Master Lock Built in. Keyed the same as existing locks. **This is on the F148 system.**

Color: Grand Slam Blue on the outside, tan on the inside

**New Runs:**

Run	Length Available	Frames	Openings	
A	23'	18	36	
B	11'	8	16	
C	20'2"	16	32	
D	19'11"	15	30	
E	31'1"	24	48	
F	19'4"	15	30	Back to Back with Part of E
G	19'4"	15	30	
H	31'4"	25	50	
I	23'7"	18	36	
J	30'10"	24	48	
K	30'10"	24	48	Back to Back with L
L	30'10"	24	48	
	Total	226	452	

Thank you for the Opportunity!

Jonathan Johnson

School & Office Supply

10653 Dutchtown Rd

Knoxville, TN 37932

865-386-5801

[Jonathan.Johnson@awos.com](mailto:Jonathan.Johnson@awos.com)

**Student Wardrobe Lockers**  
**JEFFERSON MIDDLE SCHOOL**  
**OAK RIDGE, TN**

**General:** Lockers shall be "**Superior Classic KD Wardrobe Lockers**" as manufactured by List Industries Inc. or approved equal. Fabricate lockers square, rigid and without warp, with metal faces flat and free from dents or distortion. Make all exposed metal edges safe to touch. Weld frame members together to form rigid, one-piece structure. Weld, bolt, or rivet other joints and connections as standard with manufacturer. Grind exposed welds flush. Do not expose bolts or rivet heads on fronts of locker doors or frames except for fastening of number plates and recessed handle.

**Student Corridor lockers to be 15" wide x 12" deep x 36"/72"h 2-Tier lockers. Provide ADA openings for a full 5% of total openings.**

Lockers shall be **GREENGUARD Children & Schools Certified<sup>SM</sup>**

**Approved Manufacturers:**

- 1) List Industries Classic KD Wardrobe Lockers
- 2) Art Metal Products Standard KD Wardrobe Lockers
- 3) Hallowell Standard KD Lockers

No substitutions allowed.

**Finishing:** All locker parts to be cleaned and coated after fabrication with a seven stage zinc/iron phosphate solution to inhibit corrosion, followed by a coat of high grade custom blend powder electrostatically sprayed and baked at 350 degrees Fahrenheit for a minimum of 20 minutes to provide a tough durable finish. Color to be selected from manufacturer's standard list of colors. Interior components to be painted #729 Parchment. **Two-Tone Color Combination: Shall be at no additional cost with the locker frame and trim chosen from one color and the doors may be one of any other color chosen from manufacturers standard selection.**

**Frame:** Fabricate of 16 gauge (minimum) channels, with integral continuous door stop/strike formed on both latch and hinge side vertical members. Cross frame members of 16 gauge channel shapes, including intermediate cross frame members on double and triple tier (frames with doors over 18" high) lockers shall be securely welded to the vertical framing members to ensure rigidity. Rubber bumpers shall be provided to cushion door closing.

**Classic KD Wardrobe Doors:** Doors 20" high and over to be fabricated from single sheet prime 16 gauge (18 gauge for doors 9" wide as well as Two-Person and Duplex doors) with single bends at top and bottom and double bends at the sides. The channel formed by the double bend at the latch side is designed to fully conceal the lock bar. Doors shall be louvered. Upper compartment doors of Two-Person shall be plain (non-louvered).

## Student Wardrobe Lockers (Page 2)

**Stainless Steel Recessed Locker Handle:** All wardrobe doors shall have recessed, not less than 304 stainless steel, deep drawn handle shaped to receive a padlock or built-in combination lock. The recess pan shall be deep enough to have the lock be flush with the outer door face. Box doors shall be equipped with a combination friction catch door pull as stated above.

**Latch Assembly:** The latching mechanism for wardrobe doors shall be finger lift control type constructed of 14 gauge (minimum) steel with a nylon cover that has a generous finger pull. Spring activated nylon slide latches shall be completely enclosed in the lock channel allowing doors to close with the lock in the locked position. Locking device shall be designed for use with either built-in combination locks or padlocks. Latch hooks shall be securely welded to the vertical frame channel on the strike side to engage the nylon slide latches. Three latch hooks for doors 48" and higher, two latch hooks for doors under 48" high.

**Door Hinges:** All doors shall include a 16 gauge continuous piano hinge welded to the door and riveted to the frame. All doors to be right hand, side hinged.

**Body:** Fabricate back and sides of 24 gauge (minimum) sheet steel, with double flanged connections extending full height. Form top and intermediate tier dividers of 24 gauge (minimum) sheet steel with single return bends at all sides. Form Locker Bottom of 16 gauge (minimum) sheet steel with single return bends at all sides. Bolt top and bottom as well as horizontal tier dividers of wardrobe openings to front horizontal frame members at not less than one place in addition to side panels. Form hat shelves at 60" and 72" high single tier lockers of 24 gauge (minimum) sheet-steel with single bends at sides and back and a double bend at front.

**Locks (Required):** Shall be master-keyed to one system for the entire project. Provide Built-In Combination locks at all openings. Provide ADA Built-In Combination locks at all ADA openings (5% of total number of openings for project)

**Equipment:** Furnish each locker with the following items, unless otherwise shown.

**Single tier lockers:** Openings 60" and 72" shall include one hat shelf, one double prong ceiling hook and a minimum of two single prong hooks.

**Double tier lockers:** Openings 30" and 36" high shall include one double prong ceiling hook and a minimum of two single prong hooks.

**Triple tier lockers:** Openings 20" and 24" high shall include one double prong ceiling hook only.

**Box lockers:** No hooks

**4" Continuous Z-Base:** Shall be fabricated from 16 gauge cold rolled sheet steel fabricated in 72" lengths, flanged at the top to form a 1-3/8" toe space and at the bottom allowing concealed fastening to the finished floor. Continuous Front Bases include holes for use with splice plates where bases are joined end-to-end. End Bases are to be included at all exposed ends. Where additional support is desired, End Bases may be substituted for splices at Continuous Front Base joints. Finish to match lockers.

### **Student Wardrobe Lockers (Page 3)**

**Minimum Punched End Panels:** Shall be from 18 gauge cold rolled steel and formed to fit tightly over the universal side panel at exposed row ends. Holes are provided at perimeter for fastening to locker. Minimum Punched End Panels are designed to cover all fasteners other than those at the perimeter of the panel. Finish to match lockers. Provide at all exposed ends.

**16 Gauge Continuous Slope Tops:** Not less than 16 gauge cold rolled sheet steel, 18 degree pitch, in 72" lengths. A splice cover with concealed spring clip is used to cover joints where Continuous Slope Tops are joined end-to-end. To be installed in addition to the locker flat top with end closures for support. Finish to match lockers. Note: 20 gauge and 18 gauge cold rolled sheet steel will NOT be accepted.

**Fillers:** Provide where needed for finished installation at corners and between walls, of not less than 16 gauge cold rolled sheet steel, factory fabricated to and finished to match lockers.

**Two-Year Warranty:** Superior KD lockers are covered against all defects in materials and workmanship excluding finish, damage resulting from deliberate destruction and vandalism under this section **for a period of two years.**

**Bid Form**

Owner: Oak Ridge Schools Board of Education  
Mary Ann Riley, Purchasing Specialist  
RE: **(20-008) Jefferson Middle School Lockers**  
School Administration Building  
304 New York Ave  
Oak Ridge, TN 37830

Project: **Jefferson Middle School Lockers**  
RFP **(20-008)**

Bid Opening: **Friday, March 13, 2020, 10:30 AM EDT**  
Business Services Conference Room

Company Name: Stubbs Construction Services LLC

Address: 2799 Genesis Rd.

Crossville, TN 38571

Phone Number: 931-787-1313

Email: john@stubbsllc.com

Main Bid: This amount is for the **furnishing and installation of new steel lockers, accessories, and finish metal trim, (RFP 20-008) Jefferson Middle School Lockers.**

Bid Amount: \$ 69,900.<sup>00</sup> USD.

Company: Stubbs Construction Services LLC

Signature: 

Title: John Stubbs Owner

Date: 3/13/2020

**Please attach detailed specifications for the furnishing and installation of lockers.**

**Please include TN License number, expiration date, classifications and limitations on outside of bid envelope.**


**DRUG-FREE WORKPLACE AFFIDAVIT**

**STATE OF** Tennessee

**COUNTY OF** Cumberland

The undersigned, principal officer of Stubbs Construction Services LLC, an employer of five (5) or more employees contracting with Oak Ridge School District to provide construction services, hereby states under oath as follows:

1. The undersigned is a principal officer of Stubbs Construction Services LLC (hereafter referred to as the "Company"), and is duly authorized to execute this Affidavit on behalf of the Company.
2. The Company submits this Affidavit pursuant to T.C.A. § 50-9-113 which requires each employer with no less than five (5) employees receiving pay who contracts with the state or any local government to provide construction services to submit an affidavit stating that such employer has a drug-free workplace program that complies with Title 50, Chapter 9, of the Tennessee Code Annotated.
3. The Company is in compliance with the terms of T.C.A. § 50-9-113.

Further affiant saith naught.  
Principal Officer 

**STATE OF** Tennessee  
**COUNTY OF** Cumberland

Before me personally appeared John Stubbs with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence), and who acknowledged that he/she is the Owner of Stubbs Construction Services LLC and is authorized to execute this instrument on behalf of the principal for the purposes therein contained.

Witness my hand and seal at office this 13th day of March 2020.

Notary Public Christin M. Reed  
My commission expires: 2/7/2024

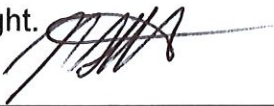


**CRIMINAL BACKGROUND COMPLIANCE AFFIDAVIT**

**STATE OF** Tennessee  
**COUNTY OF** Cumberland

The undersigned, principal officer of  
Stubbs Construction Services LLC, an  
Employer contracting with the Oak Ridge School Board of Education to provide services  
having direct contact with children or access to grounds of an Oak Ridge public school  
while students are on grounds, hereby states under oath as follows:

1. The undersigned is a principal officer of  
Stubbs Construction Services LLC (hereafter referred to as the  
"Company"), and is duly authorized to execute this Affidavit on behalf of the  
Company.
  
2. The Company submits this Affidavit pursuant to T.C.A. § 49-5-413 as amended  
effective September 1, 2007, for entities entering into contracts with a local  
board of education where the Company's employees will have direct contact  
with school children or access to the grounds of a school when children are  
present. It is the duty of the Company to require applicants supply a fingerprint  
sample and submit to a criminal history records check to be conducted by the  
Tennessee Bureau of Investigation and the Federal Bureau of Investigation  
prior to permitting the person to have contact with such children or enter school  
grounds and to take certain other actions based upon the results of the records  
check.
  
3. The Company is in compliance with the terms of T.C.A. § 49-5-413.

Further affiant saith naught.  
Principal Officer   
**STATE OF** Tennessee  
**COUNTY OF** Cumberland

Before me personally appeared John Stubbs  
with whom I am personally acquainted (or proved to me on the basis of satisfactory  
evidence), and who acknowledged that he/she is the Owner of  
Stubbs Construction Services LLC and is authorized to execute this  
instrument on behalf of the principal for the purposes therein contained.

Witness my hand and seal at office this 13th day of March  
2020.  
Notary Public Christina M. Reed  
My commission expires: 2/7/2024



**HOLD HARMLESS AGREEMENT**

This Hold Harmless Agreement is between  
Stubbs Construction Services LLC

Name of Contractor

(hereinafter Contractor), and Oak Ridge Schools named in this bid.

Contractor agrees that as a condition precedent to "Contractor" being awarded a contract from Oak Ridge Schools, "Contractor" agrees to indemnify, protect, defend, and hold harmless Oak Ridge Schools, its Board Members, agents, and employees from all judgments, claims, demands for payment, suits or actions of every nature and description brought against Oak Ridge Schools, its Board Members, agents, and employees alleging injuries or damages sustained by any person arising out of or in the course of "Contractor's" providing goods or services to Oak Ridge Schools.

Name of Contractor: Stubbs Construction Services LLC


By: 

Title: John Stubbs Owner

**STATE OF TENNESSEE**

County of Anderson

John Stubbs personally appeared before me, the undersigned, with whom I am personally acquainted and who, upon oath, acknowledged that he/she/it executed the within instrument for the purposes therein contained, and who further acknowledge that he/she/it is authorized to execute this interment on behalf of Stubbs Construction Services LLC.

  
Signature

Witness by hand and Notaries seal at office this 13th day of March, year of 2020.

  
Notary Public



My Commission Expires: 2/7/2024

**NON-COLLUSION AFFIDAVIT**

NON-COLLUSION AFFIDAVIT TO BE EXECUTED  
BY DESIGN-BUILDER

State of Tennessee

County of Cumberland

John Stubbs, being first duly sworn, deposes and says that he or she is of the party making the foregoing bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder neither possesses a business relationship with any employee of the District which may be involved in the award or administration of the project nor has received or solicited either directly or indirectly any inside information from an employee of the District which would give the bidder an advantage over any other bidder; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract or any interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not, directly or indirectly, submitted his or her bid price of any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

Subscribed and sworn to (or affirmed) before me this 13th day

of March, 2020.

[Signature]  
Signature of Officer

John Stubbs, Owner  
Typed Name of Officer

Stubbs Construction Services LLC  
Office

[Signature]  
Notary Signature

Notary Seal



WARNING! PROPOSALS WILL NOT BE CONSIDERED UNLESS THIS AFFIDAVIT IS COMPLETED AND EXECUTED, INCLUDING THE AFFIDAVIT OF THE NOTARY AND THE NOTORIAL SEAL.

**IRAN DIVESTMENT ACT REQUIREMENTS**

Pursuant to *Tennessee Code Annotated* § 12-12-106 (as enacted by Chapter 817 of the Public Acts of 2016) the chief procurement officer for the State of Tennessee shall publish a list of persons determined to be engaging in investment activities in Iran. The list is posted on the website of the Tennessee General Services Department's Central Procurement Office\*. When competitive bidding is required, *Tennessee Code Annotated* § 12-12-111 requires every bid or proposal submitted to a local government for goods or services to include the following statement, subscribed or affirmed by the bidder as true under the penalty of perjury:

**CERTIFICATION**

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to *T.C.A.* § 12-12-106.

  
\_\_\_\_\_  
**Signature**

3/13/2020  
\_\_\_\_\_  
**Date**

John Stubbs  
\_\_\_\_\_  
**Printed Name**

Owner  
\_\_\_\_\_  
**Title**

Stubbs Construction Services LLC  
\_\_\_\_\_  
**Name of Firm/Company**

\*<https://tn.gov/assets/entities/generalservices/cpo/attachments/List of persons pursuant to Tenn. Code Ann. 12-12-106. Iran Divestment Act-July.pdf>

**Report of Local Adoption of Textbooks\***  
*This form remains in the office of the Local Director of Schools for the 6 year Adoption Period*

For the School Year 2020

Report for schools of  Oak Ridge County,  City, or  Special District.

Subject: ELA

**Recommendation of Local Textbook Selecting Committee**

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of ELA, recommend that the ORS (County or City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of ORS (County or City), as approved by the law and contract:

State Approved	Waiver Approved	Technology Dependent	Grade	Author	Title	Company
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	K-3		Learn Zillion EL	Learn Zillion
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4-5		Learn Zillion Guidebooks	Learn Zillion
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6-8		Amplify ELA	Amplify
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9-12		Spring Board ELA	Spring Board
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

We hereby certify that we have returned to the office of the superintendent all the samples of textbooks submitted to us. Signatures of members of the Local Selecting Committee for this subject:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_

**Oath to Be Administered to Members of the Local Textbook Committee**

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Committee, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully, and conscientiously, and in all respects will discharge my duty as a member of the Committee to the best of my skill and ability."

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_

\*Complete one (1) form for each local adoption committee.

## **ELA Textbook Adoption**

After a comprehensive review, the textbook adoption committees recommends the following ELA textbooks for adoption for the 2020-2021 school year:

- Grades K-5 LearnZillion
- Grades 6-8 Amplify ELA
- Grades 9-12 Springboard ELA



**Return by May 15 to:**  
**Director of Content**  
**Andrew Johnson Tower, 11th floor**  
**710 James Robertson Parkway Nashville, TN 37243-0379**

**Certification of Adoption by  
 Local Board of Education**

The Oak Ridge Schools Board of Education approved the City, County,  
 or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract  
 during the meeting of the board on March 30, 2020.

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

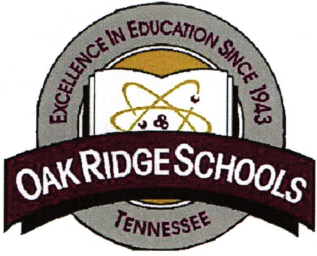
- The LEA's unique needs require adopting materials not on the state's official list.
- The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- The LEA agrees to furnish any materials requested by TDOE for review.

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chairman, Board of Education**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Director of Schools**



# Oak Ridge Schools

Business Office

Telephone (865)425-9004

Fax: (865)425-9060

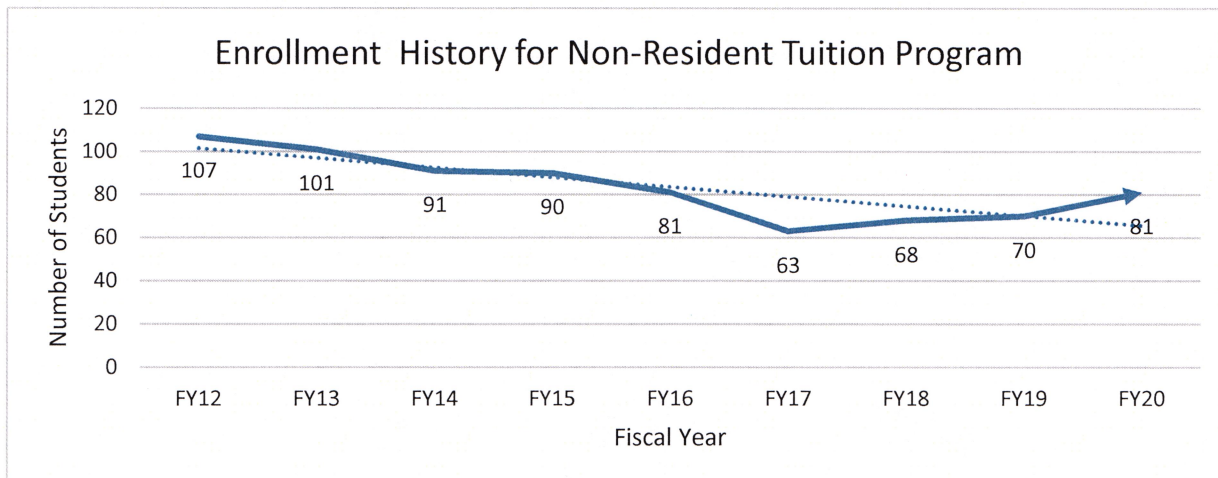
## Memorandum

**To:** Dr. Bruce Borchers, Superintendent  
**From:** Pat Smith, Finance Director *PS*  
**Date:** March 23, 2020  
**Re:** Tuition Rates for 2020-2021 School Year

Board Policy 6.204 requires students who are not legal residents of Oak Ridge to pay tuition as approved annually by the Board of Education. A copy of the proposed tuition rates for the 2020-21 school year is attached. We are projecting a slight increase in non-resident tuition enrollment for FY21.

The Non-Resident Tuition Statistics for 2019-20 School Year are as follows:

- **Total Tuition Students** 81
- **Tuition Revenue** \$271,067.22
- **Percentage by County:** 47% Anderson County; 27% Roane County; 26% Other Tennessee Counties
- **Enrollment by Grade:** 60% Grades 7-12; 40% Grades K-6



Attachment: 2020-21 Tuition Rates




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## Oak Ridge Schools

### Non-Resident Tuition Rates

### 2020-2021 School Year

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		FY 2020	FY 2021
Anderson County Residents	Grades K-12	\$3,535	<b>\$3,593</b>
Roane County Residents	Grades K-12	\$3,542	<b>\$3,593</b>
Other Tennessee County Residents	Grades K-12	\$7,085	<b>\$7,180</b>
Out of State Residents	Grades K-12	\$12,358	<b>\$12,556</b>

\*\*Please refer to Board Policy 6.204 for information relating to employees and non-resident tuition rates.

#### Non-resident tuition rates - Calculation Details

Non-resident tuition rates for each school year for residents of **Roane and Anderson Counties** are calculated by adding prior year revenues received from the City of Oak Ridge, Federal Funds for Maintenance and Operation, and current non-tax revenue, and dividing this total by the ADM for the prior year. The difference between the per pupil amount contributed to Oak Ridge Schools by Anderson and Roane Counties is added to the tuition rate for the county contributing the lesser amount.

Tuition rates for residents of **Tennessee outside of Anderson and Roane Counties** are calculated by adding prior year revenues received from Roane and Anderson Counties, the City of Oak Ridge, Federal Funds for Maintenance and Operation, and current tax revenue, and dividing this total by the ADM for the prior year.

Tuition for **out-of-state residents** is calculated THE SAME AS ABOVE EXCEPT THAT THE PRIOR YEAR BALANCE AND THE State revenue received by the Oak Ridge Schools is added to the total, prior to dividing by the ADM for the prior year.

## Software as a Service and Professional Services Agreement

This Software as a Service and Professional Services Agreement (“**Agreement**”) is entered into as of March 30, 2020 (the “**Effective Date**”) by and between Hoonuit I, LLC, a Wisconsin limited liability company with its principal place of business at 210 W. College Avenue, Appleton, Wisconsin 54911 (“**Hoonuit**”) and Oak Ridge Board of Education, a Tennessee organization with its principal place of business at 304 New York Avenue, Oak Ridge, TN 37831 (“**Customer**”).

### Definitions

For purposes of this Agreement, the following terms will have the following meanings:

“**Affiliate**” means with respect to an entity, any other entity or person that, now or in the future, either directly or through one or more intermediaries, controls, is controlled by, or is under common control with, such entity. For purposes of this definition, “control” means ownership of more than fifty percent (50%) of the voting stock or equivalent ownership interest in an entity.

“**Authorized Users**” means any employees, personnel, representatives, and agents of Customer that Customer authorizes to use the SaaS Service.

“**Claim**” means any demand or any civil, criminal, administrative, or investigative claim, action, or proceeding asserted, commenced or threatened against an entity by an unaffiliated third party.

“**Customer Data**” means all of Customer’s data or information that Hoonuit may be provided with, or have access to, in the course of providing the SaaS Service or performing Professional Services under this Agreement. For the avoidance of doubt, De-identified Data as defined in Section 18 is not Customer Data.

“**Customer Materials**” means any of Customer’s content, trademarks, service marks, photography, graphics, information, or other materials that Hoonuit may be provided with, or have access to, in the course of providing the SaaS Service or performing Professional Services under this Agreement.

“**Customization**” means custom software code created by Hoonuit in connection with this Agreement and as specified in a Statement of Work to enhance or otherwise alter the base SaaS Service.

“**Data Privacy Rules**” means all: (i) federal, state, and local data privacy and data protection laws and regulations, as amended, and their implementing rules and regulations and (ii) rules, regulations, terms of service, guidelines, standards, or other similar directives issued by non-governmental entities governing or relating to privacy and confidentiality of PII.

“**Documentation**” means the written materials, including instructions, rules, guidelines, manuals and/or procedures, associated with the SaaS Service that Hoonuit generally makes available to its customers.

“**Intellectual Property Rights**” means patents, copyrights, trademarks, trade secrets, trade dress, mask works, moral rights, rights of attribution or integrity, or other intellectual or industrial property rights or proprietary rights.

“**Laws**” means any statute regulation, ordinance, rule, order, decree, or governmental requirement enacted, promulgated or imposed by any governmental authority at any level (e.g., municipal, county, province, state, or national)

“**Losses**” means all losses, liabilities, liens, damages, costs, expenses, and charges suffered or incurred as a result of, or in connection with, a Claim, including reasonable attorneys’ fees and disbursements, costs of investigation, litigation, settlement, and judgement, and any taxes, interests, and penalties with respect to any of the foregoing.

“**Order**” means Hoonuit’s standard order form documentation for ordering the SaaS Service.

“**Professional Services**” means consulting services related to the SaaS Service, including, but not limited to: (i) configuration of the SaaS Service; (ii) training; (iii) creation of Customizations; and (iv) creation of Customer Materials.

“**Professional Services Fees**” means the fees set forth in a Statement of Work to be paid by Customer to Hoonuit for Professional Services.

“**PII**” means information that identifies or relates to identifiable individuals.

“**Record**” means a record containing data and information about a particular Student or other individual.

“**SaaS Service**” means Hoonuit’s software-as-a-service application and any Updates thereto.

“**Statement of Work**” means a statement of work describing the Professional Services to be performed by Hoonuit pursuant to this Agreement.

“**Student**” means a student enrolled at Customer’s schools.

“**Subscription Fees**” means the fees set forth in an Order to be paid by Customer to Hoonuit for Customer’s use of the SaaS Service.

“**Subscription Term**” means the period set forth in an Order during which Hoonuit will make the SaaS Service available to Customer pursuant to this Agreement.

“**Third Party Programs**” means proprietary software of third parties that is included with the SaaS Service and provided by Hoonuit.

“**Updates**” means modifications, improvements and refinements to the SaaS Service that are made generally available to Hoonuit’s customers.

1. **Provision of the SaaS Service.** Subject to the terms and conditions herein, Hoonuit will make the SaaS Service available to Customer during the Subscription Term listed in the applicable Order. Customer is limited to using the SaaS Service to monitor, measure, record, or analyze the performance of only those quantities of Authorized Users and Students set forth in the Order.
  - a. **Restrictions.** The SaaS Service is confidential copyrighted property of Hoonuit and other third party owners, and title to all copies thereof is retained by Hoonuit and its licensors as applicable. Customer shall not decompile, disassemble, decrypt, extract, or otherwise reverse engineer the SaaS Service. Customer will not upload any Customer Materials to the SaaS Service that (a) misappropriate or infringe the Intellectual Property Rights of a third party, (b) are defamatory, obscene, pornographic, or that are determined by Hoonuit, acting in its sole discretion, to be offensive, (c) violate the rights of privacy or personality of any third party, or (d) are in violation of any applicable Laws or that cause SaaS Service to be in violation of any applicable Laws.
  - b. **Third Party Programs.** Hoonuit may include Third Party Programs in the SaaS Service. Customer shall only use Third Party Programs with the SaaS Service and may not use Third Party Programs as standalone software. Hoonuit shall be responsible for securing all licenses required from third parties to make Third Party Programs available to Customer for Customer’s use under this Agreement, and for paying all fees, if any, in connection therewith.
  - c. **Reservation of Rights.** Hoonuit and its licensors reserve all rights in the SaaS Service and Documentation not expressly granted to Customer under this Agreement.
  - d. **Support.** Telephone support at (800) 610-1313 option 2 will be provided by Hoonuit for the SaaS Service during Hoonuit’s standard support hours in effect at the time of the call (as of the Effective Date, 9:00 a.m. to 5:00 p.m. CST); email support is provided during standard support hours at [support@Hoonuit.com](mailto:support@Hoonuit.com); and online support is provided through Hoonuit’s online tool that is made available to five (5) approved Customer Authorized Users.
  - e. **Customizations.** Hoonuit shall be under no obligation to provide assistance or Updates with respect to any Customizations. If Customer desires for Hoonuit to provide assistance with respect to a Customization, the parties will negotiate a Statement of Work setting forth the Professional Services to be performed by Hoonuit with respect to the Customization and the fees to be paid by Customer for such Professional Services.
  - f. **Suspension of Access.** Hoonuit may immediately suspend Customer’s access to or use of the SaaS Service if Hoonuit determines, acting in its sole discretion, that (a) there is a threat or attack on the SaaS Service or other event that may create a significant risk to the SaaS Service, Customer, or any Authorized User; (b) Customer’s access to or use of the SaaS Service is reasonably likely to impair the stability of, disrupt, or otherwise harm, the SaaS Service or poses a significant security risk to the SaaS Service, Customer, or any Authorized User.

- g. **Accessibility.** Customer will be solely responsible for ensuring that Customer Materials comply with all applicable Laws as to the accessibility of a software application or website to persons with disabilities and for performing any necessary accessibility testing as to Customer Materials.
  - h. **Right to Remove.** Hoonuit may remove any Customer Materials from the SaaS Service upon thirty (30) days notice to Customer. Hoonuit, however, will not be responsible for reviewing Customer Materials to make sure they comply with applicable Laws or with the terms and conditions of this Agreement.
  - i. **Return of Customer Data.** After the termination of this Agreement for any reason, Hoonuit will return to Customer, at Customer's expense, all Customer Data in its possession within 30 days after being requested to do so by Customer. The manner and format in which Customer Data will be returned to Customer will be determined by mutual agreement of the parties.
  - j. **Customer Terms of Use and Privacy Policy.** Customer will fully comply with all of its obligations under each such terms of use and privacy policy.
  - k. **Compliance with Acceptable Use Policy.** Neither Customer, nor its Authorized Users, may use the SaaS Service: (i) in a way prohibited by Law, regulation, governmental order or decree; (ii) to violate the rights of others; (iii) to try to gain unauthorized access to or disrupt the SaaS Service or any device, data, account, or network; (iv) to spam or distribute malware; (v) in a way that could harm the SaaS Service or impair anyone else's use of the SaaS Service; or (vi) in any application or situation where failure of the SaaS Service could lead to the death or serious bodily injury of any person, or to severe physical or environmental damage.
2. **PROFESSIONAL SERVICES.** If Customer purchases Professional Services pursuant to a Statement of Work, subject to Customer's compliance with the terms and conditions of this Agreement and payment of all fees hereunder, Hoonuit agrees to perform Professional Services pursuant to the following terms:
- a. Any such Professional Services may be evidenced by one or more Statements of Work, which may describe in detail the following information: (i) a detailed description of the Professional Services that Hoonuit is to perform; (ii) an incorporation by reference of this Agreement; (iii) a projected timetable by which each of the identified phases of the Professional Services are to be completed; (iv) Customer conditions of acceptance, if any; (v) the location where the Professional Services are to be performed; (vi) the projected commencement and termination dates; (vii) Hoonuit's compensation rates; (viii) fees for the Professional Services and reimbursable expenses, if any; (ix) names of Hoonuit's and Customers' appointed project representatives; (x) a timetable for invoicing; and/or (xi) such other requirements for the Professional Services as may be agreed to in writing by the parties. Hoonuit shall not be obligated to undertake any Professional Services prior to Customer and Hoonuit each having signed a valid and complete Statement of Work for such Professional Services. In the event of a conflict between the terms and conditions of the main body of this Agreement and a Statement of Work, the Statement of Work shall prevail.
  - b. Hoonuit and Customer may modify the terms of a Statement of Work (or provisions thereof), but only by a written agreement which is signed by both parties (a "**Change Order**"). If Customer delivers to Hoonuit a written request for a Change Order, Hoonuit will prepare an estimate setting out the proposed changes which will be required to the Professional Services, any increase or decrease in the cost, and any impact to the time frame for delivery and/or completion of the Professional Services. If, after receipt of the foregoing information, Customer elects to continue with the Change Order, the parties hereto shall enter into a written Change Order that will identify the foregoing changes, and the Statement of Work shall be deemed so modified upon the execution of such Change Order by both parties hereto.
  - c. **Acceptance.** Without limiting any applicable warranties set forth in the Agreement, the Professional Services will be deemed accepted upon performance and delivery to Customer.
  - d. **Cancellation Policy.** Hoonuit will allocate and schedule resources for the Professional Services to be rendered. If Customer cancels, postpones or otherwise changes the Professional Services schedule, the following applies:
    - (i) There is no cancellation fee if the Professional Services to be rendered are cancelled or postponed at any time prior to the tenth (10th) business day before the date when the Professional Services are scheduled to begin.
    - (ii) Customer shall be liable for and obligated to pay to Hoonuit a cancellation fee of fifty percent (50%) of the Professional Services fees if the Professional Services to be rendered are cancelled or postponed at any time beginning on the tenth (10th) business day and ending on the sixth (6th) business day before the date when the Professional Services are scheduled to begin.

- (iii) Customer shall be liable and obligated to pay to Hoonuit a cancellation fee of one hundred percent (100%) of the Professional Services Fee if the Professional Services to be rendered are cancelled or postponed at any time after the fifth (5th) business day before the date when the Professional Services are scheduled to begin.
3. **SUBCONTRACTING.** Hoonuit, at its sole discretion, may subcontract the performance of some or all of the Professional Services or provision of the SaaS Service to third parties ("**Subcontractors**"). Hoonuit will be responsible for managing all Subcontractors and will remain responsible for all services delegated to Subcontractors to the same extent as if such services were performed by Hoonuit. Hoonuit will be Customer's sole point of contact for all services, whether performed by Hoonuit or Subcontractors, including with respect to payment of fees for the SaaS Service or Professional Services.
  4. **AUTHORIZED USERS.** Customer shall ensure that its Authorized Users comply with the terms of this Agreement and shall be responsible for the acts and omissions of its Authorized Users.
  5. **INTERNAL USE.** Customer shall use the SaaS Service solely for Customer's internal data processing and management needs. Customer shall not: (i) make the SaaS Service available to anyone other than Authorized Users; (ii) use the SaaS Service to process, store, or analyze Records of students that are not enrolled at Customer's schools; or (iii) sell, resell, license, sublicense, distribute, make available, rent or lease the SaaS Service, or include any SaaS Service in a service bureau or outsourcing offering.
  6. **PAYMENT.** Customer agrees to pay the fees as set forth in the applicable Order(s) or Statement(s) of Work and as follows:
    - a. **Subscription Fees.** Unless otherwise set forth in an Order, the Subscription Fees for the initial Subscription Term are payable in full in advance and shall be invoiced, as applicable, upon Customer's signature of the Order or within thirty (30) days.
    - b. **Professional Services Fees.** Unless otherwise set forth in a Statement of Work, the Professional Services Fees shall be invoiced, as applicable, on the date the Professional Services are delivered.
    - c. **Payment Terms.** Unless otherwise set forth in an Order or a Statement of Work, all undisputed fees hereunder are payable no later than thirty (30) days after invoice receipt by Customer and are to be paid in U.S. dollars (or other local currency if applicable). All undisputed fees not paid within thirty (30) days after invoice receipt by Customer shall accrue interest at the rate of 1-1/2% per month or the highest rate allowed by Law, whichever is lower.
    - d. **Taxes.** In addition to all fees payable hereunder, Customer is responsible for and shall pay to Hoonuit amounts equal to all federal, state, and/or local governmental use, sales, excise or other taxes which are applicable to or arise out of performance of this Agreement. This provision does not include taxes attributable to taxable income from Hoonuit operations or those taxes related to Hoonuit's personal property.
  7. **EXPORT RESTRICTIONS AND REGULATIONS.** The SaaS Service, including technical data, is subject to U.S. export control laws, including the U.S. Export Administration Act and its associated regulations, and may be subject to export or import regulations in other countries.
    - a. In accordance with the foregoing, Hoonuit has notified the appropriate U.S. authorities that License Exception ENC applies to Hoonuit's exports of the SaaS Service. Customer agrees to comply strictly with the terms of License Exception ENC and all applicable regulations and acknowledges that Customer has the responsibility to obtain all applicable licenses to export, re-export, or import the SaaS Service.
    - b. Subject to this acknowledgement and upon receipt of Customer's written request, Hoonuit will provide reasonable levels of assistance to Customer in Customer's efforts to comply with any and all applicable export and/or trade regulations.
    - c. Without limiting the generality of the foregoing, the SaaS Service may not be downloaded, used, sold, resold, sublicensed, diverted, transferred, reshipped, or otherwise exported or re-exported (i) in, into, or through any country designated as a terrorist supporting country by the U.S. government or any of its agencies; (ii) in, into, or through any country with which the U.S. has an embargo or with which the U.S. or any of its agencies maintains comprehensive trade controls; (iii) to or by a national or resident of the countries described in (i) or (ii); (iv) to or by any party included in the U.S. Department of Commerce's Denied Persons List, Entity List or Unverified List; or the U.S. Department of the Treasury's Specially Designated Nationals, Specially Designated Global Terrorists, Specially Designated Narcotics Traffickers, Specially Designated Narcotic Traffickers, or Specially Designated Terrorists List;

or the U.S. Department of State's Designated Foreign Terrorist Organizations or Debarred Persons List; or is otherwise designated by the U.S. government or any of its agencies as a party with which it is unlawful to do business.

## 8. HOONUIT WARRANTIES.

- a. **SaaS Service Warranty.** Hoonuit warrants that the SaaS Service will perform substantially as described in the Documentation during the initial Subscription Term. This warranty shall be immediately terminated if Customer or any third party makes unauthorized modifications to the SaaS Service. Investigations and corrections for defects traceable to Customer's actions and/or errors shall be billed at Hoonuit's standard time and materials charges. Upon receipt of notification from Customer that the SaaS Service fails to comply with the warranty during the warranty period, Hoonuit shall use commercially reasonable efforts to correct or modify such defective SaaS Service so that it will perform according to this warranty. If Hoonuit cannot correct the defect in the SaaS Service within a reasonable time, and such defect materially impairs the performance of the SaaS Service, then Customer may terminate this Agreement and Hoonuit shall refund any prepaid Subscription Fees relating thereto.
- b. **Professional Services Warranty.** Hoonuit warrants to Customer that, in performing the Professional Services, it will use the ordinary and reasonable care usually exercised by its profession, on the same type of project, at the same time and in the same place, under similar circumstances and conditions. Hoonuit shall, as its sole obligation and Customer's sole and exclusive remedy for any breach of the warranty set forth in this section, re-perform the Professional Services which gave rise to the breach or, if Hoonuit cannot re-perform such defective Professional Services, Customer may terminate this Agreement pursuant to Section 15, provided that Customer shall notify Hoonuit in writing in reasonable detail.

## 9. LIMITED WARRANTY AGAINST INFRINGEMENT.

- a. Hoonuit warrants that it has the full power and authority to make the SaaS Service available to Customer, free from infringement, or other violation, of any United States copyright, trademark, or trade secret of any third party. Should Customer's use of the SaaS Service become, or in Hoonuit's opinion be likely to become, enjoined, Hoonuit may, at its option and expense, either: (a) procure for Customer the right to continue using the SaaS Service, (b) replace or modify the SaaS Service to make the SaaS Service non infringing; or (c) terminate this Agreement and Customer's access to the SaaS Service and refund to Customer any prepaid and unused Subscription Fees.
- b. Hoonuit shall have no obligation to take any of the actions enumerated above for any Claim of United States copyright, trademark, or trade secret infringement based on either: (a) use of other than a current unaltered release of the SaaS Service available from Hoonuit if such infringement would have been avoided by the use as supported by Documentation of a current unaltered release of the SaaS Service available from Hoonuit, or (b) use or combination of the SaaS Service with any software, hardware, or data, in each case, not provided by Hoonuit.

## 10. DISCLAIMER/EXCLUSION OF WARRANTIES. HOONUIT DOES NOT WARRANT THAT THE SAAS SERVICE OR PROFESSIONAL SERVICES WILL BE ERROR FREE OR UNINTERRUPTED. CUSTOMER SHALL BE SOLELY RESPONSIBLE FOR THE SELECTION, INSTALLATION, USE, AND SUITABILITY OF THE SAAS SERVICE AND HOONUIT SHALL HAVE NO LIABILITY THEREFOR.

## 11. CUSTOMER REPRESENTATIONS AND WARRANTIES. Customer represents, warrants, and covenants to Hoonuit as follows:

- a. **Legal Authority.** Customer has all necessary legal authority to enter into this Agreement and to grant Hoonuit and Hoonuit's Affiliates and Subcontractors the rights and privileges set forth in this Agreement.
- b. **Consents.** At the time Hoonuit is provided, or given access to, any Customer Data or Customer Materials, Customer will have obtained all consents and permissions from Authorized Users or other third parties that are required (a) to provide, or give access to, such Customer Data or Customer Materials to Hoonuit and Hoonuit's Affiliates and Subcontractors, and (b) to enable Hoonuit and Hoonuit's Affiliates to fully exercise all the rights and privileges as to such Customer Data and Customer Materials which are granted to them under this Agreement.
- c. **Viruses.** Neither Customer, nor any of its Affiliates, nor any employee or other personnel of Customer or any of its Affiliates will (directly or indirectly) introduce a virus or other harmful code into the SaaS Service.

## 12. INDEMNIFICATION.

- a. **Indemnification by Hoonuit.** Hoonuit will defend, indemnify, and hold harmless Customer, Customer's Affiliates, all officers, directors, employees, agents, and representatives of Customer or Customer's Affiliates, and the successors and assigns of the foregoing (collectively "**Customer Indemnitees**") from any and all Losses arising from, connected with, or based on any of the following: (a) any Claim based on allegations that the SaaS Service misappropriates or infringes the Intellectual Property Rights of any third party, except to the extent that such Claim is based on the use of the SaaS Service in any manner not expressly authorized by this Agreement, the modification by Customer of the SaaS Service without the express approval or participation of Hoonuit, or the use by Customer of the SaaS Service with any product, service, or materials without Hoonuit's prior written consent; or (b) any Claim based on allegations of gross negligence or willful misconduct by Hoonuit or its Affiliates.
  - b. **Procedure.** If a Customer Indemnitee ("**Indemnified Party**") desires to be indemnified pursuant to this Section 12, it shall give notice of the Claim to the other party ("**Indemnitor**"). Notwithstanding anything contained herein to the contrary, an Indemnified Party may, at its option, assume the defense of a Claim, in which event Indemnitor will cooperate fully in such defense and may participate in such defense at its own expense with counsel of its own choice. Upon written confirmation by Indemnitor that it will perform its obligations hereunder with respect to a Claim, Indemnified Party will provide to Indemnitor, at Indemnitor's expense, reasonable information and assistance, and Indemnified Party may participate in such defense at its own expense with counsel of its own choice. Notwithstanding the foregoing, should Indemnitor fail or refuse to promptly acknowledge its acceptance of the indemnity obligation, or in the event that Indemnitor or its counsel shall fail to take, or refuse to confirm that it will take in a timely manner, any action to avoid any loss of rights or prevent prejudice to any position of an Indemnified Party, then the Indemnified Party shall be free to act in its own behalf to avoid any such prejudice or loss of rights without jeopardizing its right to its indemnity hereunder. The cost including reasonable attorney's fees for an Indemnified Party to take any such acts shall be paid for by Indemnitor. Indemnitor shall not settle any Claim without the Indemnified Party's written approval, not to be unreasonably withheld, unless the settlement terms are strictly a monetary payment made by Indemnitor to claimant.
13. **LIMITATION OF LIABILITY.** TO THE EXTENT PERMITTED BY TENNESSEE LAW, UNDER NO CIRCUMSTANCES WILL HOONUIT OR ITS SUBCONTRACTORS BE LIABLE TO CUSTOMER OR TO ANY THIRD PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE, OR EXEMPLARY DAMAGES, INCLUDING, BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, USE, REVENUE, OR GOODWILL AND DAMAGES FOR BUSINESS INTERRUPTION, THAT ARISE OUT OF, OR HAVE TO DO WITH, THE SAAS SERVICE, THE PROFESSIONAL SERVICES, THIS AGREEMENT, OR THE BREACH OF THIS AGREEMENT, WHETHER BASED ON CONTRACT, TORT, STATUTE, OR ANY OTHER THEORY OF LIABILITY OR RECOVERY, EVEN IF HOONUIT OR IS SUBCONTRACTORS HAVE BEEN ADVISED OF THE POSSIBILITY OF THOSE DAMAGES. UNDER NO CIRCUMSTANCES WILL HOONUIT'S OR ITS SUBCONTRACTORS' AGGREGATE LIABILITY TO CUSTOMER OR TO ANY THIRD PARTY ARISING OUT OF, OR HAVING TO DO WITH, THE SAAS SERVICE, THE PROFESSIONAL SERVICES, THIS AGREEMENT, OR THE PERFORMANCE OR BREACH OF THIS AGREEMENT, WHETHER THAT LIABILITY IS ACTIONABLE UNDER CONTRACT, TORT, STATUTE, OR OTHERWISE, EXCEED THE AMOUNT OF THE FEES PAID BY CUSTOMER TO HOONUIT UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE DATE ON WHICH THE MOST RECENT EVENT GIVING RISE TO LIABILITY OCCURRED.
14. **PUBLICITY.** Hoonuit agrees to obtain prior written approval from Customer, which shall not be reasonably withheld, before using Customer's and/or any of its Affiliates' or subsidiaries' names, logos or trademarks orally or in writing in press releases, advertising, media articles and/or interviews, including customer lists or for any other promotional purposes.
15. **TERM AND TERMINATION.**
  - a. **Term of the Agreement.** This Agreement begins on the Effective Date and, unless terminated pursuant to Sections 15.e. or 15.f, continues until all Orders and Statements of Work hereunder have expired or been terminated.
  - b. **Subscription Term.** The initial Subscription Term will be set forth in the applicable Order.
  - c. **Term for Professional Services.** The period for performance of Professional Services will be set forth in the applicable Statement of Work.
  - d. **Termination by Customer.** Customer may terminate this Agreement if Hoonuit materially breaches an obligation under this Agreement and fails to cure such breach within sixty (60) days of Hoonuit's receipt of written notice from Customer of such material breach.

- e. **Termination by Hoonuit.** Hoonuit may terminate this Agreement if Customer: (i) fails to make undisputed payments when due and such failure is not cured within thirty (30) days of receipt of notice by Customer; (ii) becomes insolvent, is adjudged bankrupt, makes a general assignment for the benefit of creditors, voluntarily files for bankruptcy or has a receiver or bankruptcy trustee (or the like) appointed by reason of its insolvency or alleged insolvency; or (iii) materially breaches an obligation under this Agreement and fails to cures such breach with sixty (60) days of Customer's receipt of written notice from Hoonuit of such material breach.
  - f. **Effect of Termination.** Termination of this Agreement terminates all then-current Orders and Statements of Work.
    - (i) If Customer terminates this Agreement pursuant to Section 15.d, Hoonuit will issue a refund to Customer for any pre-paid Subscription Fees for the period of time from the effective date of termination to the end of the then-current Subscription Term.
    - (ii) If Hoonuit terminates this Agreement pursuant to Section 15.e Customer shall make prompt payment in full to Hoonuit for all such fees and all previously invoiced and undisputed amounts due and owing as of the effective date of termination.
    - (iii) Upon Hoonuit's request, Customer shall either immediately return all copies of Confidential Information to Hoonuit or shall destroy such Confidential Information and certify as to such destruction.
  - g. **Survival.** The following provisions shall survive expiration or termination of this Agreement: Definitions, 1.a., 1.c., 1.i., 6 (with respect to any payment obligations arising prior to expiration or termination), 10, 12, 13, 14, 15.g., 17-33.
16. **ASSIGNMENT.** Neither party may assign any or all portions of its rights or obligations under this Agreement to any third party without the prior written consent of the other party to this Agreement. Notwithstanding the foregoing, Customer and Hoonuit may assign all or any portion of its rights and obligations under this Agreement to any Affiliate and/or to any successor by way of merger or consolidation or in connection with the sale or transfer of all or substantially all of its business and assets relating to this Agreement without the consent of the other party to this Agreement. Notwithstanding the foregoing, Customer may only assign and/or transfer access to the SaaS Service for the quantities of Authorized Users and Records that are the subject of this Agreement. However, with respect to any use of the SaaS Service purchased by Customer prior to assignment under merger or consolidation, if the surviving corporation or entity desires to purchase use of any SaaS Service from Hoonuit or any Hoonuit Affiliate under this Agreement, it will be obligated to purchase the SaaS Service from Hoonuit if the surviving corporation's number of full time equivalent employees ("**FTEs**") under the to-be-assigned Agreement terms exceeds Customer's number of FTEs in existence sixty (60) days prior to the assignment by more than ten percent (10%).

## 17. CONFIDENTIALITY.

- a. **Definition of Confidential Information.** "**Confidential Information**" means all information disclosed by a party ("**Disclosing Party**") to the other party ("**Receiving Party**"), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure. Customer's Confidential Information includes Customer Data. "Confidential Information" includes without limitation information about students which is protected under federal and/or state law including, but not limited to, the Family Educational Rights and Privacy Act ("FERPA"), as well as all applicable Tennessee state privacy laws. Hoonuit Confidential Information includes the SaaS Service and Documentation. Confidential Information of each party includes business and marketing plans, technology and technical information, product plans and designs, and business processes disclosed by such party. Confidential Information, however, does not include any information that (i) is or becomes generally known to the public without breach of any obligation owed to the Disclosing Party, (ii) was known to the Receiving Party prior to its disclosure by the Disclosing Party without breach of any obligation owed to the Disclosing Party, (iii) is received from a third party without breach of any obligation owed to the Disclosing Party, or (iv) was independently developed by or for the Receiving Party.
- b. **Obligations with respect to Confidential Information.** The Receiving Party will use the same degree of care that it uses to protect the confidentiality of its own Confidential Information, but in no event, less than reasonable care. The Receiving Party shall: (i) not use any Confidential Information of the Disclosing Party for any purpose outside the scope of this Agreement; and (ii) except as otherwise authorized by the Disclosing Party in writing, limit access to Confidential Information of the Disclosing Party to those of its and its Affiliates' employees and contractors who need such access for purposes consistent with this Agreement and who have signed confidentiality agreements with the Receiving Party containing protections not materially less protective of the Confidential Information than those herein.

- c. **Compelled Disclosure.** The Receiving Party may disclose Confidential Information of the Disclosing Party to the extent compelled by Law to do so, provided the Receiving Party gives the Disclosing Party prior notice of the compelled disclosure (to the extent legally permitted) and reasonable assistance, at the Disclosing Party's cost, if the Disclosing Party wishes to contest the disclosure. If the Receiving Party is compelled by Law to disclose the Disclosing Party's Confidential Information as part of a civil proceeding to which the Disclosing Party is a party, and the Disclosing Party is not contesting the disclosure, the Disclosing Party will reimburse the Receiving Party for its reasonable cost of compiling and providing secure access to that Confidential Information.

## 18. OWNERSHIP.

- a. **SaaS Service, Documentation, and Professional Services.** Customer recognizes that the SaaS Service may be owned in whole or in part by third parties ("**Third Party Owner(s)**") other than Hoonuit and in that case Third Party Owner(s) and Hoonuit have entered into agreements permitting Hoonuit to license the Third Party Programs. All limitations in this Agreement in favor of Hoonuit, including the limitations of warranty, remedy, and liability set forth herein, apply equally to any rights or claims Customer might try to assert against Third Party Owner(s). The Documentation and SaaS Service and all copyrights, patents, trade secrets or other intellectual property subsisting therein shall at all times be the sole and exclusive property of Hoonuit. Customer shall have no right of ownership or title therein. Customer recognizes and will protect Third Party Owner(s)' proprietary rights in the Third Party Programs in the same manner as it has agreed to protect Hoonuit's rights. Any developments derived from the Documentation, SaaS Service, or Professional Services shall be the sole and exclusive property of Hoonuit and Customer will cooperate with Hoonuit, at Hoonuit's expense, as is necessary to perfect such ownership including, but not limited to, executing any and all documents reasonably necessary to effect and/or provide evidence of such ownership. All duties of Hoonuit to Customer under this Agreement are duties solely of Hoonuit and in no way duties of any Third Party Owner.
- b. **Customer Materials.** As between Customer and Hoonuit, the Customer Materials will be the sole and exclusive property of Customer. Any use by Hoonuit or its Affiliates of Customer's trademarks or service marks will inure to the benefit of Customer. Customer hereby grants to Hoonuit and its Affiliates a worldwide, non-exclusive, non-transferable, royalty-free right and license to use, copy, modify, display, distribute, and perform the Customer Materials in connection with provision of the SaaS Service and performance of the Professional Services and any of Hoonuit's other obligations under this Agreement. The foregoing license may be exercised on behalf of Hoonuit by its Subcontractors.
- c. **Customer Data.** As between Customer and Hoonuit, the Customer Data will be the sole and exclusive property of Customer. Customer grants Hoonuit and Hoonuit's Affiliates and Subcontractors an irrevocable, worldwide, royalty-free, perpetual license to use Customer Data and disclose it to third parties for the purpose of providing the SaaS Service, performing the Professional Services, and performing any other obligations of Hoonuit under this Agreement and for any other lawful business purpose of Hoonuit including, without limitation, the supplying and administering of the SaaS Service. Customer acknowledges that Hoonuit may receive compensation in exchange for disclosing Customer Data to third parties and Customer will have no right or entitlement to share in such compensation. Despite any provisions of this Section 18.c. to the contrary, (a) Hoonuit, without first obtaining Customer's written consent, will not disclose Customer Data to any third party (other than its officers, directors, employees, Subcontractors, agents, and representatives) in any manner that would allow that Customer Data to be identified with Customer or any of its Authorized Users, unless such disclosure is made for the purpose of providing the SaaS Service or performing the Professional Services or any other obligations of Hoonuit under this Agreement, and (b) Hoonuit will not use or disclose any Customer Data that is the PII of any Authorized User or Student in any manner that violates the Data Privacy Rules applicable to it or that is inconsistent with the applicable Hoonuit Privacy Policy available at <https://www.hoonuit.com/privacy-policy>, as revised from time to time.
- d. **De-identified Data.** Notwithstanding anything to the contrary in this Agreement, Customer acknowledges and agrees that Hoonuit and its Affiliates may de-identify Customer Data such that it does not contain PII and does not identify Customer, or any of its Authorized Users ("**De-identified Data**"). Such De-identified Data shall be exclusively owned by Hoonuit, and Hoonuit shall be free to use De-identified Data for Hoonuit's machine learning algorithms and other business purposes.

19. **INSPECTIONS AND AUDITS.** Customer shall maintain adequate books and records necessary for an accurate determination and assessment of the Customer's compliance with the terms of this Agreement and of the fees due to Hoonuit pursuant to this Agreement.

- a. The books and records related to this Agreement may be audited by internal auditors of Hoonuit no more than once per twelve (12) consecutive months during the term by providing thirty (30) days written notice to Customer. Such

notice of intent to audit shall include, without limitation, the scope, location and expected duration of the audit. Such audit may occur during reasonable business hours during the term of this Agreement and for three (3) months thereafter.

- b. Hoonuit has the right to verify compliance with this Agreement, at Hoonuit's expense, by reviewing Customer's records and Customer's facilities during the term of this Agreement and for two (2) years after this Agreement expires or terminates. If a reporting or payment shortage of five percent (5%) or more is found, Customer will promptly reimburse Hoonuit for the shortage and the audit expenses incurred.
  - c. In the event such an audit reveals any discrepancy or error, Hoonuit shall provide Customer with written notification detailing such discrepancy within ten (10) days after such audit or finding, which is first to occur. Upon such notification, Customer will investigate the claim. After such investigation, and in no event later than one hundred twenty (120) days from the date of notification, Customer and Hoonuit shall convene to develop a mutual resolution regarding such claim which shall be agreed to by the parties in writing.
  - d. All information learned or discovered as a result of any audit shall be kept as confidential by Hoonuit and shall only be disclosed where required by Law and only to the extent required by Law and after prior written notice to Customer.
20. **COMPLIANCE WITH LAWS.** Customer, at its expense, will comply with, all Laws applicable to its business, to its use of the SaaS Service or any Professional Services provided under this Agreement, to the Customer Data, or to the Customer Materials. Without limiting the generality of the foregoing, Customer agrees to comply with all Data Privacy Rules with respect to any PII of Authorized Users and Students.
21. **GOVERNMENT CONTRACT PROVISIONS.** If the SaaS Service is being licensed and delivered to the United States Government, the SaaS Service is provided subject to Restricted Rights as listed and defined in, as applicable, DFARS 252.227 7013 and FAR 52.227 14, 19. Government use, duplication or disclosure is restricted by DFARS 252.227 7013(c) and FAR 52.227 19.
22. **INDEPENDENT CONTRACTORS.** In making and performing under this Agreement, the parties are acting as independent contractors. Neither party is, nor will be deemed to be, an agent, legal representative, joint venturer, or partner of the other party for any purpose.
- a. Neither party shall have any authority to act for or to bind the other party in any respect. Hoonuit's personnel shall not be considered employees of Customer, and shall not be entitled to participate in, or receive benefits under, any of Customer's employee benefit or welfare plans.
  - b. Without limiting the generality of the foregoing, Hoonuit's personnel shall not be considered employees of Customer for purposes of any state or federal Laws relating to unemployment insurance, social security, workers compensation or any regulations which may impute any obligation or liability to Customer by reason of an employment relationship.
  - c. Hoonuit shall be solely responsible for providing any salary or other compensation or benefits to each of its employees and other personnel and for any insurance and taxes, including health insurance, taxes, FICA, and other governmental levies on monies in connection therewith.
23. **CAPTIONS.** The captions used in this Agreement are for reference only and do not constitute substantive matter to be considered in construing the terms of this Agreement.
24. **COUNTERPARTS.** This Agreement and any Orders or Statements of Work may be executed and delivered in counterparts, and by each party in a separate counterpart, each of which when so executed and delivered shall constitute an original and all of which taken together shall constitute one and the same instrument.
25. **GOVERNING LAW, JURISDICTION, AND VENUE.** This Agreement shall be governed by and construed in accordance with the substantive law of the State of Tennessee, without giving effect to principles governing conflicts of law. Any action arising from or relating to this Agreement shall be brought exclusively in the state courts located within Anderson County, Tennessee or the federal courts located within the United States District Court for the Eastern District of Tennessee. The parties hereby waive and agree to waive all objections or defenses of lack of personal jurisdiction or improper venue that otherwise might have been available in any such action, consent to the jurisdiction of such courts, and agree that they shall not bring any action in any other court.
26. **LEGAL CONSTRUCTION.** In any case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, or unenforceable in any respect, such invalidity or unenforceability shall not affect any other

provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein as long as this Agreement remains a workable instrument to accomplish the intent and purposes of the parties.

- 27. **AMENDMENT.** The terms and conditions of this Agreement cannot be altered, amended, or modified except by a written instrument executed by all of the parties.
- 28. **NOTICES.** Any notices to be given hereunder by either party to the other shall be in writing and deemed delivered if delivered personally or if by mail, registered or certified, postage prepaid with return receipt requested, then three (3) days after deposit in the mail. Notices shall be addressed to the addresses of the parties first set forth above or to such other address as a party may specify from time to time.
- 29. **NO WAIVER.** Failure of Hoonuit to enforce at any time any provision of this Agreement shall not be construed as a waiver of such provision or of any other provision or of the right of Hoonuit to enforce such provision.
- 30. **INTEGRATION.** This Agreement and any Order or Statement of Work referencing this Agreement constitute the entire, final, and exclusive agreement between the parties with respect to the subject matter hereof and supersede all previous written and oral proposals, negotiations, representations, commitments, writings, agreements, and all other communications between the parties with respect thereto. Customer further agrees that any terms and conditions of any purchase order or other instrument issued by Customer in connection with this Agreement, which are in addition to or inconsistent with the terms and conditions of this Agreement, shall not be binding on Hoonuit and shall not apply to this Agreement. In the event of a conflict between an Order or Statement of Work and this Agreement, this Agreement shall control.
- 31. **FORCE MAJEURE.** Neither party shall be liable to the other for any damages from causes beyond its reasonable control, including, but not limited to, acts of God or the public enemy, labor disputes, freight embargoes, and unusually severe weather; but in every case the delays must be beyond the control and without fault or negligence of Hoonuit and Customer.
- 32. **NON-SOLICITATION.** During the term of this Agreement and for a period extending one (1) year after termination or expiration of the Agreement, each party agrees that it shall not either directly or indirectly solicit, recruit or hire as an employee, consultant, or independent contractor, any personnel of the other party.
- 33. **INSURANCE.** Hoonuit agrees to maintain at its own expense, during the term of this Agreement, insurance coverage in the following minimum amounts: (a) Worker's Compensation insurance in respect of all of its employees with limits of liability and coverage not less than is required by all applicable laws, (b) Comprehensive General Liability insurance which provides coverage and insurer's liability of no less than \$1,000,000 combined single limit for injury, death and property damage resulting from each occurrence, and (c) Automobile Liability, including non-owned and hired vehicles no less than \$1,000,000 each accident. Upon request, Hoonuit shall promptly furnish to Customer valid Certificates of Insurance naming Customer as an additional insured and/or loss payee properly executed by Hoonuit's insurance company.
- 34. **AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** To the extent applicable, this contract incorporates by reference the Affirmative Action for Disabled Veterans and Veterans of the Vietnam-Era clause, 41 C.F.R. § 60- 250.4; the Affirmative Action for Handicapped Workers clause, 41 C.F.R. § 60-741.4; the Equal Opportunity clause, 41 C.F.R. § 60-1.4; and the Discrimination on the Basis of Age clause, 18 C.F.R. § 1316.6; and all amendments thereto and all applicable regulations, rules, and orders issued thereunder.

**SIGNATURES ON NEXT PAGE**

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IN WITNESS WHEREOF, the parties hereto, through their duly authorized representatives, have entered into this Agreement as of the date first written above.

**HOONUIT I, LLC**

**OAK RIDGE BOARD OF EDUCATION**

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Print Name: Bruce T. Borchers, Ph.D.

Title: \_\_\_\_\_

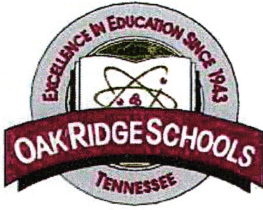
Title: Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Hoonuit Data Dashboard**

The quantity of instructional data has increased yearly in Oak Ridge Schools. Teachers and administrators need to quickly translate data into actionable insights. Hoonuit integrates into any educational system and provides a consolidated data dashboard with detailed analysis, data disaggregation, and key tracking of outcomes. All of this data can be utilized by staff, teachers, administrators, and other stakeholders through informative summaries and actionable insights. Hoonuit provides **end-to-end data management**, easy-to-understand dashboards, and embedded tools such as integrated interventions, improvement planning, professional development, and “What’s Next” explanations so educators can take action without leaving the platform.



# Oak Ridge Schools

OFFICE OF  
Finance Director

Telephone (865) 425-9004

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## MEMORANDUM

**To:** Dr. Bruce Borchers, Superintendent of Schools  
**From:** Pat Smith, Finance Director *Pat*  
**Subject:** **FY'20 Budget Transfer #6**  
**Date:** March 23, 2020

The attached FY'20 Budget Transfer #6 includes the following budget transfer requests for Board of Education approval:

- All routine budget transfers and revisions from January 21<sup>st</sup> through March 23<sup>rd</sup>, 2020 (routine transfers, mostly grants) for Board Approval

## FY 20 FYTD Budget Summary - Budget Transfer #6

Fund	FY20 Revised Approved Budget (After Approval of Budget Transfer #1 - #5)	Budget Transfer #6	FY20 Revised Budget Total
Fund 141 (General Fund)	\$ 59,158,580.67	\$	59,158,580.67
Fund 142 (Federal)	\$ 3,861,611.00	\$	3,861,611.00
Fund 143 (Food Service)	\$ 2,358,891.00	\$	2,358,891.00
Fund 145 (Other Education)	\$ 227,905.33	\$	227,905.33
Fund 146 (Extended Child Care)	\$ 473,067.00	\$	473,067.00
<b>TOTAL All Funds</b>	<b>\$ 66,080,055.00</b>	<b>\$ -</b>	<b>\$ 66,080,055.00</b>

### Fund 141 Budget Transfers

Fund 141 REVENUES	Account Number	Decrease	Increase
Establish ORPSEF Grants Budget (from Contingency)	141 R 46980 000 000 00000 000	\$ 88,671.48	\$ -
	141 R 44570 000 000 00000 100	\$ -	\$ 88,671.48
Establish GW Battelle STEM Grant Budget (from Contingency)	141 R 46980 000 000 00000 000	\$ 5,000.00	\$ -
	141 R 44570 000 000 00000 117	\$ -	\$ 5,000.00
Establish Budget for Local Donations & Grants (from Contingency)	141 R 46980 000 000 00000 000	\$ 14,450.00	\$ -
	141 R 44570 000 000 00000 055	\$ -	\$ 13,550.00
	141 R 44570 000 000 00000 101	\$ -	\$ 900.00

Fund 141 EXPENDITURES	Account Number	Increase	Decrease
Establish Budget for ORPSEF Grants (From Contingency)	141 E 72130 599 000 00000 100	\$ 12,275.00	\$ -
	141 E 72130 599 000 00036 100	\$ 1,907.00	\$ -
	141 E 72130 599 000 00015 100	\$ 21,346.03	\$ -
	141 E 72130 599 000 00025 100	\$ 27,257.45	\$ -
	141 E 72130 599 000 00035 100	\$ 10,894.00	\$ -
	141 E 72130 599 000 00045 100	\$ 4,000.00	\$ -
	141 E 72130 599 000 00040 100	\$ 10,992.00	\$ -
	141 E 71900 599 000 00000 000	\$ -	\$ 88,671.48
Transfer to Cover Costs of OT/PT Services	141 E 72220 399 000 00000 000	\$ 22,000.00	\$ -
	141 E 71200 312 000 00000 000	\$ -	\$ 22,000.00
Maintenance Transfer to Cover ORHS Signage Overage	141 E 76100 707 000 00000 439	\$ 500.00	\$ -
	141 E 72620 426 000 00000 000	\$ -	\$ 500.00

JMS Transfer from Professional Development to Instructional	141 E 71100 711 000 00025 000	\$ 5,835.00	\$ -
	141 E 72210 196 000 00025 000	\$ -	\$ 5,835.00
Establish GW Battelle STEM Grant Budget (from Contingency)	141 E 72130 429 000 00015 117	\$ 5,000.00	\$ -
	141 E 71900 599 000 00000 000	\$ -	\$ 5,000.00
Transfer from Bound Materials to Professional Development Lines	141 E 72210 524 000 00068 000	\$ 16,357.00	\$ -
	141 E 72210 196 000 00068 000	\$ 16,357.46	\$ -
	141 E 71100 449 000 00000 308	\$ -	\$ 32,714.46
Establish Budget for Local Donations & Grants (from Contingency)	141 E 72130 599 000 00000 055	\$ 13,550.00	\$ -
	141 E 72130 599 000 00000 101	\$ 900.00	\$ -
	141 E 71900 599 000 00000 000	\$ -	\$ 14,450.00
District Budget Transfer to Align with Current Needs of District	141 E 71100 471 000 00000 257	\$ 29,834.00	\$ -
	141 E 72610 502 000 00000 000	\$ 5,460.00	\$ -
	141 E 72520 471 000 00000 000	\$ 9,649.32	\$ -
	141 E 71100 449 000 00000 308	\$ 96,590.00	\$ -
	141 E 72710 399 000 00000 000	\$ 2,500.00	\$ -
	141 E 71100 722 000 00000 261	\$ -	\$ 144,033.32
<b>TOTAL</b>		<b>\$ 421,325.74</b>	<b>\$ 421,325.74</b>

### Fund 142 Budget Transfers

FUND 142 EXPENDITURES	Increase	Decrease
IDEA Discretionary Budget Transfer per ePlan	142 E 72710 425 893 00000 000 \$ 100.00	\$ -
Revision	142 E 99100 504 893 00000 000 \$ -	\$ 100.00
Title I Transfers for Preschool Program	142 E 71100 116 101 00043 000 \$ 13,779.10	\$ -
	142 E 71100 429 101 00043 000 \$ 9,587.73	\$ -
	142 E 71100 163 101 00043 000 \$ -	\$ 23,366.83
Perkins Grant Transfers to Align with Program N	142 E 71300 730 801 00000 000 \$ 8,864.23	\$ -
	142 E 71300 429 801 00000 000 \$ -	\$ 80.50
	142 E 99100 504 801 00000 000 \$ -	\$ 702.43
	142 E 72130 355 801 00000 000 \$ -	\$ 6,181.30
	142 E 72230 524 801 00000 000 \$ -	\$ 1,900.00
<b>TOTAL</b>	<b>\$ 32,331.06</b>	<b>\$ 32,331.06</b>



**Anderson County Schools**  
Every Student, Every Day



## Anderson County Preschool—2018-2019

236	>>>	Total number of children funded
275	>>>	Number of children served
97%	>>>	Eligible children served
100%	>>>	Average monthly enrollment
163	>>>	Number of HS families served
88	>>>	Number of EHS families served
141	>>>	Number of single-parent families served
4	>>>	Number of homeless families served
6	>>>	Number of pregnant women served
*100%	>>>	HS children who received medical exams
100%	>>>	EHS children who received medical exams
98%	>>>	HS children who received dental exams
100%	>>>	EHS children who received age-appropriate dental exams
15%	>>>	Total HS/EHS children w/ diagnosed disabilities
613	>>>	Number of volunteers

\* Includes children leaving prior to required deadlines.



## Happenings At A Glance

### Head Start Adventures

The adventure continued in the 2018-2019 Head Start school year. Construction began and continued through the school year at "The House of Littles" on the ACCTC campus. The delegate began construction on a new preschool building. With the implementation of Love & Logic as our parent curriculum, parents were given opportunities to learn effective parenting strategies. These strategies support parents with their preschool aged children's positive behavior, as well as their older children too. Duration funds have well supported working parents in Early Head Start as they continue the 8 hour day. And as always, the teaching staff continue their good work of teaching the youngest learners of Anderson County.

~ Shelby Haun, Director of Preschool ~

## BASIC PROGRAM FACTS

Anderson County Schools' Preschool serves children birth to age 5 throughout the county. The program is center-based and operates Monday-Friday. Head Start serves children in standard classes for a 5.75 hour day, and children in the Duration classes for a 6.25 hour day. Early Head Start children are served an eight hour day. Both programs follow the Anderson County Schools' calendar when possible.

During the 18-19 school year, fourteen Head Start preschool classrooms (which included a transition classroom designed to serve children transitioning from EHS to HS), and ten Early Head Start classrooms were in operation. The funded enrollment was to serve 80 infants/toddlers, and 156 preschoolers. As grantee, a partnership with the state-funded Voluntary Pre-K program continued and seven preschool classrooms were served. Oak Ridge Schools' Preschool as the delegate agency served 118 preschoolers, age 3-5.



## Oak Ridge Preschool—2018-2019

### Program Information Report

118	>>>	Total number of children funded
133	>>>	Number of children served
90%	>>>	Eligible children served
100%	>>>	Average monthly enrollment
123	>>>	Number of HS families served
74	>>>	Single-parent families served
20%	>>>	Head of Household unemployed
11%	>>>	Families without high school diploma
100%	>>>	Children who received medical exams
97%	>>>	Children who received dental exams
17%	>>>	Children with a diagnosed disability
17%	>>>	Enrolled Children were Hispanic



**FINANCIAL INFORMATION**

**Basic & COLA Proposed Budget for 2018/2019**

HEAD START—Grantee 18-19 Proposed Budget		EARLY HEAD START 18-19 Proposed Budget		HEAD START—Delegate 18-19 Proposed Budget	
Personnel	\$ 895,641	Personnel	\$ 922,932	Personnel	\$582,286
Fringe Benefits	\$ 274,122	Fringe Benefits	\$ 250,375	Fringe Benefits	\$191,737
Travel	\$ 1,000	Travel	\$ 300	Travel	\$ 8,812
Equipment	\$ 0	Equipment	\$ 0	Equipment	\$ 0
Supplies	\$ 31,233	Supplies	\$ 19,497	Supplies	\$ 14,400
Contractual	\$ 25,034	Contractual	\$ 17,781	Contractual	\$ 14,500
Other Costs	\$ 85,950	Other Costs	\$ 105,500	Other Costs	\$ 500
T & TA	\$ 19,113	T & TA	\$ 27,041	T & TA	\$ 9,098
Indirect Costs	\$ 50,589	Indirect Costs	\$ 30,879		
<b>*Delegate</b>	<b>\$ 812,235</b>				
<b>*Delegate T &amp; TA</b>	<b>\$ 9,098</b>				
<b>Total</b>	<b>\$2,204,015</b>	<b>Total</b>	<b>\$1,374,305</b>	<b>*Total</b>	<b>\$821,333</b>
<b>TOTAL FEDERAL</b>	<b>\$3,578,320</b>				
<b>LOCAL MATCH</b>	<b>\$ 894,580</b>				

**PUBLIC AND PRIVATE FUNDS RECEIVED**

Head Start receives funds through the Department of Health and Human Services (HHS), Administration for Children and Families (ACF), and Office of Head Start (OHS). Below, Exhibit—A outlines the monies received and expended for FY 2018-2019.

Head Start also participates in the United States Department of Agriculture (USDA) program and the Child and Adult Care Food Program (CACFP) , of which \$276,415 was received for the Grantee & Delegate, combined.

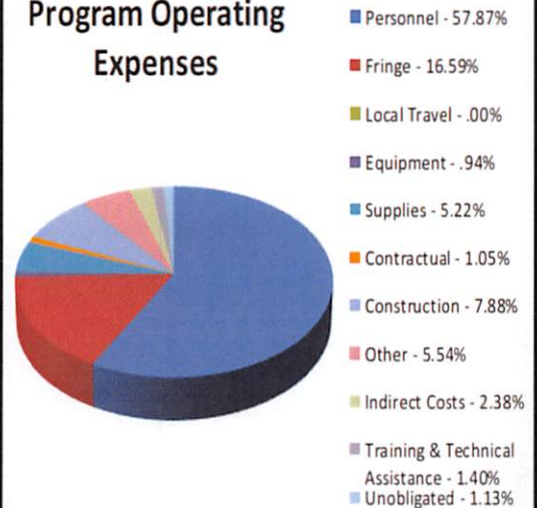
Funds are also received by both programs from the State Voluntary Pre-K program.

Exhibit - A	Awarded	Expended
Anderson County Schools' Head Start - Grantee	\$ 1,366,732.00	\$ 1,334,340.63
Intent To Increase Hours - Start-Up	\$ 37,747.00	\$ 37,747.00
Carry Over Funds	\$ 6,400.00	\$ 6,400.00
Oak Ridge Schools' Head Start - Delegate	\$ 808,402.00	\$ 808,402.00
Early Head Start - Grantee	\$ 1,346,580.00	\$ 1,334,293.20
Net Zero Start-Up Funds	\$ 310,376.68	\$ 310,376.68
Carry Over Funds	\$ 5,624.00	\$ 5,624.00
AC HS/EHS T & TA - Grantee	\$ 47,552.00	\$ 47,552.00
OR HS T & TA - Delegate	\$ 9,054.00	\$ 9,054.00
<b>TOTAL FUNDING</b>	<b>\$ 3,938,467.68</b>	<b>\$ 3,893,789.51</b>

**NON-FEDERAL SHARE**

The program is required to obtain a 25% non-federal share match on every federal dollar expended in the budget. During FY 2018-2019, the non-federal share total received was \$973,447.

**Program Operating Expenses**



### Secretary & Financial Audit Outcomes

The Program Performance Summary Report, dated 5/9/18, indicates that based on information gathered from the most recent review, held on February 26 through March 2, 2018, the Head Start Program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. There were no audit findings relative to federal awards presented in the prior or current years' Schedules of Findings and Questioned Costs (FY ending June 30, 2019)

"Awareness is the starting point of every quest and the outcome of every journey."  
~Azim Jamal & Brian Tracy~

## Child Outcomes for 2018/2019

### ANDERSON COUNTY— OUTCOMES KINDERGARTEN READINESS

During the 2018-2019 school year, the Anderson County Schools' Preschool teachers completed a successful second year implementing *The Creative Curriculum, 6th Edition*, and assessing students using *Teaching Strategies GOLD*. The 2018-2019 year-end *Teaching Strategies GOLD* Assessment data for Head Start students shows significant progress in all domains. At school year end, an average of 97.7% of Anderson County Schools' Preschool students were meeting or exceeding expectations in the six domains of Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics development. The data suggests that our ongoing work to refine teaching practices is preparing young children in Anderson County to be successful in Kindergarten and beyond.



### OAK RIDGE—OUTCOMES KINDERGARTEN READINESS

This was the second year for the program to implement *The Creative Curriculum, 6th Edition*, and *Teaching Strategies GOLD* as the curriculum and assessment system. Teachers observed children frequently throughout the year as they participated in everyday experiences. Three times a year, teachers evaluated each child's individualized developmental progress through their documentation including, but not limited to: observation notes, work samples, pictures, videos and checklist. Program-wide results indicate 83% of enrolled children met or exceeded the widely-held expectation in the given domains at the end of the year. Additional areas of strength include 86% of children meeting or exceeding the widely-held expectation for Social and Emotional Development and 90% of children meeting or exceeding the widely-held expectation for Physical Development.



## Grantee

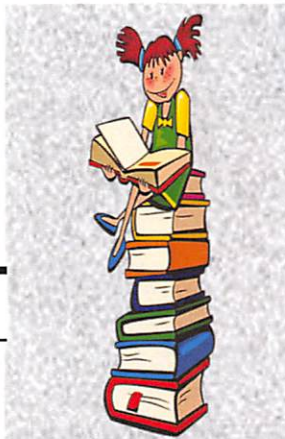
## Delegate

### Anderson County Schools

Anderson County Preschool  
708 North Main Street  
Clinton, TN 37716

[www.acs.ac/preschool](http://www.acs.ac/preschool)

Phone: 865-463-2833  
Fax: 865-463-8876



### Oak Ridge Schools

Oak Ridge Preschool  
304 New York Avenue  
Oak Ridge, TN 37830

[www.ortn.edu/preschool/](http://www.ortn.edu/preschool/)

Phone: 865-425-9101  
Fax: 865-425-9120

### Grantee/Delegate Family Engagement Activities during 2018-2019

#### Grantee

- Open House - School Readiness Activities
- Road To Home Ownership
- Love & Logic
- Resource Fairs
- Father Engagement Events
- Budgeting/Finance Classes
- Adverse Childhood Experiences—ACE's
- Nutrition/Cooking Classes

#### Delegate

- Altrusa Partnership
- Open House—Ice Cream Social
- Grandparent's Day—Special Classroom Activities
- Community Helpers
- Resource Fair—Community Agency Expo
- Legal Aid Partnership Grant
- Love & Logic
- Parent Education Events (STEM, Parenting, & Literacy)

Trainings are provided based on outcomes from annual family interest surveys.

In addition to the aforementioned trainings, both the Grant and Delegate provide opportunities for families to participate in trainings that will foster:

Family Well-Being  
Health & Safety

Economic Stability  
Parenting Skills

Disability Services  
Child Early Learning & Development

### Family and Community



### 2018-2019 Community Assessment Summary

Major concerns from the community assessment results were:

- ♦ High cost of home ownership/rental costs
- ♦ Lack of affordable childcare before and after school
- ♦ Dental Care for Parents
- ♦ 28.6% of 0-4 yr. old children living in poverty

# Linden Elementary School

700 Robertsville Road  
Oak Ridge, TN 37830

Office of the Principal

[rward@ortn.edu](mailto:rward@ortn.edu)

3.23.20

To: Oak Ridge Schools Board of Education

From: Roger Ward

Re: Update on Elementary Safety Trip to Washington D.C.

Board Members:

On March 11, 2020 the Oak Ridge Schools Board of Education voted to cancel the March 16-19 elementary school safety patrol trip to Washington D.C. When I notified Cheryl Baker at Gerber Tours of the board's decision she suggested that we attempt to reschedule the trip for later in the school year instead of cancel. She noted the penalty for last minute cancellation, and thought it in our best interest to attempt to reschedule. She sent me a statement from Gerber Tours which included the cancellation policies.

Mr. Lay called all four elementary principals to a meeting on March 11 at 1:00 pm to discuss the cancellation of the trip and next steps. At the meeting I made note of Ms. Baker's suggestion and delivered the prepared statement to both Mr. Lay and Dr. Borchers from Gerber tours. Of course since that time, many things about COVID-19 have escalated. Both Dr. Borchers and Mr. Lay gave me permission to continue working with Ms. Baker at Gerber to attempt to reschedule the trip.

Very quickly Ms. Baker was able to move the trip to May 29-June 1. She was able to rebook tour buses, work with restaurants to move reservations, and reschedule tour guides. The one thing she wasn't able to do was to book the same hotel, the Embassy Suites. She was however, able to move the entire group to another hotel, coincidentally, another Embassy Suites. The two hotels, even though sharing a company name, did not share owners. The original Embassy Suites was refusing to return approximately \$20,000 in booked reservations and continue to refuse, to my knowledge, to this day.

Dr. Borchers and Mr. Lay asked that I work as a liaison between Cheryl Baker at Gerber and Larry Giordano, school board attorney. I shared with Ms. Baker and Mr. Giordano each other's contact information in the hopes that they would be able to work together to convince the Embassy Suites to return the money or to transfer it to the new hotel.

At this point, I am unsure if the money will be returned. If we are able to travel on May 29, the cost to each student would be approximately \$150 additional dollars if the money isn't returned by the Embassy Suites. I am unsure of how much reimbursement to families, if any, if our May 29 trip is not approved by the board or if the COVID-19 situation does not improve enough for us to travel.

I would like to add that Cheryl Baker at Gerber and really everyone at Gerber Tours have been extremely helpful and appear just as frustrated as we are with the original Embassy Suites. Ms. Baker emailed me on March 17 to say that, “every hotel and I mean every hotel is refunding 100% but this one”. Gerber works with many groups and had a lot traveling over spring break. She also noted that she is fighting for us.

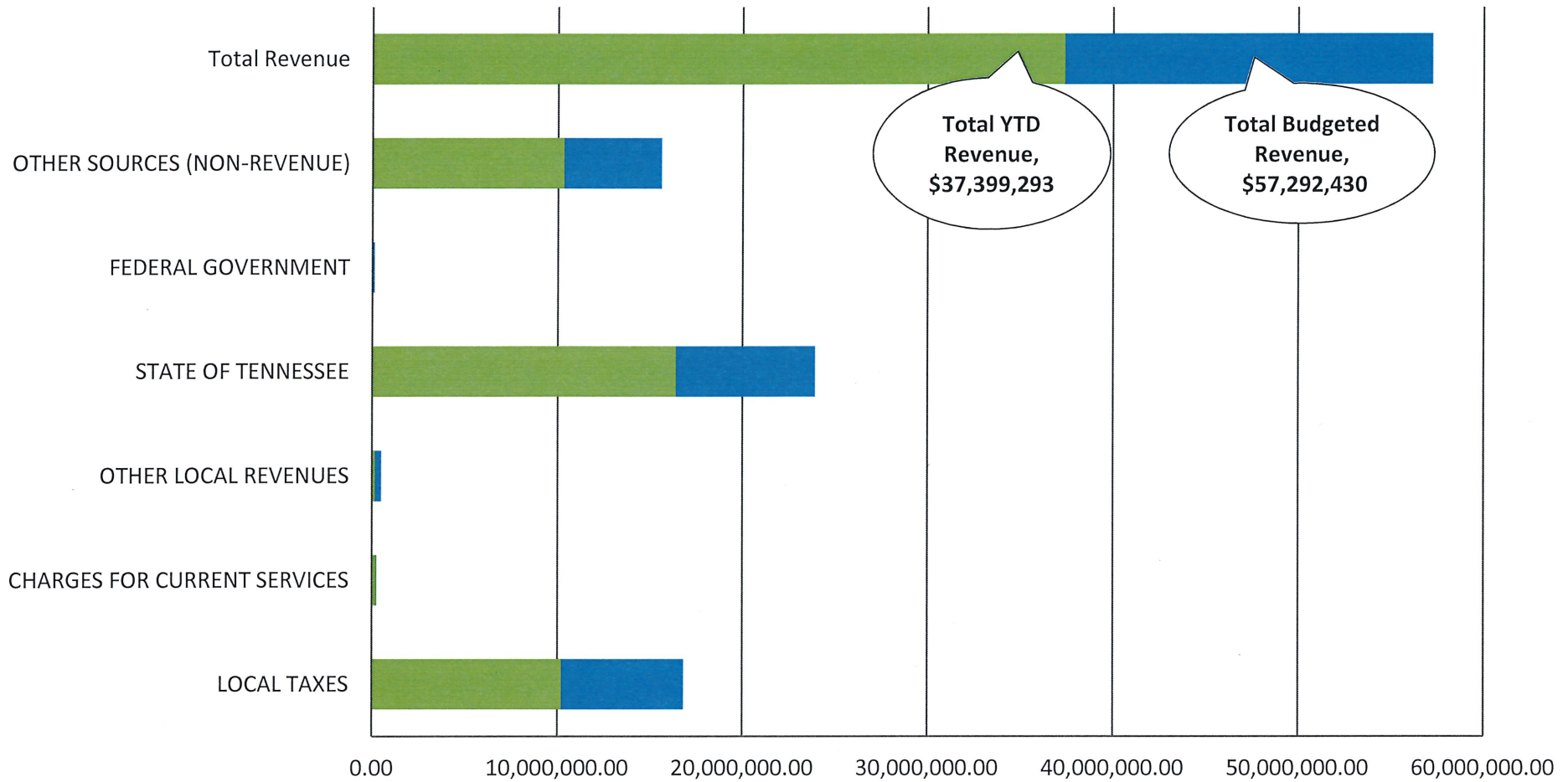
Acct	Acct	2019-20 FYTD Budget	February 2019-20 Monthly Activity	2019-20 Year-To-Date	2019-20 Percent of Budget	2019-20 Variance from Bud	Encumbered Amount	Unencumbered Budget Remaining
40110	Current Property Tax	11,048,443.00	904,137.54	6,252,608.46	56.59%	4,795,834.54		4,795,834.54
40210	Local Option Sales Tax	5,787,581.00	622,912.27	3,962,222.45	68.46%	1,825,358.55		1,825,358.55
40275	Mixed Drink Tax	250.00	9.52	149.64	59.86%	100.36		100.36
40280	Mineral Severance Tax	250.00				250.00		250.00
43511	Tuition - Regular Day Students	240,000.00	8,899.30	232,052.10	96.69%	7,947.90		7,947.90
43513	Tuition - Summer School	12,000.00		780.00	6.50%	11,220.00		11,220.00
43533	Transportation Fees	10,000.00	595.00	2,830.00	28.30%	7,170.00		7,170.00
44110	Interest Earned	150,000.00	13,332.52	91,024.69	60.68%	58,975.31		58,975.31
44120	Lease/Rentals	18,000.00		11,506.75	63.93%	6,493.25		6,493.25
44170	Miscellaneous Refunds	2,500.00	53.02	4,261.81	170.47%	-1,761.81		-1,761.81
44530	Sale of Equipment	35,000.00	3,012.80	35,338.20	100.97%	-338.20		-338.20
44560	Damages Recovered from Individ			229.60		-229.60		-229.60
44570	Contributions & Gifts	219,450.00	5,000.00	19,450.00	8.86%	200,000.00		200,000.00
44990	Other Local Revenues	75,000.00	416.00	11,137.20	14.85%	63,862.80		63,862.80
46511	Basic Education Progam	22,809,000.00	2,392,300.00	16,041,100.00	70.33%	6,767,900.00		6,767,900.00
46515	Early Childhood Education	460,771.37	38,973.18	229,950.83	49.91%	230,820.54		230,820.54
46590	Other State Education Funds	100,000.00	5,528.33	60,101.76	60.10%	39,898.24		39,898.24
46610	Career Ladder Program	150,000.00		70,334.76	46.89%	79,665.24		79,665.24
46980	Other State Grants	410,221.30				410,221.30		410,221.30
46990	Other State Revenues	7,500.00				7,500.00		7,500.00
47143	Special Education Grants	80,000.00				80,000.00		80,000.00
47630	Public Law 874 - Maint/Operat.	55,000.00		44,906.35	81.65%	10,093.65		10,093.65
49700	Insurance Recovery	2,500.00				2,500.00		2,500.00
49800	Transfers In	125,000.00				125,000.00		125,000.00
49810	City General Fund Transfer	15,493,963.00	1,291,163.58	10,329,308.64	66.67%	5,164,654.36		5,164,654.36
-----	Revenue	57,292,429.67	5,286,333.06	37,399,293.24	65.28%	19,893,136.43		19,893,136.43
=====								
71100	Regular Instruction Prgm	27,357,368.54	2,175,517.87	15,925,138.08	58.21%	11,432,230.46	10,300,536.39	1,131,694.07
71150	Alternative Instruction Prgm	791,230.00	66,509.58	465,486.83	58.83%	325,743.17	311,244.93	14,498.24
71200	Special Education Prgm	4,433,817.00	365,222.71	2,534,934.96	57.17%	1,898,882.04	1,713,726.64	185,155.40
71300	Career/Technical Education Prg	1,303,523.00	118,842.05	767,997.61	58.92%	535,525.39	502,701.86	32,823.53
71900	Contingency	617,591.47				617,591.47		617,591.47
72120	Health Services	568,935.00	48,041.12	345,783.12	60.78%	223,151.88	201,710.96	21,440.92
72130	Other Student Support	1,714,096.37	132,521.14	1,106,928.93	64.58%	607,167.44	578,854.08	28,313.36
72210	Regular Inst. Support	2,770,256.09	223,085.11	1,676,065.27	60.50%	1,094,190.82	838,883.24	255,307.58
72220	Special Education Support	827,996.00	67,717.00	513,216.05	61.98%	314,779.95	285,770.08	29,009.87
72230	Career & Technical Prg Support	113,336.00	10,021.44	66,259.64	58.46%	47,076.36	32,573.77	14,502.59
72250	Technology Services	2,714,254.00	177,838.49	1,778,508.95	65.52%	935,745.05	648,584.55	287,160.50

Acct	Acct	2019-20 FYTD Budget	February 2019-20 Monthly Activity	2019-20 Year-To-Date	2019-20 Percent of Budget	2019-20 Variance from Bud	Encumbered Amount	Unencumbered Budget Remaining
72290	Communications	116,340.00	8,814.15	75,466.38	64.87%	40,873.62	36,108.74	4,764.88
72310	Board of Education	1,063,690.00	33,745.54	708,117.36	66.57%	355,572.64	5,069.32	350,503.32
72320	Director of Schools	356,798.00	27,709.44	227,177.01	63.67%	129,620.99	109,621.41	19,999.58
72410	Office of the Principal	3,515,455.00	292,867.45	2,258,815.87	64.25%	1,256,639.13	1,213,962.83	42,676.30
72510	Fiscal Services	790,925.00	67,476.00	518,567.61	65.56%	272,357.39	228,823.58	43,533.81
72520	Human Resources/ Personnel	361,560.00	32,337.02	250,089.31	69.17%	111,470.69	97,529.90	13,940.79
72610	Operation of Plant	4,551,552.00	337,199.29	2,736,821.02	60.13%	1,814,730.98	741,966.50	1,072,764.48
72620	Maintenance of Plant	1,645,452.00	121,805.08	1,070,313.63	65.05%	575,138.37	470,161.61	104,976.76
72710	Transportation	1,524,978.00	138,045.27	853,754.41	55.98%	671,223.59		671,223.59
73400	Early Childhood Education	460,771.37	39,095.68	269,046.51	58.39%	191,724.86	191,163.15	561.71
73401	Pre-K General Fund	635,468.00	55,723.87	387,605.63	61.00%	247,862.37	163,377.31	84,485.06
76100	Regular Capital Outlay	849,834.83	70,682.63	256,811.51	30.22%	593,023.32	161,020.02	432,003.30
99100	Transfers Out	73,353.00				73,353.00		73,353.00
-----	Expense	59,158,580.67	4,610,817.93	34,792,905.69	58.81%	24,365,674.98	18,833,390.87	5,532,284.11
-----	General Purpose School Fund	-1,866,151.00	675,515.13	2,606,387.55	61.99%	-4,472,538.55	-18,833,390.87	14,360,852.32
	Grand Revenue Totals	57,292,429.67	5,286,333.06	37,399,293.24	65.28%	19,893,136.43		19,893,136.43
	Grand Expense Totals	59,158,580.67	4,610,817.93	34,792,905.69	58.81%	24,365,674.98	18,833,390.87	5,532,284.11
	Grand Totals	1,866,151.00	675,515.13	2,606,387.55	-139.67%	4,472,538.55	18,833,390.87	14,360,852.32
		Loss	Profit	Profit		Loss	Loss	Profit

Number of Accounts: 1257

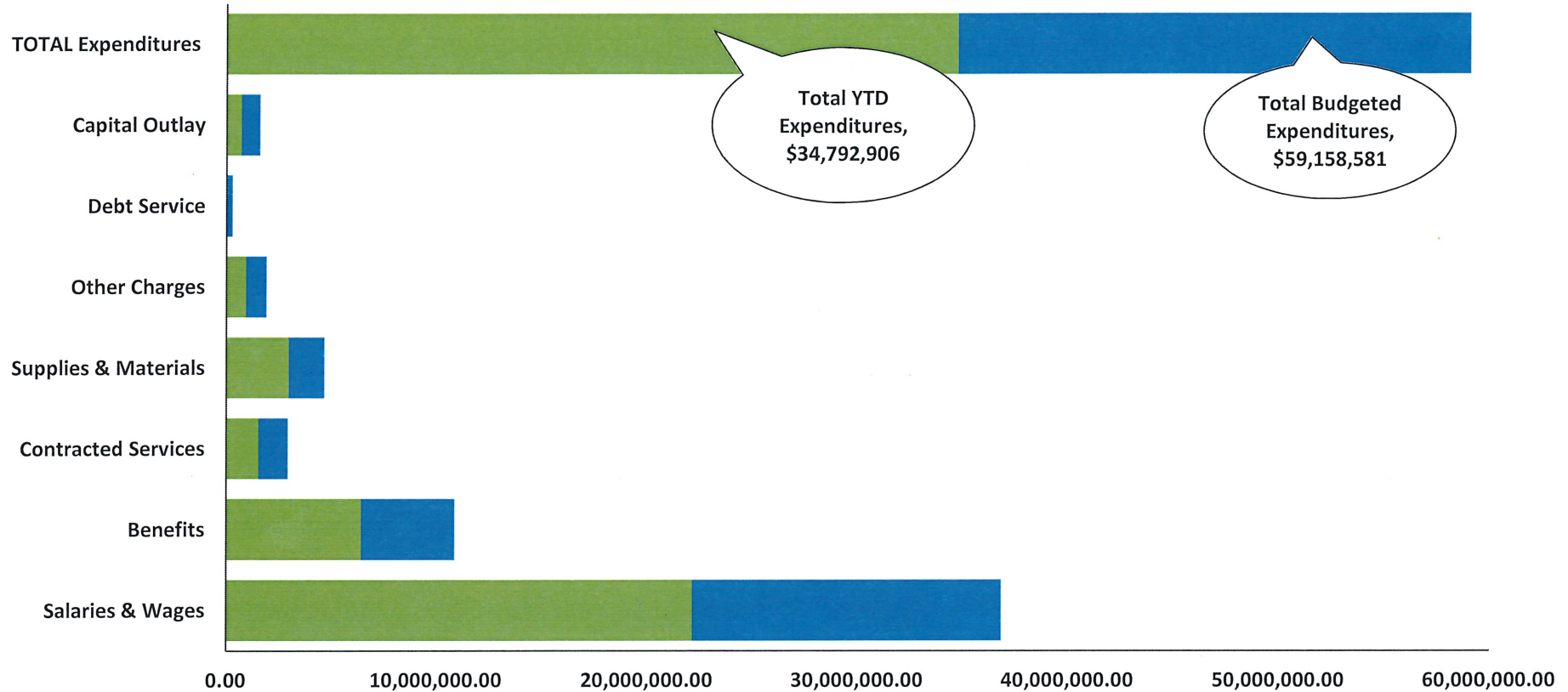
\*\*\*\*\* End of report \*\*\*\*\*

## General Fund Revenue Budget to Actual Summary - FEBRUARY, 2020



	LOCAL TAXES	CHARGES FOR CURRENT SERVICES	OTHER LOCAL REVENUES	STATE OF TENNESSEE	FEDERAL GOVERNMENT	OTHER SOURCES (NON-REVENUE)	Total Revenue
■ Percent of Budget	60.67%	89.95%	34.59%	68.52%	33.26%	66.12%	65.28%
■ Year-To-Date	10,214,980.55	235,662.10	172,948.25	16,401,487.35	44,906.35	10,329,308.64	\$37,399,293
■ FYTD Budget	16,836,524.00	262,000.00	499,950.00	23,937,492.67	135,000.00	15,621,463.00	\$57,292,430

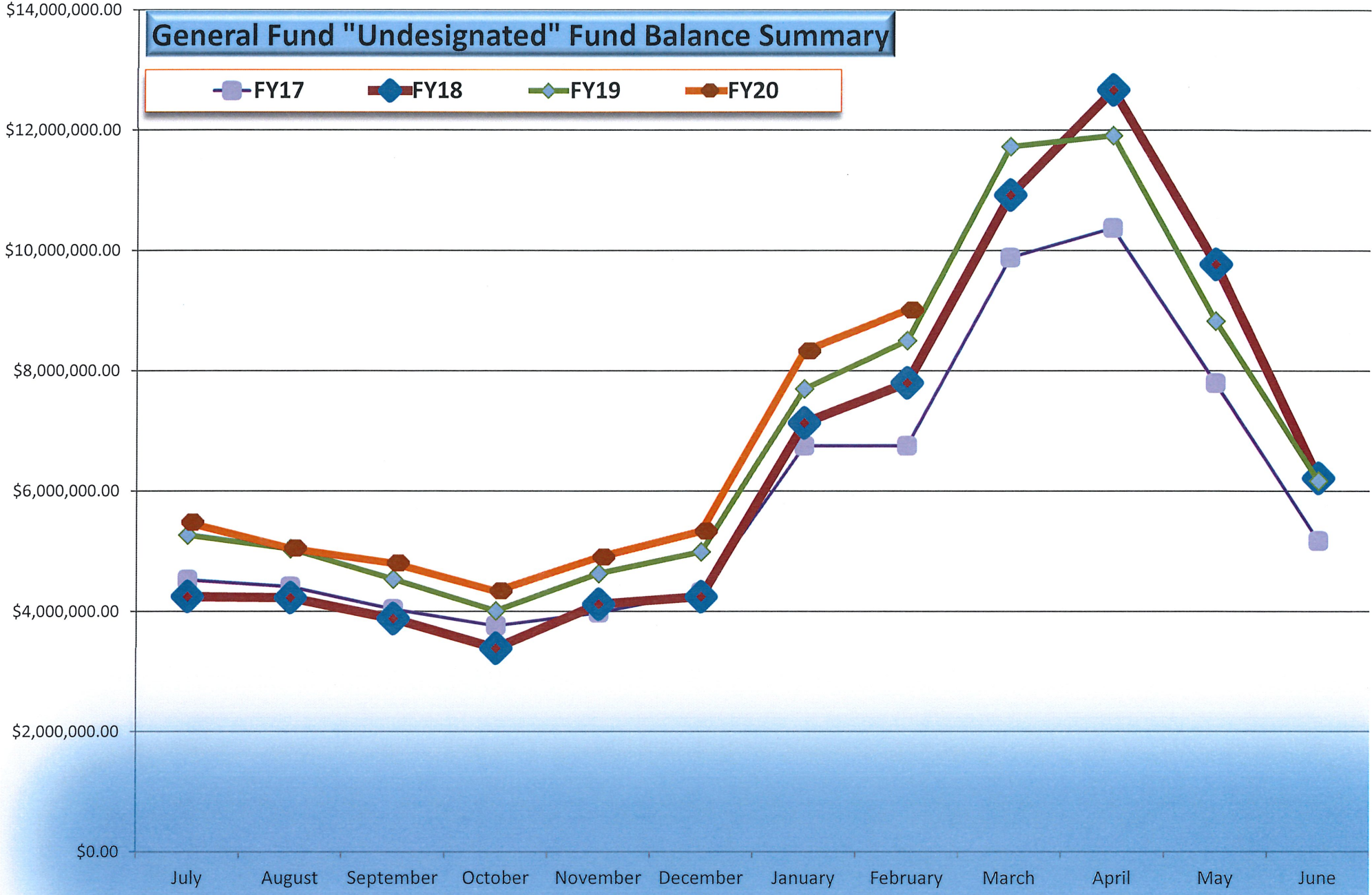
## General Fund Expenditure Budget to Actual Summary by Object FEBRUARY, 2020



	Salaries & Wages	Benefits	Contracted Services	Supplies & Materials	Other Charges	Debt Service	Capital Outlay	TOTAL Expenditures
■ FYTD %	60.17%	59.10%	52.35%	63.71%	49.65%	0	44.51%	58.81%
■ FYTD Activity	22,183,664.63	6,437,407.03	1,537,365.86	2,975,834.76	948,626.93	0	710,006.48	\$34,792,906
■ FYTD Revised Bdg	36,865,330.09	10,892,782.00	2,936,382.00	4,671,618.17	1,910,452.58	287,205.00	1,594,810.83	\$59,158,581

# General Fund "Undesignated" Fund Balance Summary

FY17    FY18    FY19    FY20



<u>Acct</u>	<u>Acct</u>	<u>2019-20</u> <u>FYTD Budget</u>	<u>February 2019-20</u> <u>Monthly Activity</u>	<u>2019-20</u> <u>Year-To-Date</u>	<u>2019-20</u> <u>Percent of Budget</u>	<u>2019-20</u> <u>Variance from Bud</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance Remaining</u>
142	School Federal Projects							
R	Revenue							
47131	Vocational Program Improvement	131,707.20	12,326.78	47,703.96	36.22%	84,003.24		84,003.24
47141	Title I	946,270.61	68,230.25	435,961.99	46.07%	510,308.62		510,308.62
47143	Special Education Grants	1,155,365.51	84,783.82	541,659.23	46.88%	613,706.28		613,706.28
47145	Special Ed Pre-School Grants	29,961.00	2,536.86	15,218.02	50.79%	14,742.98		14,742.98
47146	English Lang Acq Grants	19,520.22	5,095.00	7,084.01	36.29%	12,436.21		12,436.21
47147	Title IV Part B, 21st Century	152,625.00	6,966.46	63,755.84	41.77%	88,869.16		88,869.16
47189	Title II	143,698.87	3,472.16	86,330.05	60.08%	57,368.82		57,368.82
47590	Other Federal Through State	238,498.53	6,357.74	60,661.48	25.43%	177,837.05		177,837.05
47990	Other Direct Fedral Revenue	1,043,964.06	69,076.16	449,823.07	43.09%	594,140.99		594,140.99
-----	Revenue	3,861,611.00	258,845.23	1,708,197.65	44.24%	2,153,413.35		2,153,413.35
E	Expense							
71100	Regular Instruction Prgm	727,800.13	57,331.64	411,238.30	56.50%	316,561.83	254,494.22	62,067.61
71200	Special Education Prgm	828,935.94	64,909.03	435,177.09	52.50%	393,758.85	280,494.99	113,263.86
71300	Career/Technical Education Prg	108,415.00	2,143.56	43,903.13	40.50%	64,511.87	58,412.49	6,099.38
71900	Contingency	136,742.25				136,742.25		136,742.25
72120	Health Services	12,754.00	1,170.30	8,177.36	64.12%	4,576.64	4,760.57	-183.93
72130	Other Student Support	70,879.41	7,346.57	36,256.57	51.15%	34,622.84	17,306.14	17,316.70
72210	Regular Inst. Support	322,132.67	26,653.03	224,905.33	69.82%	97,227.34	61,348.01	35,879.33
72220	Special Education Support	245,406.08	25,566.61	157,355.80	64.12%	88,050.28	88,779.03	-728.75
72230	Career & Technical Prg Support	4,189.77	702.59	1,405.41	33.54%	2,784.36	41.49	2,742.87
72250	Technology Services	8,000.00				8,000.00		8,000.00
72710	Transportation	74,108.20		64,609.64	87.18%	9,498.56	1,200.00	8,298.56
73300	Community Services	1,187,431.56	94,297.23	607,885.14	51.19%	579,546.42	441,983.90	137,562.52
99100	Transfers Out	134,815.99				134,815.99		134,815.99
-----	Expense	3,861,611.00	280,120.56	1,990,913.77	51.56%	1,870,697.23	1,208,820.84	661,876.39
-----	School Federal Projects		-21,275.33	-282,716.12	47.90%	282,716.12	-1,208,820.84	1,491,536.96

Acct	Acct	2019-20 FYTD Budget	February 2019-20 Monthly Activity	2019-20 Year-To-Date	2019-20 Percent of Budget	2019-20 Variance from Bud	Encumbered Amount	Unencumbered Balance Remaining
143	Central Cafeteria							
R	Revenue							
43521	Lunch Payments - Children	263,736.00	24,701.00	157,632.11	59.77%	106,103.89		106,103.89
43522	Lunch Payments - Adults	4,000.00	300.20	3,065.35	76.63%	934.65		934.65
43523	Income From Breakfast	35,951.00	2,856.30	19,097.85	53.12%	16,853.15		16,853.15
43525	A la Carte Sales	315,872.00	17,811.45	113,583.73	35.96%	202,288.27		202,288.27
43990	Other Charges for Food Service	10,000.00	8,111.30	29,645.60	296.46%	-19,645.60		-19,645.60
44110	Interest Earned	3,000.00	330.57	3,477.54	115.92%	-477.54		-477.54
46520	School Food Service	16,455.00	17,069.14	17,069.14	103.73%	-614.14		-614.14
47111	USDA School Lunch Program	907,812.00	111,848.88	719,469.92	79.25%	188,342.08		188,342.08
47112	USDA Commodities	117,824.00				117,824.00		117,824.00
47113	Breakfast	342,887.00	51,105.17	336,219.03	98.06%	6,667.97		6,667.97
47114	USDA - Other	161,354.00	20,159.51	154,282.68	95.62%	7,071.32		7,071.32
-----	Revenue	2,178,891.00	254,293.52	1,553,542.95	71.30%	625,348.05		625,348.05
E	Expense							
73100	Food Service	2,358,891.00	356,421.08	1,267,006.66	53.71%	1,091,884.34	80,795.02	1,011,089.32
-----	Expense	2,358,891.00	356,421.08	1,267,006.66	53.71%	1,091,884.34	80,795.02	1,011,089.32
-----	Central Cafeteria	-180,000.00	-102,127.56	286,536.29	62.16%	-466,536.29	-80,795.02	-385,741.27
=====								
145	Other Education Funds							
R	Revenue							
44990	Other Local Revenues	32,929.00	1,200.00	17,909.60	54.39%	15,019.40		15,019.40
46590	Other State Education Funds	121,602.33	1,446.04	37,851.48	31.13%	83,750.85		83,750.85
49800	Transfers In	73,374.00				73,374.00		73,374.00
-----	Revenue	227,905.33	2,646.04	55,761.08	24.47%	172,144.25		172,144.25

Acct	Acct	2019-20 FYTD Budget	February 2019-20 Monthly Activity	2019-20 Year-To-Date	2019-20 Percent of Budget	2019-20 Variance from Bud	Encumbered Amount	Unencumbered Balance Remaining
145	Other Education Funds							
E	Expense							
72130	Other Student Support	102,985.65	8,445.56	64,125.41	62.27%	38,860.24	35,983.43	2,876.81
72210	Regular Inst. Support	3,500.00	165.00	1,195.80	34.17%	2,304.20		2,304.20
72620	Maintenance of Plant	88,490.68	16,179.79	26,697.59	30.17%	61,793.09	26,220.65	35,572.44
73300	Community Services	32,929.00	2,036.66	14,886.54	45.21%	18,042.46		18,042.46
-----	Expense	227,905.33	26,827.01	106,905.34	46.91%	120,999.99	62,204.08	58,795.91
-----	Other Education Funds		-24,180.97	-51,144.26	35.69%	51,144.26	-62,204.08	113,348.34
=====								
146	Extended School Program							
R	Revenue							
43581	Community Services Fees Child	473,067.00	49,127.50	319,601.92	67.56%	153,465.08		153,465.08
-----	Revenue	473,067.00	49,127.50	319,601.92	67.56%	153,465.08		153,465.08
E	Expense							
73300	Community Services	463,067.00	28,310.12	233,912.64	50.51%	229,154.36	82,736.53	146,417.83
99100	Transfers Out	10,000.00				10,000.00		10,000.00
-----	Expense	473,067.00	28,310.12	233,912.64	49.45%	239,154.36	82,736.53	156,417.83
-----	Extended School Program		20,817.38	85,689.28	58.50%	-85,689.28	-82,736.53	-2,952.75
=====								
Grand Revenue Totals		6,741,474.33	564,912.29	3,637,103.60	53.95%	3,104,370.73		3,104,370.73
Grand Expense Totals		6,921,474.33	691,678.77	3,598,738.41	51.99%	3,322,735.92	1,434,556.47	1,888,179.45
Grand Totals		180,000.00	126,766.48	38,365.19	-21.31%	218,365.19	1,434,556.47	1,216,191.28
		Loss	Loss	Profit		Loss	Loss	Profit

**Combined Fund Balance and YTD Operating Statement Summary  
February, 2020**

Description	General Fund 141	Federal Fund 142	Food Service Fund 143	Special Fund 145	ECC Fund 146
Beginning Fund Balance July 1, 2019	8,570,807.16	0.00	808,715.52	2,508.79	88,759.66
Plus YTD Revenue per books 2/29/20	37,399,293.24	1,708,197.65	1,553,542.95	55,761.08	319,601.92
Less YTD Expenditures per books 2/29/20	(34,792,905.69)	(1,990,913.77)	(1,267,006.66)	(106,905.34)	(233,912.64)
Revenues Over (Under) Expenditures as of 2/29/20	2,606,387.55	(282,716.12)	286,536.29	(51,144.26)	85,689.28
Ending Fund Balance per books as of 2/29/20	11,177,194.71	(282,716.12)	\$1,095,251.81	(48,635.47)	174,448.94

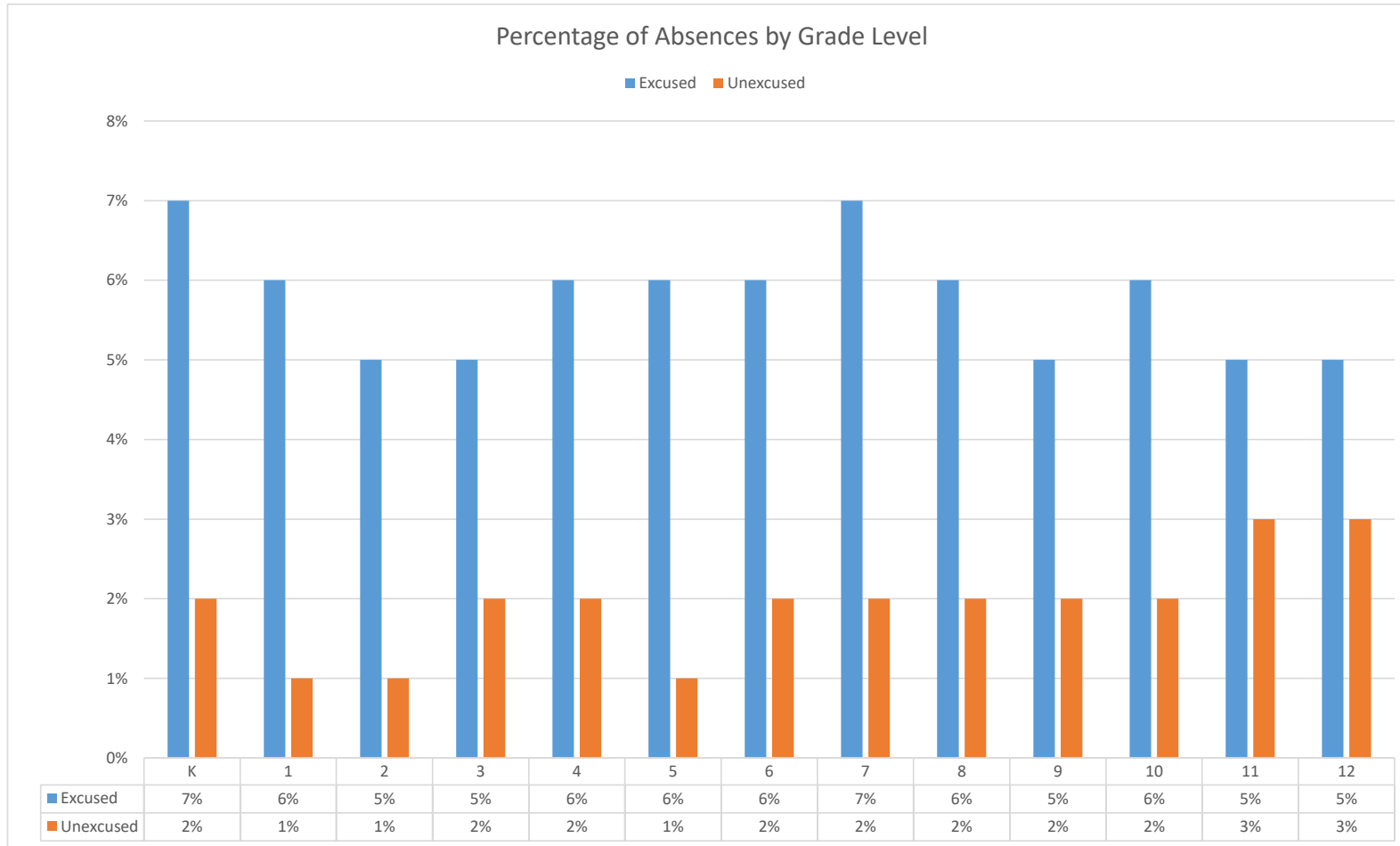
\*Beginning Balance decreased due to State required adjusting entry of Grant funds

**Fund Balance Restricted/Committed/Assigned Status**

Encumbrances and Deferred Revenue			\$ 34,810.30		
Inventory			27,364.59		
Restricted for Career Ladder Program	-1,040.32				
Restricted for Operation of Non-Instructional Services			853,076.92		174,448.94
Committed for Other Purposes (Vehicles- ERR Fund)	483,570.52				
Assigned for Instruction- Coordinated School Health	6,546.58				
Assigned for other local grants					
Assigned for Instruction - Education Foundation Grant	345.23				
Assigned for Instruction - TN Early Literacy Network					
Assigned for Instruction (APSI-ORHS)	14,019.95				
Assigned for Support Services FRC Local Funds (56)				5,531.85	
Nonspendable-Prepaid Expenditures					
Assigned to Balance FY20 Budget	1,666,151.00		180,000.00		
Unassigned Fund Balance 2/29/20	\$ 9,007,601.75	-282,716.12		-54,167.32	
Total Fund Balance 2/29/20	11,177,194.71	(\$282,716.12)	\$ 1,095,251.81	(\$48,635.47)	\$ 174,448.94

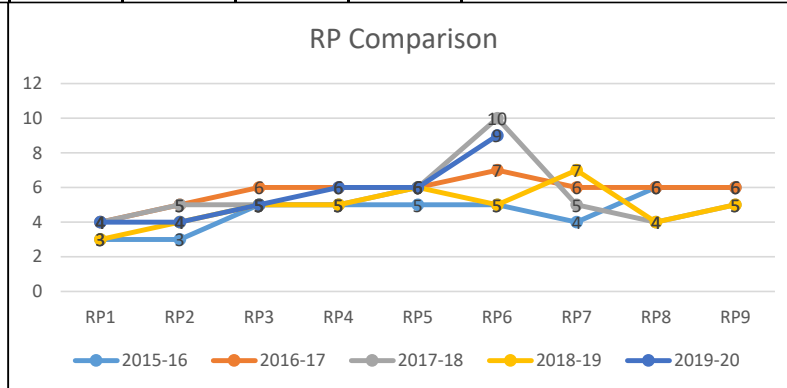
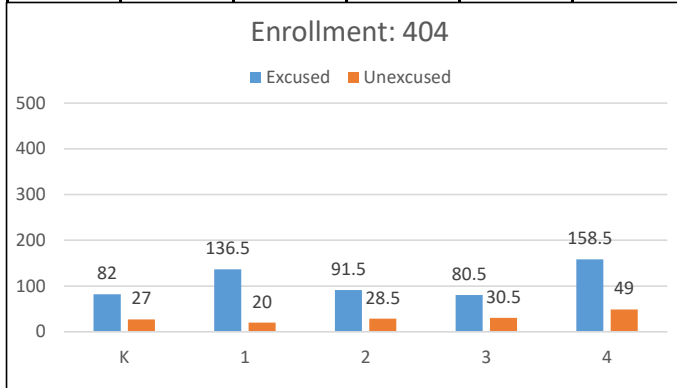
# Attendance Graphs

The graphs below display excused and unexcused absence totals, total enrollment, and attendance percentages by grade and reporting period. The data was compiled using information from attendance detail and summary reports and entity counts reports.



2015-16	RP1: 3%	RP2: 3%	RP3: 5%	RP4: 5%	RP5: 5%	RP6: 5%	RP7: 4%	RP8: 6%	RP9: 6%
2016-17	RP1: 4%	RP2: 5%	RP3: 6%	RP4: 6%	RP5: 6%	RP6: 7%	RP7: 6%	RP8: 6%	RP9: 6%
2017-18	RP1: 4%	RP2: 5%	RP3: 5%	RP4: 5%	RP5: 6%	RP6: 10%	RP7: 5%	RP8: 4%	RP9: 5%
2018-19	RP1: 3%	RP2: 4%	RP3: 5%	RP4: 5%	RP5: 6%	RP6: 5%	RP7: 7%	RP8: 4%	RP9: 5%
2019-20	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 5.6%	RP5: 6%	RP6: 8.8%			

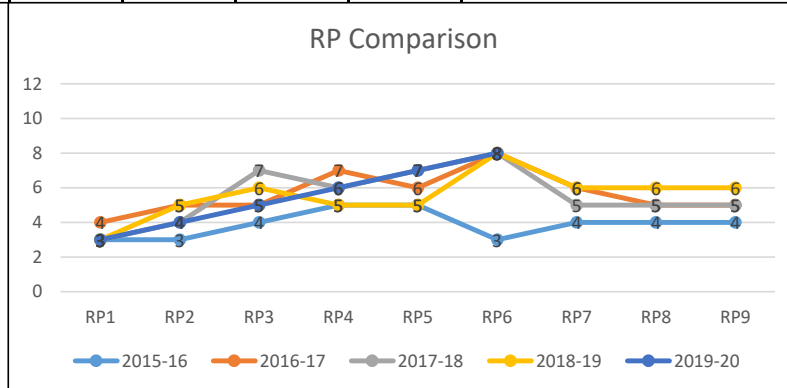
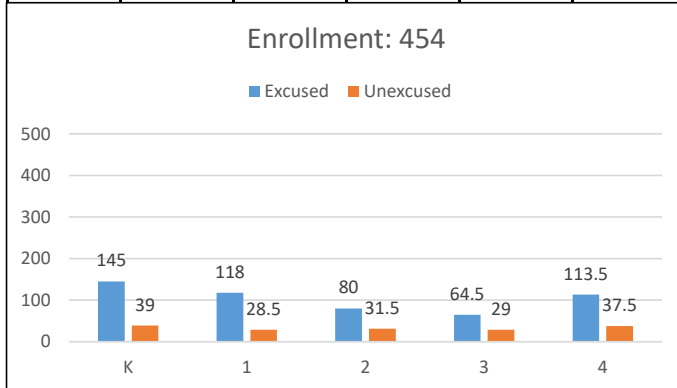
# Glenwood



Goal
5.5

2015-16	RP1: 3%	RP2: 3%	RP3: 4%	RP4: 5%	RP5: 5%	RP6: 3%	RP7: 4%	RP8: 4%	RP9: 4%
2016-17	RP1: 4%	RP2: 5%	RP3: 5%	RP4: 7%	RP5: 6%	RP6: 8%	RP7: 6%	RP8: 5%	RP9: 5%
2017-18	RP1: 3%	RP2: 4%	RP3: 7%	RP4: 6%	RP5: 7%	RP6: 8%	RP7: 5%	RP8: 5%	RP9: 5%
2018-19	RP1: 3%	RP2: 5%	RP3: 6%	RP4: 5%	RP5: 5%	RP6: 8%	RP7: 6%	RP8: 6%	RP9: 6%
2019-20	RP1: 3%	RP2: 4%	RP3: 5%	RP4: 5.6%	RP5: 6.8%	RP6: 7.7%			

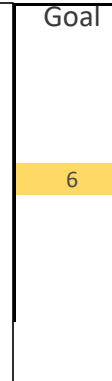
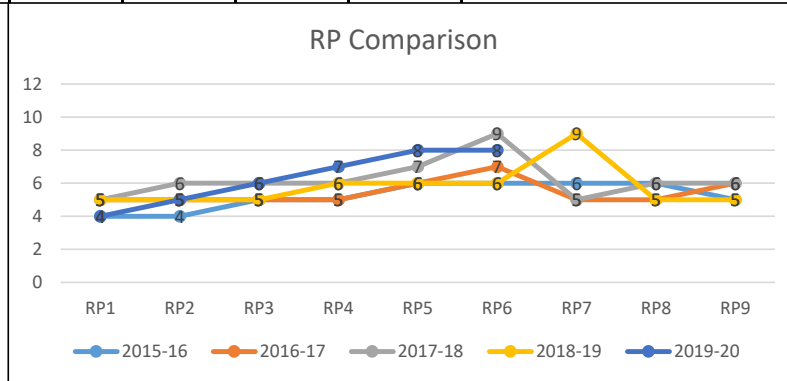
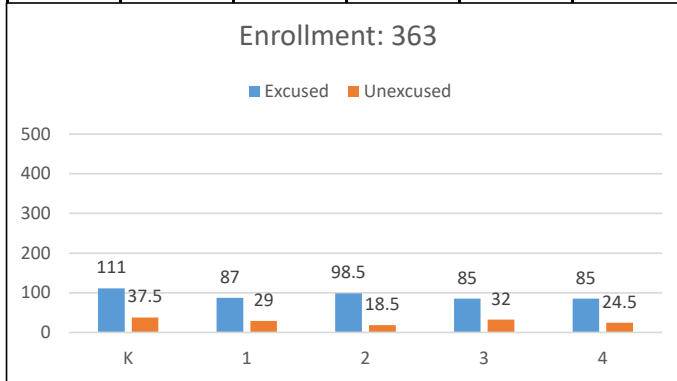
# Linden



Goal
5

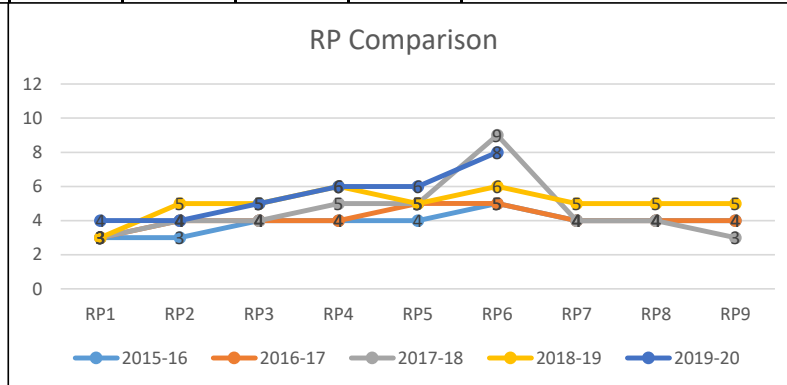
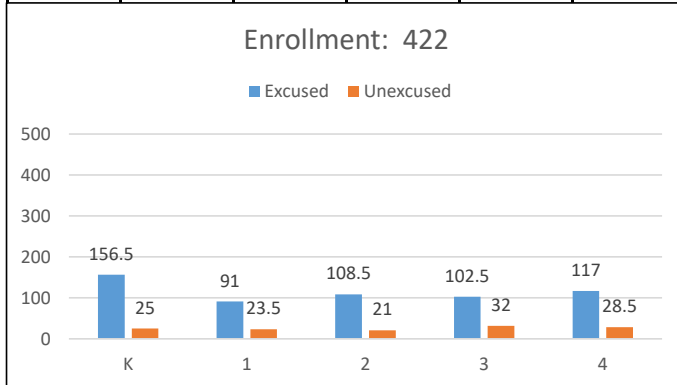
2015-16	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 5%	RP5: 6%	RP6: 6%	RP7: 6%	RP8: 6%	RP9: 5%
2016-17	RP1: 5%	RP2: 5%	RP3: 5%	RP4: 5%	RP5: 6%	RP6: 7%	RP7: 5%	RP8: 5%	RP9: 6%
2017-18	RP1: 5%	RP2: 6%	RP3: 6%	RP4: 6%	RP5: 7%	RP6: 9%	RP7: 5%	RP8: 6%	RP9: 6%
2018-19	RP1: 5%	RP2: 5%	RP3: 5%	RP4: 6%	RP5: 6%	RP6: 6%	RP7: 9%	RP8: 5%	RP9: 5%
2019-20	RP1: 4%	RP2: 5%	RP3: 6%	RP4: 6.6%	RP5: 7.8%	RP6: 8.4%			

# Willow Brook



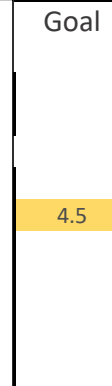
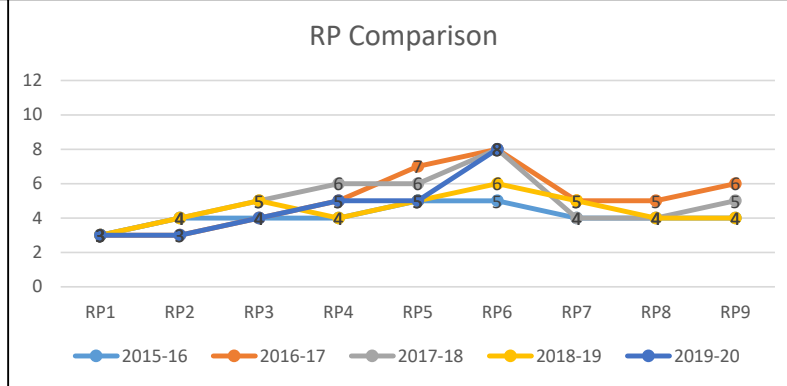
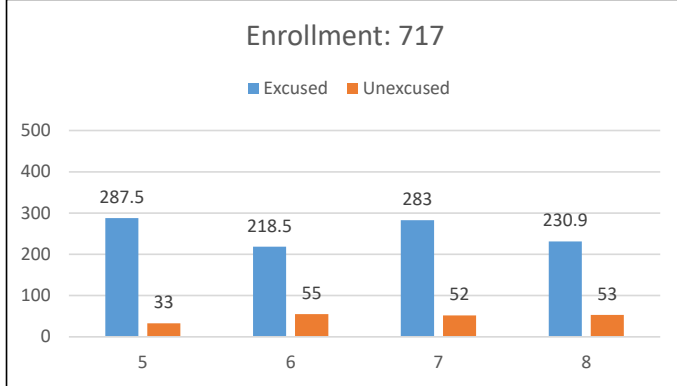
2015-16	RP1: 3%	RP2: 3%	RP3: 4%	RP4: 4%	RP5: 4%	RP6: 5%	RP7: 4%	RP8: 4%	RP9: 4%
2016-17	RP1: 3%	RP2: 4%	RP3: 4%	RP4: 4%	RP5: 5%	RP6: 5%	RP7: 4%	RP8: 4%	RP9: 4%
2017-18	RP1: 3%	RP2: 4%	RP3: 4%	RP4: 5%	RP5: 5%	RP6: 9%	RP7: 4%	RP8: 4%	RP9: 3%
2018-19	RP1: 3%	RP2: 5%	RP3: 5%	RP4: 6%	RP5: 5%	RP6: 6%	RP7: 5%	RP8: 5%	RP9: 5%
2019-20	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 5.6%	RP5: 6.2%	RP6: 8.4%			

# Woodland



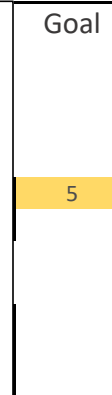
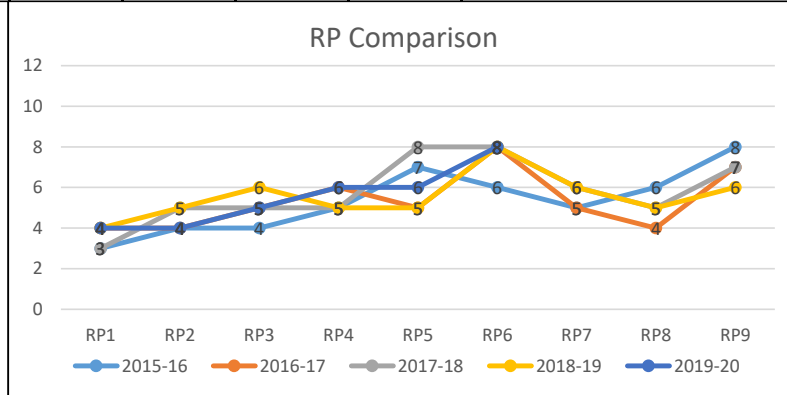
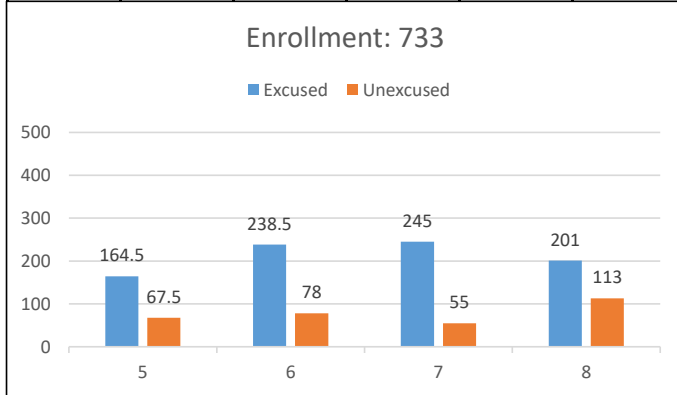
2015-16	RP1: 3%	RP2: 4%	RP3: 4%	RP4: 4%	RP5: 5%	RP6: 5%	RP7: 4%	RP8: 4%	RP9: 4%
2016-17	RP1: 3%	RP2: 3%	RP3: 4%	RP4: 5%	RP5: 7%	RP6: 8%	RP7: 5%	RP8: 5%	RP9: 6%
2017-18	RP1: 3%	RP2: 4%	RP3: 5%	RP4: 6%	RP5: 6%	RP6: 8%	RP7: 4%	RP8: 4%	RP9: 5%
2018-19	RP1: 3%	RP2: 4%	RP3: 5%	RP4: 4%	RP5: 5%	RP6: 6%	RP7: 5%	RP8: 4%	RP9: 4%
2019-20	RP1: 3%	RP2: 3%	RP3: 4%	RP4: 5%	RP5: 4.9%	RP6: 8.4%			

# Jefferson



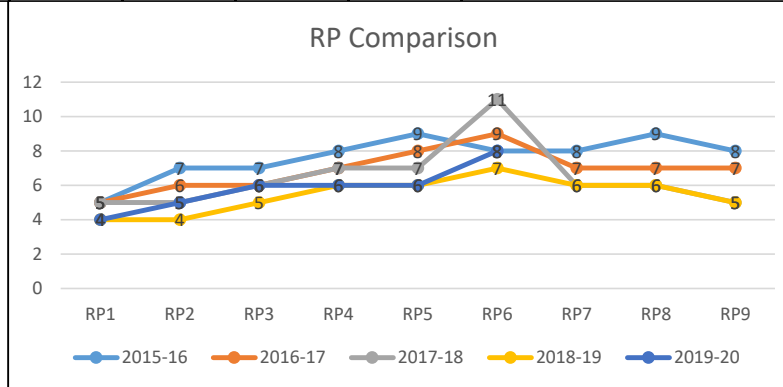
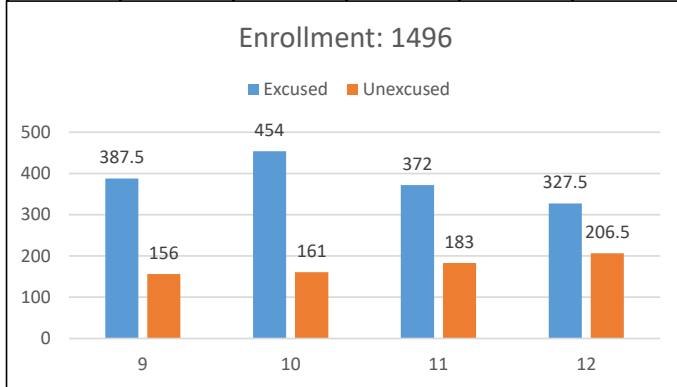
2015-16	RP1: 3%	RP2: 4%	RP3: 4%	RP4: 5%	RP5: 7%	RP6: 6%	RP7: 5%	RP8: 6%	RP9: 8%
2016-17	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 6%	RP5: 5%	RP6: 8%	RP7: 5%	RP8: 4%	RP9: 7%
2017-18	RP1: 3%	RP2: 5%	RP3: 5%	RP4: 5%	RP5: 8%	RP6: 8%	RP7: 6%	RP8: 5%	RP9: 7%
2018-19	RP1: 4%	RP2: 5%	RP3: 6%	RP4: 5%	RP5: 5%	RP6: 8%	RP7: 6%	RP8: 5%	RP9: 6%
2019-20	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 5.7%	RP5: 5.6%	RP6: 7.9%			

# Robertsville



2015-16	RP1: 5%	RP2: 7%	RP3: 7%	RP4: 8%	RP5: 9%	RP6: 8%	RP7: 8%	RP8: 9%	RP9: 8%
2016-17	RP1: 5%	RP2: 6%	RP3: 6%	RP4: 7%	RP5: 8%	RP6: 9%	RP7: 7%	RP8: 7%	RP9: 9%
2017-18	RP1: 5%	RP2: 5%	RP3: 6%	RP4: 7%	RP5: 7%	RP6: 11%	RP7: 6%	RP8: 6%	RP9: 5%
2018-19	RP1: 4%	RP2: 4%	RP3: 5%	RP4: 6%	RP5: 6%	RP6: 7%	RP7: 6%	RP8: 6%	RP9: 5%
2019-20	RP1: 4%	RP2: 5%	RP3: 6%	RP4: 6.2%	RP5: 6.4%	RP6: 7.6%			

# ORHS



Goal
6

**Oak Ridge Schools**

**6th Attendance Period**

**March 3, 2020**

These numbers reflect the **2019-2020** Skyward Student Management System (Entity) active student enrollment count as of **March 3, 2020**.

The total includes **30** private school and home schooled students receiving Special Ed services.



# Oak Ridge Schools

## Enrollment Entity Counts 6th RP 2019-20

March 3, 2020

School	P3	P4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total PK-12 2019-20	Previous 5th RP 2019-20	Diff
Preschool	84	144														228	220	8
Glenwood			78	74	79	82	91									404	401	3
Linden			96	104	82	70	102									454	450	4
Willow Brook			79	68	68	77	71									363	360	3
Woodland			79	84	78	88	93									422	420	2
JMS								178	180	174	185					717	720	-3
RMS								158	184	196	195					733	734	-1
ORHS												393	378	382	343	1496	1502	-6
<b>Enrollment 2019-20</b>	<b>84</b>	<b>144</b>	<b>332</b>	<b>330</b>	<b>307</b>	<b>317</b>	<b>357</b>	<b>336</b>	<b>364</b>	<b>370</b>	<b>380</b>	<b>393</b>	<b>378</b>	<b>382</b>	<b>343</b>	<b>4817</b>	<b>4807</b>	<b>10</b>
Prev. 5th RP 2019-20	78	142	330	326	305	316	354	335	367	370	382	395	379	384	344	4807		
Difference	6	2	2	4	2	1	3	1	-3	0	-2	-2	-1	-2	-1	10		

This report compares the 2019-20 6th RP period enrollment with the 2019-20 5th RP period.

