

Board of Education Regular Meeting

July 14, 2020 6:00 PM

City Hall Council Chambers

I. CALL TO ORDER Procedural Item	Chair Butch Campbell
A. Pledge of Allegiance Procedural Item	
B. Moment of Silence Procedural Item	
II. APPROVAL OF AGENDA Action Item	Chair Butch Campbell
III. CONSENT ITEMS Consent Agenda	Chair Butch Campbell
A. Approval of 6-23 Board Minutes Consent Item	
B. Approval of 6-26 Board Minutes Consent Item	
IV. ACTION ITEMS Action Item	Chair Butch Campbell
A. Approval of 2020-2021 CDI PreK Partnership Agreement Action Item	Mr. Ralph Ringstaff
B. Approval of MCS Plan for Reopening Schools Action Item	Mr. Ralph Ringstaff
V. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
VI. OTHER BUSINESS Information Item	Chair Butch Campbell
VII. ADJOURNMENT Action Item	Chair Butch Campbell

MINUTES

Board of Education Regular Meeting

June 23, 2020 6:00 PM

City Hall Council Chambers

I. CALL TO ORDER Procedural Item In attendance: Chair Butch Campbell, Wes Ballard, Roseann Barton, Amanda Moore, and Becky Goff. Vice Chair David Settles and David LaRoche were absent. Staff: Ralph Ringstaff, Gary Anderson, Joe Marlin, Sheri Arnette, Angela Fairchild, Trey Duke, Sara Walker, and Maryam Hill Assistant City Attorney Elizabeth Taylor and City Liaison Bill Shacklett	Chair Butch Campbell
A. Pledge of Allegiance Procedural Item The Pledge of Allegiance was led by Board Member Amanda Moore.	
B. Moment of Silence Procedural Item	
II. APPROVAL OF AGENDA Action Item Mr. Ringstaff asked that a budget amendment and the renaming of the Teacher Learning Center be added to the agenda under "Other Business." Motion to approve the agenda with additional items. This motion, made by Ms. Amanda Moore and seconded by Ms. Roseann Barton, passed. 5-0 (2 members absent)	Chair Butch Campbell
III. CONSENT ITEMS Consent Agenda Motion to approve consent agenda.. This motion, made by Ms. Becky Goff and seconded by Mr. Wesley Ballard, passed. 5-0 (2 members absent)	Chair Butch Campbell
A. Approval of 6-9-20 Board Minutes Consent Item	
IV. ACTION ITEMS Action Item	Chair Butch Campbell
A. Approval of the Differentiated Pay Plan Action Item Motion to approve the Differentiated Pay Plan. This motion, made by Ms. Roseann Barton and seconded by Mr. Wesley Ballard, passed. 5-0 (2 members absent)	Mr. Ralph Ringstaff
V. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
A. Personnel Report Information Item Motion to approve the Personnel Report. This motion, made by Ms. Amanda Moore and seconded by Ms. Becky Goff, passed. 5-0 (2 members absent)	Mr. Ralph Ringstaff
B. 2020-2021 Tentative Assignment List Information Item Motion to approve the Tentative Assignment List. This motion, made by Ms. Roseann Barton and seconded by Ms. Becky Goff, passed. 5-0 (2 members absent)	Mr. Ralph Ringstaff
C. May Revenue and Expenditure Report Information Item	Mr. Gary Anderson

Minutes

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June 23, 2020

Recorded by L. VanCleave

<p>Mr. Anderson announced that the CARES Act (because of COVID-19) was approved today. The amount that Murfreesboro City Schools would receive would be \$982,000.00. Motion to approve the May Revenue and Expenditure Report. This motion, made by Ms. Amanda Moore and seconded by Ms. Becky Goff, passed. 5-0 (2 members absent)</p>	
<p>D. Update on Reopening Schools Information Item Mr. Ringstaff informed the Board that other surveys will go out. One to employees next week, and then another parent survey on July 6. On July 10 the administration team will develop a more detailed plan to reopen schools and will present that plan to the Board at the special called meeting on July 14.</p> <p>Sara Walker explained the plans if a child tests positive for COVID-19.</p> <p>There was also discussion about transportation. Mr. Ringstaff explained that a survey also went out to all bus riders. A call would go out to everyone that does not respond to the survey.</p> <p>Mr. LaRoche, who was not in attendance at the meeting, sent in a message to Mr. Campbell asking Mr. Anderson if the schools have hand sanitizers and appropriate cleaning supplies for all classrooms. Mr. Anderson said that we do have all necessary cleaning supplies and hand sanitizers along with touchless thermometers.</p> <p>Mr. Ringstaff told the Board that on July 14, each supervisor would present a plan for their department in regards to opening schools. Mr. Anderson would have a plan for support staff, Mrs. Arnette would have a plan for instruction, Joe Marlin would have a plan for school counselors and so forth.</p>	<p>Mr. Ralph Ringstaff</p>
<p>VI. OTHER BUSINESS Information Item Mr. Ringstaff introduced the Board to the Coordinator of Teaching and Learning, Ms. Maryam Hill. Mrs. Hill took Sheri Arnette's place in the HR Department.</p> <p>Mr. Anderson explained an unexpected budget amendment that his department recently received. It was a property insurance premium and unemployment compensation for laid off ESP employees during the pandemic.</p> <p>Motion to approve the budget amendment. This motion, made by Mr. Wesley Ballard and seconded by Ms. Amanda Moore, passed. 5-0 (2 members absent)</p> <p>Mr. Ringstaff requested that the Board rename the Teacher Learning Center at the central office, the Dr. Linda Gilbert Teacher Learning Center.</p> <p>Motion to name the Teacher Learning Center at CO, the Dr. Linda Gilbert Teacher Learning Center. This motion, made by Ms. Roseann Barton and seconded by Ms. Becky Goff, passed. 5-0 (2 members absent)</p> <p>Mr. Campbell reminded the Board of the Zoom call on Friday, June 26, at 11:00 with TSBA Director Tammy Grissom to receive a report regarding the criteria for the new Director.</p>	<p>Chair Butch Campbell</p>
<p>VII. ADJOURNMENT Action Item The meeting adjourned at 6:38 p.m. Motion to adjourn. This motion, made by Ms. Becky Goff and seconded by Ms. Amanda Moore, passed. 5-0 (2 members absent)</p>	<p>Chair Butch Campbell</p>

Director of Schools

MINUTES

Board of Education Special Called Meeting

June 26, 2020 11:00 AM

Zoom Call

<p>I. CALL TO ORDER Procedural Item In attendance: Chair Butch Campbell, Vice Chair David Settles, Wes Ballard, Roseann Barton, Becky Goff, David LaRoche, and Amanda Moore</p> <p>Staff: Interim Director Ralph Ringstaff, Gary Anderson, Joe Marlin, Lisa Trail, Scott Campbell, and Kim Fischer</p> <p>Assistant City Attorney Elizabeth Taylor</p> <p>TSBA Director Tammy Grissom</p>	<p>Chair Butch Campbell</p>
<p>II. COMMUNICATIONS Information Item</p>	<p>Chair Butch Campbell</p>
<p>A. Report of Criteria for New Director from Dr. Tammy Grissom Information Item Chairman Butch Campbell called the meeting to order at 11:10 a.m. via ZOOM and introduced Tammy Grissom from TSBA to address the members of the Board regarding the Director of Schools search.</p> <p>Yesterday (6/25/20), Tammy Grissom sent the brochure and interim report via email to all Board members. Ms. Grissom discussed the response of the community meetings and online questionnaire. Approximately 93 community and staff members attended the meetings and 90 people responded to the on-line survey.</p> <p>Each meeting was conducted in the same manner and had the same three questions asked to those in attendance. Question #1 - What are the good things going on that you would like to see continue at Murfreesboro City Schools? Question #2 - What are the problems or challenges the new Director of Schools will face? Question #3 - What are the personal characteristics you would like to see? The interim report to the Board has each of these questions listed and what the common response to each question was. The most common response to the good things going on was the commitment to whole child, the open door policy and the collaboration with the community and MTSU. The most common response to the challenges the new Director will face was district growth, cultural diversity and the effects of this year's early school closing on students due to the COVID-19. The most common response to the personal characteristics was visionary, accessible to all students and active involvement with the community. An overview of each meeting was included in the packet sent to each Board member and they start on Page 5 and continue to Page 15. At each meeting, they asked each attendee to fill out a form that ranks the personal characteristics that they would like to see. Page 16 has each of those 21 characteristics are listed and how they rank. They took the top 10 characteristics and comments made at the meeting and developed the criteria that they are proposing on Page 15 of the interim report. First paragraph has minimum requirements that were taken directly from our Board Policy and then TSBA has listed what they think should be the criteria for our Director of Schools.</p> <p>Tammy Grissom asked the Board members if they had any questions or if they wanted to change the search criteria. David LaRoche asked if someone local or someone who had</p>	<p>Dr. Tammy Grissom</p>

connections to the community was part of the criteria. Tammy Grissom didn't hear it enough through the meetings and said the Board should decide that. Discussion was held between the Board members about opening up the search to outside the local area and all Board members agreed. No motion was made to limit the search to local candidates and the Board is leaving it open to all candidates. Tammy Grissom asked the Board if they approved the criteria. Discussions were held between Tammy and the Board members regarding experience, focus on the whole child, community relations, etc. Tammy recommended to the Board that these questions would be ones to ask the candidates in their interview and advised not making it part of the criteria. A question was raised regarding items #3 and #8 on the criteria being similar. After discussion, Tammy Grissom will delete #8 and rework #3 on list of criteria.

A roll call vote was taken to approve the criteria for the Director's search.

Wes Ballard-Yes

Roseann Barton-Yes

Becky Goff-Yes

David LaRoche-Yes

Amanda Moore-Yes

David Settles-Yes

Butch Campbell-Yes

The board voted 7-0 to accept the criteria for the Director's search.

Tammy Grissom asked the Board members if they need any changes in the advertising brochure. Ms. Grissom needs the Board to give a salary range to tell potential applicants. Chairman Campbell has discussed this topic with other superintendents in the area, Gary Anderson and Ralph Ringstaff. The range of \$140,000 to \$160,000 per year was arrived at. It was noted that the county director makes \$153,000. The State's 18-19 salary listed Rutherford County's Director at \$156,316.

Butch Campbell made a motion to approve the salary range of \$140,000 to \$160,000 for the new Director, seconded by David LaRoche. A roll call vote was taken:

Wes Ballard-Yes

Roseann Barton-Yes

Becky Goff-Yes

David LaRoche-Yes

Amanda Moore-Yes

David Settles-Yes

Butch Campbell-Yes

The motion to accept the salary range for the new director as \$140,000-\$160,000 passed 7-0.

With reference to Page 4 of the Interim Report, Tammy Grissom discussed some procedures of the interview process. David LaRoche asked about questions for interviews. TSBA will present sample questions to the Board and the Board will be able to add/delete questions as they please. She asks that the Board ask each candidate the same set of questions. Each Board member will ask the SAME question to each candidate. With respect to Item #4, Wes Ballard asked if each member keeps notes for each candidate are these notes discoverable? Elizabeth Taylor responded that there are no legal requirements that you keep notes but if you do keep notes and there is legal action, they could be subject to a public records request. Tammy Grissom indicated that notes are to help you remember about each candidate's answers to assist when you go back to make your final decision on a Director. David LaRoche suggested removing Item #4 of the procedures regarding taking notes. Discussion was held among the Board members regarding taking notes. Tammy Grissom will strike Item #4 from the procedures but this doesn't prevent the Board members from keeping notes during the interview process.

<p>Butch Campbell brought up the topic of nepotism in regard to immediate family to the Director. Discussion was held among meeting attendees. MCS has Board Policy 1.108 which says the Director shall notify the board in writing prior to hiring the person for initial employment in the system if the person is related to a member of the Board, Director of Schools, administrator, Council member or any elected City official. Direct supervision is not allowed.</p> <p>Amanda Moore asked if our application will list that MCS is an equal opportunity employer, and Tammy Grissom confirmed that this will be listed on the application.</p>	
<p>III. ADJOURNMENT Action Item The meeting adjourned at 11:49 a.m.</p>	<p>Chair Butch Campbell</p>

Director of Schools

**Pre-K Partnership Agreement Between
Community Development Institute and
Murfreesboro City Schools**

THIS AGREEMENT is made as of November 1, 2019, between Community Development Institute Head Start (CDI HS) and Murfreesboro City Schools to outline the scope of services and terms for a partnership serving four-year-old children enrolled in Voluntary PreK and income-eligible for Head Start.

In the event of a conflict in the provisions of any attachments hereto and the provisions set forth in this Agreement, the provisions of such attachments shall govern. This partnership agreement is dependent upon receipt of federal grant funding and may be terminated for cause and convenience at any time with 30-day written notice.

The services are listed in the Scope of Services and executed by Murfreesboro City Schools and CDI HS. Such services are hereinafter referred to as "Services."

Murfreesboro City Schools agrees to provide (for):

- Participation in ongoing communication & will attend meetings as needed with Head Start Management to ensure the effectiveness of the partnership and implementation of education services with Head Start children and families according to the Head Start Performance Standards (45 CFR 1304).
- Participation by a decision-making representative on the Head Start School Readiness Advisory Team.
- Documentation on shared Head Start children selected by the approved criteria to include child application, birth certificate, immunization record, proof of income and physical.
- Classroom space in school system's facilities and will provide all maintenance and upkeep necessary to ensure safe and accessible environments appropriate for pre-school age children.
- Classroom and all maintenance and upkeep necessary to ensure safe and handicapped accessible environments appropriate for pre-school age children with appropriate child-sized furniture and equipment;
- Equipment and maintenance for playgrounds with appropriate safety barriers and resilient surfaces.
- Maintenance of facilities and playgrounds to meet the Department of Education's equivalent of Day Care Licensing regulations and compliance with all federal, state and local safety, health, fire regulations and the requirements of the Head Start Performance Standards and, upon request, provide verification documents to CDI HS.
- Maintain classroom quality at required levels as measured by the Classroom Assessment Scoring System (minimum average score of 4 in Emotional Support, 3 in Classroom Organization, and 2 in Instructional Support)

- Provide developmentally appropriate early childhood education services to be implemented by state certified ECE teachers and Assistant Teachers who meet the minimum requirements of a CDA or equivalent or show progress towards working on this credential.
- Implement a research-based early childhood curriculum that promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, social-emotional development, physical development, and approaches to learning; is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; is comprehensive and linking to ongoing assessment, with developmental and learning goals and measurable objectives; is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and is aligned with the Head Start Child Development and Early Learning Framework and TN-ELDS.
- Use research-based assessment tools, including a Teaching Strategy Gold Assessment Checklist provided by Head Start or a comparable valid and reliable tool, in order to support the educational instruction and school readiness of children in the program. Information from these assessment tools should be collected at three different intervals throughout the program year (baseline, mid-point, and end). There should be documentation of providing individualized education services to children based on information gathered from this assessment.
- Provide breakfast and lunch at no charge to all participating Head Start eligible children served through the partnership in accordance with the CACFP age-appropriate standards for meals and meet the Head Start Performance Standards guidelines for Nutrition services, which includes family-style dining. Ensure oral health practices, including daily tooth brushing, are taking place.
- Will strive to reach least 10% of children with disabilities.
- Provide copies of documentation of children's developmental screenings, assessment reports completed at three intervals, two parent/teacher conferences and two education home visits completed by teaching staff; Individual Education Plans for any Head Start child; and classroom attendance rosters for shared Head Start/PreK children. Assessment results on all children will be aggregated to measure progress towards school readiness goals as defined by the Office of Head Start.
- Murfreesboro City Schools agree to use positive guidance techniques in working with the Head Start children. Positive guidance techniques include problem-solving, redirection, offering choices, refocusing, engaging in play, using positive statements, and active listening.
- Murfreesboro City Schools agrees they will prohibit or severely limit the use of suspension due to a child's behavior (45 CFR 1302.17(a)(1) – (4)(iv)). Such suspensions may only be temporary in nature.
- Murfreesboro City Schools agrees they will only move to expel or unenroll a child from Head Start because of a child's behavior after following the steps required by

the Head Start performance standards CFR 1302.17(b)(2) and (3). CDI HS will be included in the decision-making process in any cases involving shared children.

- Inform CDI HS leadership immediately or as soon as reasonably possible when any allegations of child abuse or neglect occur involving children served through this partnership. Inform CDI HS leadership immediately or as soon as reasonably possible of instances of child abuse/corporal punishment used by teachers/staff who have access to the children served through this partnership.
- Provide CDI HS leadership with copies of incidents reports and abuse reports, including access to video recordings if applicable, of any incidents involving children served through this partnership.
- A workspace for CDI HS employees and space for parent trainings/resources (CDI HS to assist with shared costs of utilities).

Murfreesboro City Schools shall acquire, read, understand and comply with all laws, rules and regulations (federal, state or local), as amended from time to time, governing the provision of the Services.

Murfreesboro City Schools agrees that CDI HS or any of its duly authorized representatives, including CDI HS monitors, shall have ready access to the School District staff, classrooms, students, and any books, documents and records that are specific to the partnership in order to perform and monitor the required services provided for in this contract.

Murfreesboro City Schools agrees to provide CDI HS with copies the following personnel documents for any Murfreesboro classroom staff in classrooms or staff who have unsupervised access or direct contact with Head Start children, which include:

- Proof of education qualifications (copy of teaching license and/or transcript) that show that they meet educational requirements in 45 CFR 1302.91.
- Fingerprint/Background Check through the Tennessee Bureau of Investigation and other State and Federal Bureau of Investigation; or a signed verification that TBI background clearance has been received and is on file with Murfreesboro City Schools and accessible for federal, state or local authorities as required.
- Clearance and/or confirmation that the individual is not on the sexual offender registry and not on the child abuse and neglect registry (if available).
- Initial health exam (with proof of TB, re-exam documentation (if applicable)
- Standards of Conduct as outlined 45 CFR 1302.90(c).

In addition, as required by Head Start's funding source, Murfreesboro City Schools agrees that CDI HS will have access to the following personnel documents for any classroom staff in classrooms with Head Start children, which include: employment application; letters of reference & verification; verified work history of previous five years; job description; proof of pre-employment orientation; initial and ongoing training (evidence of at least 15 hours of classroom focused professional development each year); corporal & child abuse & neglect training; evaluations which should be completed annually.

All personnel information will be kept in confidential locked files and will be reviewed by federal, state or local authorities as required.

The services shall be performed by Murfreesboro City Schools and their staff. CDI HS shall not be required to hire, supervise or pay any additional staff or assistants to perform the education services described in this agreement.

Murfreesboro City Schools:

- Will comply with Executive Order 11246, "Equal Employment Opportunity", as amended by Executive Order 11375, and as supplemented by regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."
- Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.O. 88-352), which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Acts of 1973, which prohibits discrimination on the basis of disability; (d) the 42 U.S.C. 6101-6107, which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 93-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (i) the requirements on any other non-discrimination Statute(s) which may apply to the application.
- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328), which limits the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- Will comply with all applicable requirements of all other Federal laws, Executive Orders, regulations and policies governing this program.
- Agrees that by signing this agreement, it agrees to comply with the regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR Part 76, Subpart F.

CDI Head Start agrees to provide (for):

- Participation in ongoing communication and attendance at monthly meetings or as often as deemed necessary with a School Representative to ensure effectiveness of partnership and implementation of services with the Head Start children and families according to the Federal Performance Standards.
- Health Screenings for all Head Start children enrolled in the system. CDI HS will provide staff to assist with maintaining the following Head Start records:
 1. Physical and Dental Screening
 2. Dental Services (including cleaning and fluoride for children who are Head Start eligible)

3. Height and Weight with BMI
4. Hearing screen
5. Vision screen
6. Blood Pressure
7. Speech Screening (Joint responsibility)

Non- Head Start children identified with a failed screening will be referred to the designated school system staff member for follow-up action.

A Family Service Advocate will be assigned to assist in meeting these objectives.

- Family partnership services for the Head Start families, including the following: goal setting, referrals, family partnership home visits, parent trainings, and leadership opportunities such as serving on the Head Start Policy Council and parent committees (three full-time family service coordinators will be assigned to assist with these objectives).
- Staff development services provided by a Staff Development Coordinator, including the following: classroom observations and feedback, positive behavior support, training and technical assistance to include CDA trainings/webinars.
- Financial costs associated with Educational Assistants obtaining their CDA and costs associated with CDA recertification, up to \$7,000 per program year in total, subject to CDI approval. Any costs that may exceed this cap are subject to a further review by CDI.
- Mental health services, including the following: access to a Mental Health Coordinator and Mental Health Consultant, classroom observations, and individualized support for children with challenging behavior.
- CDI HS will provide a Family Service Advocate who will assist with record keeping and documentation of other Head Start Services and provide transportation of Head Start children to and from medical/dental appointments if necessary.

Any Head Start staff working in the school will be under the authority of the school's principal while in the school facility and will follow all rules and guidelines established by said principal, if said rules and guidelines do not conflict with CDI HS policy. Any issues that arise will be resolved between the appropriate Murfreesboro City Schools central office staff and the CDI HS leadership staff.

When parent complaints occur, CDI HS staff will direct the parent to the lowest level for resolution (teacher and/or principal) before taking the complaint.

Rate of Payment for Services

Monetary reimbursement for education services will be provided for up to **160** Head Start eligible children. CDI HS agrees to pay the Murfreesboro City Schools at a prorated rate of \$111.11 per child per period. This contract represents payment of service for 7 of 9 periods. Two payments were made by the prior grantee for services beginning in August 2019 through October 31, 2019. Payments will be paid by the 28th of each month as outlined below when the invoice is submitted timely.

Period #	Service Month	Submit Bill By	Maximum Amount
1	November Service	12/8/19	\$17,777.78
2	December Service	1/08/20	\$17,777.78
3	January Service	2/8/20	\$17,777.78
4	February Service	3/8/20	\$17,777.78
5	March Service	4/8/20	\$17,777.78
6	April Service	5/8/20	\$17,778.78
7	May Service	6/8/20	\$17,777.78

Invoicing

Prior to the 1st of each month, the Head Start Center Supervisor will submit to the Finance Department of Murfreesboro City Schools a copy of the current attendance roster for each eligible child by classroom and a current classroom staff roster (any changes in classroom staff will require personnel documents). These will accompany the request for payment that will be submitted by Murfreesboro City Schools by the specified dates. Payment will be issued by the 28th of each month when the invoice is submitted timely.

Confidentiality

Both parties, Murfreesboro City Schools and CDI HS, acknowledge that during the performance of this partnership agreement, they may learn or receive confidential client information and agree all such information relating to both parties clients will be kept confidential, and only revealed on a need to know basis to the extent that such information is required by law, by either funding source, or by staff or associates to enable the performance of the contract obligation. The parties further agree to adhere to the Head Start Program Performance Standards, 45 CFR 1303.20 rules regarding disclosure and maintenance of Personally Identifiable Information.

Training

Both parties will share training resources and opportunities for all staff across programs.

Operating Period

The operating period will coincide with the Murfreesboro City School's operational calendar.

Liability

- a. CDI Head Start will provide Certificate of Child accident insurance for each of the eligible children enrolled under this agreement if requested.
- b. Murfreesboro City School will provide CDI HS with certification of insurance - a certificate of workers compensation coverage for the annual contract audit if requested by insurer or auditor.

Duration

Either party may cancel this contract for cause and convenience with 30 days written notice.

Notices

(i). Notices to CDI HS may be mailed or e-mailed as follows:

Community Development Institute Head Start
10065 E. Harvard Ave Suite 700
Denver, Colorado 80231
Attn: Paul Valdez

(ii). Notices to Murfreesboro City Schools should be sent to:

Murfreesboro City Schools

Address: 2552 South Church
Murfreesboro TN 37127

Attention: Linda Gilbert, Director of Schools
Name, Title

Execution

Linda Gilbert
School System Official Signature

Director of Schools
School System Official - Title

10/23/19
Date

Jerome Lee
CDI Head Start Official Signature

Jerome Lee
CDI Head Start Official Title

9/28/19
Date

AMENDMENT AGREEMENT
to PRE-K PARTNERSHIP AGREEMENT # 1

This Amendment Agreement is entered into by and between Community Development Institute Head Start, a Colorado nonprofit corporation, (herein "CDI HS") and Murfreesboro City Schools, who agree as follows:

A. Murfreesboro City Schools and CDI HS previously entered into a Pre-K Partnership Agreement for a partnership serving 4-year-old children enrolled in Voluntary PreK and income-eligible for Head Start.

B. The parties desire to amend the terms of their agreement as follows:

The Section entitled Rate of Payment for Services shall be amended to read as follows:

Rate of Payment for Services

Monetary reimbursement for education services will be provided for up to 160 Head Start eligible children. CDI HS agrees to pay the Murfreesboro City Schools at a prorated rate of \$111.11 per child per period. This contract represents payment of service for 9 periods. Services will begin in August of 2020 and continue through May of 2021. Payments will be paid by the 28th of each month as outlined below when the invoice is submitted timely.

Period #	Service Month	Submit Bill By	Maximum Amount
1	September Service	10/8/2020	\$17,777.78
2	October Service	11/8/2020	\$17,777.78
3	November Service	12/8/2020	\$17,777.78
4	December Service	1/8/2021	\$17,777.78
5	January Service	2/8/2021	\$17,777.78
6	February Service	3/8/2021	\$17,777.78
7	March Service	4/8/2021	\$17,777.78
8	April Service	5/8/2021	\$17,777.78
9	May Service	6/6/2021	\$17,777.78

C. All other terms and conditions agreed to in the original agreement shall remain in full force and effect.

D. A copy of the agreement dated November 1, 2019 is attached to this Amendment Agreement, and made a part of this Amendment Agreement.

Dated this ____ day of _____, 20__.

Murfreesboro City Schools

Community Development Institute Head Start,
a Colorado nonprofit corporation

By: _____
Title: _____

By: _____
Title: _____

COVID-19

Murfreesboro City Schools

Murfreesboro City
Schools

Reopening Plan 2020-21

Back to School 2020-21

Murfreesboro City Schools is working closely with local and state officials on guidance for students, parents, and staff to prepare for and prevent the spread of the COVID-19 disease on school campuses.

Our goals include:

- Keep parents and staff updated with timely correspondence.
- Communication, visuals and frequent reminders of proactive steps to decrease fears and promote prevention and containment of COVID-19.
- Implementing State and CDC guidelines.
- Support Contingency Plans: Distance Learning, Extended School Programs, and School Meals



Back to School Overview Reopening Team

The Reopening Team is comprised of leaders from across the district who are working together to help ensure an easy and safe transition to the new school year.

The reopening team continuously monitors and evaluates local, state, and national data to develop a flexible plan that has the safety and health of students, employees and the community at large at the forefront.



Reopening Overview

Current federal and state guidelines are not prescriptive and are changing often. Therefore, there is not a one-size-fits-all plan. We fully expect our plans to evolve and adapt over time as further guidance becomes available.

The current Reopening Plan is based on resources and research from:

- Centers for Disease Control
- Tennessee Department of Health
- Tennessee Department of Education
- Federal Emergency Management
- American Academy of Pediatrics

COVID-19

Murfreesboro City Schools

American Academy of Pediatrics
(AAP)

...AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school...

COVID-19

Murfreesboro City Schools

Tennessee Department of
Education

... In-person instruction typically provides the strongest opportunity for high-quality instruction, services, and remediation to take place...

Stakeholder Feedback



In addition to considering CDC guidelines, public health recommendations, laws and policies as our Reopening Plan is developed, MCS continues to seek feedback from our stakeholders.



Initial Surveys

June 9 - Parent/guardian survey

June 24 – Employee survey

June 25 - Bus Rider Survey

July 6 – Parent/guardian Survey

A quick look at a few guidelines for the school day

When feasible, bus riders will be limited to one student per seat with exceptions for family groups

Temperature checks at bus stops and/or before entering school and possibly during school day

Isolation rooms for sick children prior to parent pickup

Contained classrooms and hallways

- special area teachers will come to the homeroom class to teach
- breakfast and lunch will be served in classrooms

Masks worn by teachers when 6-foot social distancing can not be maintained

Enhanced cleaning techniques and frequency in and out of classrooms



Overview of Transportation

Students will load bus back to front and exit bus front to back using social distancing. Students are required to wear masks when entering, riding and exiting bus.

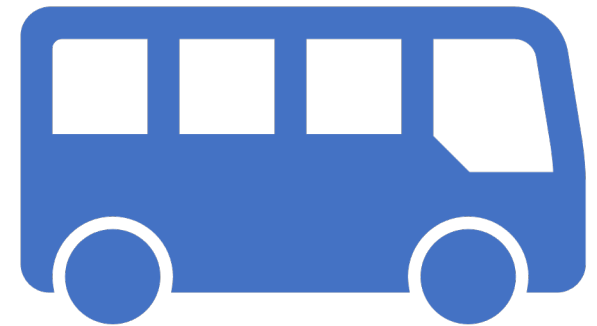
Increased bus routes will be added to accommodate smaller student load on buses.

Temperatures will be taken of bus drivers and students prior to boarding.

Maximum number of students per seat will be dependent on current public health status.

Buses will be cleaned and sanitized each morning and wiped down between routes. (24-hour long-term EPA approved sanitizer will be used.)

Parents/guardians are encouraged to bring their child to school.



Overview of School Lunch

- Breakfast and lunch will be served in the classroom
 - Breakfast will be delivered to classroom for distribution
 - Lunch will be placed in a three-compartment reusable container
 - Parents are urged to preorder lunches utilizing each day utilizing the School Cafe app
 - Food service staff will bring all food to classrooms on cart and retrieve the cart with waste



Overview of Custodial Services



Daily pre-opening

EPA approved cleaning/sanitizing products on all high touch areas (24-hour long-term EPA approved sanitizer)



During the school day

Extra cleaning of sinks and bathrooms and high touch areas



Nightly Cleaning

EPA approved cleaning/sanitizing products throughout building with extra emphasis on high touch areas

Overview of Health Services

- Students and staff will be requested to wash or sanitize hands on entry to schools and throughout the day
- Screening for symptoms in children and staff, including daily temperature checks
- Isolation room for students with fevers or other COVID-19 symptoms
- Limited access to nurse's office while creating a secondary area for isolation
 - Isolation/triage area will be used for fevers and COVID-19 symptoms while nurse area will be used for daily nursing care
- Immediate communication with parents when signs of illness occurs
- Immediate communication with parents when COVID-19 case is diagnosed in classroom
- Strict protocols for return to school after illness

COVID protocols in place...

- All nurses are certified or are in process of receiving the John Hopkins Contact Tracing Certification
 - When positive case is identified, all contacts will be traced by the nurse to determine isolation/quarantine procedures
- Multiple Scenarios are outlined including:
 - If a case of COVID is identified in the classroom
 - Students in that classroom and the teacher will begin Distance Learning
 - Distance Learning will continue until isolation period is complete
 - If staff member test positive
 - All contacts will be traced for possible exposure
 - Persons with close contact will be quarantined/isolated based on date of last contact
- Extended Family Medical Leave Act available for employees

Options and adaptations

To best accommodate the ever-changing circumstances, MCS is preparing to begin the school year with

- **Plan 1: Traditional (in-person) Classes & Choice Distance Learning**

- All students will attend full day classes at school except for students whose parents choose distance learning option.

However, a continuum of options are planned if needed including:

- **Plan 2: Hybrid Instruction**

- Pre-K – 2nd grade students attend traditional school, 3rd-6th grade students utilize distance learning

- **Plan 3: Distance Learning Instruction**

- All students will receive instruction via distance learning with the exception of Comprehensive Development Classroom students

These plans provide the best options to continue providing exemplary education for all students regardless of the circumstances.

At any point during the academic year, MCS may switch in or out of these options based on the circumstances of the pandemic. Please know that there is no playbook for a pandemic and we ask parents and the community-at-large to be patient and flexible as we make uncharted decisions.

Plan 1: Return to School

Parent Options

- Traditional Classes
 - Grades and attendance required
 - 6 ½ hours instruction
 - Student attends in-person in classroom setting
 - Social distancing and other safety guards including masks in place
- Choice Distance Learning
 - Grades and attendance required
 - 6 ½ hours instruction
 - Student attends school via Zoom or with hard copy instruction
 - Students remain at home
 - Parent Agreement in place

Plan 1: Traditional (in person) classes



Students will be in class with modifications.



Laptops will be sanitized between student uses.



Each student will use their own supplies with no share boxes.



All teachers will wear masks when 6' social distancing can not be maintained.



Students are expected to wear masks.



Breakfast and lunch in the classroom.



Departmentalized teachers will move to classroom rather than students changing classes (i.e. music, art).

Classroom Overview

Physical distancing will be encouraged

Students will be contained to one classroom/hallway when possible

Student desks/tables will be arranged to promote social distancing

Water fountains will be used to fill cups or bottles only

Students and staff members wearing masks except for:

- when an individual cannot safely wear face covering
- while eating and drinking
- while indoors and maintain social distancing, at the direction of MCS staff
- while outdoors and maintaining social distancing, at the direction of MCS staff

Outside learning including lunch will be encouraged



Plan 2: Hybrid Instruction

Pre-K - 2nd –

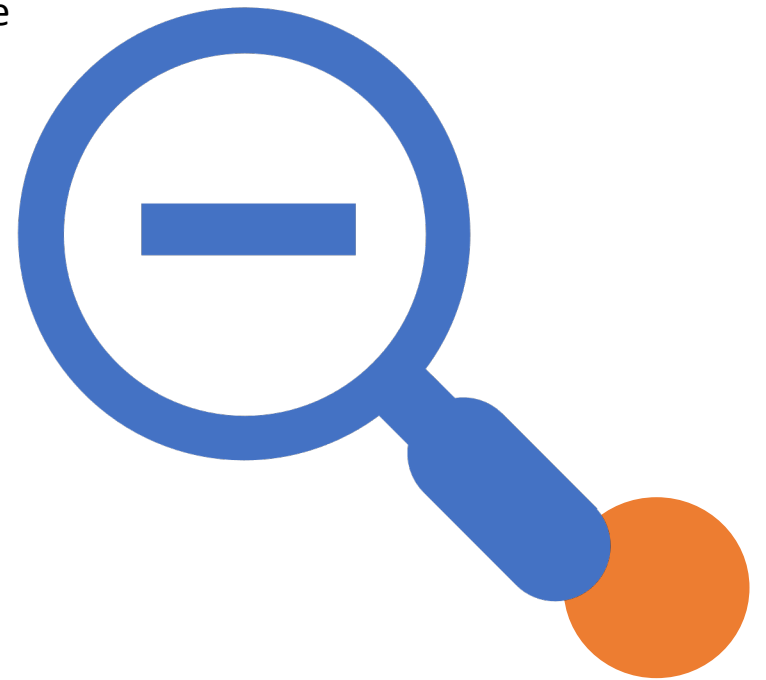
Attends school through Traditional (in-person) Classes on Monday through Friday unless parent chooses Choice Distance Learning.

3rd- 6th Grade –

Attends school via Distance Learning Instruction.

Attends class via Google Classroom, Zoom and with hard copy lessons provided by classroom teacher.

Attendance will be taken daily.



Plan 3: 100% Distance Learning

Daily schedule provided by classroom teacher

Zoom lesson provided by teachers – overviews sent out via Dojo

Hard copy lessons available for every grade level

Google classroom will be hub of lesson planning

A limited number of laptops and hotspots available upon request for students who do not have access at home

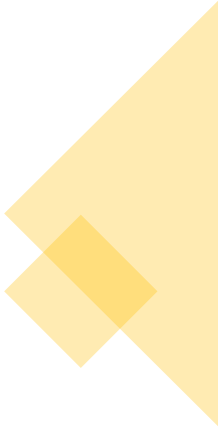
ESL, Intervention and SPED classes taught via Zoom

Individual manipulative or virtual kits provided for students at home

IEP services requiring physical services will be available at school

Comprehensive Development Classrooms available at school

Attendance and grades will be taken



Social / Emotional Health (School counselors, social workers, behavior specialists)

- Assist classroom teachers with reconnecting with students and placing personalized relationships at the heart of reopening
- Re-establish safe and welcoming classroom and school communities
- Address academic, behavioral, social, and emotional learning needs
- Support students to strengthen their ability to focus and learn
- Support staff's emotional well-being through training and promoting self-care





Social / Emotional Health

(School counselors, social workers, behavior specialists)

Provide individual and small group services utilizing physical distancing and all prescribed precautions in the traditional or hybrid attendance models. Interaction with parents and outside agencies will be conducted virtually.

In the event of a 100% Distance Learning - school counselors, social workers and behavior specialists will hold office hours where services can be provided, as feasible, via online, zoom or phone conversations.

Parent engagement sessions (parent learning opportunities) will be provided via virtual meetings and recorded sessions.

School Entry

- Limited public access for campuses will be strictly observed including outside speakers and visitors.
- Clear drop-off and pick up procedures will be followed with limited access to front office.
- Dining with students will not be allowed at the first stages of the school opening.
- Parent and teacher meetings will be held via Zoom or phone conversations when possible.
- Visitors must wear masks to enter school



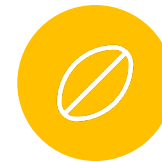
Unfortunately, Social Distancing has caused us to make a few changes for the unforeseeable future.



Basketball league will be postponed



Open Houses will be virtual



MCS/MTSU basketball game will be cancelled



School wide gatherings will be limited



Field trips will be virtual

Communications



MCS will communicate with parents via:

Peachjar

Class Dojo

Email

Websites

School or District Wide Calls

Other means of communication will be used but will not be the primary method of communication including Facebook and Twitter.


A large orange shape on the left side of the page, consisting of a vertical rectangle on the left and a quarter-circle on the right.

Education, Training and Reminders

Education and trainings on COVID-19 will be provided to students, staff, and families before the start of the school year, during the school day and as plans are updated.

Parents are expected to keep their contact information updated in parent portal to receive information through: Peachjar, Dojo, email and phone calls.

Updates will also be available through the MCS website.

A decorative yellow dashed line in the bottom right corner, consisting of four curved segments.



A Return to School Plan

Questions?



JULY 14, 2020



RETURN TO SCHOOL

GUIDELINES AND EXPECTATIONS FOR REOPENING SCHOOLS FOR 2020-21

MURFREESBORO CITY SCHOOLS

Guide

Page 2 – Return to School Plans
Page 3 – Health Services Glossary
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The policies, procedures, rules, and regulations contained in this guide may be amended during the course of the school year as needed to protect the health, safety, and welfare of students. Procedural changes may be announced on any/all of the following: Murfreesboro City Schools website, the [SCHOOL] webpage, [SCHOOL] Twitter account, teacher electronic communications, district alerts/communications, automated phone calls, or notices sent home with your child.

Return to School 2020

To best accommodate the ever-changing circumstances, MCS is preparing to begin the school year with

Plan 1: Traditional (in-person) Classes & Choice Distance Learning

- All students will attend full day classes at school with the exception of students whose parents choose distance learning option.
- Parents have the choice of changing from traditional to choice or vice versa at the end of each 9 week grading cycle

However, a continuum of options are planned if needed during the school year including:

Plan 2: Hybrid Instruction

- Pre-K – 2nd grade students attend traditional school, 3rd-6th grade students utilize distance learning

Plan 3: Distance Learning Instruction

- All students will receive instruction via distance learning with the exception of Comprehensive Development Classroom students

These plans provide the best options to continue providing exemplary education for all students regardless of the circumstances. At any point during the academic year, MCS may switch in or out of these options based on the circumstances of the pandemic.

Please know that there is no playbook for a pandemic, and we ask parents and the community-at-large to be patient and flexible as we make uncharted decisions.

Health Services

Glossary:

Home Isolation – separates sick people with a contagious disease from people who are not sick

Quarantine – separates and restricts the movement of people who were exposed to a contagious disease to see if they will become sick.

Close Contact – contact with someone less than 6ft for greater than 15 minutes.

Employee Overview

Any employee who feels sick or experiencing signs and symptoms of COVID-19 should stay home. Any employee who has tested positive, had close contact with a person who has tested positive or has been instructed by a physician or the Department of Health to self-isolate should stay home.

All employees should report any of the above to their supervisor and:

School based employees should report to building nurse.

District wide employees (Technology, maintenance, transportation, central office, nutrition, etc.) should report to nursing supervisor.

Nursing staff in conjunction with Department of Health will trace all contacts and advise as needed.

Illness:

Staff who exhibits symptoms consistent with COVID-19 are to be masked and isolated immediately and sent home as quickly as possible.

Staff should not return until one of the following conditions are met:

- A health care provider has confirmed that the individual's illness is not due to COVID-19 because another explanation has been identified. e.g., fever due to urinary tract infection, strep throat confirmed by a positive strep test, rash from poison ivy, etc.
- Diagnoses of upper respiratory tract infection (URI), pneumonia, viral illness, etc. DO NOT exclude the diagnosis of COVID-19 and should not be considered adequate to authorize return to school.
- The individual has evidence of a positive COVID-19 molecular/PCR test and has isolated for 10 days plus 72 hours of resolution of symptoms. Results of antibody tests are not reliable and should not be considered proof of immunity or lack of infection. (See Below)
- The individual has been well for at least 72 hours and has documentation of TWO negative COVID-19 molecular/PCR tests at least 24 hours apart during the most recent absence due to symptoms consistent with COVID-19. Results of tests that precede the dates of the most recent absence are not acceptable, nor are results of antibody testing.
- The individual has self-isolated for a period of 10 days plus 72 hours of resolution of symptoms, regardless of test results (whether negative, positive or not obtained)

Quarantine:

- You are within 6ft of someone that has COVID-19 for at least 10 minutes
- You have provided care to someone that has COVID-19
- You have been advised by your physician or the Department of Health to quarantine.

**Even if you test negative for Covid-19 or feel healthy, you should stay home (quarantine) since symptoms may appear 2-14 days after exposure to the virus.*

Home Isolation:

Persons with Positive COVID-19 who have symptoms may discontinue isolation under the following conditions:

- At least 10 days have passed since symptoms first appeared.
- And At least 3 days (72 hours) have passed since resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath);

OR

- Resolution of fever without the use of fever-reducing medications and
- Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens)*.

** A test-based strategy is contingent on the availability of ample testing supplies and laboratory capacity as well as convenient access to testing.*

Persons with Positive COVID-19 who have NO symptoms may discontinue isolation under the following conditions:

- At least 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms, then the symptom-based or test-based strategy should be used. Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after their first positive test.
- OR
- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens).

Note, because of the absence of symptoms, it is not possible to gauge where these individuals are in the course of their illness. There have been reports of prolonged detection of RNA without direct correlation to viral culture.

FAQ's

I've had close contact with someone that has Covid-19 and I will not have further close contact or interactions with this person while they are sick. When do I return from quarantine?

Your last day of quarantine is 14 days from the date you had close contact.

I've had close contact with someone who has COVID-19 and I live with them but can avoid further close contact. When do I return from quarantine?

Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation.

A second household member has gotten COVID-19 while on quarantine and I have had close contact with this person.

Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine.

I've had Close contact with the person who has COVID-19 and I am providing direct care to the person who is sick, I don't have a separate bedroom to isolate the person who is sick, or I live in close quarters and unable to keep a physical distance of 6 feet.

You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the CDC [criteria to end home isolation](#).

Leave: See HR for Extended FMLA and leave rules.

Considerations for Distance Learning

Determine the threshold to shift to distance learning:

All policy considerations should start with a goal of having students physically present in school. However, districts are encouraged to develop criteria for the consideration of closure of school(s) and/or the district.

Every effort should be made to prevent a district-wide closure, and district administrators should consider it appropriate to close one school, or even a portion of a school, when a case or small outbreak affects only a small number of students or staff. Closures should be as limited as possible to minimize spread from close contacts with the case. District administrators are strongly encouraged to consult with state or local public health officials prior to finalizing a decision to close a school or district.

Nursing Services

These guidelines have been carefully considered to address and promote the safety, health, and welfare of our community.

SICK DAY GUIDELINES FOR STUDENTS AND STAFF

- Fever, chills, generalized body aches. Fever threshold will constitute 100.0 degrees Fahrenheit or higher
- Active vomiting or diarrhea
- The first 24 hours of various antibiotic treatments (i.e. strep throat, pink eye, etc)
- Undiagnosed, new, and/or untreated rash or skin condition
- Doctor's note requiring an individualized plan of care to stay home
- If presenting with COVID-19 symptoms (fever, cough, shortness of breath, sore throat, headache, new loss of taste/smell, chills); must follow up with a medical provider with a clearance note prior to returning to school
- Know the signs and symptoms of COVID-19: It is critically important that staff are aware of the signs and symptoms of COVID-19 and are well-aware of the school's planned response when someone in the building is exhibiting signs or symptoms of COVID-19
 - COVID Signs may include: difficulty breathing, shortness of breath, chest pressure, new loss of taste or smell, cough, runny nose, body aches, headache, nausea/vomiting, chills, diarrhea

WHEN TO RETURN AFTER ILLNESS

- Students and staff should not return until one of the following conditions are met:
- A health care provider has confirmed that the individual's illness is not due to COVID-19 because another explanation has been identified. e.g., fever due to urinary tract infection, strep throat confirmed by a positive strep test, rash from poison ivy, etc.
- Diagnosis of upper respiratory tract infection (URI), pneumonia, viral illness, etc DO NOT exclude the diagnosis of COVID-19 and should not be considered an adequate to authorize return to school.
- The individual has evidence of a positive COVID-19 molecular/PCR test and has isolated for 10 days plus 72 hours of resolution of symptoms. Results of antibody tests are not reliable and should not be considered proof of immunity or lack of infection.
- The individual has self-isolated for a period of 10 days plus 72 hours of resolution of symptoms, regardless of test results (whether negative, positive or not obtained).
- The individual has been well for at least 72 hours and has documentation of TWO negative COVID-19 molecular/PCR tests at least 24 hours apart during the most recent absence due to symptoms consistent with COVID-19.
- Results of tests that precede the dates of the most recent absence are not acceptable, nor are results of antibody testing

HEALTH OFFICE CONSIDERATIONS

- Students should come to clinic alone to decrease exposure to possible illness. Other students should not escort to the clinic. If concerns about sending student to clinic alone, they can be escorted by an EA or other adult
- In order to prevent potential exposure and promote isolation please note that students do NOT need to present to the Health office with the following common situations:
- Paper cuts, small abrasions, picked scabs- wash hands and apply band aid if needed
- Minor headaches and fatigue- allow snack/water first. Reassess in 20 minutes
- Mild stomachache and nausea- allow snack/water, restroom. Reassess in 20 minutes
- Localized bug bite- if no allergy history and not spread over large area of skin, apply cool paper towel to prevent scratching/discomfort
- Nosebleeds- have student apply constant pressure for 5 min
- Loose teeth- unless due to trauma
- Anxiety/stress/psychological issues- try redirection or refer to school counselor or other applicable services for collaboration

PRECAUTIONARY PREVENTATIVE SPREAD METHODS

- Wash hands with soap and water for minimum of 20 seconds. If soap/water not available, use hand sanitizer (60% or greater alcohol based)
- Avoid close contact with people who are sick
- Stay home when you are sick
- Cover your cough/sneeze into your elbow or tissue; follow with hand hygiene
- Avoid touching your face. If you do, wash your hands afterwards
- Clean and disinfect frequently touched objects or surface using a regular household cleaning spray or wipe
- Promote non-contact methods of greeting

ENVIRONMENTAL CONSIDERATIONS

- High touch surface cleaning
- Routine environmental cleaning
- Postage throughout campus encouraging frequent hand washing
- Hand sanitizer dispensing units at each building entrance
- Limit food sharing activities
- Limit large group congregation, such as school-wide assemblies

ISOLATION AND PERSONAL PROTECTIVE EQUIPMENT (PPE) STANDARDS IN THE HEALTH OFFICE

**These PPE standards are current best practice due to the COVID-19 pandemic. They are subject to change based on national supply and infectious disease outbreak.

Uniform and standard PPE during pandemic:

In order to prevent cross-contamination between personal and professional environments, as well as to easily identify health office personnel, medical scrubs should be worn by Health Office Staff. In addition to medical scrubs, closed-toe shoes should be worn. Consider the use of booties to be changed when soiled or broken.

- Health services employees and one other designated staff member will have access to N95 respirators
- Consider use of paper/plastic over jacket to protect scrubs from contamination.
- Consider the use of protective eye wear when appropriate

Appropriate PPE must be utilized in conjunction with universal precautions and hand hygiene.

- Hand hygiene is required before and after each office encounter.
- Soap and water scrubbing for 20 seconds is the preferred method.
- If alcohol-based hand sanitizer is used it should have a least 60% alcohol content

*Special considerations related to COVID-19***Respiratory symptoms and NO FEVER**

- Carefully consider mask during assessment to prevent droplet transmission during close contact
- Evaluate clinical picture if appropriate to remain in school
- Evaluate if the individual has been exposed to someone with a positive or presumed positive COVID-19. Per CDC, individuals with mild symptoms should be cared for by provider with all recommended PPE (gloves, gown, eye protection, and at minimum a fit-tested disposable N95 respirator)
- If student evaluated to not remain in school, a medical follow-up with provider and clearance note may be required (see when to return after illness)

Respiratory symptoms and FEVER

- Facemasks for persons with respiratory symptoms and fever over 99.5 degrees Fahrenheit is recommended if tolerated by the person and developmentally appropriate.
- Consider use of all recommended PPE (gloves, gown, eye protection, and at minimum a fit-tested disposable N95 respirator) for Health office staff, based on clinical picture
- Isolate febrile individual in a separate area until dismissed
- Must be sent home and follow up with a medical provider and a clearance note must be provided to return to school required (see when to return after illness)

COMMUNICABLE DISEASE MONITORING AND SURVEILLANCE

- Every student and staff member should have temperature screening prior to entering the building daily.
- Collaborate with attendance secretaries to record symptoms when students are called in for sick days
 - Health office to record this in electronic medical record (SNAP)
 - RN Supervisor will monitor community and schools for illness and communicable disease trends.
- RN supervisor will monitor up-to-date communications from the Rutherford County Health Department, CDC, Office of the Governor, and TN Board of Education

CONSIDERATIONS FOR CLOSURE OF SCHOOL

All criteria will be monitored and used to make a decision regarding the closure of schools.

Percentage of positive cases in the community, school building and district

Absence rate in schools and district

Absence rate with employees

COVID like illness trends in the school.

Guidance from the state and local government

Guidance from the CDC

- All students and staff who have been in classroom with a confirmed case or who otherwise have had close contact (defined as within 6 feet for 15 or more minutes) with a confirmed case will need to be quarantined at home for 14 days.
- Consider closing a school if two or more classroom cohorts are required to quarantine within a 14-day period (classroom closure periods are overlapping) or if the absentee rate student body is high (see below).
- Consider closing a school if there is widespread exposure of students and staff such that it is not possible to identify and quarantine contacts (e.g. if a staff member who has prolonged close contact with large numbers of students is diagnosed with COVID-19). Schools may want to close temporarily (2-5 days) to allow for contact tracing and reopen if it is determined that the threat to the school at large is low.
- Consider closing the school district if, in consultation with state and local public health officials, it is determined that community transmission is high and there is significant risk of spread through the school population or if absenteeism has impacted staff to the degree that school can no longer be conducted safely in person. Any district closure or school closure should be accompanied with remote learning plan.
- Consider closure of a school or district based upon the following absentee rates as determined from the 2009 H1N1 influenza pandemic:
 - Single-day absentee rate of 5% above baseline
 - Double-day absentee rate of >4% above baseline
 - Triple-day absentee rate of >3% above baseline

https://wwwnc.cdc.gov/eid/article/15/11/09-0798_article

Nutrition Return to School

- All foodservice staff must have their temperature taken before clocking in.
- Anyone with a fever will be sent home immediately, and all areas will be sanitized. The Supervisor of Nutrition will be notified.
- All foodservice staff will be provided a face mask for each day of the week. Masks must be worn at all times, with the exception of the employees' lunchtime.
- Social distancing must be practiced during employees' lunchtime.
- Foodservice staff will wear gloves.
- Foodservice staff will follow PH-SOP4 for handwashing protocol.
- All meal preparation will follow all nutrition department SOP's and Local Health codes.
- Students will need to preorder breakfast and lunch prior to the delivery of the meal(s).
- Breakfast will consist of all prepacked items being sent to the classroom for teacher distribution.
- Lunch will be placed in a three-compartment reusable container (with the exception of milk).
- Foodservice staff will load the lunches on a 3 or 4 tier cart to deliver to the outside of the classroom for teacher distribution.
- Teachers will return the three-compartment container to the cart when students are finished with their lunch. We ask that all uneaten food remain in the container.
- All liquids are to be poured down the classroom sink. The sink must be rinsed after each meal service.
- Foodservice staff will collect all carts containing the food containers.
- The food containers along with all food prep equipment will be ran through the dish machine. FE-SOP7 will be followed meeting health department guidelines.
- Each kitchen will follow all SOP's that they are trained on annually for the safety of all staff members and customers.
- Each delivery person will be asked to put on a mask before entering the building.
- If a foodservice employee tests positive for the Coronavirus, the Supervisor of Nutrition is to be notified immediately.
- The kitchen in which they work will be shutdown.
- All staff members of that kitchen will be quarantined for 14 days.
- The kitchen will receive a deep cleaning before reopening.
- Meals for the school affected will be brought in from another school.

Instruction Return to School

Plan 1: Traditional Learning with Choice Distance Learning Option

- Benchmark as soon as possible utilizing resources/people at schools and central office
- Following scope and sequence on website
- Follow master schedules
- Special Area teachers will push-in and required to wear a mask and wash hands between classes.
- Departmentalized teachers will move to classrooms rather than students.
- Laptops will be used by same student as much as possible and sanitized after each use.
- Each student will need their own supplies to eliminate the need to share
- Attendance and grades will be taken
- PLCs conducted virtually or in-person with masks required
- Grade level student practice books remain at school
- ESL, Interventionists, and SPED teachers will go pick up students and return to sanitized classroom. They will be required to wear a mask and wash hands between classes.
- Professional Development via ZOOM as needed
- Individual manipulative kit provided by grade level teacher manipulatives for ELA and Math
- I Ready 45 minutes weekly
- Lexia as prescribed
- Imagine Learning and A to Z for ELL as prescribed

Choice Distance Learning

Similar guidelines as listed in Option 3

Plan 2: PreK-2 students utilize Traditional Learning, 3-6 students utilize Distance Learning

- Benchmark as soon as possible at school and virtually
- Power standards in ELA and Math are identified per grade level
- Guidelines will be provided for a daily schedule
- Special Area classes will be provided
- Departmentalized teachers will move to classrooms rather than students
- Google Classroom for students at home
- ZOOM lessons provided by teachers—recorded
- Each student will need their own supplies to eliminate the need to share
- Attendance and grades will be taken
- PLCs conducted virtually or in-person with masks required
- Grade level student practice books go home with students
- ESL, Intervention, and SPED classes will be taught to student in-person and virtually via ZOOM
- Online Professional Development to support teachers with distance learning

- Individual manipulative kit provided by grade level teacher manipulatives for ELA and Math
- I Ready 45 minutes weekly
- Lexia as prescribed
- Imagine Learning and A to Z for ELL as prescribed

Plan 3 – All Distance Learning

- Benchmark as soon as possible virtually
- Power standards in ELA and Math are identified per grade level
- Guidelines will be provided for a daily schedule
- Special Area classes will be provided
- ZOOM lessons provided by teachers—sent out by Dojo
- Google Classroom
- Laptops and hotspots available upon request for students when possible
- Attendance and grades will be taken
- PLC conducted virtually or in-person with masks required
- Grade level student practice books go home with students
- ESL, Intervention, and SPED classes taught virtually via ZOOM
- Online Professional Development to support teachers with distance learning
- Individual manipulative kit provided by grade level teacher or virtual manipulatives for ELA and Math
- I Ready 45 minutes weekly
- Lexia as prescribed
- Imagine Learning and A to Z for ELL as prescribed

Special Education (sped)

Plan 1: All Students in All Buildings

Special education teachers and staff will follow the procedures put in place for all MCS employees in regard to all safety precautions.

Assess as soon as possible using the beginning of the year assessment procedures you normally do. A comprehensive list of acceptable screeners/assessments will be made available to you.

More classrooms/spaces if needed to allow for social distancing: maintain small groups (no more than 10 students) as much as possible. Work with administration to determine extra space available in the building (cafeteria, gym, music, library, etc).

Independent/center work for the last five minutes in order to clean between groups.

Students who leave their general education classroom for resource, CDC, Speech, OT, PT, Vision, Hearing, or ELL will follow safety precautions while moving about the building.

Students who leave their CDC room to attend general education, resource, Speech, OT, PT, Vision, Hearing or ELL will follow safety precautions while moving about the building.

Any staff member who moves throughout the school system (occupational Therapists, Physical Therapists, Vision, etc. will work with administration on designated areas within the building appropriate for them to use.

Face masks and face shields will be made available to teachers and students who require them in order to receive their instruction.

IEP meetings may be held in person following safety precautions or may be held virtually. If parents choose distance learning for a student with an IEP, a contingency plan will be created which outlines services and support in the child's IEP or Section 504 Plan during virtual learning. MCS will utilize a combination of remote learning systems and student learning packets.

If the student returns to school, MCS is committed to conduct a thorough review of the educational impact that these unique circumstances have had and determine appropriate next steps to address the child's needs.

If distance learning is chosen, the supplies, materials, or equipment stated in child's IEP will be made available to that student to use at home.

If distance learning chosen, the opportunity to come into school to receive in person related service therapy (OT, PT, Speech, Vision, etc) will be made available. If parent chooses to not bring their child in, this will become part of the child's contingency plan.

Plan 2: Some students in building—some distance learning;

Despite the fact, grade 3-6 will be receiving distance learning, PK- 6th grade students who receive CDC services will have the option to come to school, just as K-2 students. An IEP team meeting will be held to discuss appropriate options and services. This will also include BEST students as they are self-contained.

Distance learning will be provided by a sped staff member if that is the choice parents make for their child who is typically in a CDC classroom. An contingency plan will be created to discuss appropriate option and services. (See Scenario 1 for details)

If a student spends the majority of their day in a CDC/BEST classroom and parents choose distance learning, they will be provided with a device if they don't have one. All other requirements in the parent agreement remain the same.

If a student receives resource services and is in 3-6th grade, they will still participate in their resource time virtually. Their IEP will not change if the only difference in service is that they are provided virtually.

If any student who is participating in distance learning requires related service therapy (OT, PT, Speech, Vision, Hearing, etc.) they may receive these in person at the school if virtual is not applicable.

If parent does not want to bring child in for face-face therapy, a plan for that child will be created by SPED staff and parent.

Manipulatives required for instruction will be provided to any student receiving distance learning.

IEP meetings may be held in person following safety precautions or may be held virtually.

Plan 3: All student virtual

Despite the fact, all grade levels will be receiving distance learning, PK- 6th grade students who receive CDC services will have the option to come to school, just as K-2 students. An IEP team meeting will be held to discuss appropriate options and services. This will also include BEST students as they are self-contained.

If parents of CDC/BEST students choose not to bring their child in, distance learning will be provided by a sped staff member. An contingency plan will be created to discuss appropriate option and services.

CDC/BEST students will be provided a device if they don't have access to one at home.

Assistive technology devices will be provided to students in accordance with the IEP

If a student received resource services, they will still participate in their resource time virtually. Their IEP will not change if the only difference in services are that they are provided virtually.

If any student who is participating in distance learning requires related service therapy (OT, PT, Speech, Vision, Hearing, etc) they may receive these in person at the school if virtual is not an option.

If parent does not want to bring child in for face-face therapy, a plan for that child will be created by SPED staff and parent.

Progress of goals per the IEP, will continue to be assessed and parents will be provided the progress reports every nine weeks as they always have been.

Manipulatives required for instruction will be provided to any student receiving distance learning.

IEP meetings may be held virtually.

Social & Emotional Health

School counselors, social workers, behavior interventionists, ACEs counselors will assist classroom teachers with reconnecting with students and placing personalized relationships at the heart of reopening

- Re-establish safe and welcoming classroom and school communities
- Address academic, behavioral, social, and emotional learning needs
- Supporting students to strengthen their ability to focus and learn
- Supporting staff emotional well-being through training and promoting self-care

Provide individual and small group services utilizing physical distancing and all prescribed precautions in the traditional or hybrid attendance models. Interaction with parents and outside agencies will be conducted virtually.

School personnel will address the social emotional needs of students through existing Social-Emotional Learning (SEL) strategies and practices as well as new approaches designed specifically for the pandemic.

Teachers and paraprofessionals will participate in in-person and virtual professional development activities with a focus on social/emotional learning.

In the event of a 100% Distance Learning - school counselors, social workers and behavior specialists will hold office hours where services can be provided, as feasible, via online, zoom or phone conversations.

Parent engagement sessions (parent learning opportunities) will be provided via virtual meetings and recorded sessions

Custodial Services

Daily Pre-Opening

Staff members will take their temperature with a no-contact thermometer prior to working. If their temperature is 100 degrees or above, they will be sent home.

Custodial Staff should practice “social distancing” as much as possible.

Masks will be required when coming within 6 feet of others.

Staff will make their normal rounds checking to make sure that there are adequate supplies in restrooms facilities.

Staff will use EPA approved cleaning/sanitizing products on all high touch areas with product that provides up to 24-hour protection from bacteria and viruses prior to opening.

During the School Day

Staff will continue to do their normal job responsibilities as assigned by the Principal and Custodial Supervisor.

Extra attention will be paid to the public hand washing and/or hand sanitation station facilities for soap and paper towels due to the anticipated additional need hand washing and sanitizing.

Custodial Staff should practice “social distancing” as much as possible.

Additionally, staff will monitor the high touch areas for additional sanitization.

Nighttime Cleaning Procedures

Evening shift employees will take their temperature with a no-contact thermometer prior to working. If their temperature is 100 degrees or above, they will be sent home.

Custodial Staff should practice “social distancing” as much as possible.

Staff will do their normal work responsibilities utilizing EPA approved cleaning/sanitation products.

Staff will put extra emphasis on sanitizing all touch surfaces with EPA approved cleaning/sanitizing products.

Training and Monitoring

Staff has been trained on all appropriate cleaners and sanitizers and how to use each product to achieve maximum safeguards for all.

Custodial Supervisory staff will monitor to ensure appropriate usage in each building.

Main hallway restrooms will have inspection sheets signed, dated and time of inspection by onsite supervisor multiple times per day.

Bus Transportation

Boarding the bus in the morning-

Students should practice “social distancing” as much as possible at the bus stop while waiting on the bus to arrive.

Masks or Face Covering will be required for students when boarding the bus.

Every student’s temperature will be taken with a no-contact thermometer prior to boarding

If student’s temperature is 100 degrees or above, they will be assigned to the front seat and will be issued a safety mask to prevent the spread of any potential virus.

Students will load the bus starting at the back of the bus and will unload starting at the front.

The maximum number of students per seat will be dependent on the current public health status.

Windows will be open for fresh air circulation when weather conditions allow.

Upon arriving at school –

If temperatures were not able to be taken when boarding, driver will radio the school office to have a school-based employee come out to the bus or at the appropriate school entrance to take the temperatures.

If a student(s) had a fever of 100 or above, that person(s) will be escorted into the school and taken to the isolation area where medical staff will retake the temperature and perform an evaluation. (Siblings will also be escorted to the area for evaluation.) If the student does have a fever of 100 degrees or above, their parent or guardian will be contacted to come pick the child up at school.

Students that did not have a fever will enter the school as normal through the assigned entrance with the students exiting the bus row by row starting at the front of the bus.

Boarding the bus to leave school -

Students will line up to board their bus as determined by the school administration always practicing social distancing as much as possible.

Seats will be assigned based on distance from school and bus routes having students who will ride the bus the longest at the back of the bus and those with the shortest ride towards the front of the bus.

After leaving the bus, students should continue to practice social distancing as much as possible on their way to their homes.

Cleaning and Sanitizing the Bus -

Before students board the bus in the morning, every bus will have been thoroughly cleaned and sanitized with EPA approved products. Long term (24 hour) virus kill products will be used daily. (NOTE: if we cannot secure the long-term products, we will wipe down high touch areas in between routes with other antibacterial products.)

If a student is held in the first row of seats due to body temperature concerns, that space will be thoroughly sanitized when they depart the bus before any new passenger boards.

Hand Sanitizer will be available on all buses.

Choice Distance Learning Parent Agreement

Murfreesboro City Schools (MCS) is pleased to offer Choice Distance Learning as options for our students and parents.

Choice Distance Learning –

Parents may choose for their child to attend full day classes at home utilizing the choice distance learning option.

This option will include 6½ hours of instruction delivered via Zoom, other on-line platforms and hard copy instruction.

Parents may reconsider schooling options at the end of a 9-week grading period. Parents should notify school two weeks prior to the end of the 9-week grading period if they wish to change to Traditional School instruction.

Choice Distance Learning students should have daily access to:

High speed internet connection.

Laptop, tablet or desktop computer access by parents/guardians.

(Exceptions may be made for students with significant health conditions with relevant documentation.)

Please note:

- Students must stay in good standing with school in regard to absences and completion of assigned classwork.
- Students not following school policies will be reviewed for possible return to the traditional school day.
- Students will adhere to the schedule outlined in the Choice Distance Learning day.
- ESP is not available for students utilizing Choice Distance Learning

We will use video conferencing technology for virtual instruction and/or recordings. Our use of such technology is governed by FERPA, the Acceptable Use Policy, and MCS's Student Code of Conduct. A record of all meetings and recordings is kept and stored by MCS, in accordance with the Acceptable Use Policy and FERPA. The teacher will not share recordings of your class activities outside of class participants, which include fellow students and their parents/guardians/caretakers, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. Unauthorized sharing of the class activities is prohibited and doing so may result in disciplinary action.

Overview of Choice Distance Learning Day:

School days will begin based on the school bell time.

15-minute Morning Meeting

1 hour of English Language Arts; followed by a 15-minute break

1 hour of Math; followed by a 15-minute break

1 hour of Social Studies and/or Science

30 minutes for lunch

45 minutes for Special Area; followed by a 15-minute break

45 minutes of computer assistant learning (Lexia, I-Ready)

1 hour teacher led small groups

DRAFT Choice Distance Learning Agreement

Student Name: _____

Legal Street Address: _____ Apt. # _____

City: _____ Zip Code: _____

Mailing Address: _____ Apt. # _____

City: _____ Zip Code: _____

Birthdate: _____ Age: _____ Current School: _____

Grade for 2020-21 School Year: _____

Mother/Guardian: (Print) _____ Email Address: _____

Home Phone: _____ Daytime Phone: _____ Cell: _____

Father/Guardian: (Print) _____ Email Address: _____

Home Phone: _____ Daytime Phone: _____ Cell: _____

*If your phone number or address changes, you must notify the school in writing.

Complete this section for siblings also participating in the MCS Choice Distance Learning option.

Name:

School: _____

Name:

School: _____

By signing below, I certify that:

(Initial each line)

_____ The student will have access to a laptop, desktop computer, or tablet and high-speed internet for the duration of his or her enrollment in the Choice Distance Learning option.

_____ I will ensure my student follows the Choice Distance Learning Guidelines.

_____ I will promptly notify the teacher of any absences according to school policies.

_____ I understand that my student may be returned to traditional school and/or reported for truancy if he or she is not in good academic standing, is excessively tardy, or is excessively absent.

_____ I am the parent/legal guardian of the student named above.

Signature

Date

Printed Name: _____

Extended School Program

Before arriving to ESP

Screening questions all staff and students should answer prior to arriving to ESP:

- Have you been in close contact with a person with a confirmed diagnosis of COVID-19?
- Have you had an unusual cough or shortness of breath?
- Have you had a sore throat or other flu-like symptoms?
- Have you had a fever of 100.0 degrees or greater in the past 72 hours?
- Have you had a loss of taste or smell?
- Have you had vomiting or diarrhea in the last 24 hours?

Any staff or student who can answer yes to any of these questions should not attend and should contact the site director to report the absence. ESP will follow the Murfreesboro City School District's health and safety plan for determining when a staff or student can return following an illness.

Arriving to ESP

ESP Curbside Drop Off - Each family will be provided a stylus pen for signing in on the iPad. Our curbside staff will enter ID code and hold the iPad while the authorized person signs.

Parents/guardians should remain in their vehicle. When children exit the vehicle, they will have a temperature check with a no touch thermometer. If no fever, they will enter the building and be directed to their assigned classroom. If a fever of 100.0 degrees or greater is detected, they will be unable to stay. Please do not send sick children to ESP.

While at ESP

Staff will be required to wear a mask while inside the building. Children are expected to wear masks while indoors. Groups will remain separated throughout the day and group sizes will remain as low as possible. Children will remain in their assigned classroom space, with outdoor breaks, weather permitting. Meals will be eaten inside classrooms. Children will not share common supplies, such as crayons, pencils, scissors, etc. Hand washing will happen before meals, between activities, and as needed. Hand sanitizer will be available in every classroom. Staff will give frequent reminders to adhere to social distancing guidelines. Materials and equipment will be sanitized between uses. Water fountains will only be used for water bottle refills. Paper cups will be available daily for those who do not bring their own water bottle. Staff and student temperatures will be taken again around lunch time until school starts. Once school starts, temperatures may be taken as children leave.

Visitors to ESP

Only ESP Staff and students will be allowed inside the buildings. If there is a valid reason to enter, it must be approved by the site director. If a parent/guardian needs to drop off an item, such as a forgotten lunchbox, please call the site so that someone can meet you outside.

Anyone entering the building, with prior approval, will have their temperature checked, should wear a face mask, and will have to answer the screening questions.

[After leaving ESP](#)

Facilities and equipment will be sanitized, disinfected, and secured for the next day's use. Staff and students should follow all precautionary measures and guidelines before returning to ESP.