

**WASHINGTON COUNTY  
BOARD OF EDUCATION**

**September 2, 2021**

**5:30 PM**

**Central Office**

- I. CALL TO ORDER**
- II. REQUEST TO ADDRESS THE BOARD**
  - A. Justin Southerland**
- III. RECOGNITIONS**
  - A. Brandon Ferren**
  - B. Dr. William R. Flanary**
- IV. REORGANIZATION OF THE BOARD**
- V. CONSIDERATION OF MEETING AGENDA**
- VI. APPROVAL OF MINUTES - August 5, 2021; August 19, 2021; August 24, 2021**
- VII. ANNOUNCEMENTS**
  - A. TSBA Fall District Meeting (Virtual)  
September 27, 2021; 5:00 p.m.; Central Office**
- VIII. DIRECTOR'S REPORT**
  - A. Beginning of School Year Report**
  - B. Field Trips Report**
  - C. Financials**
  - D. Grants Report**
  - E. Maintenance Update**
  - F. Personnel Report**
  - G. Other**
- IX. CONSIDERATION OF CONSENT AGENDA**
  - A. Items to be declared as surplus and sold on GovDeals**
  - B. Purchases**
    - 1. Purchase of a Cutaway Automatic Transaxle for CTE Automechanics Program at David Crockett High Funded by Perkins Grant (Line Item 142E71300-730-800)**
  - C. Bids/Quotes/RFPs**
    - 1. Request to release bids for office furniture vendor**
    - 2. School Nutrition request to bid out kitchen equipment for Daniel Boone High, Fall Branch Elementary, Grandview Elementary, Ridgeview Elementary, and Sulphur Springs Elementary**
  - D. Out of State/Overnight Field Trip Requests for Approval**

1. **Daniel Boone High MJROTC - Various Competitions/Events(documentation attached)**
  2. **David Crockett High NJROTC - Competitions (documentation attached)**
  3. **Grandview Elementary - Eighth grade trip to Washington DC; May 17-20, 2022**
- E. **Contracts/Agreements**
1. **Carson-Newman University**
  2. **Washington County Memorandum of Understanding 2021-2024**
- F. **Approval of Family Life Curriculum**
- G. **SY2021 - 2022 School Visits**
- X. **DISCUSSIONS/PRESENTATIONS**
- A. **Update on Boones Creek Elementary Playground**
  - B. **COVID Update**
    1. **COVID related sick leave**
  - C. **ESSER 3.0**
  - D. **HEW Committee Update**
  - E. **CTE Program Updates**
  - F. **Jonesborough School Building Project**
  - G. **TCAT Update**
  - H. **TCAP 2020-2021**
  - I. **Strategic Plan Approval**
- XI. **POLICY**
- A. **1.609 - Appeals and Appearances before the Board (Review)**
  - B. **4.212 - Virtual Education Program (Waive First Reading and Pass on Second Reading)**
- XII. **WCEA Representative: Closure of Memorandum of Understanding process**
- XIII. **ADJOURNMENT**

School	-2	-1	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Boones Creek Elementary School		23	103	76	113	97	77	77	86	80	84					816
Daniel Boone High School												291	308	325	310	1234
David Crockett High School												311	330	277	338	1256
Fall Branch Elementary School			25	43	21	26	22	32	23	25	28					245
Gray Elementary School		21	62	53	58	48	52	60	43	67	60					524
Grandview Elementary School	11	38	55	68	61	53	72	75	65	64	66					628
Jonesborough Elementary School		2	100	91	83	93	85									454
Jonesborough Middle School								101	102	100	104					407
Lamar Elementary School		20	45	38	46	39	37	39	40	43	41					388
Ridgeview Elementary School	9	33	67	77	62	88	100	79	87	68	75					745
South Central Elementary School			27	24	21	12	17	18	31	28	38					216
Sulphur Springs Elementary School		1	46	31	40	37	35	39	34	38	40					341
University School			20	20	19	22	25	47	53	52	52	71	71	82	71	605
West View Elementary School		1	30	33	36	24	37	35	40	38	48					322
Tennessee Virtual Learning Academy									18	14	13	17	11	15	23	111
Total	20	139	580	554	560	539	559	602	622	617	649	690	720	699	742	8292

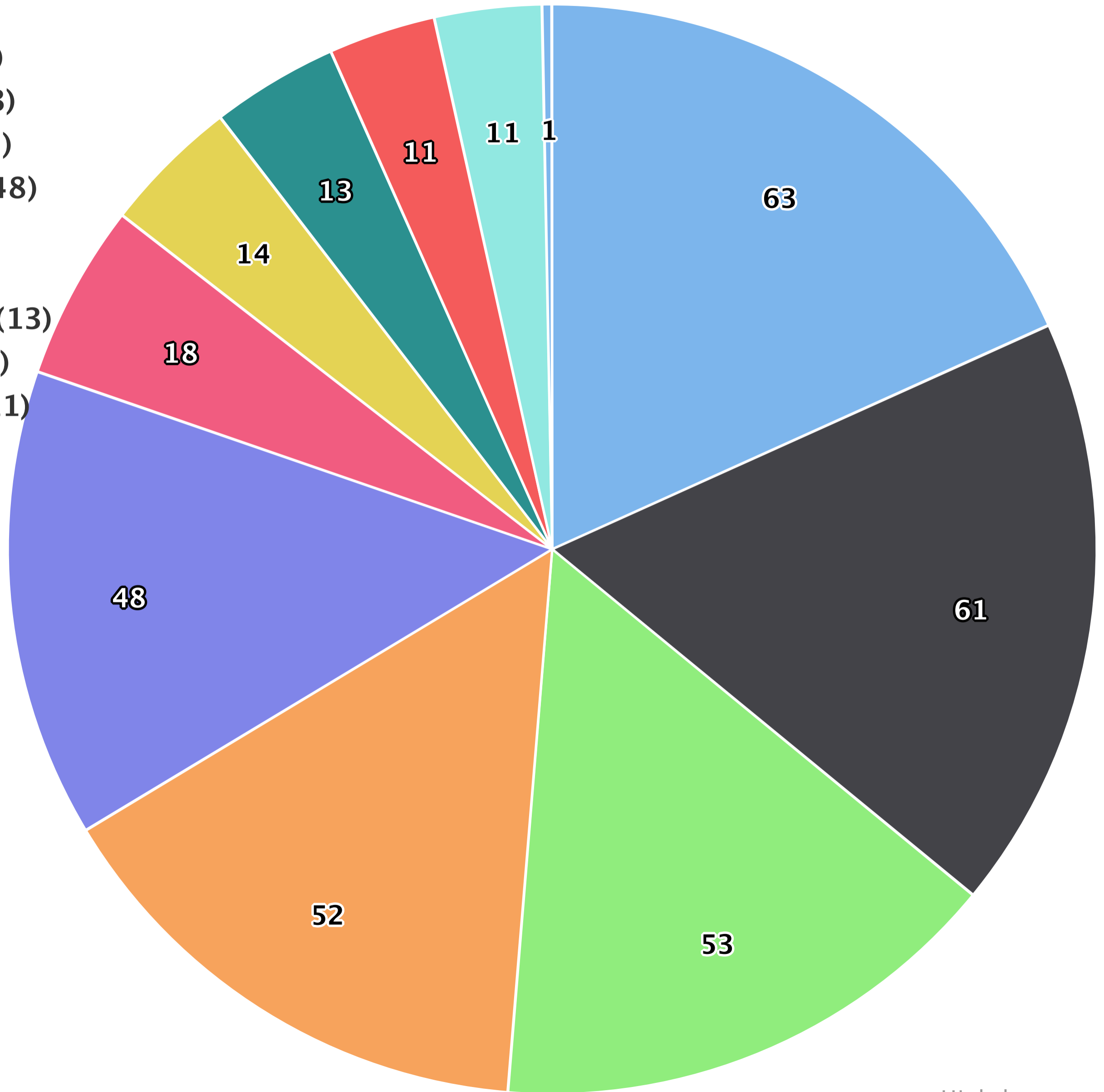
<b>Intent to Apply</b>			
DCHS-Graphic Arts	In-House Work-Based Learning Project using Digital C		
Participating Middle Schools	"If I had a hammer program"	CTE/STEM conne	
ESSER Planning Grant	To contract a Vendor that will assist with ESSER funds		
Safe Schools Grant	Goal is to provide radios on all high school buses and		
<b>Grants Awarded</b>			
LEAPS - Year 2	Providing a Before/afterschool program to serve stude		
Civics Grant	ePlan budget approved		
<b>Grants Managed</b>			
Propane Buses	Reporting Documentation, Media requirements for Gra		
Civics Grant	Purchasing materials, preparing applications for individ		
LEAPS	Documents, Financial, Timesheets, Preparing Budget		
ESSER grants-assisting financial team	Revised the required supporting documents: Public Plk		
Provide assistance with QUEST Foundation	This is for WCS teachers, provided applications to QU		
NEA Foundation Grant-FB	Working with planning on when to do the PD trip		
Dishwasher Equipment Grant	closed and has recieve reimbursement		
Dollar General Grant	Reporting		
Governor's Early Literacy Foundation	Finished Reporting: Attend the required Book Bash as		
Working on TSIN STEM Designation application process with 3 elementary schools that will serve as the pilot			

Garment Printer (DGP) F2100 Printer	with a dedicated	Laptop and Pretreatment Machine			
ection to math					
s use and management with items procured and reporting	- Formulated	State Allocation			
a dispatch system at the bus garage,	analyze school safety needs assessment results and	assist with the re			
nts with academic and enrichment programs with bus	transportation at	SCES			
ant Rebate to \$54,000 to WCG					
dualized PD requests and Local Civics Educational Experiences			\$10,000		
for routine approval	\$50,000	plus roll over of \$20,476.40			
an (Spending), Needs Assessment, Health and Safety, and pages with in eplan application					during original su
EST Foundation President					
the district representative at Rhea Elementary in Dayton TN Sept. 16.					

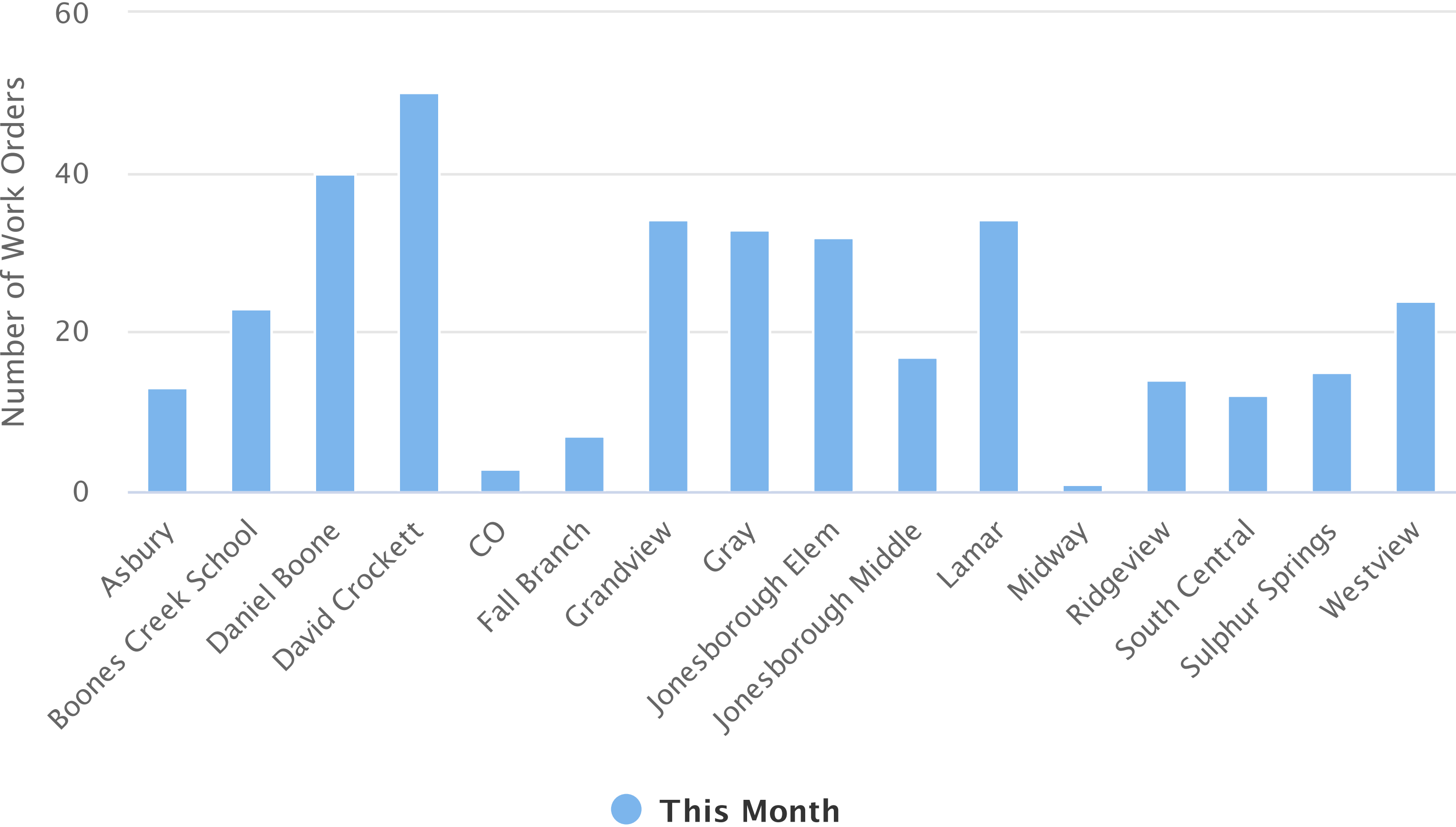
remaining funds.
omission

# Service Categories

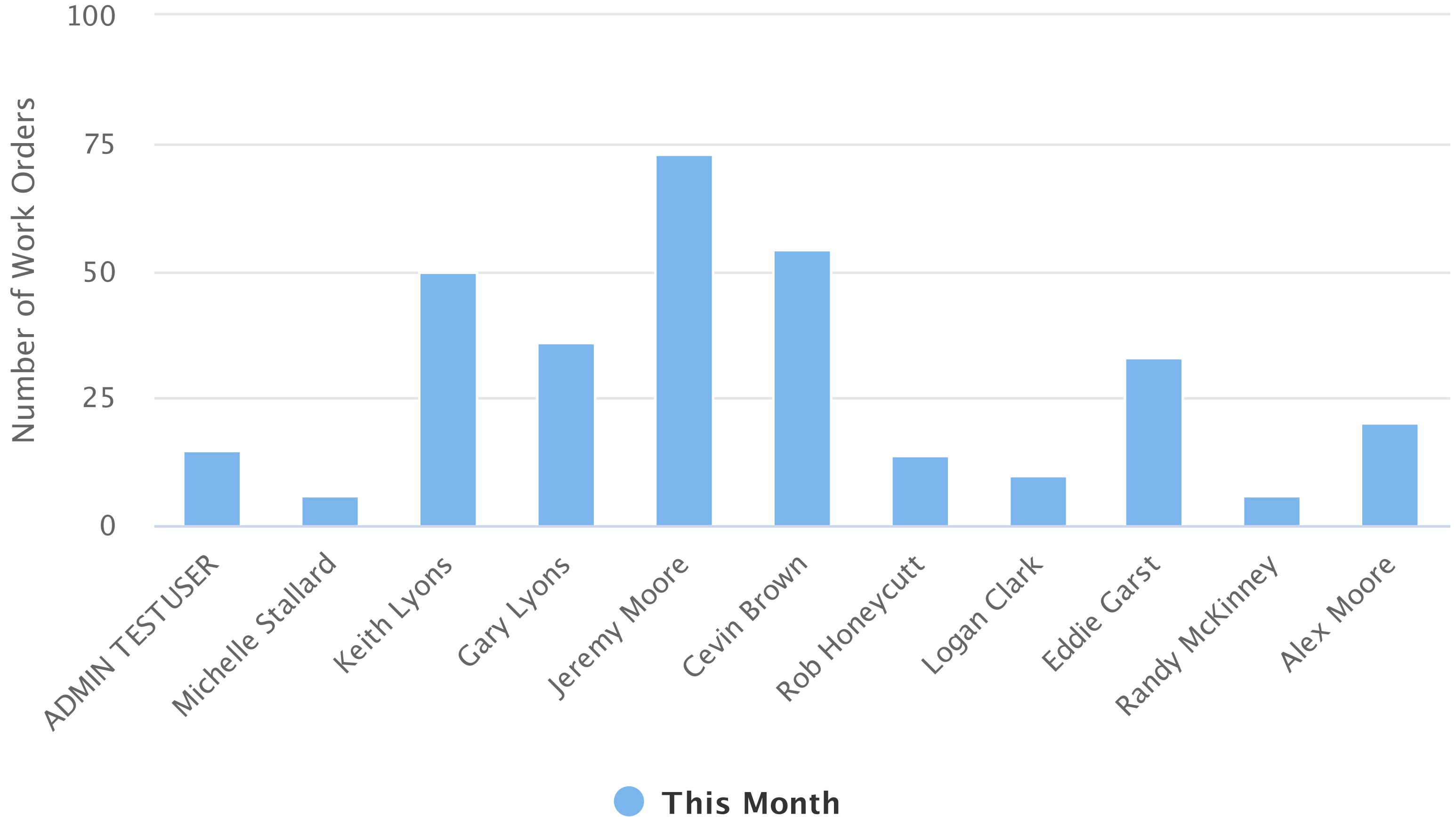
- Heat/Air (63)
- Electrical (61)
- Carpentry (53)
- Plumbing (52)
- Door Locks (48)
- Supplies (18)
- Grounds (14)
- Pest Control (13)
- Custodial (11)
- Roof Leaks (11)
- Painting (1)



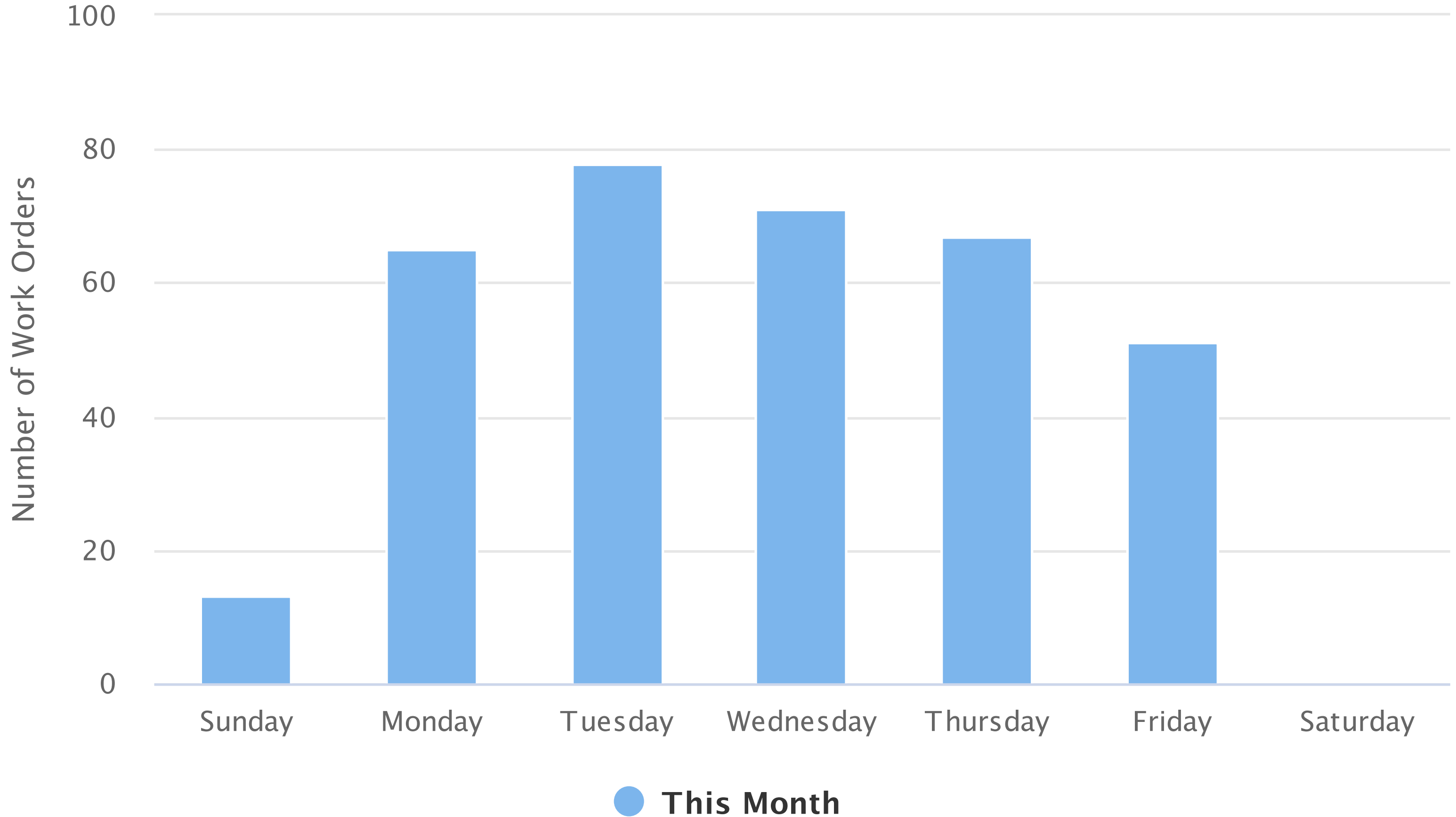
# Work Orders By Location



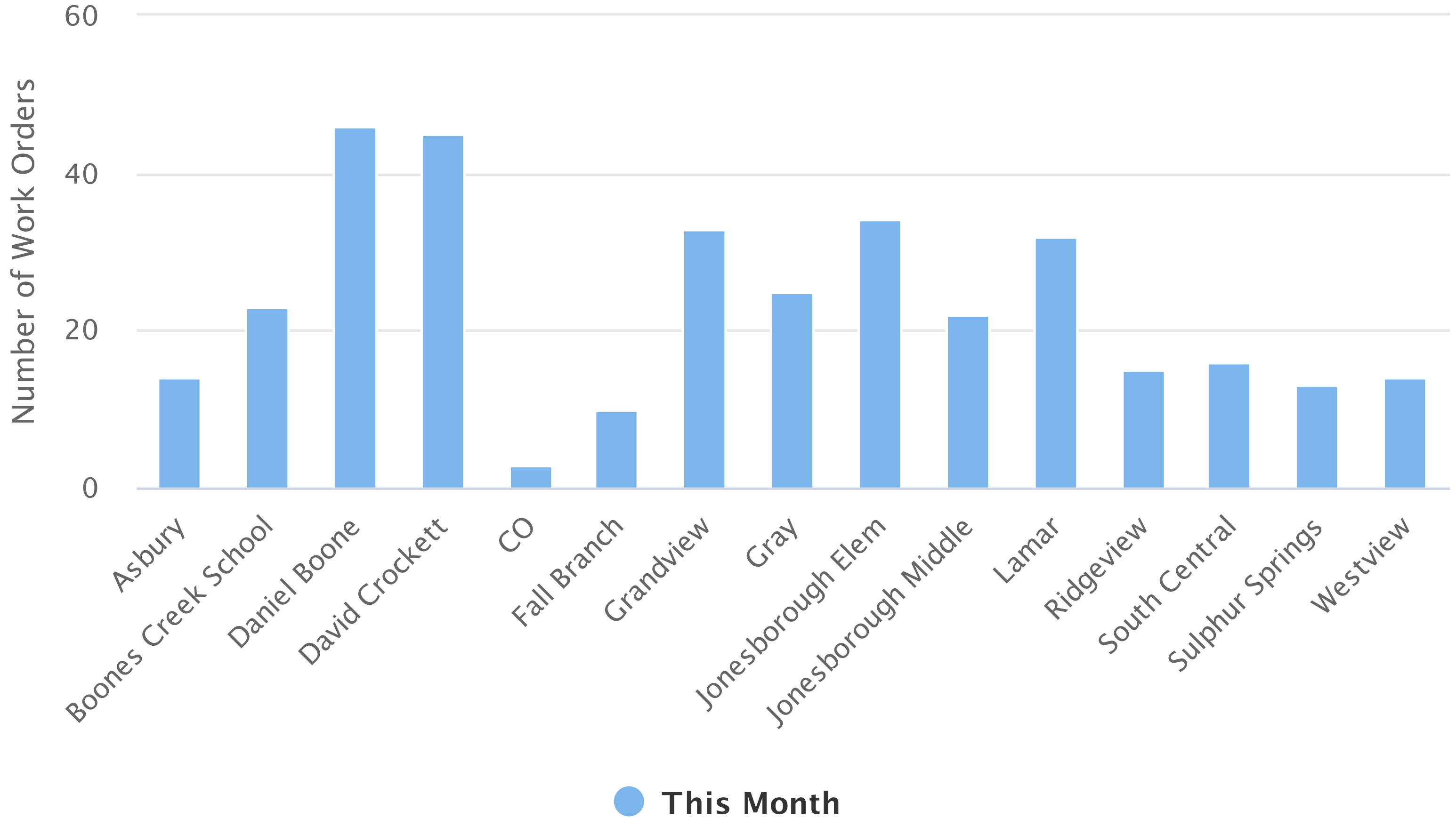
# Work Orders By Technician or Vendor



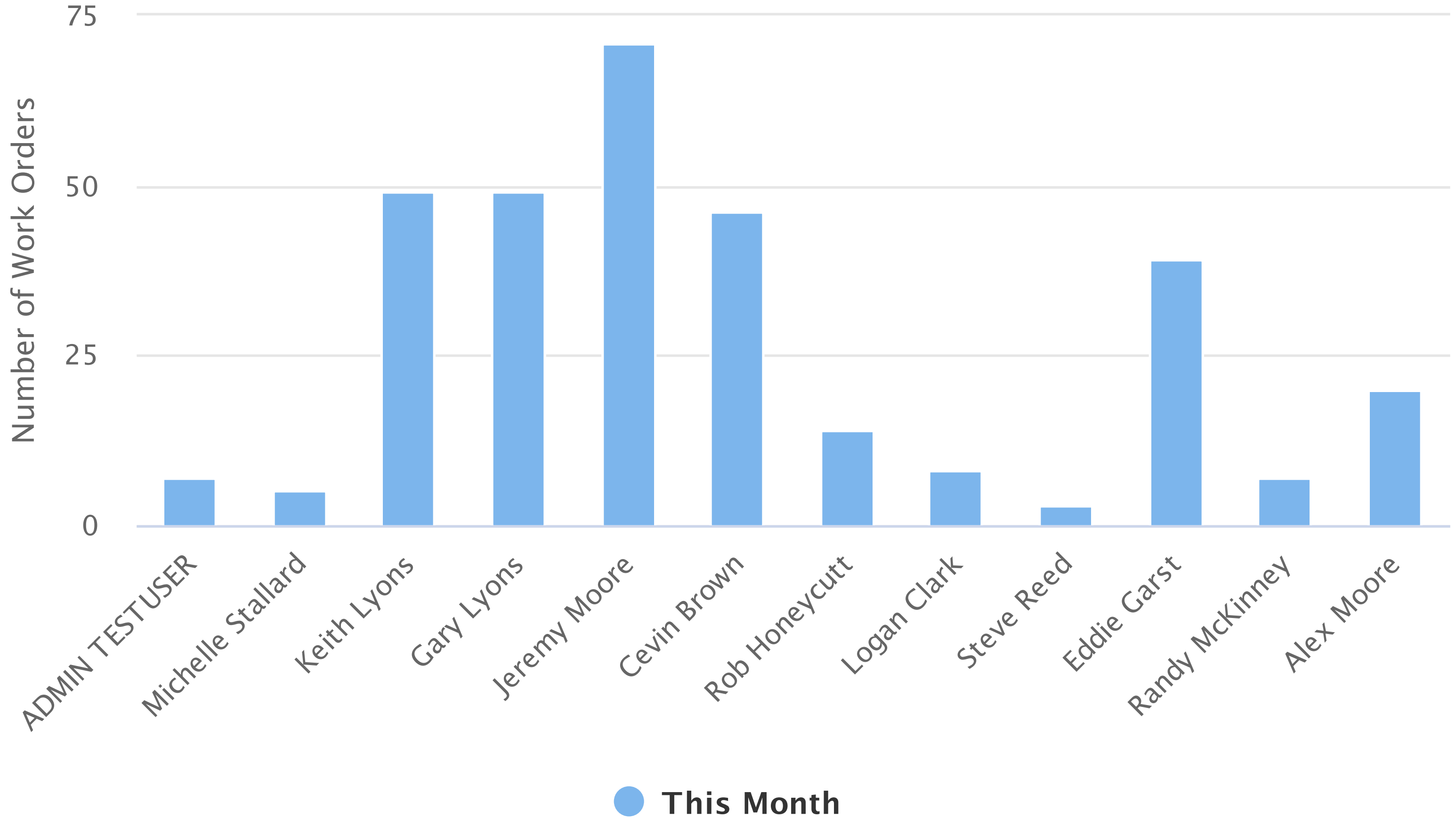
# Work Orders By Day of Week



# Work Orders By Location

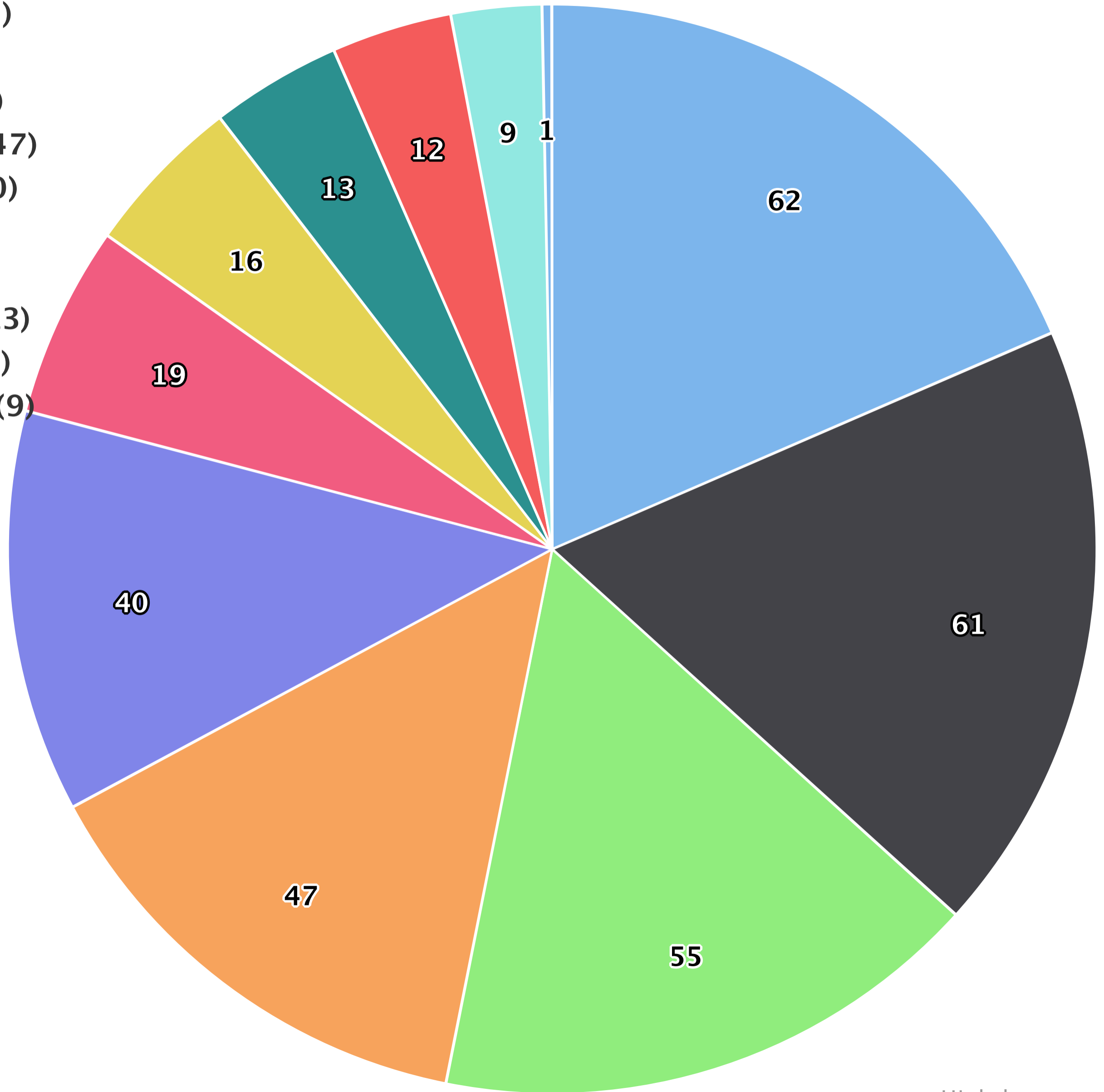


# Work Orders By Technician or Vendor



# Service Categories

- Plumbing (62)
- Heat/Air (61)
- Electrical (55)
- Door Locks (47)
- Carpentry (40)
- Supplies (19)
- Grounds (16)
- Roof Leaks (13)
- Custodial (12)
- Pest Control (9)
- Painting (1)



EMPLOYEE NAME	REASON	LOCATION/POSITION	Old Rate	New Rate
Ashlyn Crowe	BS+12 to MA	WV Sped Teacher	\$40,010.00	\$45,613.00
Amanda Cash	MA to MA+30	SC Librarian	\$52,922.00	\$58,750.00
Chelsea Yoakley	BS to MA	DC Teacher	\$39,604.00	\$45,835.00
Yarima Rodriguez	MA/15 to MA/20	DB Teacher	\$52,922.00	\$55,783.00
Ashley Bailey	IA non-Cert to IA Cert	BC SpED IA	10.40/hr	12.12/hr
Tammy Burns	IA SpED to IA/OA	DB IA/OA	9.81/hr	10.68/hr
Amy Radford	IA SpED to Libray IA	Gray Library IA	10.99/hr	11.00/hr
Tara Churchwell	From EDS to EDD	GV Principal	\$68,023.00	\$83,293.00
Brooklyn Snapp	From BS to MA	RV Teacher	\$40,291.00	\$46,550.00
Kimberly Allison	From MA + 30 to MA+57	UH Sped Teacher	\$56,428.00	\$59,816.00
Joanna Brown	From 1 to 6 exp	JES Sped Teacher	\$43,660.00	\$50,656.00
Gabrielle Waldron	From BS to BS+24	RV Sped Teacher	\$40,335.00	\$46,117.00
Dagny Spurlock	IA SpED to IA	JES/IA	9.91/hr	9.93/hr

## Surplus Equipment-Maintenance Garage-Aug 2021

### Printer



### Washing Machine



### Sprayer



### Serving Table





**Georgia Educational Solutions**

6246 Rosecommon Drive  
Norcross, GA 30092  
Toll Free/Fax: 800.380.6814  
Office: 770-449-8713  
EIN (Tax ID): 27-3528750



**ConsuLab Training Aids**

*Quotation*

<b>To: Contact</b>	<b>Mr. Gary Lykins</b>	<b>Date</b>	<b>1/19/2021</b>
	Automotive Technology Instructor	<b>Quotation Number</b>	<b>16141</b>
<b>School Name</b>	<b>David Crockett High School</b>	Quote Valid for a full year	
<b>Address</b>	684 Old State Road 34	Your Sole Source in Tennessee	
	Jonesborough, TN 37659	Terms Net 30 Days	
<b>Phone</b>	(423) 753-1150	Prices Quoted FOB Destination	
<b>Email</b>	<a href="mailto:lykinsg@wcde.org">lykinsg@wcde.org</a>		

Qty	Item #	Description	Cost (US\$)	Total (US\$)
1	<a href="#">EC-1105-1</a>	Cutaway Automatic Transaxle - GM 4T60E	\$11,475.00	\$11,475.00

**Warranty:** All Consulab products have a 1 year limited warranty covering materials and cost of repair, and begins on date of delivery. It does not include component failure, or damage resulting from abuse or misuse, outside of the normal product design specifications.

Prepared By: Mark Jones  
**Georgia Educational Solutions**  
mark@gaedsolutions.com  
C: (678) 488-4954  
T/F: 1- 800-380-6814

Subtotal	\$11,475.00
Freight	INC
<b>Total</b>	<b>\$11,475.00</b>



4210, rue Jean-Marchand, Québec, Qc, Canada G2C 1Y6  
Téléphone : 418-588-9067/800-567-0791 Fax : 418-843-3444  
Courriel : [info@consulab.com](mailto:info@consulab.com)

Québec, 1 January 2021

Re: Tennessee Sole Source for ConsuLab training aids

To whom it may concern:

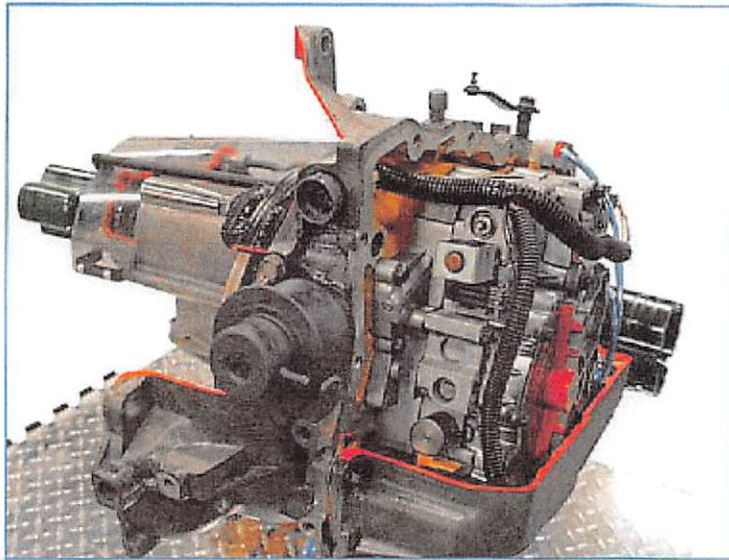
Please be advised that Georgia Educational Solutions ("GES") located at 6246 Rosecommon Drive, Peachtree Corners, Georgia 30092 is the sole authorized distributor of ConsuLab training aids in the State of Tennessee.

Should you have any questions regarding this letter or GES's status with ConsuLab, please feel free to contact me either by telephone at 1 800 567-0791, extension 6025, or by email at [mdewey@consulab.com](mailto:mdewey@consulab.com).

Sincerely,  
ConsuLab Educatech, Inc.

Matt Dewey  
Government Contracts & Freight Logistics

### CUTAWAY AUTOMATIC TRANSAXLE GM 4T60E



NON CONTRACTUAL PICTURES

The ConsuLab EC-1105-1 cutaway trainer demonstrates the internal operation of a GM 4T60E automatic transaxle and permits the student to visualize and safely operate the system. For training purposes the ConsuLab cutaway uses manually controlled air pressure to apply and release the clutches and bands. This allows the cutaway transaxle to be easily shifted through all speeds..

#### Educational Advantages

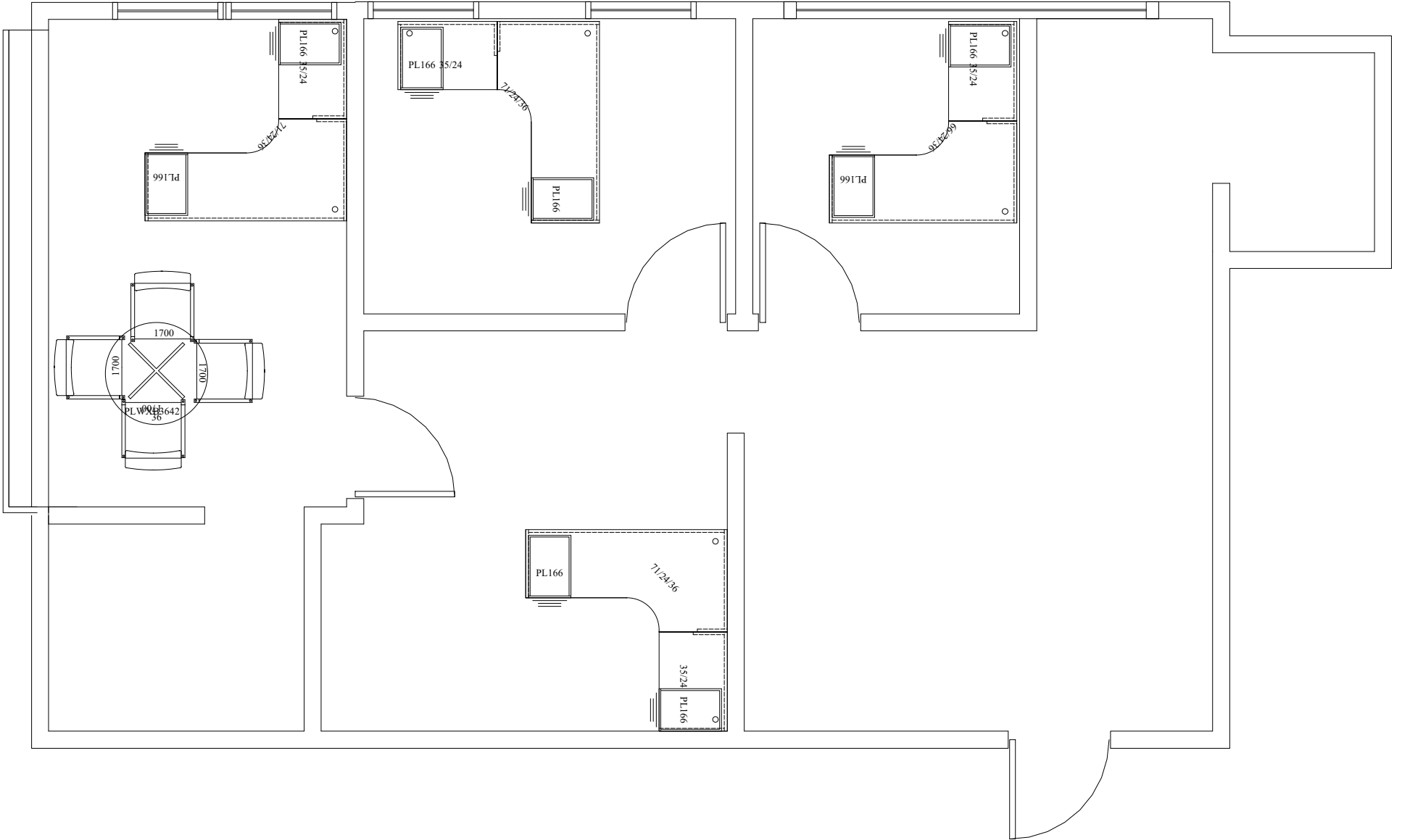
- Driven by hand crank
- Allows visualization of gear changes, planetary gear sets, clutches and bands
- Gear changes can be made using regulated air pressure and provided controls (requires shop air pressure)

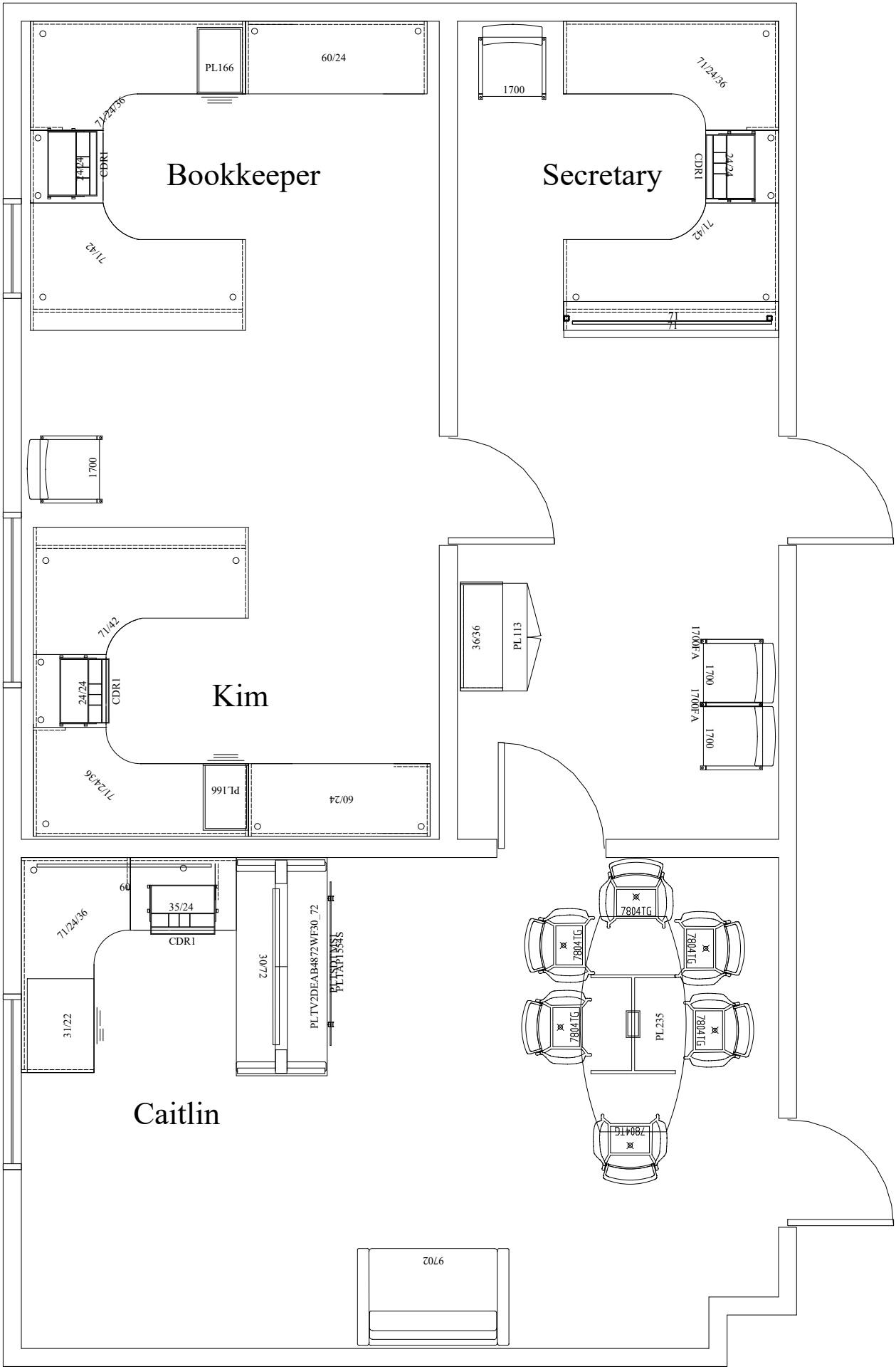
#### Application

- GM 4T60E

#### Technical Specification

- Dimensions: 40 x 32 x 38 in (101.5 x 81.2 x 105.4 cm)
- Weight: 350 lb (159 kg)





## Gray Freezer<sup>Inbox</sup>



9:32 AM (17  
minutes ago)

### **Jessica Poarch**

to me

The freezer at Gray Elementary School is very difficult to open because of the ice build up on the door facing. We have to pull really hard to get it open at all times and sometimes it will not open at all and we have to take a screw driver and a hammer to pry it open.. It is so solid that it bends the screw driver to do this and could possibly break it. Once we finally get it open ice falls on to us. We then have to take the hammer and bust all the ice off the door which creates shards of ice to fly off all over the kitchen I have even been hit in the face by really sharp ice chunks. When walking into the freezer one of 2 things happen, We either stick to the floor inside the freezer and cant get our shoes off the floor or we slip and slide because it is so slick from all the ice that the door creates. All of my staff wear slip resistant shoes but those Do Not work on ice! While carrying boxes into the freezer I have had to make a very quick choice of do I drop the box im holding or fall. We have to keep a table slid in front of the freezer door because the ice will build up and pop out the door so much that there is a gap that you can see into the freezer.

Thanks











SCHOOL		COST (APPROX)	ITEM	REASONING	
Daniel Boone	FY22	\$136,000.00	Dishwasher	Renting one, constantly needs repairs. Garbage disposal is broken.	Replacement
	FY22	\$185,000.00	Steamer, Kettles system	Whole system connected and not working. Unable to make many	Replacement
		\$321,000.00			
Gray	FY22	\$6,000.00	Freezer Door	Warped wall, door may not fix it.	Replacement
		\$22,000.00	Cold Pass Through	Broke, Unable to fix	Replacement
	FY22	\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
		\$42,000.00			
Ridgeview	FY22	\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
Sulphur Springs	FY22	\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
Fall Branch	FY22	\$58,000.00	Dishwasher Equipment Only	Works but hazard as conveyor doesn't work, parts unavailable due to	Replacement
		Cost Unknown	Instillation		
		\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
		\$72,000.00			
Grandview	FY22	\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
		\$20,000.00	Heated Pass-THRU	Old one broken, taken out, never replaced	Replacement
		\$34,000.00			
West View	FY22	\$8,000.00	Two Door Cooler	Walk in cooler has been broken for quite some time. Recently their	Replacement
Lamar	FY22	\$14,000.00	Steamer	Never had one. Unable to cook certain items properly for lack of	Expansion Item
				<i>Will cover delivery as these quotes do not include delivery.</i>	
				Needs to be put in as a budget amendment regardless	
Misc for All	FY22	\$100,000.00	Racks, shelving, kitchen supplies, office equipment	More listed below	
TOTAL	FY22	\$619,000.00			
JE, FB, UH have no walk in freezer					
JM, JE have no dishwasher					
kitchen supplies:	electric can openers		rack covers		
	thermometers		blender		
	buckets		mixers		
	carts		mop buckets		
	knives		cleaning equipment		
	washmachine		dishwasher curtains		
	dryers		chair seat replacements		
office equipment:	chairs				
	fax machines				
	scanners				

RECEIVED  
8/6/21 Jm

WASHINGTON COUNTY DEPARTMENT OF EDUCATION

Jonesborough, Tennessee

School Educational OVERNIGHT Trip Authorization\*

School DANIEL BOONE HS Date of Trip 4 August 21 SEE ATTACHED SHEET  
Date of Request

Estimated Time of Departure VARIES and Return \_\_\_\_\_

Total Time Away \_\_\_\_\_

Destination(include location) SEE ATTACHED

Teacher MAJOR SESSIS Class MCJROTC Grade 9-12  
MGy Sgt DANIELS MCJROTC 9-12

Chaperones VARIES Number of Students Involved VARIES

Estimated Total Miles (Both Ways) of Trip \_\_\_\_\_

Bus Driver CHRISTIE HUBBARD Bus Number \_\_\_\_\_

Will the chaperones have a list (roll) that they are responsible for? YES

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group? YES

Will you have on file parental release forms signed by parents or legal guardians? YES

Explain the educational value of this trip:

COMPETITIONS AND EDUCATIONAL TRIPS ARE AN IMPORTANT COMPONENT OF THE JROTC CURRICULUM  
THE ATTACHED LIST COVERS ALL KNOWN EVENTS FOR ACADEMIC YEAR 21-22. THERE MAY BE ADDITIONAL TRIPS PROVIDED TEAMS ADVANCE IN FIELD.

Total Cost Estimate: FEES, Lodging COVERED BY MCJROTC PROGRAM

Plans for meeting the costs: COSTS BORNE BY THE MCJROTC PROGRAM

Transportation cost for education trips shall be calculated in the following manner:

\$8.00 per hour for driver (2 hour minimum)

1.00 per hour to cover fixed charges (SS, Retirement, etc.)

\$9.00 Total to be remitted to the Central Office

Reimbursement for the bus and fuel shall be made at the rate of \$.75 per mile.

*Ann Campbell*  
Principal's Signature  
**APPROVED**

*8/6/21*  
Date

\*Refer to Board Policy 4.302

BY WC DIRECTOR OF SCHOOLS  
Director of Schools Signature

*[Signature]*

*8/6/21*  
Date

RIFLE COMPETITIONS	Location	Dates	Out of State	Over Night
Volunteer Season Opener Air Rifle Match	Volunteer HS, Church Hill TN	17-18 Sept 2021	No	No
Montgomery Bell Academy Air Rifle Match	MBA, Nashville TN	7-8 Oct 2021	No	Yes
Trailblazer Shoulder to Shoulder Air Rifle	Daniel Boone HS, Gray TN	13-16 Oct 2021	No	No
McDowell HS Shoulder to Shoulder Match	McDowell HS, Marion NC	21-23 Oct 2021	Yes	No
Appalachian Shoulder to Shoulder Match	Crockett HS, Jonesborough TN	Friday, October 29, 2021	No	No
R.S. Central HS Shoulder to Shoulder Match	RS Central, Rutherfordton NC	Friday, November 19, 2021	Yes	No
Musket & Ball Postal Match	Daniel Boone HS, Gray TN	TBD (Nov 2021)	No	No
Gary Anderson Air Rifle Matches	CMP, Anniston AL	Friday, December 10, 2021	Yes	Yes
Volunteer Reindeer Games Rifle Match	Volunteer HS, Church Hill TN	Friday, December 10, 2021	No	No
Service USMC Postal Match	Daniel Boone HS, Gray TN	TBD (Dec 2021)	No	No
National CMP Postal Match	Daniel Boone HS, Gray TN	TBD ( Feb 2022)	No	No
McDowell HS Titan STS Match	McDowell HS, Marion NC	TBD ( Feb 2022)	No	No
East TN Junior Olympics Qualifier Match	Crockett HS, Jonesborough TN	TBD ( Feb 2022)	No	No
Smith Station Air Rifle Postal Match	Daniel Boone HS, Gray TN	TBD ( Feb 2022)	No	No
Palm Bay Air Rifle Postal Match	Daniel Boone HS, Gray TN	TBD ( Feb 2022)	No	No
JROTC Service Championship	CMP, Anniston AL	11-13 Feb 2022	Yes	Yes
Montgomery Bell TN State Air Rifle Match	MBA, Nashville TN	Friday, March 4, 2022	No	Yes
Topeka Air Rifle Postal	Daniel Boone HS, Gray TN	TBD (Mar 2022)	No	No
CMP Regional Air Rifle Championship	CMP, Anniston AL	1-3 Apr 2022	Yes	Yes
Volunteer Parting Shots (Seniors Only)	Volunteer HS, Church Hill TN	TBS (Apr 2022)	No	No
CMP Air Rifle National Championship	CMP HQ, Camp Perry OH	22-26 Jun 2022	Yes	Yes

DRILL COMPETITIONS	Location	Dates	Out of State	Over Night
DBHS Drill Jamboree	Daniel Boone HS, Gray TN	Saturday, September 25, 2021	No	No
Science Hill HS Drill Meet	Science Hill, Johnson City TN	Saturday, October 23, 2021	No	No
South Iredell HS Drill Meet	South Iredell HS, Statesville NC	Saturday, November 6, 2021	Yes	Yes
Daniel Boone Invitational Drill Meet	Daniel Boone HS, Gray TN	Saturday, January 15, 2022	No	No
Parkview HS Drill Meet	Atlanta, GA	Saturday, January 22, 2022	Yes	Yes
Volunteer Dr. Suess Drill Meet	Volunteer HS, Church Hill TN	TBD ( Feb 2022)	No	No

PHYSICAL FITNESS COMPETITIONS	Location	Dates	Out of State	Over Night
Vallie View 5K Obstacle Run	Vallie View Farm, Chuckee TN	Saturday, September 18, 2021	No	No
Eddie Reed Challenge	E.T.S.U. Johnson City TN	TBD (Feb 2022)	No	No
Daniel Boone Leatherneck Challenge	Daniel Boone HS, Gray TN	Saturday, April 9, 2022	No	No
Ferguson Bulldog Challenge	Sullivan South HS, Kingsport TN	Saturday, April 23, 2022	No	No
Science Hill Run & Gun	Science Hill, Johnson City TN	TBD ( Apr 2022)	No	No

ORIENTEERING COMPETITIONS	Location	Dates	Out of State	Over Night
Duck Island Orienteering "Beginners"	Warriors Path State Park	Saturday, October 2, 2021	No	No
Volunteer HS Orienteering "Intermediate"	Warriors Path State Park	Saturday, October 2, 2021	No	No

ACADEMIC COMPETITIONS	Location	Dates	Out of State	Over Night
JROTC Ledaership & Academic Brawl LVL-1	Daniel Boone HS, Gray TN	TBD (Jan 2022)	No	No
JROTC Ledaership & Academic Brawl LVL-2	Daniel Boone HS, Gray TN	TBD (Feb 2022)	No	No
JROTC Ledaership & Academic Championship	Catholic University, Washington D.C.	TBD (Jul 2022)	Yes	Yes

NON COMPETITIVE EVENTS	Location	Dates	Out of State	Over Night
Tag Day (All Hands)	Daniel Boone HS, Gray TN	Saturday, October 30, 2021	No	No
C.O.P.E. Ropes Course	Camp David Crockett TN	TBD (Nov 2022)	No	No
Flag Retirement Ceremony	Post Office Jonesborough TN	TBD (Nov 2021)	No	No
Toys For Tots	Reserve Center, Gray TN	TBD (Dec 2021)	No	No
Wreaths Across America	VA Cemetary, Johnson City TN	TBD (Dec 2021)	No	No
Annual Gray Parade	Daniel Boone HS, Gray TN	TBD (Dec 2021)	No	No
Gray School Recruiting	Gray School, Gray TN	TBD (Apr 2022)	No	No
Fall Branch School Recruiting	Fall Branch Middle School	TBD (Apr 2022)	No	No
Sulpher Springs School Recruiting	Sulpher Springs Middle School	TBD (Apr 2022)	No	No
Boones Creek School Recruiting	Boones Creek Middle School	TBD (Apr 2022)	No	No
Ridgeview School Recruiting	Ridgeview Middle School, Gray TN	TBD (Apr 2022)	No	No
Appalachian Block Party Parking Detail	Appalchian Fairgrounds, Gray TN	TBD (Jul 2022)	No	No
Freshman Orientation	Daniel Boone HS, Gray TN	18-22 July 2022	No	No

RECEIVED  
8/4/21 *Jm*

WASHINGTON COUNTY DEPARTMENT OF EDUCATION  
Jonesborough, Tennessee

School Educational Trip Authorization\*

8/2/2021

Date of Request

School David Crockett High School Date of Trip 11/19/2021

Estimated Time of Departure 0800 and Return 1800 Total Time Away 12 hours

Destination (include location) R-S Central High School, Rutherfordton, NC

Teacher CWO2 Clyde Shumate Class NJROTC Air Rifle Grade 9-12

Chaperones \_\_\_\_\_ Number of Students Involved 8

Estimated Total Miles (Both Ways) of Trip 222 miles

Bus Driver CWO2 Clyde Shumate Bus Number \_\_\_\_\_

Has the cafeteria manager been notified about the lunch count? not yet

Will the chaperones have a list (roll) that they are responsible for? Yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group?  
Yes

Will you have on file parental release forms signed by parents or legal guardians? Yes

Explain the educational value of the trip:

Air Rifle competition for CMP Cup Match at R-S Central High School, Rutherfordton, NC

Only the 8 team members that have approval from their teachers will attend.

Transportation cost for educational trips shall be calculated in the following manner:

- \$8.00 per hour for driver (2 hour minimum)
- \$1.00 per hour to cover fixed charges (SS, Retirement, etc.)
- \$9.00 Total to be remitted to the central office per hour

Reimbursement for the bus and full shall be made at the rate of \$.75 per mile.

*[Handwritten Signature]*  
Principal's Signature

8-3-21  
Date

\*Refer to Board Policy 4.302

**APPROVED**  
BY WC DIRECTOR OF SCHOOLS  
Director of Schools's Signature *[Handwritten Signature]*

8/4/21  
Date

WASHINGTON COUNTY DEPARTMENT OF EDUCATION  
Jonesborough, Tennessee

School Educational Trip Authorization\*

8/2/2021

Date of Request

School David Crockett High School Date of Trip 10/22/2021

Estimated Time of Departure 0800 and Return 1800 Total Time Away 12 hours

Destination (include location) McDowell HS Air Rifle Match in Marion, NC 28752

Teacher CWO2 Clyde Shumate Class NJROTC Air Rifle Grade 9-12

Chaperones \_\_\_\_\_ Number of Students Involved 8

Estimated Total Miles (Both Ways) of Trip 186 miles

Bus Driver CWO2 Clyde Shumate Bus Number \_\_\_\_\_

Has the cafeteria manager been notified about the lunch count? not yet

Will the chaperones have a list (roll) that they are responsible for? Yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group?  
Yes

Will you have on file parental release forms signed by parents or legal guardians? Yes

Explain the educational value of the trip:

Air Rifle competition for CMP Cup Match at McDowell High School, Marion, NC

Only the 8 team members that have approval from their teachers will attend.

Transportation cost for educational trips shall be calculated in the following manner:

- \$8.00 per hour for driver (2 hour minimum)
- \$1.00 per hour to cover fixed charges (SS, Retirement, etc.)
- \$9.00 Total to be remitted to the central office per hour

Reimbursement for the bus and full shall be made at the rate of \$.75 per mile.

[Signature]  
Principal's Signature

8-3-21  
Date

\*Refer to Board Policy 4.302

**APPROVED**  
BY WC DIRECTOR OF SCHOOLS [Signature]  
Director of Schools's Signature

8/4/21  
Date

RECEIVED  
8/2/21 Jm

WASHINGTON COUNTY DEPARTMENT OF EDUCATION

Jonesborough, Tennessee

School Educational OVERNIGHT Trip Authorization\*

August 5, 2021  
Date of Request

School Grandview Elementary Date of Trip May 17-20, 2022

Estimated Time of Departure ≈ 6:00 AM and Return ≈ 9:00 PM

Total Time Away 4 days

Destination(include location) Washington DC

Teacher Amy Thomas Class Keys, Grade 8<sup>th</sup>

Ben Davenport Sanders,

Tiffany Malloy Campbell

Tara Churchwell

Chaperones Chris Campbell Number of Students Involved ≈ 40

Estimated Total Miles (Both Ways) of Trip ≈ 800

Bus Driver Young Transportation and Tours Bus Number X

Will the chaperones have a list (roll) that they are responsible for? yes

As you plan the trip, will all children be given instructions as to what they should do if they become separated (lost) from the group? yes

Will you have on file parental release forms signed by parents or legal guardians? yes

Explain the educational value of this trip:

Students will be able to connect lessons of history, science, government, and art by visiting DC's wide array of memorials and museums.

Total Cost Estimate: ≈ \$600.00 per student

Plans for meeting the costs: Fundraisers with dances, pizza sales, jean days, and possibly school t-shirts.

Transportation cost for education trips shall be calculated in the following manner:

\$8.00 per hour for driver (2 hour minimum)

1.00 per hour to cover fixed charges (SS, Retirement, etc.)

\$9.00 Total to be remitted to the Central Office

A school bus will not be necessary.

Reimbursement for the bus and fuel shall be made at the rate of \$.75 per mile.

Loua Churchwell  
Principal's Signature

8/2/21  
Date

\*Refer to Board Policy 4.302

[Signature]  
Director of Schools Signature

8/2/2021  
Date



# Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

<b>Educator Preparation Provider (EPP)</b>	Carson-Newman University
--	--------------------------

<b>Local Education Agency (LEA)</b>	Washington County School District
-------------------------------------	-----------------------------------

<b>Term of Agreement</b>	One year from date of LEA signature
--------------------------	-------------------------------------

<b>EPP Contact/Designee</b>	
-----------------------------	--

<b>Name:</b> Kim Hawkins	<b>Title:</b> Dean, Education and Counseling
<b>Email Address:</b> khawkins@cn.edu	<b>Phone Number:</b> 865-471-3314

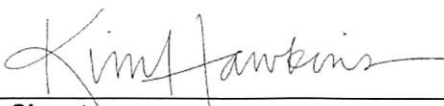

<b>LEA Contact/Designee</b>	
-----------------------------	--

<b>Name:</b> <i>Cindy Hayes</i>	<b>Title:</b> <i>Chief Academics Officer</i>
<b>Email Address:</b> <i>hayesc@wcde.org</i>	<b>Phone Number:</b> <i>423-753-1100</i>

<b>Other Key Staff</b>	
------------------------	--

<b>Name:</b>	<b>Name:</b>
<b>Title</b>	<b>Title:</b>

<b>Certification (signatures verify partnership)</b>	
--	--

<b>EPP Head Administrator</b>	<b>Signature:</b>  <b>Date:</b> 8-17-2021
<b>LEA Director of Schools/Designee</b>	<b>Signature:</b>  <b>Date:</b> <i>8/17/2021</i>

# Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

**Prompt 1:** Identify the collaboratively-developed **recruitment and selection strategies and goals.**  
(500 words)

Carson-Newman Education Advisory Council is made up of university personnel, school district supervisors, principals, and teacher representatives. The council serves as a collaborative for reviewing Partnership recruitment, selection strategies, goals, and retention of aspiring candidates, instructional leadership and clinical mentors and instructors. The contents of the mutually agreed upon contents and goals will be reviewed annually by each district, the university and the Carson-Newman Education Advisory Council.

The goals of this document are for student teaching, instructional leadership, practicum, counseling, and all education candidates.

Goal 1) Develop a strategic plan to increase the applicant pool of students applying to teach in special education, mathematics, science, and world languages.

Goal 2) Develop pathways to special education licensure that takes advantage of the provisional special education teacher license.

The LEA's and Carson-Newman University collaboratively discussed selection strategies and participate in placement of candidates based on need and data.

1. Annually review our placement data with a focus on high need subject areas and the diversity of the pool of candidates.
2. Use the job embedded licensure process to assist the school district in attracting teachers for difficult to staff subject areas.
3. Use the Special Education provisional license to attract licensed Tennessee teachers in subject areas with a surplus of teachers to special education.
4. Help educate high school students about opportunities for loan forgiveness when they choose to teach in high need subject areas and low SES communities.

Annual Review: The State-Recognized Partnership Agreement will be reviewed annually. The minutes of the annual partnership meeting minutes will be attached to this agreement in year one and year two as evidence of the meeting. In the third year of the agreement, a new State Recognized Partnership Agreement will be initiated.



# Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

**Prompt 2:** Identify how entities will collaborate to **select, prepare, evaluate, support, and retain highquality clinical educators**, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. **(500 words)**

## Selection

All candidate preparation programs at Carson-Newman University is advised by the Carson-Newman Education Advisory Council made up of university personnel, school district supervisors, principals, teacher representatives, and aspiring candidates. The advisory council will collaboratively participate in reviewing placement data of clinical practicums, student teachers and leadership practicums. The council will advise and help guide improvement based on need and data. University faculty, university mentors, and cooperating teachers serve to supervise student teachers, provide seminars, and provide content-area support. Principals serve as mentors of candidates entering Carson-Newman's leadership program.

The ELA's and Carson-Newman mutually agree to only select cooperating teachers and leadership mentors who meet the following requirements:

- +Hold appropriate Professionally License or two or more years of experience teaching.
- +Instructional leader mentors will hold an ILL-P License.
- +Demonstrated performance level of "Meets Expectations" or higher on the TEAM Evaluation Model or other Tennessee State Board of Education approved model. Preference will be given to educators with performance levels at "Above Expectations" or higher.
- +Recommendation of the building-level principal or district wide administrator

## Preparation

All cooperating teachers will complete the Cooperating Teacher/University Mentor Training before serving as a cooperating teacher. University mentors will complete TEAM training and provide coaching on procedures to the cooperating teacher through the course of the placement.

## Evaluation

University faculty are evaluated annually by the chair, anonymous course evaluations, and student exit surveys. University mentors are evaluated through student surveys, cooperating teacher surveys, and student performance results. The school administrator using the TEAM teacher evaluation process or other Tennessee State Board of Education approved model evaluates cooperating teachers' instructional performance. Principal Mentors effectiveness is evaluated by TEAM principal evaluation. Cooperating teachers' and principal mentors' effectiveness in supporting the aspiring candidate is evaluated through informal observations, surveys, and cooperating teacher and principal mentor surveys. The Carson-Newman Education Advisory Council will review program data and stakeholder surveys to assess progress in the Teacher Education Program and Leadership Program.

## Support

Annual training will be offered to address the evolution of the partnership and to maintain high expectations. In addition, the EPP and the LEA mutually agree to support their direct personal involvement in the local education agency setting of preK-12 and encourage their involvement in at least one of the following activities:

- Professional learning led by preK-12 educators.



# **Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement**

- Instructional support to PK-12 LEA
- Curriculum development.
- Direct observation of preK-12 classrooms. Retention: The LEAs and Carson-Newman mutually agree to use high performing clinical educators to mentor and supervise aspiring candidates. We will work to attract clinical educators with the following characteristics: highly effective instructional practice, ability to develop strong mentor relations, recommended by the principal or district administrator.

Retention of university mentors is based on the over-all support provided to the teacher candidate and cooperating teacher. This is assessed through observation, candidate feedback, and school-based partner feedback.

**Washington County  
Memorandum of Understanding  
2021 through 2024**

Date of Approval  
September 2, 2021

Mr. Jerry Boyd  
Superintendent

**Washington County**  
**Department of Education**  
**2021 through 2024**

**School Board Members**

**Jason Day - Chairman**

**Mike Masters - Vice Chairman**

Annette Buchanan

Mary Beth Dellinger

Keith Ervin

Chad Fleenor

David Hammond

Mitch Meredith

Whitney Riddle

## MEMORANDUM OF UNDERSTANDING

Pursuant to the PECCA, collaborative conferencing is the process by which the Chair of the Board of Education and the Board's professional employees, or representatives designated by either party, meet to confer, consult, discuss and exchange information, opinions and proposals on matters relating to terms and conditions of professional service.

If an agreement is not reached, there is no Memorandum of Understanding and the Board may address terms and conditions of employment through policy.

The presentation of this Memorandum of Understanding to the Board of Education for approval shall affirm unconditional agreement between both parties.

Regina France  
President - WCEA

8-26-21  
Date

Danielle Mitchell  
Chief Collaborator - WCEA

8-26-21  
Date

Cindy Percell  
Cindy Percell, Chief Collaborator - Board Committee

8-26-2021  
Date

\_\_\_\_\_  
Washington County Board of Education Approval Date

\_\_\_\_\_  
Jason Day, Chairman

## **PREAMBLE**

The Board of Education has an obligation to the public to achieve the highest educational standards. This will require the establishment and maintenance of an educational climate and working environment for their professional employees which will attract and retain highly qualified professional employees and stimulate optimum performance.

Our goal is to accomplish this by protecting the rights of the employee and providing the best conditions of employment possible within the framework of the law. This framework will include: salaries and wages, insurance, fringe benefits, leaves, working conditions, payroll deductions and grievance procedures.

As we accomplish this, we will not infringe on the duties of the building administrators to supervise the operation and management of personnel and facilities of the school or reduce the authority of their instructional leadership. The authority of the Board of Education and the Superintendent will be upheld.

**Board Management**  
**Collaborative Conferencing**  
**Committee**

Annette Buchanan

Mary Beth Dellinger

Brad Hale

David Hammond

Brandon McKee

Cindy Percell

Robin Street

**WCEA**  
**Collaborative Conferencing**  
**Committee**

Jan Allen

Chris Campbell

Ben Davenport

Regina France

Vicky Jones

Danielle Mitchell

Jason Moore

## **COLLABORATIVE CONFERENCING**

Pursuant to the Professional Educators Collaborative Conferencing Act (PECCA), Collaborative Conferencing is the process by which representatives designated by the board of education and the board's professional employees, meet to confer, consult, discuss and exchange information, opinions and proposals on matters relating to identified terms and conditions of professional service using the principles of interest-based collaborative problem-solving.

Collaborative Conferencing will include:

- salaries and wages
- insurance
- fringe benefits
- leave
- working conditions (narrowly defined)
- payroll deductions, and
- grievance procedures.

No other terms or conditions of employment shall be the subject of collaborative conferencing and the following items are explicitly prohibited:

- differentiated pay plans or incentive compensation programs
- expenditures of federal, state, local or private grants
- evaluations of professional employees
- staffing decisions and state board of education or local board of education policies relating to innovative educational programs, innovative high school programs, virtual educational programs, and other program for innovative schools or school districts that may be enacted.
- personnel decisions, such as transfers, assignments and filling vacancies, and none of these decisions may be based on seniority or length of service, and
- payroll deductions for political activities.

A MOU is required on the items agreed upon.

A MOU will last three (3) years.

### **Employee's Team**

The professional employees shall be entitled to the same number of representatives as the number of management personnel selected by the board of education. The professional employee representatives shall be selected according to each organization's proportional share of the responses to the second question; (as determined by the anonymous poll of professional employee on the questions of: 1. Whether they want to engage in Collaborative Conferencing with the board; & 2. If the answer is yes, which organization they prefer to represent their interests) [this in no way excludes remaining steps involved in the process to initiate Collaborative Conferencing] provided, however, that only those professional employees' organizations receiving fifteen percent (15%) or more of the responses to the second question shall be entitled to representation. The category of "unaffiliated" as a response to the second question, but not the category of "none of the above", shall be considered a professional employees' organization for the purposes of this subdivision (b)(4).

**"Grievance"** shall mean a claim by an educator that there has been a violation, misrepresentation, or misapplication of the terms of this MOU that has resulted in harm, injury, or loss to the grievant.

**Grievant** refers to a person who submits a grievance for resolution through a grievance procedure.

**Management Team** means those professional employees certified by the local board of education to represent the board in the collaborative conferencing process; the board appoints at least seven but no more than 11 persons to serve as "management personnel."

**Management personnel**

"These individuals are defined in the new law as employees who devote a majority of their time to system-wide areas of professional management, fiscal affairs or general management. Specifically, principals, assistant principals, supervisors and others whose principal responsibilities are administration rather than teaching are included within the definition of management team employees.

**Memorandum of Understanding**

Memorandum of Understanding means the written document that memorializes and records the understanding reached by the board of education and its professional employees, or their respective representatives, if so designated, as to the terms and conditions of professional services set forth in this MOU.

Items that require funding are not effective until the local funding body has approved such funding in the budget. If the amount of funds appropriated is less than the amount required, the parties may continue to confer to reach agreement within the amount of funds appropriated.

An MOU becomes binding from the date of its approval by the local board of education or at a later effective date specified within the MOU.

Collaborative conferencing does not require an agreement on any terms nor does it require a MOU.

Failing to reach an agreement the Board has the authority to address items through board policy.

**PECCA** replaced the Education Professional Negotiation Act (EPNA) effective June 1, 2011. PECCA does not make collaborative conferencing mandatory, but if the process is initiated by the professional employees of a district the local board of education is legally obligated to engage in such conferencing, and both parties are bound to use the principles of collaborative problem solving.

**Professional employee** means any person employed by any local board of education in a position that requires a license issued by the department of education for service in public elementary and secondary schools of this state, supported, in whole or in part, by local, state or federal funds, but shall not include any member of the management team, as defined in this part, or a retired teacher who is employed as a teacher.

**Supervisor** means any professional employee of a local board of education whose full-time job responsibilities consist of oversight of other professional employees or curriculum development or both.

## TABLE OF CONTENTS

	Preamble	
	Terms Defined	
I.	Recognition	1
II.	Association Benefits	1
III.	Professional Employment Work Schedule	2
IV.	Leave of Absence	3
V.	Personnel Files	6
VI.	Reprimand Procedures	7
VII.	Committee Activities	8
VIII.	Student Discipline Procedure	8
IX.	Grievance Procedure	9
X.	Provisions for Innovative Programming	11
XI.	Insurance	12
XII.	Salaries and Wages	13
	Appendices:	
	A. Grievance Form	
	B. Salary Schedule	
	C. Compilation of Benefits	
	D. Professional Organization Leave Request Form	
	E. Insurance Schedule	
	F. Intent to Retire	

## **ARTICLE I: RECOGNITION**

### **SECTION 1.**

In accordance with The Professional Educators Collaborative Conferencing Act (PECCA) the board recognizes all organizations and any unaffiliated representatives receiving 15% or more votes to conduct collaborative conferencing. The professional educator's team will represent all full time or part time professional employees employed by the Board, whether or not on leave of absence. This recognition is for the period of the Memorandum of Understanding only. (It will date forward three years from date of approval by the Washington County Board of Education.)

### **SECTION 2.**

"Professional employee" shall be defined as any person employed by the Board of Education in a position which requires a certificate issued by the State Department of Education for service in public schools supported, in whole or in part, by local, state or federal funds.

## **ARTICLE II: ASSOCIATION BENEFITS**

### **SECTION 1.**

Access to Members- The Professional Employee Organizations shall be permitted to transact official business on school property at any reasonable times, provided that this shall not interfere with, or, interrupt normal school operations. Representatives from the recognized organizations may contact professional employees on school property, provided that contact is not during instructional or student contact time, and with prior approval of the principal.

### **SECTION 2.**

Release Time- At the beginning of each school year the Association shall be granted up to forty (40) days release time to be used by professional employees who are officers or agents of the Association. The Association agrees to notify the Board prior to the day release time is taken. The expense of the substitutes required shall be paid by the Association.

The WCEA president shall periodically confer with Central Office Bookkeeping staff in order to keep accurate records of release time used.

When any professional employee participates during normal school hours in grievance proceedings, he/she shall suffer no loss in pay or other benefits.

Should any Association member be elected to an office of the National Education Association or the Tennessee Education Association, leave will be granted through normal Leave of Absence methods. Special consideration shall be given for the length of the leave. (Refer to Article IV, Section 10. Leave of Absence.)

The administration shall grant release time for other organizations on a case by case basis.

### **Section 3.**

The Board agenda for all regular meetings will contain an item where an Association Officer or representative may speak to the Board of Education. The Association must make this request five (5) business days prior to the monthly Board meeting to the Superintendent's Executive Assistant. The request should list the topic(s) to be presented. This arrangement only applies to the regular monthly meeting. It does not include called meetings, workshops, board retreats or any other assembly of the Board.

## **ARTICLE III: PROFESSIONAL EMPLOYEE WORK SCHEDULE**

### **SECTION 1.**

The work year for professional employees shall be no more than two hundred (200) paid days.

The two hundred day calendar shall include the following:

- 180 days for classroom instruction
- 10 days vacation with pay for a 200 day term
- 5 days for in-service education
- 1 day for teacher-parent conferences
- 4 days as designated by the local Board of Education upon recommendation of the Superintendent (Discretionary Days)

- A. Vacation/holidays will consist of Thanksgiving (2), Christmas and New Years (8\*), and Easter (1).  
\*1 Winter Break Discretionary Day
- B. The following is a schedule of additional work days, hours, and vacation days for administrators and others who work a 10.5, 11 or 12 month calendar:
1. The work year for 10.5 month employees shall be a teacher's work year plus ten (10) additional days of seven and one-half(7.5) hours each excluding allowable vacation time.
  2. The work year for 11 month employees shall be a teacher's work year plus twenty(20) additional days of seven and one-half(7.5) hours each excluding allowable vacation time.
  3. The work year for 12 month employees shall be a teacher's work year plus forty (40) additional days of seven and one-half(7.5) hours each excluding allowable vacation time.
- C. Optional High School and Other Work Schedules
- The need for work schedules to vary from the normal accepted school day is recognized. Such schedules shall not vary in total days (instructional, in-service, administrative/vacation, vacation holidays), or in the length of day (7 ½ hours).

### **SECTION 2.**

The normal work day for professional employees shall be a minimum of seven and one-half (7.5) hours. This will include seven (7) hours of student contact time and one-half (1/2) hour total pre and post class preparation time. Principals shall establish specific arrival and departure times for teachers assigned to that school, but not to exceed the designated time frames herein.

Duties requiring time spent beyond the normal work day shall include bus duty, faculty meetings, and other required professional activities. Bus duty shall be assigned on a rotating basis among all faculty members. Faculty meetings shall be called on a "need to" basis and be limited to a maximum of two (2) per month. Faculty meetings shall not be called on Fridays or any day immediately preceding a holiday or vacation day. Meetings shall begin as quickly as feasible after the student day is over.

On days preceding a holiday or vacation day, professional employees' work day shall end after the close of the student day except on such occasion(s) when the professional employee's responsibilities (bus duty, etc.) would require an extended work day.

### **SECTION 3.**

Professional employees shall have the opportunity to work at ball games. The employee may receive \$11.45 gross hourly wage.

### **SECTION 4.**

Professional employees shall have one (1) class period each day for the purpose of planning. School site schedules shall ensure one full class period for elementary, middle and secondary schools.

### **SECTION 5.**

Professional employees shall have a duty-free lunch period as required by State law. The period shall be equal to a student lunch period for that school and shall be scheduled at reasonable times for lunch. Teachers shall not be assigned or allow this time to be used any other way during the day. This is exclusively a duty-free lunch.

## **ARTICLE IV: LEAVE OF ABSENCE**

### **SECTION 1.**

A. Professional employees shall be entitled to leave of absence for the purpose and under the condition as provided in the Article. All leaves of absence or extensions shall be applied for in writing on forms provided by the Superintendent and submitted as far in advance as possible. Any application for leave of absence exceeding twenty (20) working days shall be made at least sixty (60) calendar days prior to the leave except in case of personal illness, accident or other emergency, in which case such application shall be made within thirty(30) days of occurrence. Applications for leave must state the reason for the leave applied for, a statement of intent to return to the position from which the leave is granted and the length of leave from date certain to date certain.

B. Leaves of absence may be granted for a maximum of one (1) year except as mandated by law T.C.A. 49-5-702 through 49-5-713. Leaves may be extended to a later specified date upon written request by the employee and approved by the Superintendent. This request for extension must be submitted prior to the end of the current leave.

C. The professional employee on leave not exceeding one (1) year under this Article shall return to his/her previously assigned full time position. If the previously assigned position does not exist, the professional employee shall be assigned to a comparable position for which the professional employee is certificated. All rights and privileges of this Article are contingent upon the employee's timely return to the system upon expiration of the leave.

D. Professional employees on an approved leave of absence shall have the option to remain in their choice of the group insurance programs (pending necessary approval by the carriers) by assuming the entire monthly premium. Payments of monthly premiums shall be made to the Central Office on scheduled monthly dates. If the payment is more than fifteen (15) days overdue, that insurance will be terminated.

## **SECTION 2.**

- A.** Sick leave shall mean leave of absence because of illness of the professional employee from natural causes or accident, quarantine, or illness or death of a member of the immediate family of the professional employee including the professional employee's wife or husband, parents, grandparents, children, grand-children, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.
- B.** The time allowed for leave within the meaning of the Section for any professional employee shall be one (1) day for each month employed. Sick leave shall be cumulative for all earned days not used. The termination of sick leave days and the restoration of sick leave days shall be in accordance with T.C.A. 49-5-710.
- C.** The professional employee shall be given a written accounting of accumulated sick leave days no later than sixty (60) school days after the official opening of each school year. The total accumulated sick leave shall mean the total number of sick days which have been earned but not yet used.
- D.** A Sick Leave Bank shall remain operative and be governed by T.C.A. 49- 5-801 through 49-5-810.
- E.** A teacher in need of sick leave shall be allowed to use unearned sick leave up to the amount of days that the teacher may accumulate during the-remainder of the school year in which the teacher is employed.

## **SECTION 3.**

- A.** There shall be six (6) personal or professional leave days accumulation of which shall be covered by State Law. Substitutes for four (4) of these days shall be paid for by the Board.
- B.** A professional employee participating in an authorized school or classroom trip during which students are under his/her supervision will not be required to use their accumulated personal or professional leavedays.
- C.** A professional employee requesting a personal or professional leave day shall notify his/her immediate supervisor at least one (1) day in advance of the anticipated date of absence except in an emergency as determined by the immediate supervisor.
- D.** The approval of the Superintendent/designee to take a personal or professional day is required under the following conditions
  1. If more than ten percent (10%) of the employees in any given school request its use on the same day. In making this calculation any major fraction shall be considered as one (1); and in a school of five (5) employees or less, one (1) teacher may take personal or professional leave;
  2. If personal or professional leave is requested during any prior established examination period;
  3. If personal or professional leave is requested on the day immediately preceding or following a holiday or vacation period; or
  4. If personal or professional leave is requested on any scheduled in-service day.
- E.** Professional or personal leave shall be used at the discretion of the professional employee.

#### **SECTION 4.**

All professional employees shall be eligible for parental leave subject to local, state and federal law and the following conditions:

- A. The professional employee shall notify the Superintendent at least sixty (60) days in advance of the time he/she foresees any necessity to alter employment commitments as a result of parental leave other than for adoption.
- B. A professional employee shall notify the Superintendent as soon as he/she knows when he/she will be taking parental leave for adoption.
- C. Sick leave may be used by a professional employee in cases of physical disability due to pregnancy, miscarriage, childbirth, and recovery there from.

#### **SECTION 5.**

Professional employees shall be excused from employment for the day or days required for the professional employee to serve as a juror or to appear as a result of a summons or school-related incident at any judicial or administrative proceeding. The professional employee shall be entitled to his usual compensation less the amount of the fee or compensation received for serving as juror. The professional employee shall furnish to his immediate supervisor a statement showing jury service rendered and the compensation received for such service.

#### **SECTION 6.**

Leave of absence shall be granted for any length of active military service date to date certain except in cases of declared war or national emergency. Upon completion of such military service, the employee shall be entitled to resume the position formerly held or a comparable position. Employees restored to employment shall be afforded all rights and privileges of employment as provided under Military Selective Services Act.

#### **SECTION 7.**

Professional employees shall be entitled to up to three (3) days leave due to the death of a member of the employee's immediate family as defined in Section 2(A) of this Article. This leave is in addition to any sick leave taken by the employee. This leave must be taken within thirty (30) days of the death. Extenuating circumstances may be considered by the Superintendent.

Professional employees shall be granted one (1) day leave in the event of the death of a friend or relative outside the professional employee's immediate family as defined in Section 2 of this Article. This leave should coincide with the arrangements for the deceased.

#### **SECTION 8.**

Professional employees shall be entitled to a leave of absence without pay not exceeding one (1) year to further their education on a full-time basis provided such academic work entails a minimum of at least twelve (12) hours per semester or twelve (12) hours per quarter.

## **SECTION 9.**

The principal or administrator to whom the professional employee is directly responsible may excuse a professional employee for a minor fraction of the school day where a substitute is not required in circumstances involving medical appointments or emergencies. The medical appointments must be certified upon return of the professional employee to his/her job.

## **SECTION 10.**

Priority consideration shall be given for special long term leave of absence to any Professional Employee elected to any office of their professional organization that requires a long term leave of absence. When approved, he/she shall be granted release time to fill that position for a period as specified by the rules governing that position.

## **ARTICLE V: PERSONNEL FILES**

### **SECTION 1.**

A professional employee's personnel file is defined as the personnel records maintained in the Central Office. The personnel file shall include, but is not limited to the following: letters of commendation, employment records, transcripts, certificates, contracts, evaluation data prior to the TEAM evaluation model, requests for leaves of absence, and reprimands.

### **SECTION 2.**

A professional employee shall be notified whenever new items are placed into the personnel file. In the event adverse items are placed into the file the employee shall be given the opportunity to respond in writing, and that response will become part of the documentation. A professional employee shall have the right to review the material compiled in his/her personnel file, except for confidential references and reports as designated by law. A photocopy of non-confidential materials will be provided upon request. The Superintendent shall keep a log indicating the persons who have examined the personnel file, or any parts thereof, and the dates such examinations were made. Central Office staff are exempt from this requirement.

No anonymous material shall be placed in a professional employee's personnel file.

## **ARTICLE VI: REPRIMAND PROCEDURE**

### **SECTION 1.**

Disciplinary action exclusive of suspension and dismissal under T.C.A. 49- 5-50 I through T.C.A. 49-5-51 I shall be for just cause and may include:

- A. oral reprimand shall be defined as a private verbal admonishment
- B. written reprimand shall be defined as an admonishment put in writing
- C. if the situation is serious enough the oral reprimand may be bypassed and a written reprimand may be given immediately.
- D. the reprimand, oral or written, will be presented professionally and will include specific evidence to support the allegation.

### **SECTION 2.**

For the purpose of this Article just cause shall include the following steps:

#### **Step 1**

Oral reprimand - An administrator shall meet with the professional employee to discuss the problem, permit the professional employee to explain his point of view and state the corrective action to be taken, if any. The administrator and professional employee shall jointly sign a form indicating that such a meeting occurred, the date of the meeting and subject. The form will be on system-wide or school letterhead and will be kept by the administrator and a copy given to the professional employee.

#### **Step 2**

Written reprimand - An administrator shall meet with the professional employee within a timely manner and state in writing (1) the problem, (2) the corrective action to be taken and (3) the consequences of further violations. The administrator and employee shall sign and date the written reprimand. The signature does not mean agreement with contents of written reprimand, only that the document has been read by both parties.

#### **Step 3**

A copy of the written reprimand shall be placed in the professional employee's personnel file at the Central Office. The professional employee shall have the right to submit a written answer to the reprimand and this answer shall be attached to all copies of the reprimand.

#### **Step 4**

Reprimand documents may be removed from the professional employee's personnel file upon the request of the professional employee to the Superintendent after one year considering that the reason for the reprimand has been corrected and no further incidents have occurred. Reprimands concerning matters of insubordination, misconduct, harassment, and financial misconduct will remain in the personnel file for a term not less than four (4) years. At the end of the four-year period, the employee may request of the Superintendent that the reprimand be removed from the files. If the employee has had no further problems, the documentation may be removed by the Superintendent.

#### **Step 5**

Both the administrator and professional employee shall be entitled to have a representative present at the oral reprimand and/or written reprimand meetings.

## **ARTICLE VII: COMMITTEE ACTIVITIES**

### **SECTION 1.**

During the term of this agreement, the Chairman of the Board agrees to establish the following committees:

- A. In-service Committee - To review, evaluate, and plan in-service programs for mandatory and optional requirements. Mandatory means the total in-service hours required by the State. Optional means alternative in-service activities approved by the State and left to the teacher to schedule and accomplish.
- B. Calendar Committee - To review, evaluate, and develop a minimum of two (2) calendar proposals by 1 March of each year; allow teacher selection of the calendar that will be presented to the Board of Education as the calendar recommendation for the following school year. The calendar proposals shall include specific conditions set forth in this agreement.
- C. Student Discipline Committee - To review, evaluate, and recommend discipline procedures to maintain a good classroom environment for learning and for teaching.
- D. Curriculum Committee - To review, evaluate, plan, and recommend course offerings to meet the needs of the students and promote county-wide consistency in the curriculum.

### **SECTION 2.**

These committees shall contain fifty percent (50%) professional employees of which a minimum of two (2) shall be association members. The professional employees shall be chosen by the Superintendent and the Chairman of the Board. The Chairman of the Board shall select the chairperson. The committees shall meet as often as necessary.

Programs/recommendations designated by these committees shall be presented to the Superintendent for consideration.

## **ARTICLE VIII: STUDENT DISCIPLINE PROCEDURES**

### **SECTION 1.**

The Board is responsible for setting policy related to student discipline procedures. Recommendations from the Student Discipline Committee will be evaluated and acted upon in a timely manner. Teachers and administrators are responsible for implementing these procedures.

### **SECTION 2.**

It is the responsibility of the teacher to maintain discipline and a climate for good instruction in the classroom through effective teaching and leadership techniques and through application of appropriate classroom management procedures in accordance with current policies and regulations.

The teacher is the Board's representative in the classroom for maintaining order so that a proper educational atmosphere may be maintained.

The principal is the agent of the Superintendent whose responsibility is to implement student discipline procedures and to support reasonable disciplinary acts performed by teachers in accordance with Board policies.

### **SECTION 3.**

The Board recognizes its responsibility to support and to assist professional employees with respect to the maintenance of control and discipline in the classroom. Whenever it appears that a particular student requires the attention of special services. Screening shall occur upon the recommendation of a professional employee and the approval of the building principal. If the building principal does not approve the recommendation, the professional employee may take the recommendation to the supervisor of the program.

### **SECTION 4.**

A copy of the School Board Policy Manual containing policies related to student discipline shall be available online at [www.wcde.org](http://www.wcde.org).

### **SECTION 5.**

Board policies governing disciplinary procedures including corporal punishment, suspension and expulsion as they are structured by each individual school shall be publicized to all professional employees prior to the first student day of school each year.

### **SECTION 6.**

A professional employee may use such force as is reasonable and necessary to protect himself or herself or a student from attack or injury. Any such assault shall be reported to the principal immediately. The Board will provide legal counsel to advise any assaulted employee of his/her rights and obligations and shall promptly render assistance to the professional employee in connection with handling of the incident by law enforcement and judicial authorities. If criminal charges are placed the professional employee shall be responsible for obtaining his/her own legal counsel.

### **SECTION 7.**

Time lost by a professional employee in connection with any incident mentioned in this Article shall not be charged against the professional employee and the professional employee shall not suffer any loss of pay or benefits as the result.

### **SECTION 8.**

Copies of the Student Disciplinary Code shall be available online at [www.wcde.org](http://www.wcde.org).

## **ARTICLE IX: GRIEVANCE PROCEDURE**

### **SECTION 1.**

A "grievance" is defined as an alleged violation of a specific provision of this agreement that has resulted in harm, injury or loss to the grievant.

### **SECTION 2.**

The word "grievant" shall refer to any professional employee, person, or representative as defined by 49-5-602 having a grievance. Whenever the phrase "professional employee" is used in this Memorandum of Understanding, it includes any person employed by the Board of Education in a position which requires a license issued by the State Department of Education for service in public elementary and secondary schools of Tennessee. Management employees are not included in the phrase "professional employee."

### **SECTION 3.**

In establishing time limits for the Article, a "working day" is defined as any day, Monday through Friday, on which the schools are open during the normal school year. The first working day to be counted shall begin at 8:00 a.m., the working day following the day on which the time limits are based. After the last day of the normal school year, a working day shall be defined as Monday through Friday when the administrative offices of the Superintendent are open.

### **SECTION 4.**

The following are the supervisors or administrators referred to in Steps 1 and 2 of this Article:

Step 1: Principal or immediate supervisor.

Step 2: Superintendent or designee.

### **SECTION 5.**

The parties hereto acknowledge that it is usually most desirable for a professional employee and his immediate supervisor to resolve problems through free and informal communications. When requested by the grievant another professional employee or representative of a professional organization may accompany the grievant to assist the informal resolution of the grievance. If however, the informal process fails to satisfy the grievant, a formal grievance may be processed on a pre-numbered Statement of Grievance.

(Standardized Grievance Form copy attached to this Agreement-Appendix A) obtained from the school secretary or immediate supervisor and shall include the date the alleged violation took place, the date filed, the name and number of provision/article violated, and shall indicate the specific relief sought.

**Step 1:** Within ten (10) working days after the knowledge of the occurrence, the grievance will be presented, in writing, in accordance with Section 5 of this Article by the grievant to the principal or immediate supervisor. The appropriate supervisor at this step, within ten (10) working days of the receipt of the grievance, shall meet with the grievant and a representative of the WCEA in an effort to resolve the grievance. If an adjustment is not made at this meeting, the appropriate supervisor at this step will respond to the grievance, in writing, within ten (10) working days after the said grievance meeting.

**Step 2:** If the grievance is not resolved at Step I, the grievance may be presented by the grievant to the Superintendent/designee within ten (10) working days from the date of response of the appropriate supervisor at Step 1. The Superintendent/designee within ten (10) working days of the receipt of the grievance at Step 2 shall meet with the grievant and a representative of the WCEA in an effort to resolve the grievance. If an adjustment is not made at this meeting, the Director of Schools/designee shall respond to the grievance, in writing, within ten (10) days after the date of said grievance meeting.

## **SECTION 6.**

- A. Time limits provided in this Article may be extended by mutual agreement when signed by the parties to this agreement.
- B. Failure of the appropriate supervisor or administrator at any step of the grievance procedure to communicate the decision on a grievance within the specified time limit shall permit the grievant to present the grievance at the next step of the grievance procedure.
- C. Any grievance which is not advanced from one (1) step to the next within the time limit provided for that step shall result in the grievance being considered to have been withdrawn, or settled as outlined in the previous step.
- D. Grievance involving one (1) or more professional employees or one (1) or more supervisors, and grievances involving an administrator above the building level may be initially filed by the grievant at Step 2.

## **SECTION 7.**

The only actions or events grievable under this process are items contained in this Memorandum of Understanding. The decision of the Director/Designee shall be the final step in the grievance process.

## **SECTION 8.**

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel file of the participants and shall not be forwarded to any prospective employer of the grievant, nor shall such documents be revealed or the grievance(s) be alluded to in any communication between the administration and prospective employer.

## **ARTICLE X: PROVISIONS FOR INNOVATIVE PROGRAMMING**

The Board and the Association agree that programs which provide increased opportunities for student learning and development should be seriously considered for implementation.

Teacher involvement in developing such programs and the implementation thereof is set forth in true site-based decision making concepts. It is a cooperative effort involving administrators, teachers, students, parents, and including partners in education.

## **SECTION 1.**

A proposal for a site-based decision making program at a particular school may be submitted to the Superintendent by the principal and must be accompanied by evidence demonstrating that the proposal has been developed and approved by at least two-thirds(2/3) of the professional employees at that school.

## **SECTION 2.**

Under the Education Improvement Act, allowances are permitted by the State, with approval, that could waive certain obstacles in order for new ideas to be tried in search for improved education. In the event that any aspect of the proposed site-based decision making program is contrary to the terms of this agreement, a waiver may be sought. The Superintendent, a Board member, and the Chief Collaborator for the Board and the Association shall meet to review the proposal to determine specific areas which require modification. A waiver will be approved only when all parties are in agreement. If a waiver is approved, the specific area of the contract agreement will be waived or modified only to the extent necessary to implement the proposal. If the waiver is not approved, then the idea cannot be implemented.

**ARTICLE XI: INSURANCE**

Insurance shall be discussed and changes attached annually within thirty (30) days following adopted changes.

**SECTION 1.**

The Washington County Board of Education will participate in the group medical insurance plan for professional employees who have elected to participate in the group insurance plan. A copy of the Insurance schedule shall be found in Appendix E. This schedule will be updated annually following board approval.

**SECTION 2.**

The Board will fund the group medical insurance premium for retiring personnel at the rate of one thousand nine hundred thirty-one dollars (\$1,931.00) for an individual plan, not to exceed four thousand thirty dollars (\$4,030.00) for a family plan, not to exceed two thousand five hundred thirty-nine dollars (\$2,539.00) for an employee and child, and not to exceed three thousand twenty-three dollars (\$3,023.00) for an employee and spouse.

Eligibility shall be determined by participation in the group insurance plan of the Washington County Board of Education for the preceding five (5) years and employment by the Washington County Board of Education for the preceding ten (10) years. The Board shall fund this cost until said individual reaches age sixty-five (65) or becomes eligible for Medicare benefits.

**SECTION 3.**

The Board and the Association will establish a Disability Insurance Plan for all professional employees. The Disability Plan will provide for ninety dollars (\$90.00) per week for a maximum of twenty-six (26) weeks with a maximum of a ten (10) day elimination period.

The Board will fund this Disability Program at a rate not to exceed sixty dollars (\$60.00) per year per employee. Any additional expense will be borne by the professional employee.

**SECTION 4.**

The Board and the Association will establish a Life Insurance Plan for all professional employees. The Life Insurance Plan will provide a twenty-five thousand dollars (\$25,000.00) term policy on each professional employee as long as this plan is in effect.

The Board will fund the Life Insurance Plan at a rate not to exceed forty dollars (\$40.00) per professional employee per year. Any additional expense will be borne by the professional employee.

**SECTION 5.**

The Board and the Association will establish an Optical Insurance Plan for all professional employees. The Optical Plan will be funded by the Board. Each employee shall be eligible for one hundred thirty-five dollars (\$135.00) per 2-year period. Any additional expense will be borne by the professional employee. The details of the Optical Insurance Plan will be provided to each professional employee during "In-service" at the beginning of each school year or whenever he/she is hired by the Board.

## **SECTION 6.**

The Cafeteria Plan established by the Board for all professional employees shall include implementation of flexible benefits plan for allowable exempt expenses for payroll deductions.

## **ARTICLE XII: SALARIES AND WAGES**

Salaries and wages shall be discussed and changes attached annually within thirty (30) days following adopted changes.

### **SECTION 1.**

A copy of the salary schedule shall be found in Appendix B.

### **SECTION 2.**

The criteria and method of calculation experience and academic training will be the same as used by the State Department of Education.

### **SECTION 3.**

Verification of creditable teaching experience, degree(s) earned, and/or military service will be filed with the Human Resources Department in the office of the Superintendent on or before September 1st of the school year in which credit is claimed with salary adjustments retroactive to the beginning of the school year. Any verification of creditable hours and/or degrees filed after September 1<sup>st</sup> but before December 31<sup>st</sup> will become effective on March 1<sup>st</sup> of the next calendar year.

### **SECTION 4.**

The determination of credit for work experience of Career Technical teachers for Placement on the salary schedule shall be upon the recommendation of the Superintendent.

### **SECTION 5.**

Teachers shall have the option of being paid under one (1) of the following two (2) plans as outlined in A and B below. Once a teacher selects a plan, no change in election may be made until August 1<sup>st</sup> of the next year. Notification of changes for subsequent years shall be made by notifying the Finance Department in writing no later than August 20<sup>th</sup>.

- A. Equal gross monthly paychecks shall be paid on the 12<sup>th</sup> of the month. If the 12<sup>th</sup> day occurs on a weekend, payment will be made on the Friday preceding the 12<sup>th</sup> day. There will be ten (10) paychecks for ten (10) month teachers and twelve (12) for twelve (12) month teachers.
- B. Ten (10) month teachers may receive their paychecks over twelve (12) equal installments on the 12<sup>th</sup> day of each month. If the 12<sup>th</sup> day occurs on a weekend, payment will be made on the Friday preceding the 12<sup>th</sup> day.

**SECTION 6.**

The Board will provide a monetary incentive for professional employees having completed twenty-five (25) years of experience and made known their intention to retire on the Washington County Board of Education Retirement Notification form. This form may be found under Appendix F.

**SECTION 7.**

A professional employee having completed a total of twenty-five (25) years of experience with a minimum of ten (10) years in the Washington County School System and finalized the retirement procedures with the State and local administration will be given a one-time monetary sum up to seven thousand dollars (\$7,000.00) with restrictions as follows:

Years	Amount
25 through 30	\$7000.00
31	\$5,500.00
32	\$3,500.00
33 and above	\$1,000.00

Notification restrictions are as follows:

Notification	Percentage
Prior to April 1 <sup>st</sup> of calendar year preceding retirement	100%
April 1 <sup>st</sup> to June 30 <sup>th</sup> of calendar year preceding retirement	90%
July 1 <sup>st</sup> to December 31 <sup>st</sup> of calendar year preceding retirement	75%
After December 31 <sup>st</sup> of calendar year preceding retirement	50%

Grandfather clause: Any professional employee currently enrolled in any of the previous options must retire under that specific option.

The Board may waive these requirements due to extenuating circumstances.

# APPENDICES

WASHINGTON COUNTY BOARD OF EDUCATION  
MEMORANDUM OF UNDERSTANDING  
GRIEVANCE FORM

Appendix A  
File# \_\_\_\_\_

Grievant's Name: \_\_\_\_\_  
Location: \_\_\_\_\_  
Assignment: \_\_\_\_\_  
Grade(s) and Subject(s) \_\_\_\_\_

STEP 1

Date of Violation: \_\_\_\_\_  
Specific provision(s) violated: \_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant

DISPOSITION BY IMMEDIATE SUPERVISOR

Date received: \_\_\_\_\_ Date meeting set: \_\_\_\_\_  
Response: \_\_\_\_\_

Copy to Superintendent or Designee

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Grievance resolved: Yes \_\_\_\_\_ No \_\_\_\_\_

Appealed to Step 2: Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Date

STEP 2  
DISPOSITION BY SUPERINTENDENT/DESIGNEE

Date received \_\_\_\_\_ Meeting Set on \_\_\_\_\_ For \_\_\_\_\_  
Response \_\_\_\_\_

Copy to Immediate Supervisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

DRAFT

**WASHINGTON COUNTY BOARD OF EDUCATION  
CERTIFIED SALARY SCHEDULE  
2021-2022 with 4%**

Years	B.S.	BS+10	BS+20	M.A.	MA+10	MA+20	MA+30	MA+40	EDS	MA + 50	MA + 60	ED D
0	39,273	39,900	40,465	44,344	44,344	44,344	46,190	46,758	46,991	47,322	47,886	51,383
1	40,983	41,611	42,176	45,407	45,407	45,539	48,073	48,638	48,847	49,202	49,829	53,309
2	41,189	41,818	42,382	45,613	45,613	45,870	48,405	48,971	49,179	49,537	50,226	53,703
3	41,409	42,037	42,604	45,835	45,835	46,216	48,750	49,317	49,523	49,881	50,633	54,118
4	41,903	42,531	43,094	46,326	46,341	46,906	49,400	49,967	50,208	50,531	51,346	54,922
5	41,949	42,575	43,142	46,550	47,114	47,680	50,195	50,760	50,930	51,324	52,203	55,688
6	44,926	45,551	46,117	50,656	51,220	51,786	54,302	54,865	55,035	55,431	56,310	59,793
7	44,926	45,551	46,117	50,656	51,220	51,786	54,302	54,865	55,035	55,431	56,310	59,793
8	44,926	45,551	46,117	50,656	51,220	51,786	54,302	54,865	55,035	55,431	56,310	59,793
9	44,926	45,551	46,117	50,656	51,220	51,786	54,302	54,865	55,035	55,431	56,310	59,793
10	44,926	45,551	46,117	50,656	51,220	51,786	54,302	54,865	55,035	55,431	56,310	59,819
11	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,695	64,203
12	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,695	64,203
13	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,695	64,203
14	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,695	64,203
15	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,695	64,203
16	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	60,764	64,305
17	48,782	49,407	49,975	55,039	55,605	56,171	58,686	59,249	59,420	59,816	61,178	64,728
18	48,782	49,407	49,975	55,103	55,669	56,234	58,750	59,313	59,543	59,878	61,574	65,124
19	48,782	49,407	49,975	55,450	56,015	56,581	59,103	59,667	59,895	60,230	61,988	65,536
20	48,902	49,530	50,096	55,783	56,348	56,912	59,432	59,998	60,227	60,565	62,386	65,934
21	49,111	49,737	50,302	56,114	56,680	57,246	59,767	60,332	60,560	60,896	62,779	66,328
22	49,318	49,944	50,509	56,446	57,013	57,577	60,100	60,665	60,894	61,230	63,173	66,723
23	49,522	50,150	50,717	56,781	57,345	57,910	60,431	60,996	61,228	61,561	63,569	67,120
24	49,730	50,358	50,924	57,113	57,679	58,243	60,765	61,328	61,558	61,894	63,967	67,515
25	49,938	50,565	51,131	57,445	58,011	58,576	61,099	61,661	61,891	62,227	64,360	67,911

## A Compilation of Benefits

### Cited in the Memorandum of Understanding

Article II, Section 2	Release time for Officers or Agents of Professional Employee Organizations
Article II, Section 2	Grievance time not docked from the files
Article IV, Section 2, Step 4	Language concerning the removal of a reprimand
Article IV, Section 3	Extra Personal Day
Article IV, Section 7	Increased bereavement days
Article IV, Section 7	Bereavement for friend
Article IV, Section 9	Half day medical emergencies
Article IV, Section 10	Leaves granted for National Education Association Office Holders or State Office Holder
Article VII, Section 2	Management wanted to remove requirement that the Association provide all representatives on all committees. At the request of the Professional Employees it was decided that representatives on committees would be at least two members of the Association. (Before all teacher representatives were Association members, it left out non-members from possibly serving on committees)
Article IX, Section 5	Representation during informal meetings
Article IX, Section 8	Language restricting a grievance
Article X	Provision for Innovative Programming
Article XI, Section 1&2	The amount funded on the group insurance plan
Article XI, Section 3	A disability insurance plan
Article XI, Section 4	A life insurance plan
Article XI, Section 5	An optical insurance plan
Article XII, Section 7	Prior Notice of Retirement

Also included are many statements and allowances requested by the Association. These statements are numerous and scattered through the Memorandum of Understanding.

## WASHINGTON COUNTY BOARD OF EDUCATION PROFESSIONAL LEAVE REQUEST FORM

This form should be completed prior to an individual attending the requested meeting and kept by the Finance Department.

NAME OF INDIVIDUAL MAKING THE REQUEST:

\_\_\_\_\_  
Name Date

POSITION \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATES REQUESTED \_\_\_\_\_

MEETING TO ATTEND:

\_\_\_\_\_

\_\_\_\_\_

**APPROVAL:**

\_\_\_\_\_  
Organization President Date

\_\_\_\_\_  
Principal of School Date

\_\_\_\_\_  
Representative of Organization Date

\_\_\_\_\_  
Director of Finance Date

Per the Washington County Memorandum of Understanding 2015/2016 - 2017/2018:  
Release Time – At the beginning of each school year the Organization shall be granted up to forty (40) days release time to be used by professional employees who are officers or agents of the Organization. The Organization agrees to notify the Board prior to the day release time is taken.  
The expense of the substitutes required shall be paid by the Association. The Organization president shall periodically confer with Central Office Bookkeeping staff in order to keep accurate records of release time used.

## WASHINGTON COUNTY BOARD OF EDUCATION PROFESSIONAL LEAVE REQUEST FORM

This form should be completed prior to an individual attending the requested meeting and kept by the Finance Department.

NAME OF INDIVIDUAL MAKING THE REQUEST:

\_\_\_\_\_  
Name Date

POSITION \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATES REQUESTED \_\_\_\_\_

MEETING TO ATTEND:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVAL:**

\_\_\_\_\_  
**Organization President** **Date**

\_\_\_\_\_  
**Principal of School** **Date**

\_\_\_\_\_  
**Representative of Organization** **Date**

\_\_\_\_\_  
**Director of Finance** **Date**

Per the Washington County Memorandum of Understanding 2015/2016 - 2017/2018:  
Release Time – At the beginning of each school year the Organization shall be granted up to forty (40) days release time to be used by professional employees who are officers or agents of the Organization. The Organization agrees to notify the Board prior to the day release time is taken.  
The expense of the substitutes required shall be paid by the Association. The Organization president shall periodically confer with Central Office Bookkeeping staff in order to keep accurate records of release time used.

Using 2.5% increase for CDHP for  
2022

<b>Partnership PPO</b>	<b><u>Employee</u></b>	<b><u>Emp+Child(ren)</u></b>	<b><u>Emp+Spouse</u></b>	<b><u>Emp+Spouse+Children</u></b>
Total Cost	7,812.00	12,876.00	16,020.00	20,304.00
Board	<u>(5,676.00)</u>	<u>(9,360.00)</u>	<u>(11,640.00)</u>	<u>(14,760.00)</u>
Employee Cost	2,136.00	3,516.00	4,380.00	5,544.00
# of Months	10.00	10.00	10.00	10.00
Per month	213.60	351.60	438.00	554.40
<b>Standard PPO</b>	<b><u>Employee</u></b>	<b><u>Emp+Child(ren)</u></b>	<b><u>Emp+Spouse</u></b>	<b><u>Emp+Spouse+Children</u></b>
Total Cost	7,308.00	12,048.00	14,988.00	18,996.00
Board	<u>(5,676.00)</u>	<u>(9,360.00)</u>	<u>(11,640.00)</u>	<u>(14,760.00)</u>
Employee Cost	1,632.00	2,688.00	3,348.00	4,236.00
# of Months	10.00	10.00	10.00	10.00
Per month	163.20	268.80	334.80	423.60
<b>Limited PPO</b>	<b><u>Employee</u></b>	<b><u>Emp+Child(ren)</u></b>	<b><u>Emp+Spouse</u></b>	<b><u>Emp+Spouse+Children</u></b>
Total Cost	6,696.00	11,028.00	13,716.00	17,388.00
Board	<u>(5,676.00)</u>	<u>(9,360.00)</u>	<u>(11,640.00)</u>	<u>(14,760.00)</u>
Employee Cost	1,020.00	1,668.00	2,076.00	2,628.00
# of Months	10.00	10.00	10.00	10.00
Per month	102.00	166.80	207.60	262.80
<b>CDHP with HAS</b>	<b><u>Employee</u></b>	<b><u>Emp+Child(ren)</u></b>	<b><u>Emp+Spouse</u></b>	<b><u>Emp+Spouse+Children</u></b>
Total Cost	5,676.00	9,360.00	11,640.00	14,760.00
Board	<u>(5,676.00)</u>	<u>(9,360.00)</u>	<u>(11,640.00)</u>	<u>(14,760.00)</u>
Employee Cost	-	-	-	-
# of Months	10.00	10.00	10.00	10.00
Per Month	-	-	-	-

WASHINGTON COUNTY  
DEPARTMENT OF EDUCATION

NOTIFICATION OF INTENT TO RETIRE

Date submitted \_\_\_\_\_

Name \_\_\_\_\_

School \_\_\_\_\_

Intended Retirement Date \_\_\_\_\_

Estimated Years of Experience \_\_\_\_\_

Please Note: All retirement forms are available in the Washington County Department of Education Accounting Department. Retirement plans are not considered to be final until you have completed all paperwork with the Tennessee Consolidated Retirement System.

Employee Signature \_\_\_\_\_

Received by \_\_\_\_\_

Date \_\_\_\_\_

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

Signature

\_\_\_\_\_

Date

If you do not receive confirmation of this notice within ten (10) working days, please notify the Director of Schools.

## Grade Nine Instructional Objectives—Human Growth and Development

**9.1 Introduction to Students- review with them these objectives, ice breakers, answer any questions.**

**9.2 Student will identify factors that contribute to healthy relationships in families, friendships, and dating.**

Descriptive Statement: Topics may include communication skills, conflict resolution, respect for others' decisions, identification of coercive behaviors, establishing and maintaining personal boundaries, and affirmative consent.

**9.3 Students will identify types of abuse and exploitation and identify prevention strategies and resources for help.**

Descriptive Statement: Topics will include emotional, verbal, physical, and sexual abuse, neglect, human (teen sex) trafficking, and sexting. Prevention strategies will include Internet safety and personal safety in the community. Resources for help will include talking with a trusted adult (parent/guardian, school personnel, health care provider, and religious leader) and community resources (support groups, law enforcement).

**9.4 Students will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for exploitation. Students will identify the short- and long-term consequences of recording, possessing, sharing, and distributing sexually explicit media.**

Types of exploitation include physical, emotional, and sexual abuse and neglect. Instruction will include the dangers and repercussions of using personal electronic exchanges or social media to engage in sexually explicit communications (includes sharing sexually explicit images). Instruction will include potential present and future social, emotional, educational, and legal implications. Distribution of sexually explicit media includes texting, social media, and other means of communication.

**9.5 Students will examine teen dating relationships, teen dating violence, and human (teen sex) trafficking; and strategies for prevention and help.**

Descriptive Statement: Instruction will include elements of healthy dating relationships including affirmative consent. Instruction will include elements of unhealthy and abusive dating relationships to include verbal, physical, emotional, and sexual abuse; Internet exploitation; and how coercive dating relationships may result in coerced sex and human (teen sex) trafficking. Instruction will include that abuse is never the fault of the victim and that responsibility for abuse lies with the person perpetrating abusive and coercive behaviors. Instruction will also include risk reduction strategies (establishing personal boundaries and being respectful of personal boundaries and the boundaries of others) and available resources for further information, assistance, and support. Instruction will include bystander awareness and intervention strategies.

**9.6 Students will explore types of exploitation and identify prevention skills, coping strategies, and sources of help for exploitation. The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.**

Descriptive Statement: The physical, emotional, social, psychological and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior. Instruction includes discussion regarding the law and meaning of consent. Emphasis is placed on an increased awareness that consent is required before any kind of sexual activity.

**9.7 Students will review the structures and functions of the male and female reproductive systems and explain the process of fertilization.**

Descriptive Statement: Instruction will include human reproductive anatomy, physiology, conception, ovulation, and fertilization.

## **9.8 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.**

Descriptive Statement: The focus is on medically accurate information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination (can cut this out if necessary).

## **9.9 Students will describe pregnancy and birth and analyze factors associated with a healthy pregnancy.**

Descriptive Statement: Instruction will include signs and symptoms of pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include preconception and prenatal care, and effects of substance use on pregnancy and fetal development including neonatal abstinence syndrome. Instruction will include roles of the mother and father during pregnancy and birth. Community resources for pregnancy testing and further information are identified.

## **9.10 Students will identify sexual abstinence as the appropriate choice for adolescents and identify appropriate methods for expressing feelings and affection.**

Descriptive Statement: Instruction will include benefits of choosing sexual abstinence, consequences of sexual activity, and appropriate methods for expressing feelings and affection. Students will learn that anyone who has been sexually active can make a new decision for premarital abstinence. Instruction will include effective strategies for abstinence, maintaining respect for self and others such as communication, assertiveness, and recognition of personal boundaries.

### **9.11 Students will examine methods of contraception.**

Descriptive Statement: Instruction will include barrier, hormonal, and surgical contraceptive methods; identification of effectiveness for prevention of pregnancy and minimizing risk of sexually transmitted infection; and misconceptions regarding contraception. Abstinence will be emphasized as the only 100% effective method for preventing pregnancy and the most effective method for preventing sexually transmitted infection. Community resources for contraception will be identified.

### **9.12 Students will review information about bacterial, viral, and parasitic sexually transmitted infections to include prevention, transmission, diagnosis, and treatment.**

Descriptive Statement: Instruction will include review of bacterial, viral, and parasitic STIs; and prevention, transmission, diagnosis, and treatment. Community resources for testing and treatment will be identified. Abstinence from sexual activity will be presented as the most effective method for prevention of sexually transmitted infections. Abstinence from intravenous drug use and use of condoms and use of pre-exposure prophylaxis (HIV prevention) as means of prevention will also be presented.



## Washington County Board of Education 2021 School Visits

		Depart Central Office	Arrival time at next school
October 12	Sulphur Springs Elementary Fall Branch Elementary	7:45	9:45
October 15	Asbury Boones Creek Elementary	8:00	10:00
October 18	Jonesborough Elementary Jonesborough Middle	8:00	9:50
October 21	West View Elementary Grandview Elementary	8:10	10:15
October 28	David Crockett High Daniel Boone High	7:45	11:15
November 1	Ridgeview Elementary Gray Elementary	8:15	10:15
November 8	Lamar Elementary South Central Elementary	8:00	10:00

Board of Directors

Annette Buchanan  
Jason Day  
Mary Beth Dellinger

Keith Ervin  
Chad Fleenor  
David Hammond

Mike Masters  
Mitch Meredith  
Whitney Riddle

## October 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12 Sulphur Springs 8:00-9:30 Fall Branch 9:45-11:15	13	14	15 Asbury 8:15-9:45 Boones Creek 10:00-11:30	16
17	18 JES 8:10-9:40 JMS 9:50-11:15	19	20	21 WV 8:30-10:00 GV 10:15-11:45	22	23
24	25	26	27	28 DC/DB (leave as is; one in morning and one in afternoon)	29	30
31						

## November 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1 RV 8:30-10:00 Gray 10:15-11:45	2	3	4	5	6
	8 Lamar 8:15-9:45 SC 10:00-11:30	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				





**TENNESSEE BOARD OF REGENTS  
COMMUNITY COLLEGE  
DUAL CREDIT CONDITIONS AND AGREEMENT  
BETWEEN  
NORTHEAST STATE COMMUNITY COLLEGE  
AND  
WASHINGTON COUNTY SCHOOLS  
FOR THE 2021-2022 ACADEMIC YEAR**

High school students attending Daniel Boone High School who pass the dual credit course(s) listed below may sit for the corresponding end-of-course assessment(s).

<b>College Course Name:</b>	<b>Credit Hours:</b>	<b>High School Course Name/s:</b>
ADMN 1306 - Medical Terminology I	3	Medical Terminology
AGRI 1020 – Introduction to Animal Science	4	Vet Science
AGRI 1030 – Introduction to Plant Science	4	Horticulture
BUSN 1305 - Introduction to Business	3	Advertising and Public Relations Marketing and Management
CHEM 1060 - Survey of Chemistry	4	Chemistry II
CITC 1300 - Beginning HTML and CSS	3	Web Foundations I Web Site Development
CITC 1302 - Introduction to Networking	3	Advanced Computer Applications Computer Science Applications
CITC 1307 - Introduction to Spreadsheets (Spreadsheet Applications)	3	Computer Applications
CITC 1320 - A+ Hardware & Software	3	Information Technology Advanced Computer Repair
DRAF 1210 - Computer-Aided Drafting I	4	Architectural and Engineering Design II
ECED 2310 – Safe, Healthy, Learning Environments	3	Introduction to Human Studies
ELEC 1110 - DC Fundamentals	4	Electrical Systems
EMTP 1015 - Cardiopulmonary Resuscitation	1	Health Science Education Medical Therapeutics Emergency Medical Services

College Course Name:	Credit Hours:	High School Course Name/s:
ENGR 1110 - Engineering Graphics	3	Intro to Engineering Design Computer Integrated Manufacturing Computer Aided Drafting Architectural and Engineering Design II
INFS 1010 - Computer Applications	3	Webpage Design II Webpage Design Site Designer
MECH 2330 - Piping and Auxiliaries	4	Mechanical, Electrical Plumbing Systems

Students who receive a minimum score, determined by Northeast State Community College (NeSCC), on the respective end-of-course assessment(s) can receive dual credit at NeSCC, in accordance with Early Postsecondary Opportunities Policy 2:01:00:05.

Upon enrolling at NeSCC, the student will notify the College's Career and Technical Education (CTE) Office of his/her intent to apply escrowed credit to his/her college transcript. The CTE Office will verify the student's test scores and forward appropriate documentation to the College's Admissions Office for processing. For those students to meet all articulation requirements,

1. The student must be admitted to NeSCC through the normal admissions and registration processes.
2. The CTE Office will be responsible for ensuring all student documentation is forwarded to NeSCC's Admissions Office for credit awarding.
3. NeSCC's faculty will be responsible for creating, administering, and assessing the dual credit end-of-course assessment.

Course credit will be awarded upon being officially admitted and enrolled at NeSCC. The college course credited and a grade of "Pass" will be shown on the student's NeSCC transcript. Transfer of this dual credit to other institutions is at the discretion of the receiving institution.

Both Daniel Boone High School and the College shall comply with all applicable state and federal laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and NeSCC's policies and guidelines in the performance of this agreement.

This agreement shall be effective for the period commencing on July 1, 2021, and ending on June 30, 2022.

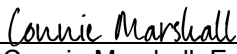
This agreement may be terminated by either party by giving written notice to the other at least 30 days before the effective date of termination.

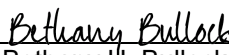
**IN WITNESS WHEREOF:**

**WASHINGTON COUNTY SCHOOLS:**

DocuSigned by:  Crystal Fink, College, Career, and Technical Director	2021-08-02   5:23 AM PDT Date
--	----------------------------------

**NORTHEAST STATE COMMUNITY COLLEGE:**

DocuSigned by:  Connie Marshall, Ed.D., Interim Vice President, Academic Affairs	2021-08-02   7:26 AM CDT Date
---	----------------------------------

DocuSigned by:  Bethany H. Bullock, Ph.D., President	2021-08-02   7:31 AM CDT Date
---	----------------------------------

**TENNESSEE BOARD OF REGENTS:**

DocuSigned by:  Flora W. Tydings, Ed.D., Chancellor	<div style="text-align: center; margin-bottom: 5px;"> <span style="font-size: small;">DS</span>   </div> 2021-08-04   8:01 AM CDT Date
--	---



## Community College Academic Contract Routing Confirmation Review and Approval

TENNESSEE BOARD OF REGENTS

OBF-PURCH-CC-ACADEMIC Revision: 6/2/2016

Date Logged	2021-07-27T12:00:00-04:00
Institution Contract Number	AY22-DavidCrockettHighSchool
TBR Contract Number	109820

Rush? no	n/a
----------	-----

Institution	NESCC
Contractor	Washington County Schools
Purpose	Local Dual Credit Agreement

The signatures below indicate the attached contract has been reviewed and is recommended for approval

STEP 1: INSTITUTION APPROVALS		
Originator	DocuSigned by: <i>Jean Willis</i>	2021-07-27   8:51 AM CDT
Department Approval	DocuSigned by: <i>Dr. Connie Marshall, Ed.D</i>	2021-07-27   12:25 PM CDT
Institution's Purchasing and/or Contracts Office	DocuSigned by: <i>Dr. Bethany Bullock, Ph.D.</i>	2021-07-27   3:48 PM CDT
STEP 2: TBR APPROVAL		
Academic Affairs	DocuSigned by: <i>Russ Deaton</i>	2021-07-27   4:43 PM CDT
Contracts and Reporting	DocuSigned by: <i>Marta Veronica Ferreira</i>	2021-07-29   12:40 AM CDT
General Counsel	DocuSigned by: <i>Chloe T. Shafer</i>	2021-07-29   7:21 AM CDT
STEP 3: THE AGREEMENT WILL BE FORWARDED TO APPROPRIATE VICE CHANCELLOR FOR REVIEW AND APPROVAL.		

### Comments:

Provide the name, title, and email of individuals that will be signing for the contractor as well as individuals who need to be copied:

Crystal Fink, College, Career, and Technical Director, finkc@wcde.org

Dr. Flora Tydings, Ed.D., Chancellor, Flora.Tydings@tbr.edu

Date Received by TBR: 2021-07-27T12:00:00-04:00

Contract Number: 109820  
(TBR internal use only)

### TENNESSEE BOARD OF REGENTS CONTRACT SUMMARY SHEET

If contract is submitted less than two (2) weeks before the effective date (1 month required for complex contracts), provide an explanation of the delayed submission: \_\_\_\_\_

1. Institution/System Office: NESCC Phone: 423-323-0221  
Direct Contract Questions to: Joan Willis Fax: 423-279-7636 Email: vgprice@northeaststate.edu

2. Contract with: washington county schools Address: 405 west College Street, Jonesborough, TN 37659  
Contact Person: Crystal Fink Phone: 423-753-1100

3. Purpose of Contract (include type – i.e. Dual Service, Clinical, etc.):  
Local Dual Credit Agreement

4. This contract is (check all that apply):

- Drafted by TBR (School)/not Standard Form
- TBR Standard Form Agreement
- Renewal of an Existing Contract
- Modification of Existing or Form Contract
- Software License Agreement
- Vendor Generated Contract
- Vendor Contract with Amendment
- Contract includes Confidential Research Agreement

#### **COPY OF AGREEMENT BEING AMENDED, EXTENDED OR PREVIOUS CONTRACT ATTACHED FOR REFERENCE AS WELL AS ANY EXHIBITS.**

5. Contract Terms:  
Term (i.e. 7/1/16 – 6/30/17, 1 year from execution, etc.): 7/1/21-6/30/22  
Possible Number of Renewals: 0 Lease:  yes  no Type:  Revenue or  Expenditure No Cost  
Payment Frequency: \_\_\_\_\_ Amount per Year: \_\_\_\_\_ Total Amount (w/possible renewals): \_\_\_\_\_

6. If this contract is a result of an RFQ/RFP, is the contract available for system-wide use:  yes  no

7. Check one:  Competitive Process  Non-Competitive Process\* Grant:  yes  no  
\* If competitive process is not used, attach supporting documentation, including the non-competitive justification form  
Select One

8. Non-Debarment Verification ([www.sam.gov](http://www.sam.gov)):  yes  no Date Verified: \_\_\_\_\_ 9. Ethnicity Code: \_\_\_\_\_

10. Contract Monitor (individual responsible for ensuring receipt of goods/services): Joan Willis  
Frequency of monitoring (monthly, quarterly, semi-annually or annually): annually

#### **Signature of Institution/Central Office official certifying that he/she has read this Contract and recommends its approval.**

DocuSigned by:  
Dr. Connie Marshall, Ed.D  
CFD26E5D162B4E7... **Signature (Department)**

#### **Signature of Institution/Central Office official certifying compliance with TBR Purchasing Procedures:**

\_\_\_\_\_  
**Signature (Purchasing/Contracts Officer)**

Form Completed by: Joan Willis Date: 2021-07-27 | 8:51 AM



(TBR 03/17/16)

**TENNESSEE BOARD OF REGENTS  
COMMUNITY COLLEGE  
DUAL CREDIT CONDITIONS AND AGREEMENT  
BETWEEN  
NORTHEAST STATE COMMUNITY COLLEGE  
AND  
WASHINGTON COUNTY SCHOOLS  
FOR THE 2021-2022 ACADEMIC YEAR**

High school students attending David Crockett High School who pass the dual credit course(s) listed below may sit for the corresponding end-of-course assessment(s).

<b>College Course Name:</b>	<b>Credit Hours:</b>	<b>High School Course Name/s:</b>
ADMN 1306 - Medical Terminology	3	Health Science / Medical Therapeutics
AGRI 1030 – Introduction to Plant Science	4	Horticulture
AUTO 1120 - Automotive Electrical	4	Automotive Electrical Systems Automotive Suspension and Steering Automotive Brake Systems
AUTO 2140 - Engine Analysis	4	Automotive Electrical Systems
AUTO 2210 - Alignment and Brakes	4	Automotive Brake Systems
BUSN 1305 - Introduction to Business	3	Advertising and Public Relations Marketing and Management II
CITC 1301 - Introduction to Programming and Logic	3	Information Technology Foundations Computer Systems Networking
CITC 1302 - Introduction to Networking	3	Advanced Computer Applications Computer Science Applications
CITC 1307 - Introduction to Spreadsheets (Spreadsheet Applications)	3	Business Management Accounting II
DRAF 1210 - Computer-Aided Drafting I	4	Architectural and Engineering Design II
ECED 2310 – Safe, Healthy, Learning Environments	3	Introduction to Human Studies
ELEC 1110 - DC Fundamentals	4	Electrical II
EMTP 1015 - Cardiopulmonary Resuscitation	1	Emergency Medical Services Anatomy and Physiology Medical Therapeutics

<b>College Course Name:</b>	<b>Credit Hours:</b>	<b>High School Course Name/s:</b>
ENGR 1110 - Engineering Graphics	3	Introduction to Engineering Design Computer Aided Drafting Principles of Engineering
INFS 1010 - Computer Applications	3	Computer Applications
MATT 1110 - Machine Tool Operations I	4	Manufacturing Applications Principles of Machining and Manufacturing
WELD 1060 - General Welding	4	Basic Principles of Welding Advanced Welding Applications

Students who receive a minimum score, determined by Northeast State Community College (NeSCC), on the respective end-of-course assessment(s) can receive dual credit at NeSCC, in accordance with Early Postsecondary Opportunities Policy 2:01:00:05.

Upon enrolling at NeSCC, the student will notify the College's Career and Technical Education (CTE) Office of his/her intent to apply escrowed credit to his/her college transcript. The CTE Office will verify the student's test scores and forward appropriate documentation to the College's Admissions Office for processing. For those students to meet all articulation requirements,

1. The student must be admitted to NeSCC through the normal admissions and registration processes.
2. The CTE Office will be responsible for ensuring all student documentation is forwarded to NeSCC's Admissions Office for credit awarding.
3. NeSCC's faculty will be responsible for creating, administering, and assessing the dual credit end-of-course assessment.

Course credit will be awarded upon being officially admitted and enrolled at NeSCC. The college course credited and a grade of "Pass" will be shown on the student's NeSCC transcript. Transfer of this dual credit to other institutions is at the discretion of the receiving institution.

Both David Crockett High School and the College shall comply with all applicable state and federal laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and NeSCC's policies and guidelines in the performance of this agreement.

This agreement shall be effective for the period commencing on July 1, 2021, and ending on June 30, 2022.

This agreement may be terminated by either party by giving written notice to the other at least 30 days before the effective date of termination.

**IN WITNESS WHEREOF:**

**WASHINGTON COUNTY SCHOOLS:**

DocuSigned by:  
*Crystal Pink* 2021-08-02 | 5:30 AM PDT  
Crystal Pink, College, Career, and Technical Director Date

**NORTHEAST STATE COMMUNITY COLLEGE:**

DocuSigned by:  
*Connie Marshall* 2021-08-04 | 7:07 AM CDT  
Connie Marshall, Ed.D., Interim Vice President, Academic Affairs Date

DocuSigned by:  
*Bethany Bullock* 2021-08-06 | 6:46 AM CDT  
Bethany H. Bullock, Ph.D., President Date

**TENNESSEE BOARD OF REGENTS:**

DocuSigned by:  
*Flora W. Tydings* <sup>DS</sup>  
*DLG* 2021-08-06 | 8:32 AM CDT  
Flora W. Tydings, Ed.D., Chancellor Date

TO: Dr. Flora W. Tydings, Chancellor

FROM: Dr. Bethany Bullock, President  
Northeast State Community College

SUBJECT: Dual Credit Agreements with Service Area High Schools

DATE: July 21, 2021

I will appreciate your approving the following dual credit agreements after the contract start date. The usual contract dates are July 1 through June 30. However, as a result of unusual circumstances and altered work schedules throughout the school systems, the agreements are being forwarded for signature after the July 1 start date. The courses listed on the agreements, however, will not begin prior to signatures of approval being added. All school system personnel have reviewed and approved and are awaiting the documents in DocuSign.

<b>Bristol City</b>	Tennessee High
<b>Carter County</b>	Cloudland
<b>Carter County</b>	Hampton
<b>Carter County</b>	Happy Valley
<b>Carter County</b>	Unaka
<b>Elizabethton</b>	Elizabethton
<b>Greene County</b>	Chuckey Doak
<b>Greene County</b>	North Greene
<b>Greene County</b>	South Greene
<b>Greene County</b>	West Greene
<b>Greeneville City</b>	Greeneville
<b>Greeneville City</b>	Greene Tech Center
<b>Hancock</b>	Hancock County
<b>Hawkins</b>	Cherokee
<b>Hawkins</b>	Volunteer
<b>Johnson City</b>	Science Hill
<b>Johnson County</b>	Johnson County
<b>Kingsport City</b>	Dobyns-Bennett
<b>Sullivan County</b>	Sullivan East
<b>Sullivan County</b>	West Ridge
<b>Unicoi County</b>	Unicoi County
<b>Washington County</b>	Daniel Boone
<b>Washington County</b>	David Crockett

Approved Connie Marshall  
Connie Marshall, Ed.D., Interim Vice President for Academic Affairs

Approved Bethany Bullock  
Bethany Bullock, Ph.D., President

Approved Flora W. Tydings  
Flora W. Tydings, Chancellor

DocuSigned by:

DS

DLG

2021-08-02 | 7:24 AM CDT



# WASHINGTON COUNTY SCHOOLS

INSPIRE ★ STRIVE ★ THRIVE

**WCDE Academic Department**

September 2021

# 2020-2021 TCAP Data Executive Summary



All Students 3<sup>rd</sup> – 8<sup>th</sup> grade

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>ELA 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	28.3%	31.3%	Above
<b>Math 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	28.5%	26%	2.5% Below
<b>Science 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	37.6%	38.6%	Above
<b>Social Studies 6<sup>th</sup>-8<sup>th</sup> Grade</b> All Students	37.3	38%	Above

# 2020-2021 TCAP Data Executive Summary



All Students 3<sup>rd</sup> – 8<sup>th</sup> grade ELA

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<i>ELA 3<sup>rd</sup> Grade</i>	32%	34.2%	Above
<i>ELA 4<sup>th</sup> Grade</i>	33.2%	30.6%	2.6% Below
<i>ELA 5<sup>th</sup> Grade</i>	29%	31.2%	Above
<i>ELA 6<sup>th</sup> Grade</i>	26.3%	32.9%	Above
<i>ELA 7<sup>th</sup> Grade</i>	26.7%	29.1%	Above
<i>ELA 8<sup>th</sup> Grade</i>	22.9%	30.3%	Above

# 2020-2021 TCAP Data Executive Summary



All Students 3<sup>rd</sup> – 8<sup>th</sup> grade Math

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<i>Math 3<sup>rd</sup> Grade</i>	31.3%	23%	8.3% Below
<i>Math 4<sup>th</sup> Grade</i>	33.9%	21.9%	12% Below
<i>Math 5<sup>th</sup> Grade</i>	31.4%	26.3%	5.1% Below
<i>Math 6<sup>th</sup> Grade</i>	26.4%	28.4%	Above
<i>Math 7<sup>th</sup> Grade</i>	22.9%	23.6%	Above
<i>Math 8<sup>th</sup> Grade</i>	24.8%	32.2%	Above

# 2020-2021 TCAP Data Executive Summary



## Economically Disadvantaged Students 3<sup>rd</sup> – 8<sup>th</sup> grade

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>ELA 3<sup>rd</sup> -8<sup>th</sup> Grade</b> Economically Disadvantaged	13.6	18.1	Above
<b>Math 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> Economically Disadvantaged	12.6	10.3	2.3% Below
<b>Science 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> Economically Disadvantaged	19.9	25.2	Above
<b>Social Studies 6<sup>th</sup>-8<sup>th</sup> Grade</b> Economically Disadvantaged	18.7	18.8	Above/Same

# 2020-2021 TCAP Data Executive Summary



## Students With Disabilities 3<sup>rd</sup> – 8<sup>th</sup> grade

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>ELA 3<sup>rd</sup> -8<sup>th</sup> Grade</b> Students with Disabilities	6%	7.2%	Above
<b>Math 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> Students with Disabilities	7.7%	5.7%	2% Below
<b>Science 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> Students with Disabilities	14%	17.6%	Above
<b>Social Studies 6<sup>th</sup>-8<sup>th</sup> Grade</b> Students with Disabilities	10.4%	11.2%	Above

# 2020-2021 TCAP Data Executive Summary



## High School EOC's All Students

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>Algebra I</b> All Students	18.3%	25.1%	Above
<b>Algebra II</b> All Students	19%	15.3%	Below
<b>Geometry</b> All Students	23.9%	24.6%	Above
<b>English I</b> All Students	30.1%	37.8%	Above
<b>English II</b> All Students	37.3%	48.5%	Above
<b>Biology I</b> All Students	41.2%	45.5%	Above
<b>US History</b> All Students	33.2%	40.7%	Above

# 2020-2021 TCAP Data Executive Summary



**WASHINGTON**  
COUNTY SCHOOLS  
INSPIRE ★ STRIVE ★ THRIVE

High School EOC's  
Economically Disadvantaged  
Students

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>Algebra I</b> Economically Disadvantaged	6.5%	11.6%	Above
<b>Algebra II</b> Economically Disadvantaged	6.5%	9%	Above
<b>Geometry</b> Economically Disadvantaged	8.7%	13.3%	Above
<b>English I</b> Economically Disadvantaged	14.7%	23%	Above
<b>English II</b> Economically Disadvantaged	19.3%	32%	Above
<b>Biology I</b> Economically Disadvantaged	22.9%	31.3%	Above
<b>US History</b> Economically Disadvantaged	19.3%	26.1%	Above

# 2020-2021 TCAP Data Executive Summary



## High School EOC's Students With Disabilities

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>Algebra I</b> Students With Disabilities	2%	2.2%	Above
<b>Algebra II</b> Students With Disabilities	3.7%	0%	3.7% Below
<b>Geometry</b> Students With Disabilities	3.6%	1.9%	1.7% Below
<b>English I</b> Students With Disabilities	3%	5%	Above
<b>English II</b> Students With Disabilities	5%	5%	Same
<b>Biology I</b> Students With Disabilities	11%	0%	11% Below
<b>US History</b> Students With Disabilities	10.2%	8.2%	2:5 Below



# **ELA All Students Achievement Overview**

**WCDE Academic Department**

September 2021



# **ELA All Students Achievement State Level**

**WCDE Academic Department**

September 2021



# Achievement

**Achievement** measures **student growth year over year**, regardless of whether the student is proficient on the state assessment.

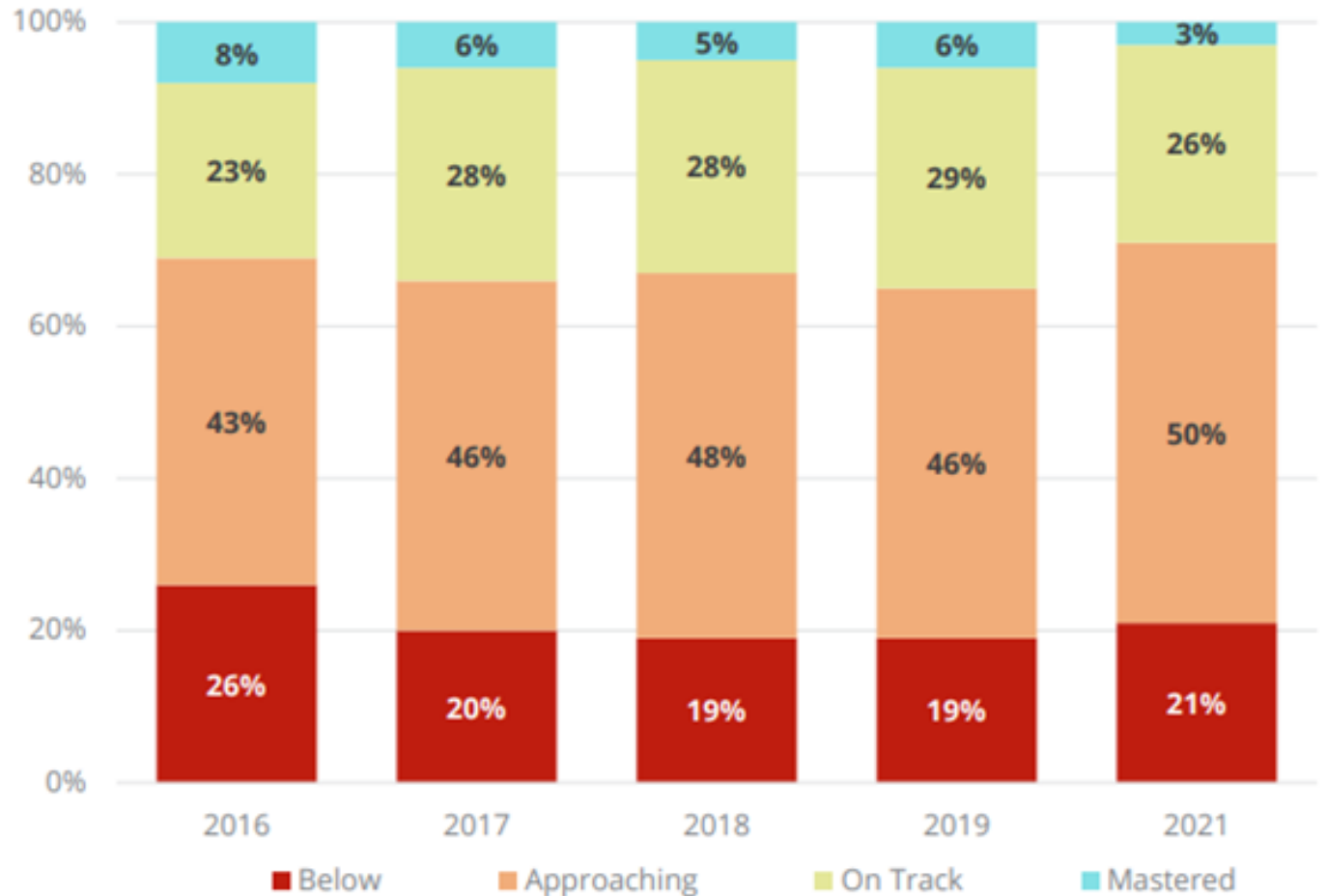
**WCDE Academic Department**

September 2021

# ALL STUDENTS OVERVIEW

## KEY TAKE-AWAYS

- 3 in 10 Tennessee students are meeting grade level expectations in English Language Arts (ELA).
- Overall proficiency in ELA dropped 5 points from 2019.
- **Proactive State Solutions:** Summer Programming; TN Literacy Success Act and Reading360; TN ALL Corps; personalized reading supports with district networks

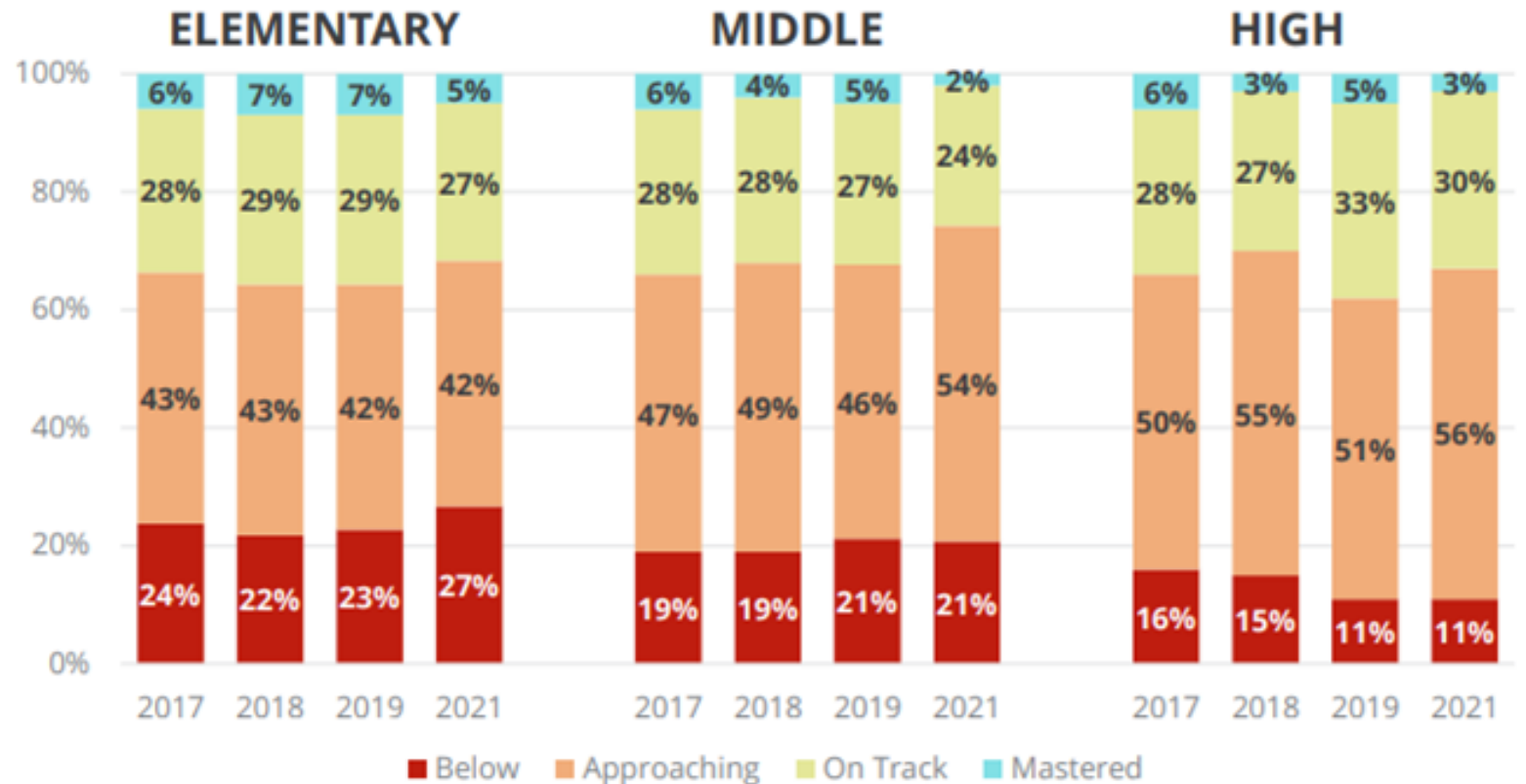


SOURCE: Tennessee Department of Education, 2021

## OVERVIEW

### KEY TAKE-AWAYS

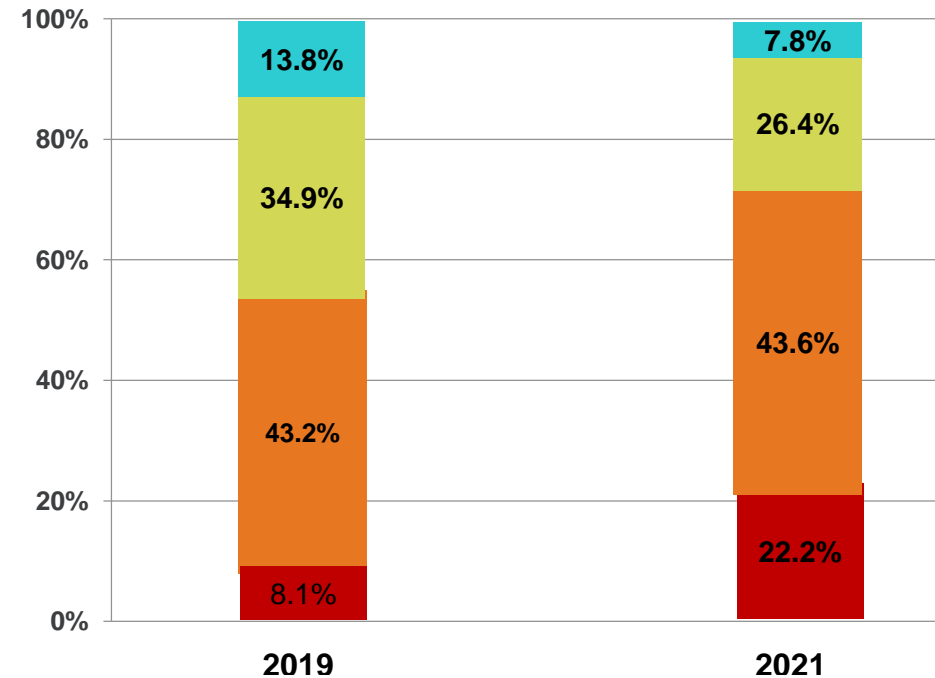
- In ELA, 2<sup>nd</sup> & 3<sup>rd</sup> grades scores show **large increases in students scoring Below**.
  - The rate of 2nd graders scoring **Below** increased 68%
  - The rate of 3rd graders scoring **Below** increased 47%
- Students scoring **Below** in 2<sup>nd</sup> and 3<sup>rd</sup> grades are typically those who are **not able to read proficiently**.
- The largest categorical drops in ELA across each test were in **writing and conventions of writing**.



SOURCE: Tennessee Department of Education, 2021

**Key Take –Aways**

- Overall **3<sup>rd</sup> grade ELA** proficiency declined from **48.7% in 2019** to **34.2% in 2021**.
- Washington County on average saw the number of 3<sup>rd</sup> grade students in the **Below** category increase by **14.1%**.
- Students scoring **Below** in 3<sup>rd</sup> grade are typically those who are not able to read proficiently.
- Proactive District Solutions:
  - Summer Learning Camps; TN Literacy Success Act and Reading 460 Programs; TN ALL Corps tutoring supports; Interventionists, Niswonger Tutoring Program and RTI ELA support





# **MATH All Students Achievement Overview**

**WCDE Academic Department**

September 2021



# **Math All Students Achievement State Level**

**WCDE Academic Department**

September 2021



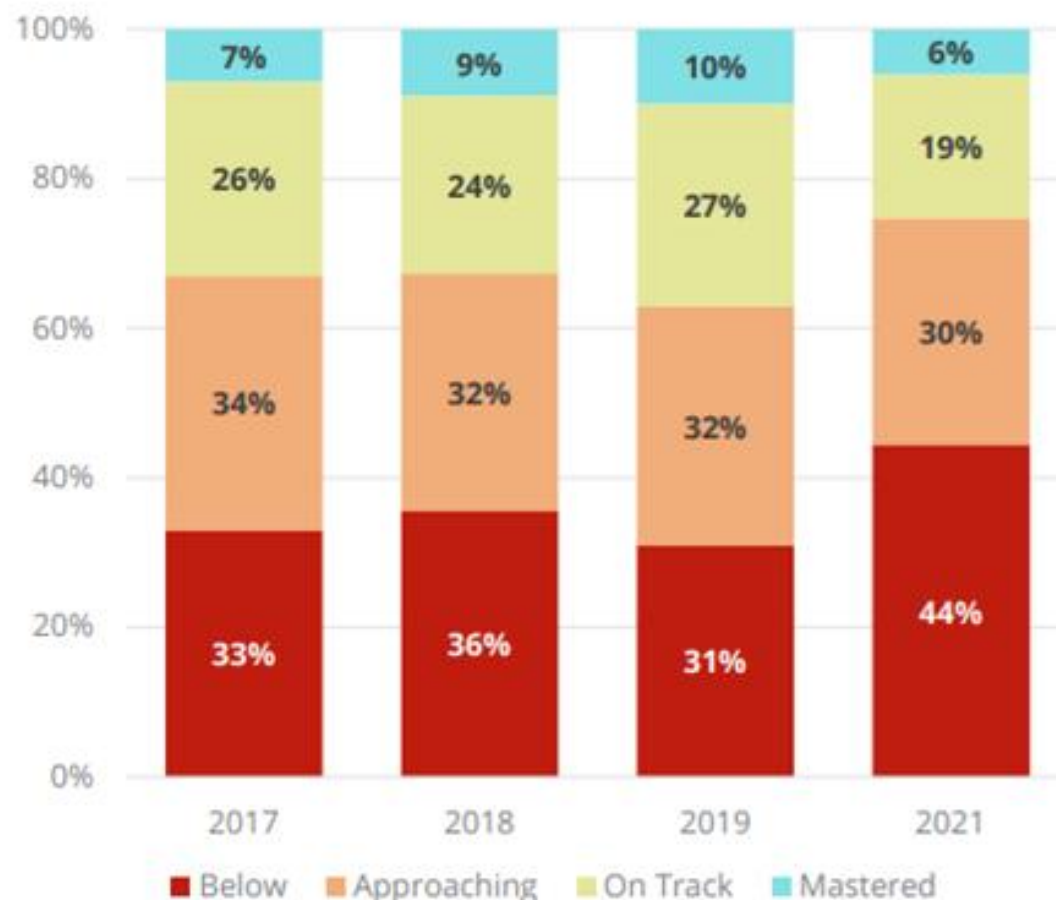
## ALL STUDENTS OVERVIEW

### KEY TAKE-AWAYS



**1 in 4 Tennessee students**  
is meeting grade level expectations in math.

- Consistent with national trends, **math saw the sharpest declines** of any subject area besides science, as projected. Overall proficiency dropped 12 points from 2019.
- The greatest drops across subject areas were **understanding and using mathematical notation** to describe quantitative relationships and situations.
- **Proactive State Solutions:** Investments in math adoption and instructional resources; TN ALL Corps tutoring supports; personalized online math and reading supports for students.



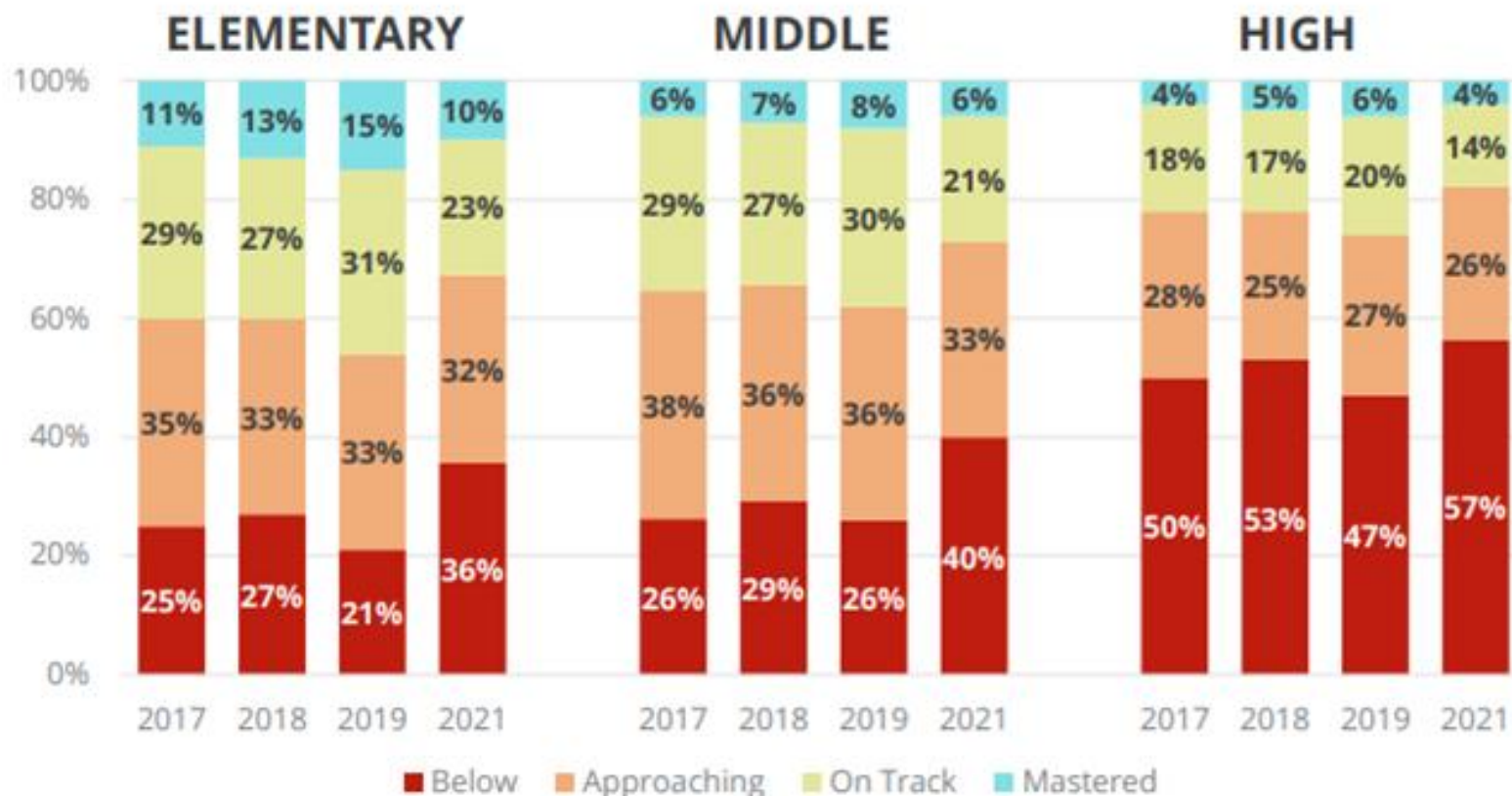
SOURCE: Tennessee Department of Education, 2021



## OVERVIEW

### KEY TAKE-AWAYS

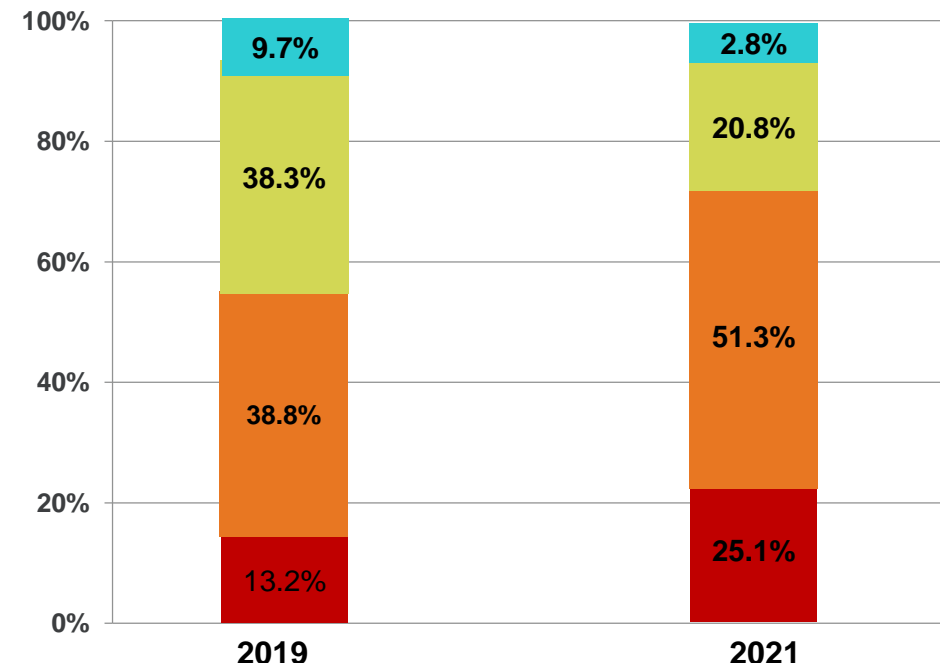
- Overall 3<sup>rd</sup> grade proficiency declined from 44% in 2019 to 31% in 2021. Overall 4<sup>th</sup> grade proficiency declined from 46% in 2019 to 34% in 2021.
- In middle school, districts on average saw the number of students in the **Below** category increase by 50%. Students in remote instruction saw **proficiency rates decrease at twice the rate** of students in person.
- There was general stability in **Approaching**, but significant increases in the percent of students scoring **Below**.



## ALL STUDENTS OVERVIEW

### Key Take –Aways

- Overall *7<sup>th</sup> grade math* proficiency declined from **48% in 2019** to **23.6% in 2021**.
- Washington County on average saw the number of 7<sup>th</sup> grade students in the **Below** category increase by **11.9%**.
- There was a significant increase in the percent of students scoring in the **Approaching** category by **12.5%**.
- Students scoring in the **Below** and **Approaching** categories typically are not prepared for high school math courses.
- Proactive District Solutions:
  - Investments in math adoption and instructional resources; TN ALL Corps tutoring supports; RTI Math Interventionists support, Math Coaches, and personalized online math supports for students.

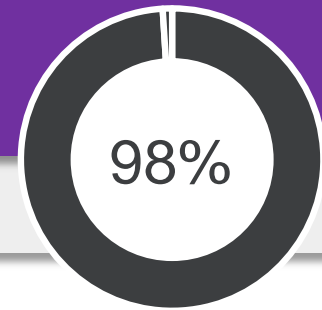




# **ELA All Students Achievement District Level**

**WCDE Academic Department**

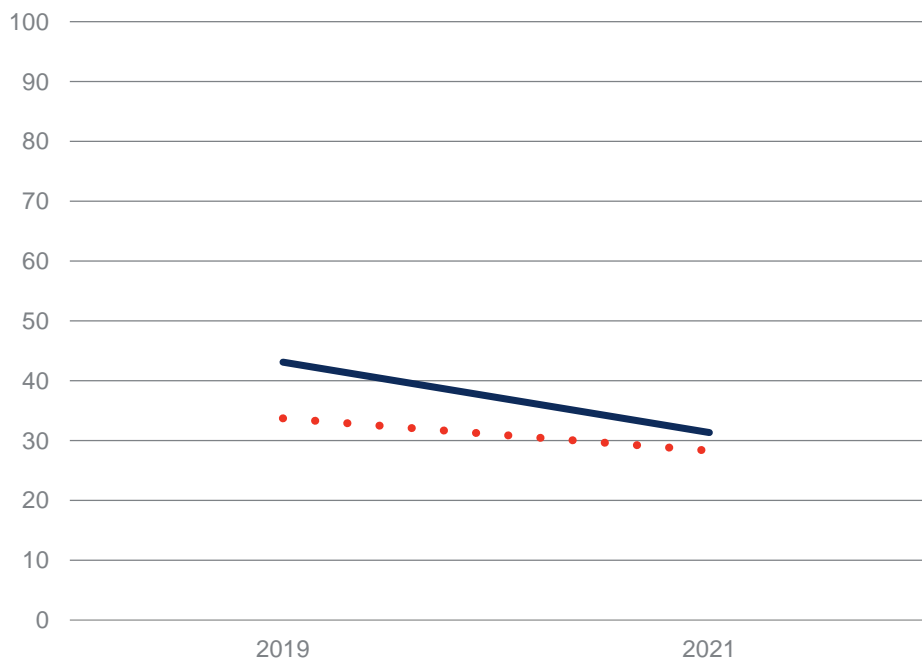
September 2021



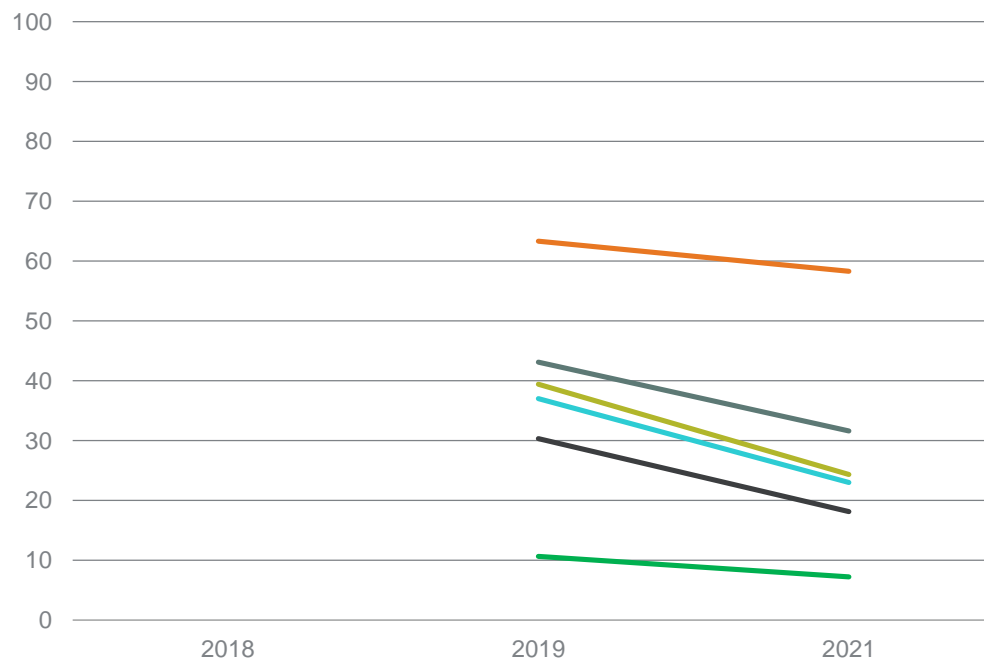
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



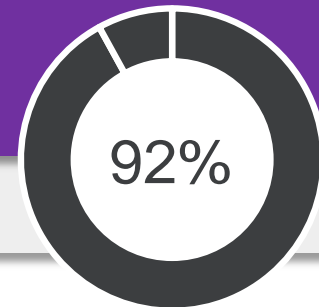
### 2021 Proficiency

All TN Students	28.3%
All District Students	31.3%
Asian	58.3%
Black / African American	23%
Hispanic / Latino	24.3%
White	31.6%
Economically Disadvantaged	18.1%
Students w Disabilities	7.2%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

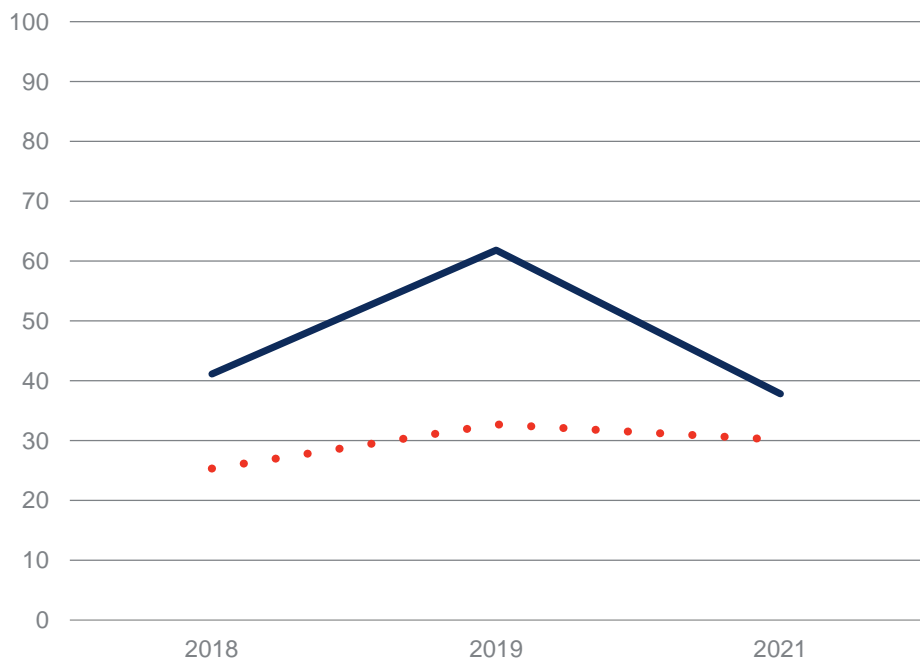
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



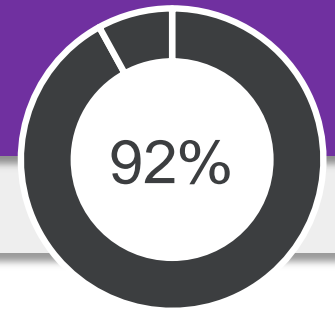
### 2021 Proficiency

All TN Students	30.1%
All District Students	37.8%
Asian	57.1%
Black / African American	23%
Hispanic / Latino	24.6%
White	38.8%
Economically Disadvantaged	23%
Students w Disabilities	5%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

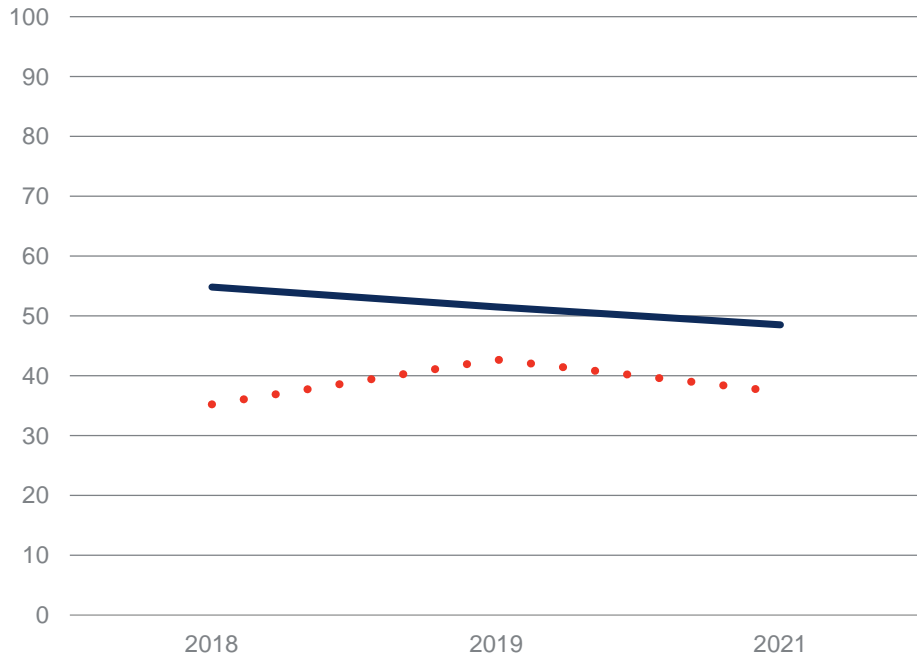
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



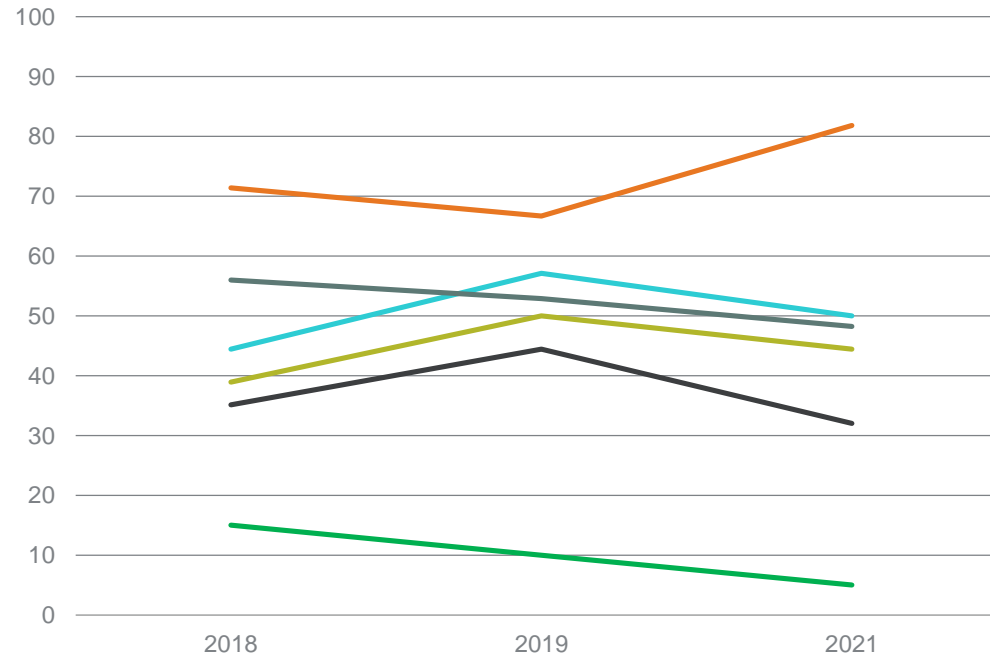
# Washington County

2021 TCAP District Participation Rate

## District Proficiency vs. State



## District Student Group Proficiency



## 2021 Proficiency

All TN Students	37.3%
All District Students	48.5%
Asian	81.8%
Black / African American	50%
Hispanic / Latino	44.4%
White	48.2%
Economically Disadvantaged	32%
Students w Disabilities	5%
English Learners	0

### PRIMARY OPERATING MODEL

**Hybrid**

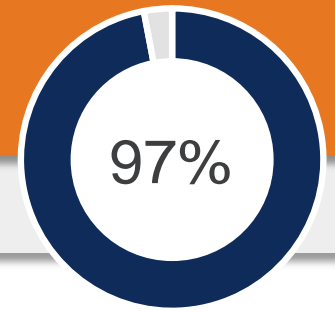
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



# Math All Students Achievement District Level

WCDE Academic Department

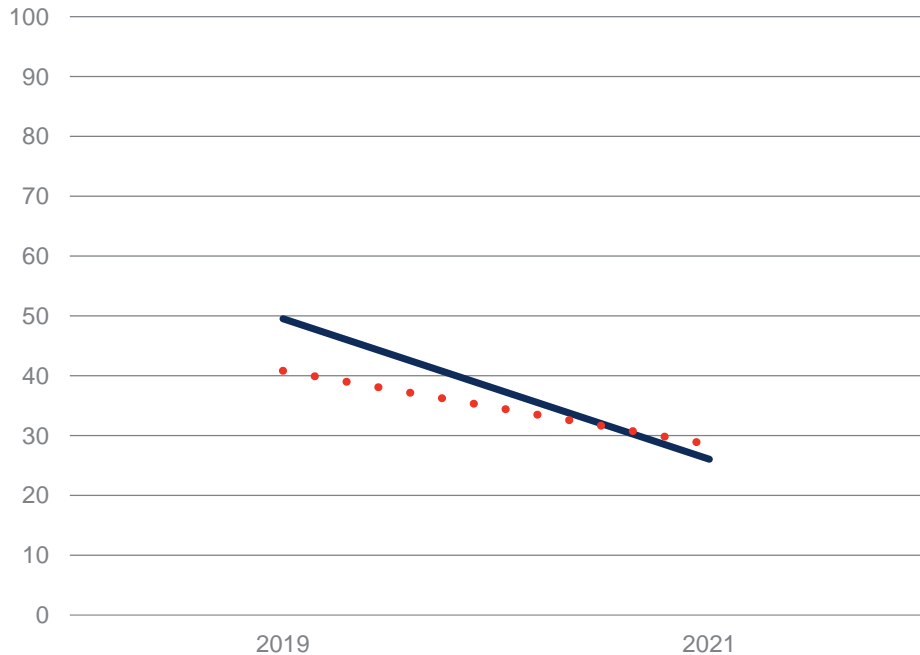
September 2021



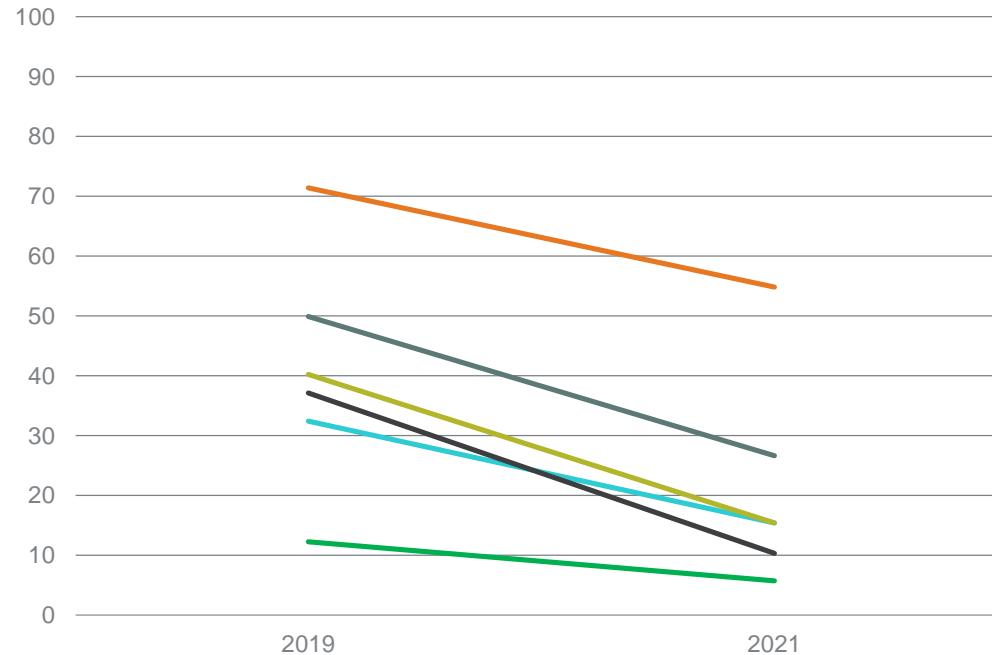
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



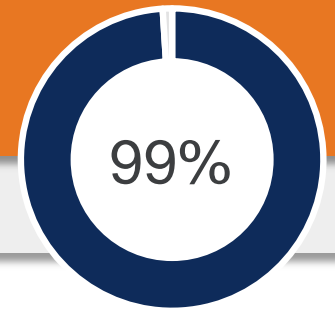
### 2021 Proficiency

All TN Students	28.5%
All District Students	26%
Asian	54.8%
Black / African American	15.4%
Hispanic / Latino	15.4%
White	26.6%
Economically Disadvantaged	10.3%
Students w Disabilities	5.7%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

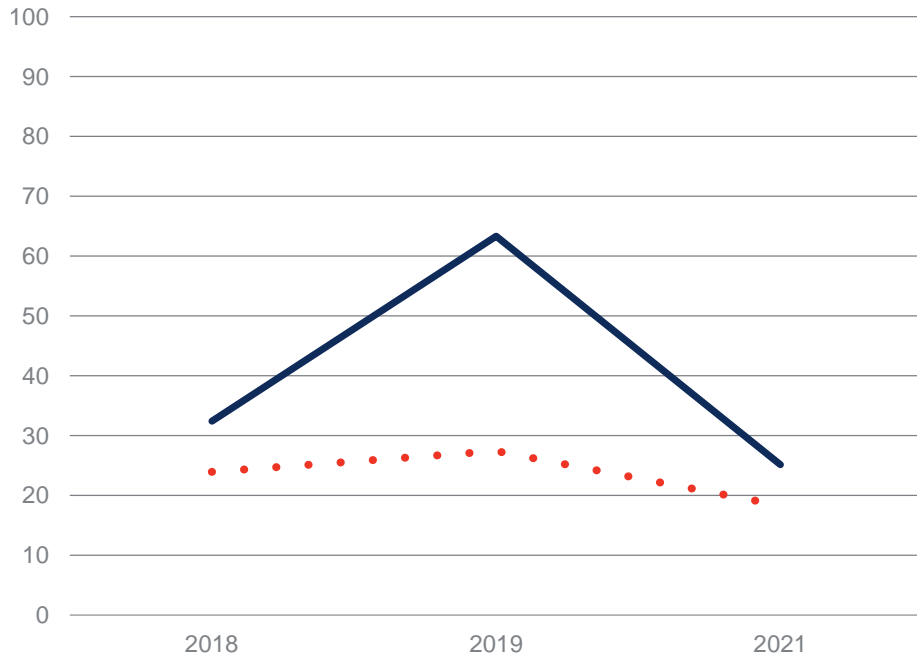
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



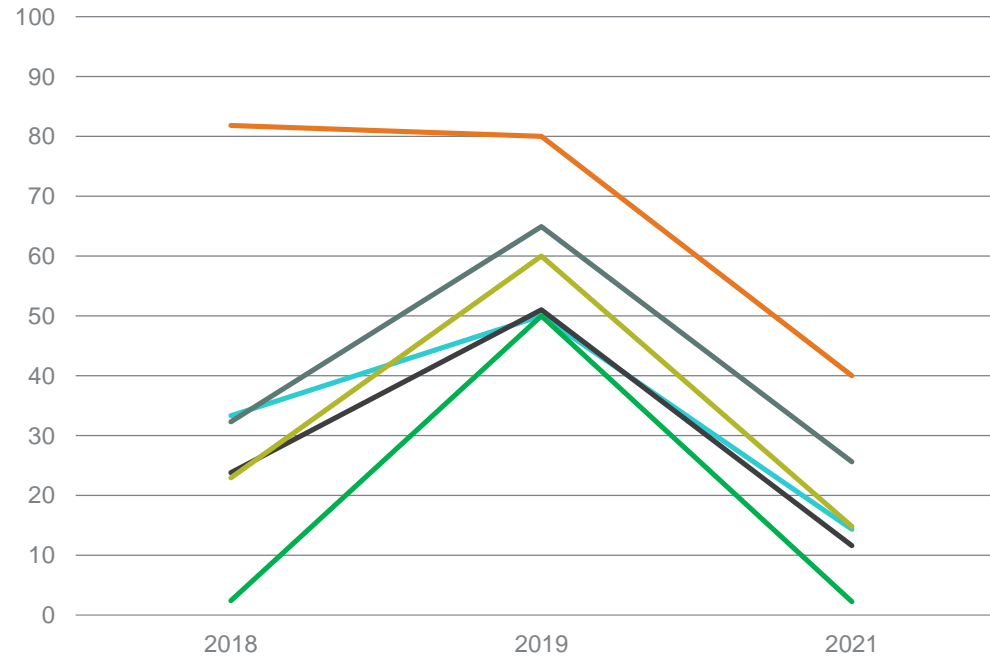
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



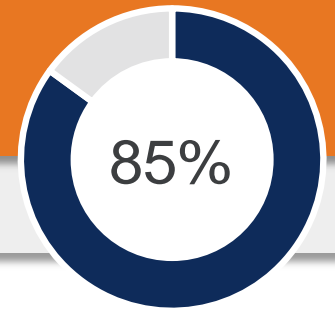
### 2021 Proficiency

All TN Students	18.3%
All District Students	25.1%
Asian	40%
Black / African American	14.3%
Hispanic / Latino	14.8%
White	25.6%
Economically Disadvantaged	11.6%
Students w Disabilities	2.2%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

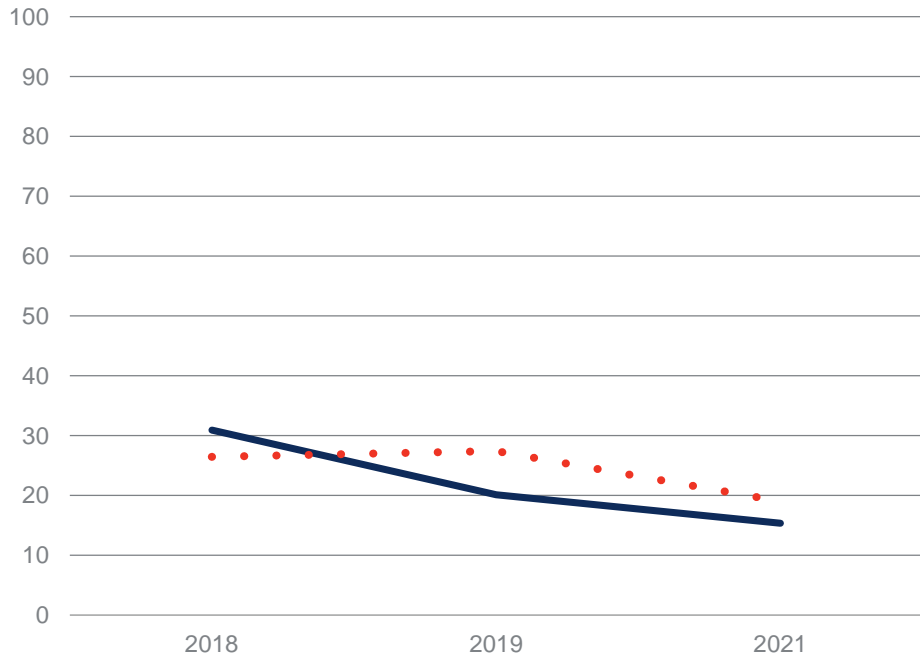
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



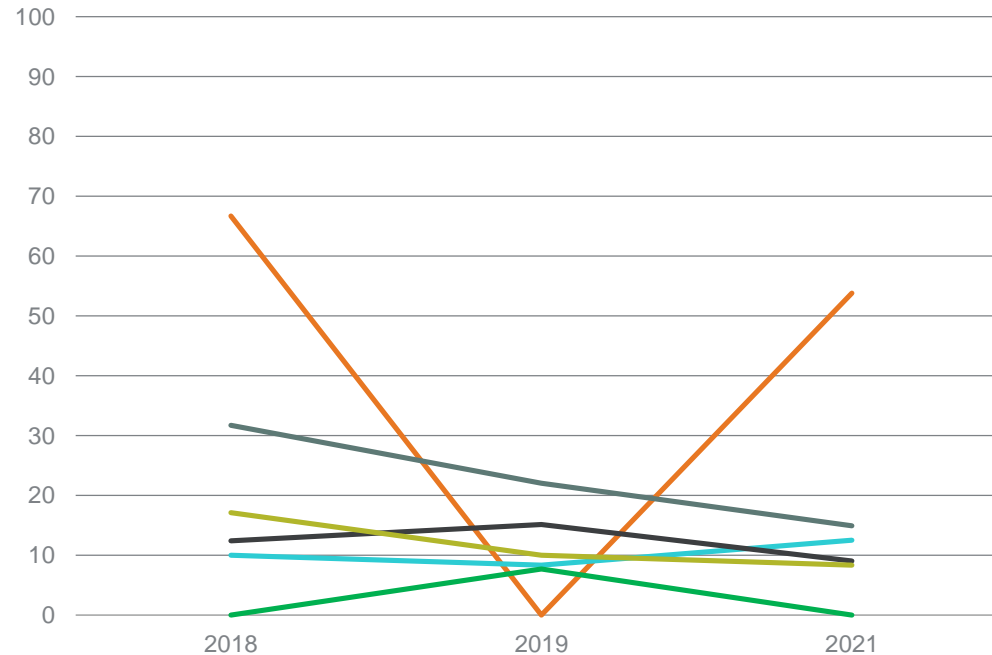
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



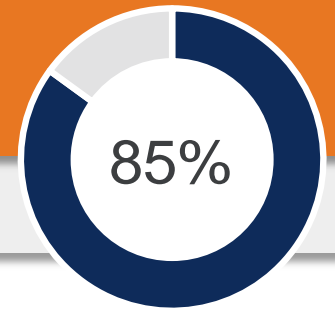
### 2021 Proficiency

All TN Students	19%
All District Students	15.3%
Asian	53.8%
Black / African American	12.5%
Hispanic / Latino	8.3%
White	14.9%
Economically Disadvantaged	9%
Students w Disabilities	0%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

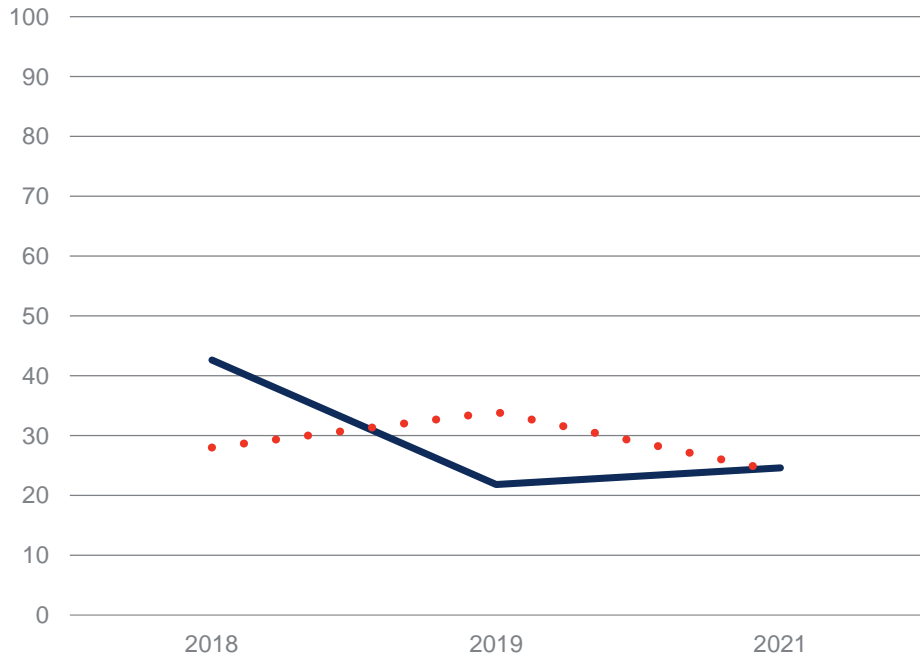
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



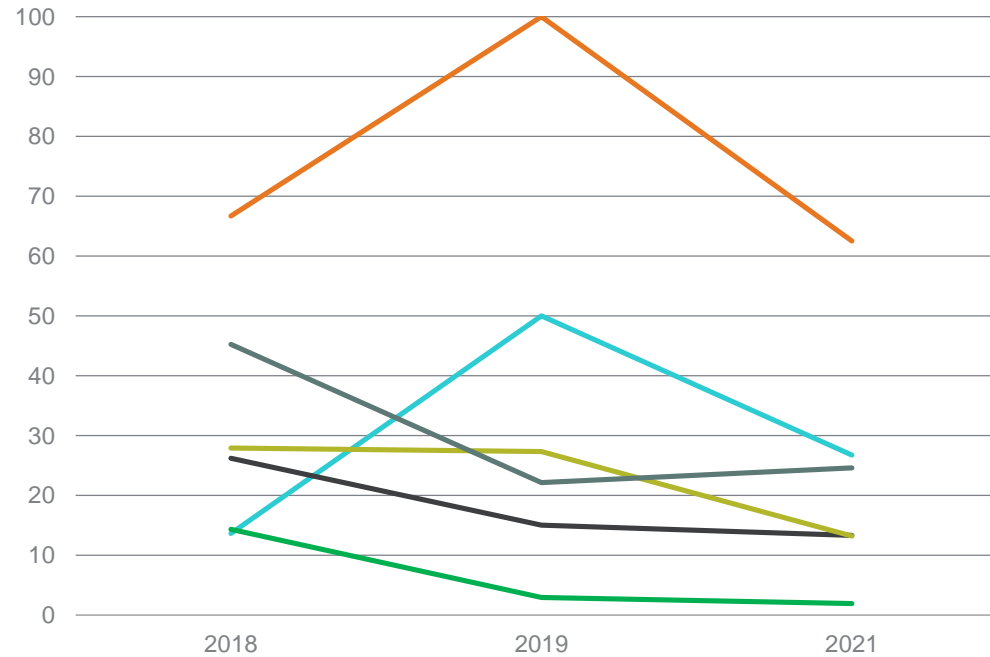
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



### 2021 Proficiency

All TN Students	23.9%
All District Students	24.6%
Asian	62.5%
Black / African American	26.7%
Hispanic / Latino	13.2%
White	24.6%
Economically Disadvantaged	13.3%
Students w Disabilities	1.9%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

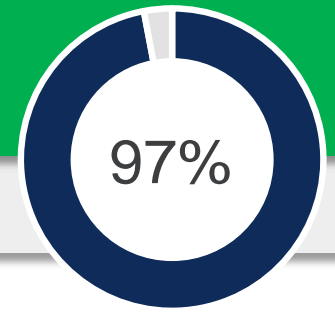
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



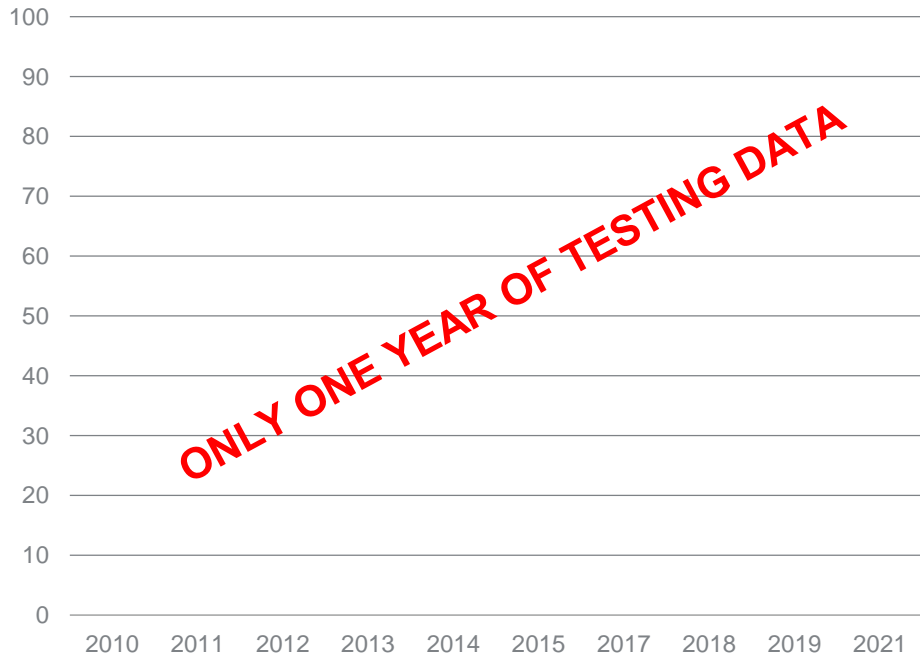
# Science All Students Achievement District Level

**WCDE Academic Department**

September 2021



#### District Proficiency vs. State



#### District Student Group Proficiency



#### 2021 Proficiency

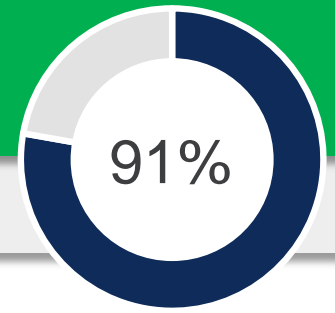
All TN Students	37.6%
All District Students	38.6%
Asian	58.1%
Black / African American	29%
Hispanic / Latino	21.4%
White	39.2%
Economically Disadvantaged	25.2
Students w Disabilities	17.6%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.

Student data is suppressed for a count of ten or under. Data represented in the charts can appear incomplete but is accurate.



#### District Proficiency vs. State



#### District Student Group Proficiency



#### 2021 Proficiency

All TN Students	41.2%
All District Students	45.5%
Asian	100%
Black / African American	20%
Hispanic / Latino	36.4%
White	45.6%
Economically Disadvantaged	31.3%
Students w Disabilities	0%
English Learners	0%

#### PRIMARY OPERATING MODEL

**Hybrid**

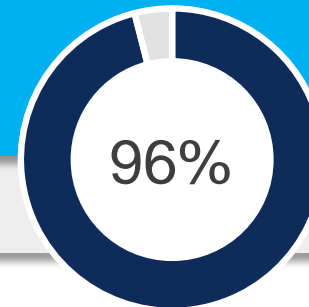
Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.



# **Social Studies All Students Achievement District Level**

**WCDE Academic Department**

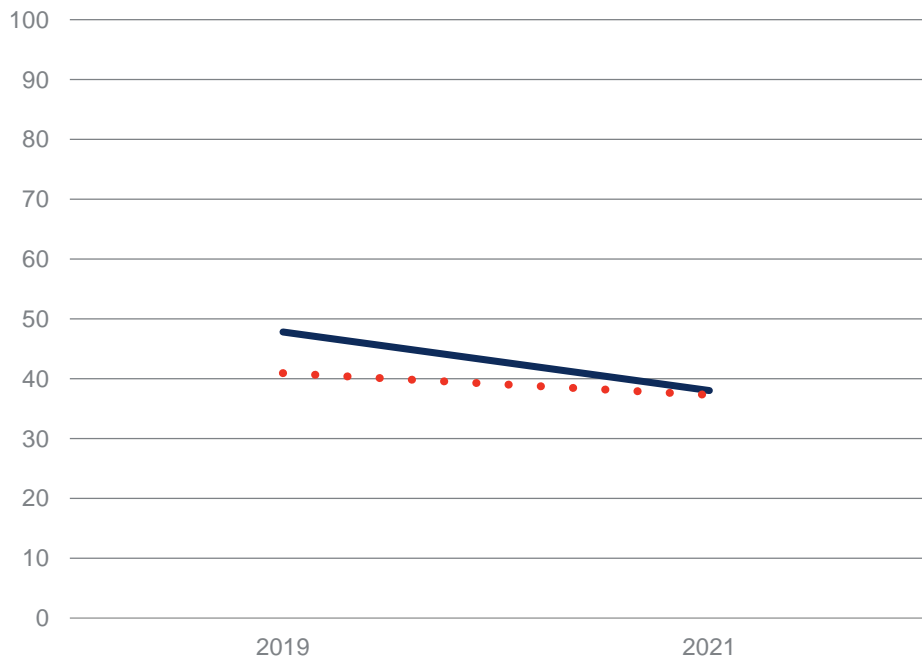
September 2021



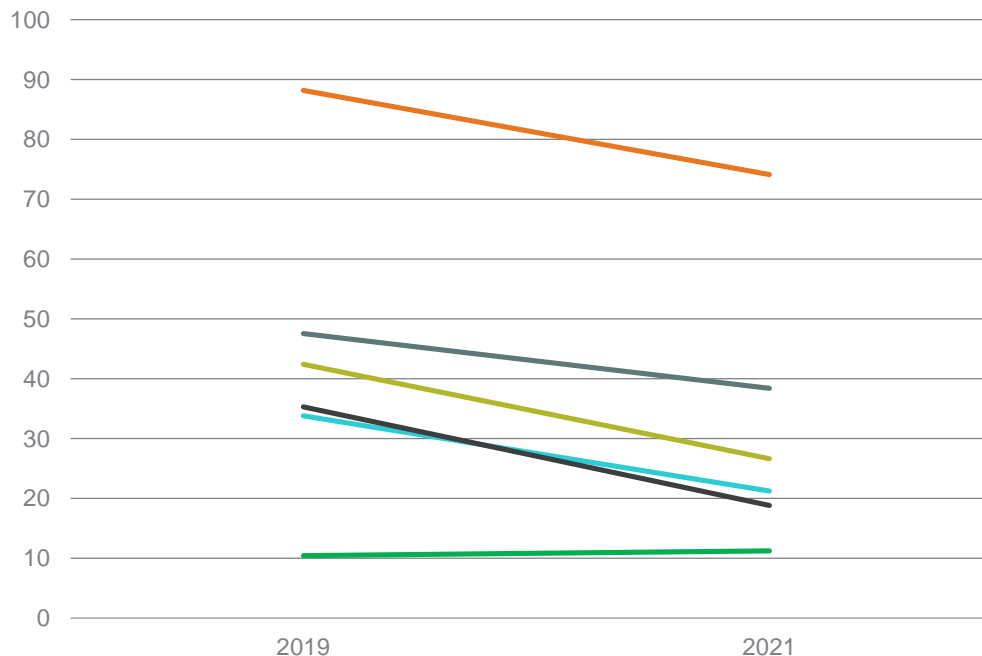
## Washington County

2021 TCAP District Participation Rate

### District Proficiency vs. State



### District Student Group Proficiency



### 2021 Proficiency

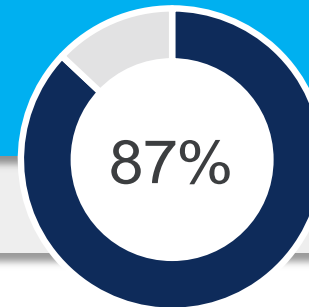
All TN Students	37.3%
All District Students	38%
Asian	74.1%
Black / African American	21.2%
Hispanic / Latino	26.6%
White	38.4%
Economically Disadvantaged	18.8%
Students w Disabilities	11.2%
English Learners	0%

#### PRIMARY OPERATING MODEL

**Hybrid**

Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.

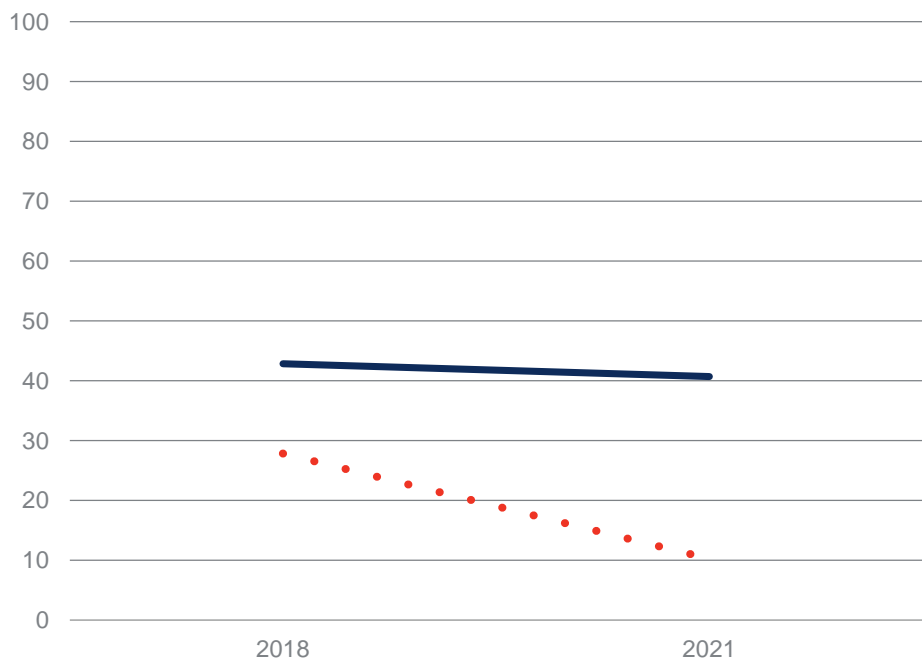
Student data is suppressed for a count of ten or under. Data represented in the charts can appear incomplete but is accurate.



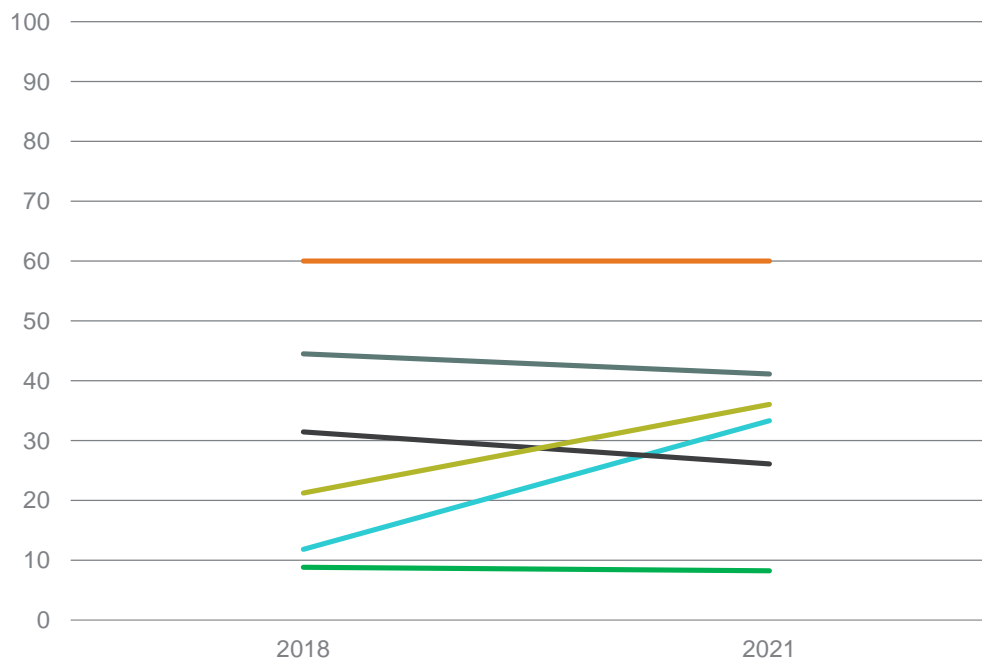
### Washington County

2021 TCAP District Participation Rate

#### District Proficiency vs. State



#### District Student Group Proficiency



#### 2021 Proficiency

All TN Students	10.2%
All District Students	40.7%
Asian	60%
Black / African American	33.3%
Hispanic / Latino	36%
White	41.1%
Economically Disadvantaged	26.1%
Students w Disabilities	8.2%
English Learners	0

#### PRIMARY OPERATING MODEL

**Hybrid**

Due to continued challenges from the COVID-19 pandemic, such as changes in mode of instruction and scheduling, the results from the 2020-21 TCAP administration are distinct from previous years.

# Graduation Rate (SY20)

- All Students

- Graduation Rate 96.7%

- Daniel Boone High School 97.5%
    - David Crockett High School 94.9%
    - Tennessee Virtual Learning Academy 100%



# Chronic Absenteeism

- All Students

– Kindergarten – 8 <sup>th</sup> grade	8.5%
– 9 <sup>th</sup> – 12 <sup>th</sup> grade	16.9%





## 2020-2021 TCAP Data - Executive Summary

### All Students 3rd - 8th grade

<i>Content</i>	<i>State Proficiency Percentage Averages</i>	<i>District Proficiency Percentage Averages</i>	<i>Differences</i>
<i>ELA</i>	28.3%	31.3%	Above
<i>Math</i>	28.5%	26%	2.5% Below
<i>Science</i>	37.6%	38.6%	Above
<i>Social Studies</i>	37.3%	38%	Above

### All Students High School EOC's

<i>Content</i>	<i>State Proficiency Percentage Averages</i>	<i>District Proficiency Percentage Averages</i>	<i>Differences</i>
<i>Algebra I</i>	18.3%	25.1%	Above
<i>Algebra II</i>	19%	15.3%	3.7% Below
<i>Geometry</i>	23.9%	24.6%	Above
<i>English I</i>	30.1%	37.8%	Above
<i>English II</i>	37.3%	48.5%	Above
<i>Biology I</i>	41.2%	45.5%	Above
<i>US History</i>	33.2%	40.7%	Above



## Data Overview

Total number of data points for all students: 11

- 3-8 ELA, 3-8 Math, 3-8 Science, 6-8 Social Studies, Algebra I, Algebra II, Biology, English I, English II, Geometry, US History

Total number of data points above the state average for all students: 9

- 3-8 ELA, 3-8 Science, 6-8 Social Studies, Algebra I, Biology, English I, English II, Geometry, US History

## Highlights

- 3rd-8th grade elementary students' proficiency percentage averages were above the state average in ELA, Science, and Social Studies.
- 3rd - 8th grade elementary students classified as Economically Disadvantaged were above the state average in ELA, Science, and Social Studies.
- 3rd - 8th grade elementary students classified as Students with Disabilities were above the state average in ELA, Science, and Social Studies.
- High School EOC data for students who are classified as economically disadvantaged were above the state average in every tested area.

## Areas to Strengthen

- Math 3-12 for All Students
- Math 3-8 Economically Disadvantaged Students and Students With Disabilities
- ELA K-2 to support 3<sup>rd</sup> grade ELA reading proficiency



# WASHINGTON COUNTY SCHOOLS

INSPIRE ★ STRIVE ★ THRIVE

**WCDE Academic Department**

September 2021

# 2020-2021 TCAP Data Executive Summary



All Students 3<sup>rd</sup> – 8<sup>th</sup> grade

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>ELA 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	28.3%	31.3%	Above
<b>Math 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	28.5%	26%	2.5% Below
<b>Science 3<sup>rd</sup> – 8<sup>th</sup> Grade</b> All Students	37.6%	38.6%	Above
<b>Social Studies 6<sup>th</sup>-8<sup>th</sup> Grade</b> All Students	37.3	38%	Above

# 2020-2021 TCAP Data Executive Summary

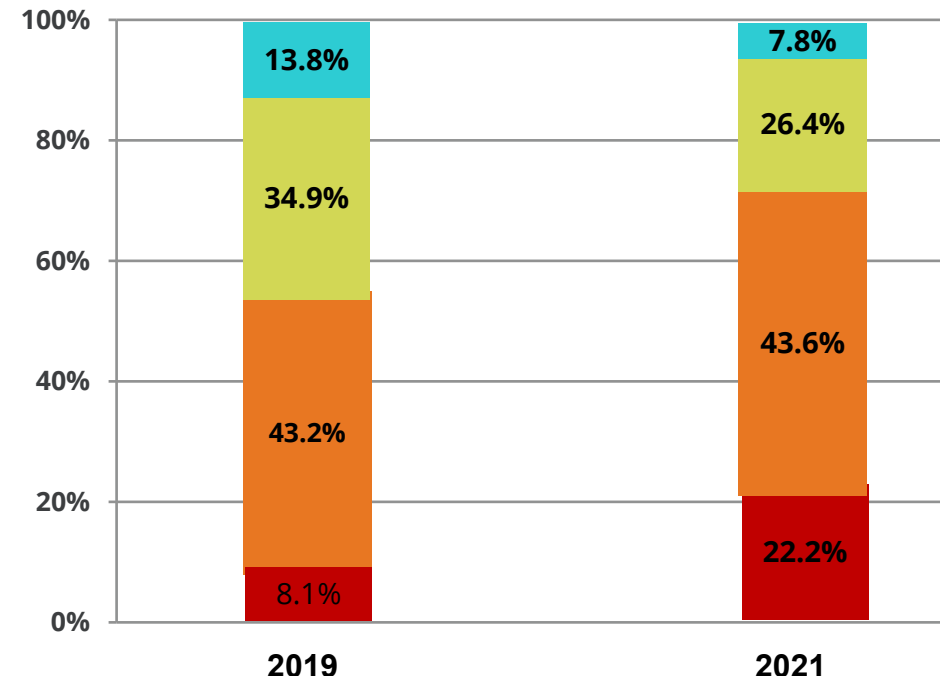


All Students 3<sup>rd</sup> – 8<sup>th</sup> grade ELA

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<i>ELA 3<sup>rd</sup> Grade</i>	32%	34.2%	Above
<i>ELA 4<sup>th</sup> Grade</i>	33.2%	30.6%	2.6% Below
<i>ELA 5<sup>th</sup> Grade</i>	29%	31.2%	Above
<i>ELA 6<sup>th</sup> Grade</i>	26.3%	32.9%	Above
<i>ELA 7<sup>th</sup> Grade</i>	26.7%	29.1%	Above
<i>ELA 8<sup>th</sup> Grade</i>	22.9%	30.3%	Above

**Key Take -Aways**

- Overall **3<sup>rd</sup> grade ELA** proficiency declined from **48.7% in 2019** to **34.2% in 2021**.
- Washington County on average saw the number of 3<sup>rd</sup> grade students in the **Below** category increase by **14.1%**.
- Students scoring **Below** in 3<sup>rd</sup> grade are typically those who are not able to read proficiently.
- Proactive District Solutions:
  - Summer Learning Camps; TN Literacy Success Act and Reading 460 Programs; TN ALL Corps tutoring supports; Interventionists, Niswonger Tutoring Program and RTI ELA support



# 2020-2021 TCAP Data Executive Summary



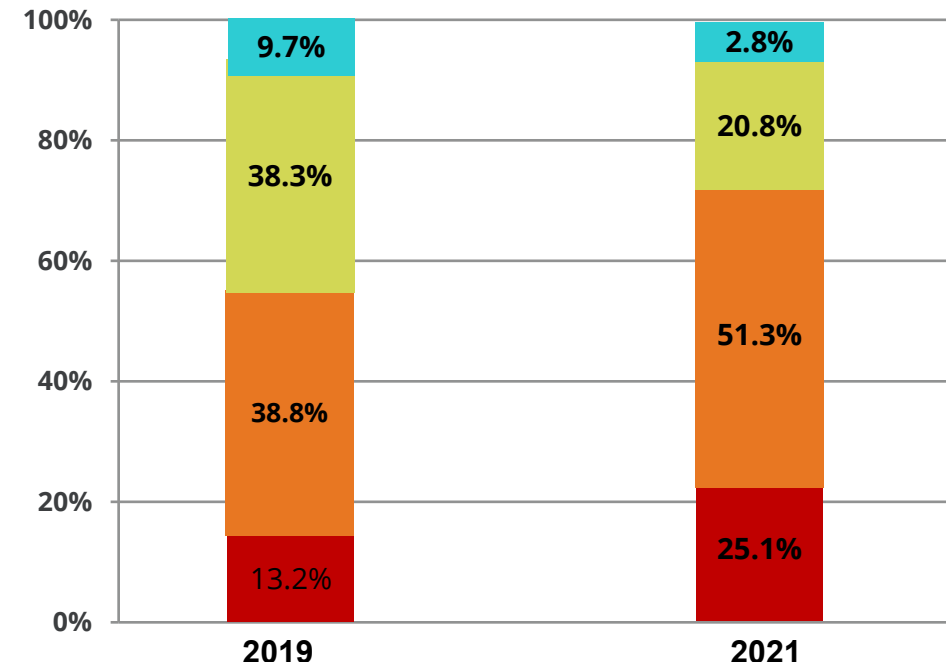
All Students 3<sup>rd</sup> – 8<sup>th</sup> grade Math

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<i>Math 3<sup>rd</sup> Grade</i>	31.3%	23%	8.3% Below
<i>Math 4<sup>th</sup> Grade</i>	33.9%	21.9%	12% Below
<i>Math 5<sup>th</sup> Grade</i>	31.4%	26.3%	5.1% Below
<i>Math 6<sup>th</sup> Grade</i>	26.4%	28.4%	Above
<i>Math 7<sup>th</sup> Grade</i>	22.9%	23.6%	Above
<i>Math 8<sup>th</sup> Grade</i>	24.8%	32.2%	Above

## ALL STUDENTS OVERVIEW

### Key Take -Aways

- Overall **7<sup>th</sup> grade math** proficiency declined from **48% in 2019** to **23.6% in 2021**.
- Washington County on average saw the number of 7<sup>th</sup> grade students in the **Below** category increase by **11.9%**.
- There was a significant increase in the percent of students scoring in the **Approaching** category by **12.5%**.
- Students scoring in the **Below** and **Approaching** categories typically are not prepared for high school math courses.
- Proactive District Solutions:
  - Investments in math adoption and instructional resources; TN ALL Corps tutoring supports; RTI Math Interventionists support, Math Coaches, and personalized online math supports for students.



# 2020-2021 TCAP Data Executive Summary



## High School EOC's All Students

Content	State Proficiency Percentage Averages	District Proficiency Percentage Averages	Differences
<b>Algebra I</b> All Students	18.3%	25.1%	Above
<b>Algebra II</b> All Students	19%	15.3%	Below
<b>Geometry</b> All Students	23.9%	24.6%	Above
<b>English I</b> All Students	30.1%	37.8%	Above
<b>English II</b> All Students	37.3%	48.5%	Above
<b>Biology I</b> All Students	41.2%	45.5%	Above
<b>US History</b> All Students	33.2%	40.7%	Above

# Graduation Rate (SY20)



- All Students
  - Graduation Rate 96.7%
    - Daniel Boone High School 97.5%
    - David Crockett High School 94.9%
    - Tennessee Virtual Learning Academy 100%

# Chronic Absenteeism

- All Students
  - Kindergarten – 8<sup>th</sup> grade 8.5%
  - 9<sup>th</sup> – 12<sup>th</sup> grade 16.9%





# STRATEGIC PLAN

**2021 - 2026**

WASHINGTON COUNTY BOARD OF EDUCATION

Annette Buchanan  
Mary Beth Dellinger  
Jason Day

Keith Ervin  
Chad Fleenor  
David Hammond

Mike Masters  
Mitch Meredith  
Whitney Riddle

In partnership with the students, families, educators, and community leaders of Washington County Schools, the Washington County Board of Education has created the following guiding principles to set the following principles by which we will work collaboratively to ensure the success of all students we serve:

### **OUR VISION**

To educate all students to be inspired to strive for excellence and thrive throughout their lifetime.

### **OUR MISSION**

Inspire every student to reach their full potential every day.

**OUR DAILY ACTIONS:** INSPIRE. STRIVE. THRIVE.

### **OUR CORE VALUES**

1. Our students are our top priority and our decisions are based on what is best for all of them.
2. Student success is a shared responsibility of teachers, parents, students and staff.
3. Family and community engagement is critical for the success of our students.
4. We value high expectations for students to empower them with the attitudes, skills, and abilities necessary to be successful in life.
5. We value a district wide culture of trust and collaboration.
6. We value a constructive working relationship between all stakeholders.
7. We value effective, systemic communications within our schools, our district and our community.
8. We value an environment that elicits high morale and support among our teachers and staff.

# STRATEGIC PRIORITIES

The Washington County Board of Education sets the following priorities that will guide all planning and actions of the district to realize our vision, achieve our daily mission, and serve all students and families of Washington County Schools:

## 1 FOCUS ON STUDENT SUCCESS EVERY DAY

*We will ensure that every student has access to a guaranteed and viable curriculum in all areas led by a qualified, inspired, and effective teacher in every classroom that is supported by a committed team of excellent school and district educators. Each student will be provided a safe, secure, and challenging learning environment with strong supports to grow academically, emotionally, and socially.*

## 2 INVEST IN OUR PEOPLE

*We will take deliberate actions to attract, develop, retain, and support the best team members to serve our students and families in our district. Through efforts to provide competitive compensation, a collaborative culture, and opportunities for continuous learning and growth, we will build and sustain a positive work environment that promotes teamwork and a commitment to a shared vision of excellence by all.*

## 3 PARTNER WITH OUR STAKEHOLDERS

*We will establish and maintain processes that create shared purpose and ownership through open communication and active engagement of employees, students, families, community members. We will foster strong partnerships with individuals, groups, and organizations that will join us in our commitment to provide all students with access to opportunities and resources that will enable them to realize their full potential, no matter the path they seek for their future.*

## 4 ACT WITH RESPONSIBLE STEWARDSHIP

*In all aspects of our district and school operations, we will meet all local, state, and federal guidelines in the management of public funds, property, and services. We will utilize best practices, follow industry standards, and maintain a focus on continuous improvement to ensure the most efficient and effective operations of all services we provide to our community.*

# MILESTONES OF SUCCESS

Over the five-year period of this strategic road map (“strategic plan”) for improvement, the achievement of six key milestones will provide a strong indication of growth of our district and success of our students.

Additional key performance indicators (KPIs) will be developed and utilize the annual progress to the attainment of our goals. Though KPIs that will address all four strategic priorities as defined by the Board, the milestones are focused on ambitious goals specific to student achievement outcomes. All other performance measures associated with all four strategic priority areas are intended to support student achievement.

**By end of the 2025 – 2026 school year, our district will meet or exceed six (6) Milestones of Success:**

- 1. LITERACY FOUNDATIONS:** At least 50% of WCS 3<sup>rd</sup> grade students will meet or exceed the state proficiency level on the 3<sup>rd</sup> grade ELA state assessment (TCAP).
- 2. HIGH SCHOOL MATH READINESS:** At least 50% of WCS 7<sup>th</sup> grade students will meet or exceed the state proficiency level on the 7<sup>th</sup> grade math state assessment (TCAP).
- 3. FUTURE READY STUDENTS:** 75% of all WCS graduates will complete at least one early post-secondary opportunity (EPSO) and/or complete an industry certification exam in a state approved program of study in CTE.
- 4. CAREER EXPLORATION:** 15% of the graduating class or 2026 will have completed at least one work-based learning experience.
- 5. COLLEGE AND CAREER READINESS:** The average ACT composite score for the graduating class of 2026 will be 22 with at least 35% meeting all four ACT college readiness benchmarks.
- 6. GRADUATION RATE:** The graduation rate for the class of 2026 (freshman class of 2022) will be 97% or higher.

# AREAS OF FOCUS

With Key Strategies for Action

1 FOCUS ON STUDENT SUCCESS EVERY DAY	
<b>ACCELERATE ACADEMIC ACHIEVEMENT</b>	<ul style="list-style-type: none"> <li>✓ Support K-2 strong foundational skills instruction using systematic, sound-first phonics with rich development of background knowledge in all K-2 classrooms.</li> <li>✓ Provide access to high quality instructional materials for every student in all grade levels and subject areas.</li> <li>✓ Provide targeted, job-embedded professional learning to support all teachers in providing a guaranteed and viable curriculum.</li> <li>✓ Ensure grade-level instruction and student tasks in all Tier 1 classrooms.</li> <li>✓ Implement high dosage, low ratio tutoring during the school day for students in grade K-5.</li> <li>✓ Develop and implement a district instructional framework to anchor supports for improvements in curriculum, instruction, and assessments.</li> </ul>
<b>STUDENT SUPPORTS</b>	<ul style="list-style-type: none"> <li>✓ Fully implement multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school– community collaboration.</li> <li>✓ Improving and expand inclusive services for English learners, student with disabilities, and economically disadvantaged students in all schools.</li> <li>✓ Continue with full implementation of tiered truancy interventions to minimize student absences and missed learning opportunities.</li> <li>✓ Increase student access to career counseling and mental health supports by identifying ways to increase availability of school counselors and school social workers.</li> <li>✓ Increase the number of schools that effectively implement school-wide positive behavior supports and trauma informed practices.</li> </ul>
<b>FUTURE READY GRADUATES</b>	<ul style="list-style-type: none"> <li>✓ Create K-12 career awareness, exploration, and connection strategies that include the utilization of the MajorClarity platform to support counselors in guiding students and parents in making choices about possible future careers.</li> <li>✓ Expand afterschool programs to include Science, Technology, Engineering, Arts, and Math (STEAM) exploratory programs</li> <li>✓ Expand Early Post-Secondary Credit Opportunities for all students to include advanced academic courses as well as Industry Certifications in all CTE programs of study</li> <li>✓ Expand work-based learning opportunities for high school juniors and seniors to include job-shadowing, apprenticeships, and internships (paid or unpaid).</li> </ul>
2 INVEST IN OUR PEOPLE	
<b>IMPROVE SALARIES AND WAGES</b>	<ul style="list-style-type: none"> <li>✓ Annually seek support and resources to improve the salary and wages of certified and non-certified employees.</li> <li>✓ Benchmark salaries and wages with comparable school districts.</li> </ul>
<b>IMPROVE RECRUITMENT AND RETENTION</b>	<ul style="list-style-type: none"> <li>✓ Fully implement the human resource management system (Frontline) to simplify the application and hiring process of potential employees.</li> <li>✓ Utilize exit interviews and customer services surveys to obtain feedback from former employees and existing employees to improve employee support services</li> <li>✓ Regularly attend regional job recruitment fairs</li> </ul>
<b>CREATE PATHWAYS FOR GROWTH</b>	<ul style="list-style-type: none"> <li>✓ Provide personalized professional learning opportunities for both certified and non-certified employees to improve job-related skills and knowledge specific to individual needs.</li> <li>✓ Create tiered district-wide leadership academies for teacher leaders and aspiring administrators</li> </ul>
<b>RECOGNIZE AND CELEBRATE TEAMWORK</b>	<ul style="list-style-type: none"> <li>✓ Develop and Implement an employee recognition program for all employees demonstrating excellence in service and teamwork.</li> <li>✓ Celebrate and promote the achievements of our students, employees, and community.</li> </ul>

3 PARTNER WITH OUR STAKEHOLDERS	
<b>CONSISTENT COMMUNICATIONS</b>	<ul style="list-style-type: none"> <li>✓ Develop clear communication protocols and resource guides to ensure consistency in all forms of internal and external communications at the district, program, school, and classroom level.</li> <li>✓ Implement a district-wide mass communication system to enable voice, email, text, and social media communications to targeted stakeholder groups to be utilized for emergency notification as well as distribution of essential updates.</li> </ul>
<b>AUTHENTIC ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>✓ Create district advisory groups that include parents, teachers, support staff, community leaders, and business/industry leaders to provide actionable feedback for improvement.</li> <li>✓ Ensure that all schools have an active, viable parent-teacher organization.</li> <li>✓ Schedule listening sessions throughout the school year with targeted stakeholder groups for feedback and ideas to improve services.</li> </ul>
<b>INTENTIONAL PARTNERSHIPS</b>	<ul style="list-style-type: none"> <li>✓ Continue to develop and implement the Technical Middle College Concept with the TCAT Elizabethton to support regional workforce development.</li> <li>✓ Engage with business and civic leaders in the community to support high quality educational opportunities PreK – Career.</li> <li>✓ Foster summer internship for teachers in local/regional business to gain insight into workforce readiness needs of employers.</li> </ul>
4 ACT WITH RESPONSIBLE STEWARDSHIP	
<b>SAFE, SECURE, AND HEALTHY ENVIRONMENTS</b>	<ul style="list-style-type: none"> <li>✓ Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.</li> <li>✓ Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.</li> <li>✓ Ensure ongoing training and support for custodial staff to ensure effective cleaning and sanitization practices of the school and work environment for students, employees, and visitors.</li> </ul>
<b>EFFICIENT AND EFFECTIVE OPERATIONS</b>	<ul style="list-style-type: none"> <li>✓ Continue to implement best practices to provide timely, high quality district services in transportation, facilities and grounds management, school nutrition, and technology services.</li> <li>✓ Regularly review all business and operations practice to improve quality and efficiency of services.</li> <li>✓ Develop a current 10 year long-range facilities plan that includes an assessment of deferred maintenance needs as well as future facilities needs due to population changes.</li> </ul>
<b>STRATEGIC BUDGETING AND PLANNING</b>	<ul style="list-style-type: none"> <li>✓ Meet all financial requirements of the Tennessee Comptroller’s Office in a reliable, transparent, and timely manner.</li> <li>✓ Maximize alignment of all budgeting and expenditure decisions with the goals, strategies, and actions of the strategic plan.</li> <li>✓ Develop clear strategies and procedures for ensure efficient procurement and management of public assets.</li> <li>✓ Create annual program evaluation/return on investment analysis to inform budget development and instructional planning.</li> <li>✓ Study and evaluate the benefits of implementing student-based budgeting improve equity of distribution of district allocation of funds among schools to address diverse student needs.</li> </ul>
<b>LEVERAGING TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>✓ Maintain safe, secure, and accessible technology services that supports personalized learning experiences for students as well supports the high productivity of teaching, administrative, and business practices.</li> <li>✓ Update and provide device replacement schedules for instructional and businesses operations devices.</li> <li>✓ Maximize resources to maintain a highly reliable network for users to access and share digital information and resources.</li> </ul>

# NEXT STEPS

The district leadership team, with input from a variety of stakeholders, will develop Key Performance Indicators (KPIs) aligned to each of the strategic priorities, areas of focus, and key strategies for action to reflect available data based on state and local performance measures.

## **SEPTEMBER 2021 – DECEMBER 2021:**

Finalize all KPI's for each of the four strategic priorities to be included as an annual review that will include baseline data for 2021.

Develop and implement full communication plan for the sharing of the strategic priorities, milestones of success, areas of focus, and key strategies for action.

## **JANUARY 2022 – FEBRUARY 2022**

Share updated and finalized KPI's with baseline data and annual targets for progress with the Board at a scheduled Board worksession or mid-year strategic planning retreat.

## **JULY 2022 – AUGUST 2023**

Provide full review of all progress of all strategic priorities, milestones of success, areas of focus, and key strategies for action based on available 2021-2022 school year data.

# Washington County Board of Education

Monitoring: <b>Review: Annually</b>	Descriptor Term: <b>Appeals to and Appearances before the Board</b>	Descriptor Code: <b>1.609</b>	Issued Date: <b>02/04/10</b>
		Rescinds: <b>1.609</b>	Issued: <b>05/07/98</b>

## 1 **APPEALS TO THE BOARD**

2 Any matter relating to the operation of the school system may be appeal to the Board. However, the  
3 Board desires that all matters be settled at the lowest level of responsibility and will not hear  
4 complaints or concerns which have not advanced through the proper administrative procedure from the  
5 point of origin.

6 If all administrative channels have been pursued and there is still a desire to appeal to the Board, the  
7 matter shall be referred in writing and the Board shall determine whether to hear the appeal.

## 8 **APPEARING BEFORE THE BOARD**

9 Individuals desiring to appear before the Board may request placement on the agenda by contacting the  
10 office of the director of schools five (5) working days before the meeting. They will be recognized at  
11 the beginning of the meeting and given time to speak when their topic of interest is addressed on the  
12 agenda. Sufficient background material will be provided by the speaker. The chairman may recognize  
13 individuals not on the agenda for remarks to the Board if he/she determines that such is in the public  
14 interest. A majority vote of members present can overrule the decision of the chairman.

15 Delegations must select only one individual to speak on their behalf unless otherwise determined by  
16 the Board.

17 Individuals speaking to the Board shall address remarks to the chairman and may direct questions to  
18 individual board members or staff members only upon approval of the chairman. Each person speaking  
19 shall state his/her name, address, and subject of presentation. Remarks will be limited to five (5)  
20 minutes unless time is extended by a majority vote of the Board. The chairman shall have the authority  
21 to terminate the remarks of any individual who does not adhere to the above rules or chooses to be  
22 abusive to an individual board member or the Board as a whole. Members of the Board and the  
23 Director of Schools may have the privilege of asking questions of any person who addresses the Board.

24 Issues requiring response of the Board shall be directed by the chairman to the appropriate committee  
25 or the director of schools and staff for their advisement. Further recommendations will be presented to  
26 the entire board.

27 Individuals desiring additional information about any item on the agenda shall direct such inquires to  
28 the office of the director of schools.