

A RESOLUTION BY THE CAMPBELL COUNTY BOARD OF EDUCATION

HONORING DIRECTOR JENNIFER FIELDS AND HER STAFF

WHEREAS, our director of schools is a great leader in our system and makes decisions based on what is best for the students and staff; and

WHEREAS, she has created appropriate budgets for our district and helps provide the resources necessary for our schools to operate as a high quality educational program; and,

WHEREAS, she provides support for the programs at the schools helping students and faculty to grow and develop academically and socially as high priorities; and

WHEREAS, she has built support within the community for our school system; and

THEREFORE, BE IT HEREBY RESOLVED, that the Board of Education officially Recognizes the services of Jennifer Fields and her staff members to the students, staff and community of the school system and extends its appreciation for her work to enhance the learning environment of the students and the working environment of staff in our district; and

BE IT FURTHER RESOLVED, that the CAMPBELL County Board of Education hereby declares JULY 12, 2022 as Director of Schools and Staff Appreciation Day in CAMPBELL County Schools; and

BE IT FURTHER RESOLVED, that each school principal takes necessary measures in their school to recognize our director this AUGUST; and

BE IT FURTHER RESOLVED, that this resolution of appreciation be recorded and put in the minutes of the Board of Education on this 12th day of JULY, 2022

**FY23 Consolidated Application Approval for IDEA/ESEA
School Year 2022-23**

LEA # 070 LEA Name (Legal Name of Agency: Campbell County Schools

LEA # <u>070</u>	LEA Name (Legal Name of Agency): Campbell County Schools
LEA Legal Making Address	
Street Address <u>172 Valley Street</u>	
City Jacksboro	State TN Zip 37757

Consolidated Project begins July 1, 2022 and ends June 30, 2023.

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year application for filing.
This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

July 12, 2022
Board Meeting Date

Director of Schools (Signature)

Director of Schools (Print Name)

Date Signed

Board of Education Official (Signature)

Board of Education Official (Print Name)

Date Signed

CAMPBELL COUNTY BOARD OF EDUCATION

ANNUAL AGENDA

2022-2023

- JULY
1. Adopt Annual Agenda
 2. Budget approved (by July 1)
 3. TSBA Summer Law Institute
 4. TSBA Policies
- AUGUST
1. Report on school opening plans
 2. Approve Volunteer Coaching List
 3. Approve Curriculum items/new courses
 4. Review data on ACT and SAT scores and adopt a plan for release of analysis
 5. Review and discussion of College Feedback Report
- SEPTEMBER
1. Swearing in of new Board of Education members
 2. Elect Chair and Vice Chair
 3. Policy review: School Board Operations 1.000-1.806
 4. TSBA Fall District Meeting
 5. Appoint Committees
 6. Review Graduation Requirements
- OCTOBER
1. Approve Textbook Adoption Committee
 2. Review Financial Audit
 3. Review Support Services Policies 3.100-3.602
 4. Student enrollment figures for current year and projected for the year presented to the board
 5. Dir of Schools recommends needs and priorities of the district for the upcoming school year
- NOVEMBER
1. Review Instructional Program Policies 4.100-4.805
 2. TSBA Annual Conference
 3. Director of Schools presents Annual Report Card
 4. Review and discuss Advanced Placement Scores and program
- DECEMBER
1. Consideration of Director of School's performance contract
 2. Director of Schools contract consideration
- JANUARY
1. Board Evaluation
 2. Self-Assessment Board Evaluation

3. Review Fiscal Management Policies 2.100-2.900
- FEBRUARY
1. Policy Review: Personnel
 2. Review Personnel Policies 5.100-5.310
 3. TSBA Legislative Advocacy
 4. Approve Director's Evaluation Instrument
- MARCH
1. Approve School Nutrition Summer Feeding
 2. Review TSBA Risk Management Trust Inter-Governmental Agreement
 3. Review Personnel Policies 5.400-5.904
 4. Director of Schools recommendation for teachers to receive tenure
 5. Review of Gifted and Talented Educational Programs
 6. Review of high school programs and offerings
- APRIL
1. Approve school year calendar
 2. Board action on tenure for eligible teachers
 3. Approval of textbook adoption
 4. Budget work session
 5. Review of IDEA and Early Childhood program
 6. Review Student Policy 6.100-6.319
 7. Turn in Director of Schools Evaluation to Board Secretary or Board Chairman
 8. School Board Retreat and Planning Session
- MAY
1. Review and discuss Title I Project
 2. Administrative notice to staff regarding assignments with in the district (May 15)
 3. Review Student Policies 6.400-6.710
 4. Advertise bids for services
 5. Director's Evaluation and contract approval
- JUNE
1. Working draft of budget based on prioritized expenditures and projected revenues
 2. Update of Five-year Strategic Plan
 3. Review of salary schedules
 4. Approve School Budget
 5. Review and Approve bus owners contract for the new school year
 6. Review Maintenance and Workers Comp claims

McREL

INTERNATIONAL



Campbell County Public Schools

District-wide School Support for the 2022-23 School Year

Campbell County Public Schools

Pam Walden
Federal Programs Director
PO Box 445
Jacksboro, TN 37757
pamela.walden@ccpsm.net

Submitted by:

Beth Watson
Senior Director, Sales & Client Partnerships
McREL International
4601 DTC Blvd., Suite 500
Denver, CO 80237-2596
303.632.5536
bwatson@mcrel.org

July 1, 2022

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

www.mcrel.org

800.858.6830

info@mcrel.org

About McREL International

McREL International is a 501(c)(3) private non-profit organization, based in Denver, Colorado whose purpose is to improve education through applied research and development. In operation since 1966, McREL houses expertise in numerous facets of research and development including conducting research and evaluation; developing resources, tools, and standards-based programs; providing technical assistance, professional and leadership development; consulting in system improvement; evaluating policy studies; and engaging in strategic planning.

Vision and Mission of McREL's Approach

McREL works to turn research into solutions that transform teaching, leading, and learning. We believe that the most effective strategies for providing services that support our clients are designed collaboratively and are customized to reflect specific goals and contexts. McREL's approach to providing professional services begins with seeking to understand our clients' needs, vision, and desired outcomes, and throughout our work, we solicit input from all project stakeholders. This allows us to focus on local context and customize our services to align with and address specific needs. We seek to guide innovation efforts from the inside-out, directly connecting improvement efforts to the work of classroom teachers and their students' needs.

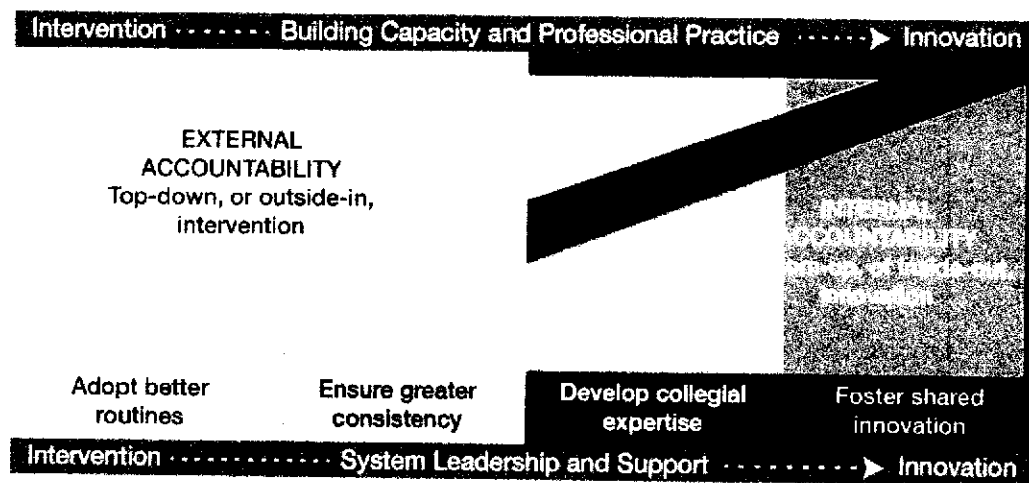
Rather than providing a one-size-fits-all model, we work in partnership with those who have an in-depth understanding of their unique populations and established structures to develop a tailored approach customized to local context. As a nonprofit organization, we seek to help school districts engage in the *right work* to improve student outcomes and thus, align all our efforts with our understanding of the critical leverage points for student success.

Our staff of expert practitioners draw upon a vast evidence base to provide the tools and support that educators need to strengthen their practices and programs, continuously grow their expertise, and improve student achievement.

In support of this, McREL recommends adopting an inside-out approach to development and improvement. By aligning the work of the partnership with the McREL Stages of Improvement (Figure 1), we aim to build upon the strong foundational work of the Campbell County Public School system, while developing consistency and collegial expertise among teachers, school leaders, and the appropriate district-level staff to implement supports to engage teachers and students.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

Figure 1: Stages of improvement that organizations move through as they seek to get better



We know from research and our experience working with schools and districts across the globe that while school contexts may vary, the stages of development on the journey to innovation look remarkably similar from school to school (Hopkins, 2007).

1. **Adopting better routines.** The key difference between high- and low-performing schools is summed up in one word: *consistency*. The first thing schools must do as they improve and move toward innovation is focus on adopting better routines to increase the quality, and reduce the variability, in core elements of teaching and learning.
2. **Ensure greater consistency.** The second phase of improvement grows out of the first; it focuses on ensuring consistent implementation of the better routines to guarantee that all students benefit from high-quality learning environments.
3. **Develop collegial expertise.** Better routines, however, are simply that: *better*, but not yet perfect. Consistently implementing better routines (e.g., a set of research-based instructional strategies) will often bring significant initial gains. Yet even the best strategies won't work for all students, all the time. It's in this stage where a shift from "prescription" to "precision" really begins to take hold, as teachers adapt best practices to more precisely meet the needs of their students.
4. **Foster shared innovation.** Ultimately, creating learning environments where curiosity can flourish requires complex approaches like inquiry-based learning or personalized learning. Schools that create such learning environments adopt a "fail fast" and "fail forward" ethos, using data to engage in rapid-cycle innovation efforts.

McREL has a set of Pathways for Improvement and Innovation that help define effective practice and outline next steps across the stages of improvement. The five pathways are derived from the five components of McREL's What Matters Most framework: Curricular Pathways to Success, Challenging, Engaging, and Intentional Instruction, Whole-Child Student Supports, High-Performance School Cultures, and Data-Driven, High-Reliability Systems. During the 2021-22 school year, McREL consultants supported schools in beginning to draft pathways describing effective practice(s) specific to their school improvement efforts.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

District-Wide Support

Campbell County Public Schools has requested a proposal to continue to work with each of the twelve schools in the district to provide support and services to address student learning loss. McREL recommends working with each school's leadership team prior to the August school year start, to review data and better understand each school's anticipated need to address student learning loss and set goals for the partnership for the year. During these meetings, we will collaboratively identify initial areas for support and those existing bright spots that can be built upon to strengthen a sense of collective efficacy in each school. The outcome of these meetings with leadership teams will be to co-create a support plan for each school, clearly articulating the problem(s) of practice to be addressed and the appropriate consulting and professional learning services McREL will provide to each school, within the parameters of the districtwide contract for services.

To address potential student learning loss, it's critical for teachers to understand where their students are performing with respect to grade-level expectations. The goal is to identify students' needs and then purposefully plan to accelerate learning to address those needs. Teachers and students will benefit from continued professional learning and coaching in areas such as the following:

- Deepening teachers' understanding of what students need to know, understand, and be able to do based on the cognitive demand of the standards
- Prioritizing high leverage standards and planning for learning of those standards
- Using formative assessment practices to understand what students know plan for next learning
- Identifying and implementing evidence-based classroom practices to ensure students are learning

Across all interventions, our recommendation is that a McREL consultant spend time onsite at each school working face-to-face with teachers and leaders using a job-embedded support model. This model includes the consultant visiting classrooms and meeting with teachers during their preparation periods to provide just-in-time feedback and targeted support. Ideally, site visits would also allow the consultant to attend collaborative team (or PLC) meetings and provide opportunities for brief after-school and lunchtime professional learning sessions on topics of need to staff members. The details of site visits will be determined with school and district leaders; our interest is in maximizing the time we are able to work with teachers, instructional coaches and leaders during each site visit. These onsite days can be interspersed with virtual professional learning, coaching and support, if desired. The details for the virtual support will be determined with school and district leaders.

Following each site visit, the McREL consultant will submit a site visit report outlining the activities completed, observations about growth in the areas of focus, and next steps for sustaining progress. These reports will also include updates about any agreed upon measures of progress; for example, an increase in the number of teachers attending voluntary professional learning sessions or the number of classrooms where consultants and school leaders observe target instructional practices being implemented. The reports will be sent to district and school leaders and are intended to chronicle the school's progress in implementing school improvement activities, with an emphasis on leading indicators of change.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

School Improvement Support

To support school improvement efforts, a McREL consultant will work onsite at each of the twelve schools throughout the 2022-23 school year. The number of days per year onsite at each school is scaled to the number of teachers on staff and level of needed service.

Eight days during the school year (4 visits for 2 days each):

1. White Oak Elementary
2. Wynn Habersham Elementary
3. Jellico Elementary
4. Elk Valley Elementary
5. Jacksboro Middle School
6. Jellico High School

Fourteen days during the school year (7 visits for 2 days each):

1. Caryville Elementary
2. Jacksboro Elementary
3. LaFollette Elementary
4. Valley View Elementary
5. LaFollette Middle School

Forty-two days during the school year (7 visits for 3 days each for 2 consultants):

1. Campbell County Comprehensive High School

A draft schedule of onsite visits by school by month is included in Appendix A. In addition to these district-sponsored visits, some principals have elected to pay for additional days with a consultant onsite from their own school budgets. The district has agreed to pay for travel costs associated with these extra days. McREL staff biographies are included in Appendix B.

Schedule of Services

July-August 2022: Identify and clarify school and district needs based on data

McREL International will meet with each school's leadership team virtually to analyze student and school-level data to determine areas of needed support and bright spots. The team will discuss what worked well with last year's support, what they'd like to change, needed areas of support and the existing school structures that can be used for professional learning and coaching. For example, a school may determine that all PLCs will meet on the day(s) when a consultant is present and faculty meetings will be scheduled to align with the consultant visit for the purposes of whole-staff professional learning. Following each meeting, the McREL team will submit a proposed plan to address Learning Loss for each school.

With all school plans developed, McREL will work with district leaders to identify opportunities for cross-district professional learning by grade-band or discipline, for example.

August 2022-April 2023: Focused professional learning and support for teachers

Working in collaboration with district and school leaders and in alignment with individual school plans, McREL will develop and deliver focused professional learning and coaching sessions based on the needs of schools or cohorts of teachers. Each site visit may include:

- School-based professional learning for PLCs, departments, grade-bands, or entire faculties to build knowledge and capacity in focus area(s)
- Classroom demonstrations of instructional practices and follow-up conversations with small groups of teachers to support their use of practices
- Data-focused meetings with PLCs to determine and plan for student needs based on classroom-level data
- Coaching sessions with grade-level teams, individual teachers, or instructional coaches to improve knowledge and practices

July 2022-June 2023: Leadership dialogue & support

McREL's leadership research made clear that school leaders are critical to student learning and play a pivotal role in supporting professional learning and implementation of school improvement efforts. The research also suggested that to maximize improvement efforts, principals develop shared leadership across a school. Throughout the school year, McREL consultants will:

- Conduct classroom walkthroughs with school leaders to observe and calibrate observations of instruction
- Meet with site leadership teams to discuss implementation and evidence of progress
- Debrief site visits and next steps with school leaders

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

Budget

The total cost for these services is \$700,000 and has been determined based on the number of visits outlined above and in the draft schedule in Appendix A.

This cost includes:

- Onsite visits as indicated in the schedule in Appendix A.
- Pre- and post-session planning and reporting.
- Travel and expenses for the McREL consultants per month to the district (school scheduling will be done to maximize visits on each trip and for each consultant).
- Site license for 50 users for Power Walkthrough observation tool.

Additional materials to consider:

- During the course of the contract, the district may wish to purchase materials to support teacher learning. These materials will be available for purchase at a 20% discount.

The McREL team recognizes that sessions may get postponed or rescheduled due to unforeseen inclement weather closures at schools. Should this occur, the McREL team will reschedule sessions to a future date that is mutually acceptable.

Our Commitment

As a non-profit, mission-driven organization, we are committed to the success of everyone with whom we work, viewing them not as customers, but rather, as *partners* in our mission to transform teaching, learning, and leading so students everywhere may flourish. In short, we measure our own success by the success of our partners and the students they serve. We would welcome the opportunity to continue to partner with Campbell County Public Schools and look forward to continuing the conversation with you.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

Appendix A – Sample schedule of days per month onsite

School	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April
Caryville (E)	2	2	2	2			2	2	2
Elk Valley (E)	2		2				2		2
Jacksboro (E)	2	2	2	2			2	2	2
Jellico (E)	2		2				2		2
LaFollette (E)	2	2	2	2			2	2	2
Valley View (E)	2	2	2	2			2	2	2
White Oak (E)	2		2				2		2
Wynn	2		2				2		2
Habersham (E)									
Jacksboro (M)	2		2				2		2
LaFollette (M)	2	2	2	2			2	2	2
Campbell (HS)	6	6	6	6			6	6	6
Jellico (HS)	2		2				2		2

Note: This is a sample schedule and will be confirmed with each school leadership team. We suggest avoiding travel in December and January due to potential weather delays.

Appendix B – McREL Key Staff Bios

Brief descriptions of the proposed McREL key staff members' qualifications and experience are provided below.



Kristin (Kris) Rouleau, Ed.D., Executive Director of Learning Services and Innovation at McREL International, works with schools, districts, and state departments of education, both domestically and internationally, as they navigate change and implement practices and structures to reduce variability and increase student achievement. Through consulting, coaching, and facilitation of professional learning, Dr. Rouleau provides services, strategies, and technical assistance to support change efforts, with a particular passion for supporting teacher teams, schools, districts, and education agencies in their continuous improvement journey. She is also committed to ensuring equitable achievement for all students, strongly believing in the capacity of all students to achieve at high levels and the power of teachers and leaders to positively impact the lives of the students they serve. As a co-author of McREL's *Learning that Sticks* (2020), *Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation* (2018), and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018), Dr. Rouleau shares responsibility for new product and service development focused on leveraging curiosity to improve teaching, leading, and learning. Additionally, she is a licensed school administrator and brings forth nearly 30 years of experience in education, working in a variety of racially and culturally diverse communities. She has served as a classroom teacher, curriculum specialist, elementary school principal, and district-level curriculum administrator. Dr. Rouleau earned administrative credentials at the University of Washington and holds an M.A. in Curriculum and Teaching from Michigan State University and a B.A. in Elementary Education from Western Michigan University. She earned her Ed.D. at the University of Colorado in Leadership for Educational Equity, with a concentration in Professional Learning and Technology.



Cheryl Ablu, M.Ed., a Managing Consultant at McREL, works with schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Ms. Ablu believes deeply in all students' capacity to achieve at high levels and is passionate about helping educators use their full potential to make a positive impact on the students they educate and inspire every day. Ms. Ablu develops workshops and professional learning sessions for K–12 teachers on research-based instructional strategies in the areas of instructional technology, English learners, and culture and climate, as well as provides consultation for technology integration, technology leadership, and McREL's classroom observation software, *Power Walkthrough*[®]. Prior to joining McREL, Cheryl began her career as a classroom practitioner, teaching all grades from 1–12 for over 20 years. Her 20-plus years of school-level educator leadership experience includes a variety of roles. As a lead teacher, she focused on classroom engagement, social-emotional learning, and instructional technology. She also served as a regional coordinator and national facilitator for a character education program and was the director of a Parents as Teachers district program. She has presented at educational conferences around the U.S., specifically in the areas of innovative classroom instruction and digital learning. Her enthusiasm for learning, coupled with her extensive and diverse classroom experiences, ensure that participants walk away with practical ideas that can be immediately used in their schools. Ms. Ablu co-authored *Tools for Classroom Instruction that Works: Ready-to-Use Techniques for Increasing Student Achievement* (2018) and has authored several articles in McREL's *Changing Schools* quarterly publication along with a recent whitepaper, *Student Engagement: Evidence-Based Strategies to*

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

Boost Academic and Social-Emotional Results (2019). She holds a bachelor's degree in elementary education from Oklahoma Panhandle State University, an English as a Second Language (ESL) certificate from Kansas State University, and a master's degree in instructional technology from Grand Canyon University.



Karen Baptiste Ed.D., Consulting Director of Learning Services and Innovation at McREL International, provides professional learning and consulting services to schools, districts, and educational agencies. Dr. Baptiste's career started in the New York City Department of Education where she was a special educator, instructional coach, and director of special education. She has worked with K-12 schools across the U.S. to support improved teaching and learning with an emphasis on quality implementation of evidence-based instructional strategies, including helping teachers create learning environments that encourage student voice and ownership of learning. Her experience also includes being an executive coach to state, district and school leaders across the nation to transform school culture and educational experiences for students and their families. Karen obtained her associate degree in Journalism from Morrisville College of Agriculture & Technology, her bachelor's degree in Sociology & Psychology from Purchase College, her master's degree in Urban Education from Mercy College, her advanced master's degree in Administration from Bank Street College, and her doctorate degree in Leadership & Organizational Management from St. Thomas University.



Tonia Gibson, M.S.L., a Managing Consultant at McREL International, works with teachers, schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Through consulting and coaching for individuals and groups, she works with partners to develop strategic pathways to improve educator capacities and provides technical assistance to support teachers and leaders in developing effective practices, ensuring student needs are at the heart of all decisions made. Ms. Gibson is committed to developing sustainable practices and improving the capacities of school and district staff. She understands that every school and district has its own unique culture, and her work ensures that plans and strategies are tailored to the capacities and needs of the district staff members, school administrators, teachers, and students with whom she works. She is a co-author of *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018) and *Learning that Sticks* (2020). Ms. Gibson began her career as a classroom practitioner, teaching all grades from K–6. Her 12 years of leadership experience include developing professional learning and coaching as a leading teacher, focusing on curriculum and assessment development and implementation, as well as developing effective practices and protocols for effective professional learning communities. As an assistant principal, Ms. Gibson's focus was on developing the capacities of teachers and school leaders to improve student achievement in the high-performing state of Victoria, Australia. As a school leader, she was key in implementing theories of action at the school level, which led to continuous growth in data related to student engagement, student achievement, and teacher confidence. Ms. Gibson earned a master's degree in school leadership from the University of Melbourne, Australia, and a Bachelor of Education in primary/adult learning from RMIT, Australia.

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.



Michele Kimball, B.A., a managing consultant at McREL International, leverages her experience as a bilingual early childhood educator in Texas and as a national school support consultant (pre-K–12) to develop and support educators in ways that have a lasting impact on their students. Ms. Kimball has helped educators and educational leaders identify and understand evidence-based best practices, skills, and processes that can be used to change their school culture, support school goals, and advance student learning. Her experience includes providing data-driven, relevant professional learning and coaching services that contribute to building campus-wide instructional capacity based on teachers' and students' needs. She enjoys sharing evidence-based practices that support students' social-emotional development, literacy, and language development. She also knows that each person learns differently and has a variety of needs based on their school context, and thus plans sessions to include various learning styles, relevant topics, and current best practices. Ms. Kimball has a B.A. from the State University of New York (SUNY)–Potsdam and a Bilingual/Elementary Education Teaching Certificate from Texas Woman's University. Previously, she was also a trainer for the Texas Principal and Teacher Evaluation Support Systems (T-PESS and T-TESS).

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

www.mcrel.org

800.858.6830

info@mcrel.org

IN WITNESS WHEREOF the parties have executed this Agreement on the dates set forth below to be effective as of the date first above written. All terms and conditions remain the same as the previous contracts between Campbell County Public Schools and McREL International, LC-21-0037 and LA-21-015, this work adds additional funding and a timeframe.

Campbell County Public Schools

McREL International

Signature

Signature

Jennifer Fields, Director of Schools

Susan Desch, Chief Financial Officer

Date

Date

Campbell County Public Schools

Campbell County Finance Dept.

Signature

Signature

Johnny Byrge, Board of Education
Chairman

Jeff Marlow, Finance Director

Date

Date



Education

**Memorandum of Understanding between the
Tennessee Department of Education
and
Campbell County Schools
FY 2022 - 2023**

This Memorandum of Understanding ("MOU"), by and between the Tennessee Department of Education (TDOE) and **Campbell County Schools** hereinafter referred to as the local education agency, "LEA," is to document essential assurances and relation information pertaining to the Coordinated School Health initiative.

The LEA is a local education agency or school system within the State of Tennessee and has been awarded \$100,000.00 for the purpose of developing and maintaining the Coordinated School Health initiative (tn.gov/education/health-and-safety/coordinated-school-health) in **Campbell County Schools**.

SCOPE OF SERVICES

The LEA agrees to administer, under the direction of the TDOE, the Coordinated School Health Initiative in accordance with guidelines set forth in the ePlan policy and procedures for requesting discretionary funds, applicable State and/or Federal laws, rules, and regulations pertaining to appropriately documenting and requesting State funds and assurances listed below:

State Board Standards and Guidelines for Coordinated School Health:

1. District CSH Application
2. Matching Funds Clarification
3. Scope of Services
4. Signature Page
5. Budget

The LEA agrees to comply with all provisions of state and federal laws or regulations, including the provisions regarding the collection or release of any student data as well as the administration of any student health screenings or student surveys, and required parental notifications and approvals for the following laws:

- Family Educational Rights and Privacy Act (FERPA)
- Protection of Pupil Rights Amendment (PPRA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Tennessee Data Accessibility, Transparency and Accountability Act of 2014 (Chapter 905 of the public Acts of 2014), and
- Chapter 1013 of the Public Acts of 2014

PAYMENT TERMS AND CONDITIONS

In no event shall the maximum grant reimbursement under this MOU exceed the amount established above. This amount includes, but is not limited to, all applicable taxes, overhead, profit, and all other direct and indirect costs incurred or to be incurred by the LEA.

Payment Methodology

Requests for reimbursement for the aforementioned State/Federal program will be processed through the ePlan system which is incorporated herein by reference.

TERMS AND CONDITIONS

Modification and Amendment

This program may be modified only by a written amendment executed by all parties hereto and approved by the appropriate program managers in accordance with applicable State and/or Federal laws, rules, and regulations.

TDOE Liability

The TDOE shall have no liability except as specifically provided in this MOU.

Completeness

The MOU is complete and contains the entire understanding between the parties relating to the subject matter contained herein, including all the terms and conditions of the parties' agreement. This MOU supersedes any and all prior understandings, representations, negotiations, and agreements between the parties relating hereto, whether written or oral.

Subject of Funds Availability

This MOU is subject to the appropriation and availability of State funds. In the event funds are not appropriated or are otherwise unavailable, the TDOE reserves the right to terminate the MOU upon written notice to the LEA. Said termination shall not be deemed a breach of the MOU by the TDOE and the LEA shall have no right to recover from the TDOE any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.

Monitoring/Audits

For purposes of monitoring or auditing under this MOU, the TDOE and LEA shall make available State and/or Federal personnel authorized by law or otherwise, all records, books, documents, and other evidence pertaining to this MOU, as well as appropriate administrative and/or management personnel who administer the program.

COMMUNICATIONS AND CONTACTS

All instructions, notices, consents, demands, or other communications required or contemplated by this MOU shall be in writing and shall be made by electronic communication through the internet addressed to the respective party at the appropriate email address as set forth below or to such other party as may be hereafter specified by written notice.

The State Agency



Education

Bill Byford | Assistant Commissioner of Operations
Division of District Operations
Andrew Johnson Tower, 9th Floor
710 James Robertson Parkway
Nashville, TN 37243
931-797-6981
Bill.Byford@tn.gov

LEA Representative

Mr. Jennifer Fields
Director of Schools
Campbell County Schools
172 Valley St
Jacksboro, TN 37757

All instructions, notices, concerns, demands, or other communications shall be considered effectively given as of the day of delivery at the receiving location.

Director of Schools

Date

Assistant Commissioner
Office of Operations

Date

**Campbell County Schools
Board of Education**

**Agreement for Special Education Services
2022-2023 School Year**

This Agreement for Special Education Services ("Agreement") made this _____ day of _____ by and between the Campbell County Schools ("**BOARD OF EDUCATION**") with its principal office at 172 Valley St., Jacksboro, TN 37757 and the State of Tennessee, Department of Education ("the State") for special education services at the State Special Schools ("**SSS**").

WITNESSETH

WHEREAS, T.C.A. § 49-10-107 authorizes local education agencies to contract with one another for the provision of special education and related services to students with disabilities.

WHEREAS, **BOARD OF EDUCATION** in order to provide free and appropriate public education, finds it necessary to acquire the services of another agency.

WHEREAS, the **SSS**, including the Tennessee School for the Blind and the Tennessee Schools for the Deaf, are agencies having the appropriate programs, capacity, and competence to provide special education services for students who reside within the geographical region of the **BOARD OF EDUCATION** and attend the **SSS**.

NOW, THEREFORE, **BOARD OF EDUCATION** and the **SSS** for the consideration hereinafter named, agree as follows:

1. This Agreement is contingent on the following:
 - a. Each student covered by this Agreement meets the eligibility criteria of Tennessee State Board of Education Rule 0520-04-03 and the admissions criteria of the appropriate **SSS** Policy 6.2030; and
 - b. Each student covered by this Agreement has been evaluated and referred for enrollment at a **SSS** by his or her Individualized Education Program (IEP) team, that includes a representative from the **SSS**, upon the IEP team's determination that the **SSS** will provide the student a free appropriate public education in the student's least restrictive environment.
2. **SSS** in collaboration with **BOARD OF EDUCATION** shall be responsible for developing and implementing an IEP which will be specifically designed to meet the unique needs of the student enrolled with provision for all support materials and services necessary for their education. The IEP shall not be changed or terminated without an IEP team meeting composed of representatives of **BOARD OF EDUCATION** and **SSS** which results in agreement regarding change or termination of the program unless the **SSS**, LEA, and parents agree to amend or modify the IEP in writing instead of convening an IEP team meeting per 34 C.F.R. 300.324(a).
3. **BOARD OF EDUCATION** is responsible for:
 - a. Providing **SSS** with copies of each student's educational records within 10 days of the student's enrollment at a **SSS**;
 - b. Providing extended school year (ESY) services if specified in the student's IEP;
 - c. Providing homebound services in consultation with **SSS**;
 - d. Transporting residential and non-residential students who reside within 90 minutes of the campus;
 - e. Providing families the option of transporting residential students to a designated bus stop where a **SSS** charter bus will pick up students and transport to campus;
 - f. Providing one-on-one aide if specified in the student's IEP;

- g. Provide a gifted education teacher to consult with SSS staff in the event a student is identified as gifted;
 - h. Filing a truancy petition with the appropriate authorities in the county where the student resides (if applicable).
4. **SSS** is responsible for providing:
 - a. Transportation to residential students who do not reside within 90 minutes of the campus;
 - b. A residential program for students who meet the criteria of SSS Residential Policy 3.7000;
 - c. Access to student's educational records in EasyIEP to **BOARD OF EDUCATION** for each student attending a **SSS**;
 - d. Special education and related services, other than those listed in Section 3 above.
 5. **SSS AND BOARD OF EDUCATION** shall collaborate to adopt procedures for implementation of a progressive truancy intervention plan.
 6. **SSS** are entities of the State of Tennessee. Any and all monetary claims against the State of Tennessee, its officers, employees, and agents in their official capacities shall be submitted to the Board of Claims or the Claims Commission of the State of Tennessee and shall be limited to those provided for in T.C.A. § 9-8-307.
 7. Nothing in this Agreement shall relieve the **BOARD OF EDUCATION** of their obligation to ensure students served at **SSS** are provided a free appropriate public education in accordance with state and federal special education law.
 8. The term of this Agreement is from July 1, 2022 to June 30, 2023. The Parties may, upon mutual agreement, terminate this Agreement at any time.

WITNESS THEREOF, parties have executed this AGREEMENT the day and year first above written.

BOARD OF EDUCATION:

Name, Director of Schools

State Special Schools:

Josh Mason, Assistant Commissioner of State Special Schools

TENNESSEE DEPARTMENT OF EDUCATION:

Penny Schwinn, Commissioner

Pursuant to State Board Rule 0520-04-03, Campbell County Schools, Tennessee School for the Blind (TSB), and Tennessee Schools for the Deaf (TSD) are required to annually sign a placement agreement. The agreement outlines the responsibilities of the district of origin and TSB/TSD regarding the student's free and appropriate public education and services provided pursuant to the student's IEP.

Attached please find one agreement for both TSB and TSD. This document replaces the two separate agreements required in 2021. The agreements do not create any new responsibilities for school districts and merely reduces to writing long-standard practices.

Please have the attachment agreement signed and returned to Josh Mason, Assistant Commissioner for State Special Schools, at josh.mason@tn.gov by **July 22, 2022**.

Please let me know if you have any questions.

Sincerely,



Education

Josh Mason, Ed.D. | Assistant Commissioner
State Special Schools
Office of Districts and Schools
Andrew Johnson Tower, 12th Floor
710 James Robertson Parkway, Nashville, TN 37243
(615) 714-0600
Josh.Mason@tn.gov
tn.gov/education
#TNBestforAll

We will set all students on a path to success.

Elgin Children's Foundation

Wm. Paul Phillips
General Counsel

10118 Parkside Dr., Ste. 105
Knoxville, Tennessee 37922
Fax 865.851.9205

JUNE, 2022

**CAMPBELL COUNTY SCHOOLS
ATTN: JENNIFER FIELDS, SUPERINTENDENT
172 VALLEY ST.
JACKSBORO, TN 37757**

Re: Terms and Conditions Applicable to 2022-2023 MAP Grant Agreement

Elgin Children's Foundation (the "Foundation") is pleased to confirm that it has approved your grant request as more particularly described on EXHIBIT A, subject to the terms and conditions set forth herein.

We are fiduciaries of the advisory privileges entrusted to us and believe it is appropriate that we confirm in writing with you our joint understanding regarding the use of the funds recommended to be granted, as follows:

- 1. Disbursements.** The Foundation has approved a grant in an amount not to exceed \$25,593.75 to the Grantee to be used beginning July 1, 2022 and ending June 30, 2023, solely for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code (the "Code") and subject to the terms, conditions, and limitations set forth below. Grantee will operate the program and incur all expenditures necessary to fulfill the plan outlined in the grant agreement. Upon completion of the program, Grantee will provide documentation of incurred expenses to the Foundation. The Foundation will reimburse program related expenditures in an amount not to exceed \$25,593.75.
- 2. Permitted and Prohibited Uses.** Grantee will use the grant funds solely for the purposes set forth in your grant request, which is attached hereto as EXHIBIT C, with the ultimate objective of improving the health, wellbeing and educational achievements of the underserved children of CAMPBELL COUNTY, TENNESSEE. The Grantee acknowledges and agrees that none of the grant funds will be used (a) to carry on propaganda, or otherwise attempt to influence legislation, (b) to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive, or (c) to undertake any activities for any purpose that would not be deemed to be a charitable or educational purpose described in Section 170(c)(2)(B) of the Code.
- 3. Status of Grantee as a Tax-Exempt Organization.** The Grantee certifies that it is an organization described in Section 501(c)(3) of the Code and classified as a public charity described in Section 509(1) of the Code. The Grantee will notify the **Foundation** in the event of any change in status or any determination by the Internal Revenue Service, with respect to its status as an organization described in Internal Revenue Code Section 501(c)(3) or its classification as a public charity described in Section 509(a) of the Code. The Grantee further agrees to submit in a timely manner all required tax filings, including Form 990 and all filings required by state and local authorities.
- 4. Conditions for Future Grants.** Grantee acknowledges that the Foundation is not committed to make any grants or grant recommendations, or contributions in the future and that there are no oral or implied obligations or commitments to do so.
- 5. Miscellaneous.** This Agreement constitutes the full understanding of the parties and will be governed by the laws of the State of Tennessee. This Agreement may only be amended by a written instrument,

signed by an authorized director of the Foundation and an authorized officer of the Grantee.

6. **Grantee Reporting Requirements.** Grantee agrees to provide timely and accurate reports on the use of grant funds and the achievement of measurable objectives. **CAMPBELL COUNTY SCHOOLS** will provide reports, as outlined in **EXHIBIT B**, on the progress of all Elgin supported program.

7. **Unused Funds.** The Grantee agrees that the funds will be used only as Designated in the Budget, and the Grantee is legally obligated to return immediately to The Foundation an amount equal to any funds not used in accordance with the terms of this agreement within 14 months from the date hereof. Grantee agrees to reimburse, indemnify, and hold The Foundation harmless as to any funds not properly expended.

8. **Reversion of the Grant.** In no event shall the purpose of the Grant be modified from that specified in herein. If, in the sole judgment of the Foundation, the purpose of the Grant is modified, enlarged, frustrated, or otherwise becomes impossible to achieve as contemplated by the Foundation and the Grantee, or if the Grantee fails to timely and fully comply with each of the provisions of this agreement, the Grant, or any portion thereof, in the Foundation's sole discretion, shall be cancelled and any previously disbursed Grant funds or property received by the Grantee that are attributable to the cancelled portion of the Grant, including without limitation, the entire Grant, shall revert to and be returned to the Foundation. On the termination or completion of the Grant, any unexpended portion of the Grant funds shall be repaid to the Foundation within 30 days unless the Foundation, in its sole discretion, shall otherwise specify in writing.

Please confirm your agreement to adhere to the terms and conditions set forth in this letter agreement and the exhibits attached by signing in the space provided below. Again, thank you for your efforts on behalf of the children.

Very truly yours,
Elgin Children's Foundation, Inc.

By: _____

Agreed:

CAMPBELL COUNTY SCHOOLS

By: _____ **Date:** _____

Name: JENNIFER FIELDS

Title: SUPERINTENDENT

EXHIBIT A**GRANT TERMS AND CONDITIONS**

Date Authorized: **July 1, 2022**
 Grantee Organization: **CAMPBELL COUNTY SCHOOLS**
 Contact person: **JENNIFER FIELDS, SUPERINTENDENT**
 Grant Purpose: (see attached **Exhibit C**)
 Amount Requested: **\$25,593.75**
 Amount Granted: **\$25,593.75**

Verifying Teacher and Student Counts

The teacher and student counts by school by grade for fall 2022-2023 appear below.

Campbell County Schools	GRAND TOTAL = 2,250					
School	K	1st	2nd	3rd	4th	5th
Caryville		100	83	74	86	80
Jacksboro Elem		103	98	92	85	99
Lafollette Elem		83	58	79	86	75
Valley View		53	60	57	45	62
Wynn		18	14	16	17	12
White Oak		14	11	14	11	11
Jellico		32	27	28	26	21
Elk Valley		13	18	11	15	9
District Total	379	416	369	371	371	369
<u>Total Students</u>						2275

EXHIBIT B

REPORTING SCHEDULE

Frequency: **Testing Cycle**

Report Due Dates:

- After seasonal testing
-
-
-

EXHIBIT C

(see attached grant request, including budgets)