

**RUTHERFORD COUNTY SCHOOL SYSTEM
2240 Southpark Drive
Murfreesboro, TN 37128**

**October 24, 2019
5:00 P.M.**

- 1. CALL TO ORDER**
- 2. PLEDGE OF ALLEGIANCE**
- 3. MOMENT OF SILENCE**
- 4. APPROVAL OF AGENDA**

Recommended Approval---motion to approve the agenda as presented.

5. APPROVAL OF CONSENT AGENDA (TAB 1)

A. Minutes: October 3, 2019 Board Meeting

B. Community Use of Facilities

C. Title I Contracts

- Julie Taylor with A+ Literacy Consulting Agreement with LaVergne Lake Elementary**
- Emotional Poverty Workshop with aha! Process, Inc.**

D. Out of County Transfers (1)

E. Routine Bids

Bid #3439-Lincoln Torchmate 4800 CNC Plasma System

Bid #3440-Striping and Sealcoat

Bid #3441-Asbestos Abatement

Bid #3443-Bleacher Repairs (Blackman High)

Request to Purchase:

The Engineering and Construction Department would like to repair and renovate the gymnasium floor at Wilson Elementary School in the amount of \$29,625.80. To be purchased from Praters, Inc. using Rutherford County Bid #3320. This is an approved project from Capital Project Funds.

Request to Purchase:

The Title I Department would like to purchase eighteen (18) ViewSonic IFP7550E2 Bundles which includes the interactive boards, stands, software, training and warranty for LaVergne Middle School in the amount of \$46,872.38. To be purchased from Troxell Communications, Inc. using Omnia Partners Contract #R160903. To be funded from the Title I Department.

Request to Purchase:

The Safe Schools Department would like to upgrade to the Avigilon Camera Systems at six high schools and seven elementary schools in the amount of \$318,000.00. To be purchased from System Integrations, Inc. using Rutherford County Bid #3353. To be funded from the Safe Schools Department.

Request to Purchase:

The Engineering and Construction Department would like to install Delta Controls on all existing HVAC systems from Maynard Select for Smyrna Middle in the amount of \$221,000.00 per Tennessee Code for Energy Efficiency #TCA 49-2-203. This is an approved project from Capital Project Funds.

Request to Purchase:

Rutherford County Board of Education request to use the following Cooperative Purchasing Agreements: Clinch-Powell Educational Cooperative (TIPS), E & I Cooperative Services, National Cooperative Purchasing Alliance (NCPA), NASPO Value Point, Omnia Partners (NIPA and U.S. Communities), and Sourcewell.

F. School Salary Supplements and Contract Payments:

Name	Amount	School	Funded By	Description
Courtney Gregory	NTE 3,000.00	Blackman High	School Funds-Varsity Cheerleading	Competition Cheer Coach/Football Cheer Advisor
Ralston Williams	NTE 1,500.00	Blackman High	School Funds-Football	Assistant Football Coach
Barry Wortman	NTE 6,000.00	Blackman High	School Funds-General Athletics	Boys Basketball Coach

Heather Wortman	NTE 3,000.00	Blackman High	School Funds-Varsity Cheerleading	Competition Cheer Coach
Maranda Allen	NTE 500.00	Blackman Middle	School Funds-Drama	Work with Drama Production
Casey Molina	NTE 500.00	Blackman Middle	School Funds-Drama	Work with Drama Production
Shelia Panther	NTE500.00	Blackman Middle	School Funds-Drama	Work with Drama Production
Krissa Seifert	NTE 500.00	Blackman Middle	School Funds-Drama	Work with Drama Production
Nicole Underwood	NTE 500.00	Blackman Middle	School Funds-Drama	Work with Drama Production
Lauren Fluharty	NTE 750.00	Central Magnet	School Funds-MS Girls Soccer	Assistant MS Girls Soccer Coach
Brandon Bassham	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Shane Chapman	NTE1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Mac Jones	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Alan Pepper	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Joey Reed	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Bo Tollett	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Joseph Wilson	NTE 1,000.00	Eagleville	School Funds-HS/MS Basketball	HS/MS-JV Basketball Officiating
Brandon Bassham	NTE 2,500.00	Eagleville	School Funds-Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Richard Bolden	NTE 2,500.00	Eagleville	School Funds-Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Shane Chapman	NTE 2,500.00	Eagleville	School Funds-Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools

Chris Lynch	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Davy McClaran	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Alan Pepper	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Jennifer Snell	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Bo Tollett	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr. Pro Basketball at various county schools
Brooke Wyant	NTE 2,500.00	Riverdale High	Riverdale Cheerleading Boosters	Cheer Coaching
Roger Haynes (1)	NTE 400.00	Siegel High	Siegel Band Boosters	Painting Football Field for Band
Craig Reavis	NTE 1,500.00	Siegel High	School Funds- Baseball	Off Season Field Maintenance
Craig Reavis	NTE 450.00	Siegel High	School Funds- Football	PA for home football games
Austin Bailey	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Matthew Boyette	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Ryleigh Cobb	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Eric Hawks	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Bobby Leathers	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Ryley McClaren	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Tim McGehee	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating

Luke Parrish	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Chris Payne	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Cody Pepper	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Robert Smith	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Kevin Snell	NTE 1,000.00	Eagleville	School Funds- HS/MS Basketball	HS/MS-JV Basketball Officiating
Austin Bailey	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Keydon Bassham	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Phillip Bennett	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Jim Bingham	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Ivie Burns	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
James Buttrey	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Anna Grace Clement	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Ethan Cobb	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Raleigh Cobb	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Carrington Creasy	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools

Cameron Curtis	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Carissa Curtis	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Brandon Dickerson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Christian Edmondson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Hayden Edmondson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Mike Edmondson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Sara Edmondson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Trevor Griffin	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Micah Harris	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Eric Hawks	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Colin Henson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Tucker Hicks	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Ty Heoft	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Brian Hurst	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Ethan Hurst	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools

Bryson Kelley	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Robert Leathers	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Blake Lenorad	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Gregory Logan	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Niketha Love	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Mark Wilson Lovinski	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Mary Elise Lynch	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Rodney March	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Ryley McClaran	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Tim McGehee	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Hayden McMahon	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Josh Moates	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
MaKayla Moates	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Chris Moore	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
CJ Murray	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools

Luke Parrish	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Chris Payne	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Cody Pepper	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Calee Pineda	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Hunter Poff	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Mark Pope	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Stefon Porter	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Jamie Pratt	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Jesse Pruitt	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Lucas Pruitt	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Jacob Rich	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Tyler Rumley	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
DeVal Smith	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Fant Smith	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Jack Smith	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools

Bobby Snell	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Brooklyn Snell	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Karah Snell	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Kevin Snell	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Zach Stevens	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Elizabeth Thompson	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Kaley Walker	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Dylan Watt	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Sydney Williams	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Cole Yoders	NTE 2,500.00	Eagleville	School Funds- Jr Pro Basketball	Officiating for Jr Pro Basketball at various county schools
Shayna Housley	NTE 1,500.00	Oakland High	School Funds- Track	Assistant Track and Field Coach
Katherine Atwood	NTE 8,000.00	Riverdale High	Riverdale Band Boosters	Color Guard Instruction
Chad Hewitt	NTE 4,600.00	Riverdale High	Riverdale Softball Boosters	Assistant Softball Coach
Jace May	NTE 4,600.00	Riverdale High	Riverdale Softball Boosters	Assistant Softball Coach
Kyle Etges	NTE 10,000.00	Rockvale High	School Funds- Band	Saxophone Lessons
Marybeth Miller	\$20/Lesson	Rockvale Middle	School Funds- Band	Clarinet Lessons
Stephen Morgan	\$20/Lesson	Rockvale Middle	School Funds- Band	Private Lessons

Kayelie Anguiano	\$23/Practice	Rocky Fork Middle	School Funds-Swimming	Life Guard
Donna Groff	NTE 5,000.00	Siegel High	School Funds-Choir	Piano Accompanist
Jared Nave	NTE 1,000.00	Siegel High	School Funds-Boys Basketball	Assistant Boys Basketball Coach
Trinity Kendrick	\$25.14/Hour	Thurman Francis	School Funds-Swimming	Life Guard
Richard Batey (2)	Hourly	Central Magnet	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Teresa Deno (2)	Hourly	Central Magnet	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Shelly Brewer (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Derrick Foster (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Bob Heath (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Lorraine Lozano (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Wanda McCloud (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Gavin McGoldrick (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
Dewayne Reecer (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year

Tim Stach (2)	Hourly	Rockvale High	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year
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1. Unless listed as an hourly rate
2. Approved previously for an amount \$500 or greater
3. Not less than regular hourly rate – or overtime rate if working over 40 hours during the week
4. Anticipate amounts over \$500 this school year
5. Amend prior approval
6. Less than \$500 but part of event total
7. Pending approval by Transportation Dept.

G. Non-Faculty Volunteer Coaches:

According to Tennessee Secondary School Athletic Association (TSSAA) guidelines, Board of Education approval is required to allow non-faculty volunteer coaches to participate in the school athletic programs.

The following non-faculty volunteer coaches are for the 2019-2020 school year:

<u>Name</u>	<u>School</u>	<u>Sport</u>
Kyle Etges	Rockvale High School	Band
Donna Groff	Siegel High School	Choir
David Koger	Siegel High School	Band
Marybeth Miller	Rockvale Middle School	Band
Stephen Mark Morgan	Rockvale Middle School	Band
Elizabeth Gibson	Buchanan Elementary	Archery
Joseph McCaffery	Buchanan Elementary	Archery
Allison Blanton	Central Magnet	Archery
Terence Johnson	Siegel High School	Basketball/Girls
Jared Nave	Siegel High School	Basketball
William Holliday	Whitworth-Buchanan Middle	Basketball/Girls
Chad Hewitt	Riverdale High School	Basketball/Softball
Jace May	Riverdale High School	Softball
Jalyn Brooks	Rockvale High School	Basketball/Girls
Kasey Gregory	Buchanan Elementary	Archery
Shayna Housley	Oakland High School	Track
Heather Dunsford	Thurman Francis	Archery
Casey McClure	Blackman Middle School	Soccer/Boys
Noel Gentry	Riverdale High School	Bowling
Keya Mabiala	Oakland Middle School	Band
Cameron Phelps	Smyrna High School	Tennis
Youlanda Whitmore	Smyrna Middle School	Basketball/Boys
Kenny Wilson	Blackman High School	Basketball/Boys
Jeromy Barbee	Blackman High School	Basketball/Girls
Lawrence Segree	LaVergne High School	Track/Football

Recommended Approval---motion to approve the consent agenda items as presented.

6. VISITORS

7. TEXTBOOK SELECTION COMMITTEES FOR ADOPTION OF TEXTBOOKS (TAB 2)

The names and qualifications of the following individuals under TAB 2 are being submitted for appointment to the 2019-2020 English Language Arts Instructional Materials Committee upon Board approval. The appropriate forms are included with a document which includes the parents and experts to serve on each respected committee.

Recommended Approval---motion to approve the individuals submitted to serve on the 2019-2020 English Language Arts Instructional Materials Committees.

8. STEWARTSBORO PTO BOARD-AFFILIATION REQUEST (TAB 3)

Stewartsboro parents have come together with the school administration to start the process of forming a PTO. The organization has completed the initial steps required and drafted bylaws, and the school administration approves the formation of this organization. The members are dedicated to supporting Stewartsboro teachers, students and staff through fundraising, events and volunteer coordination.

Recommended Approval---motion to approve the formation of the Stewartsboro Elementary School PTO as presented.

9. SPECIAL EDUCATION LIAISON JOB DESCRIPTION UPDATE-FOR INFORMATION ONLY (TAB 4)

This is an update for the Special Education Liaison job description for the new position, previously board approved. The job description addresses the work for at risk students with disabilities to better align to use of disproportionality funding. This position would be utilized to assist students in Day Treatment and the Juvenile Detention Center by providing instructional support to decrease behavior.

10. JOHN COLEMON ANNEX/HEAD START

Rutherford County Schools are growing at approximately 1,000 students a year. Additionally, new legal mandates have required increased options for alternative school settings and mental health services for students. The combination of growth and required specialized services has created a pressing need for the District to find physical space. Currently, Rutherford County Schools houses the Mid-Cumberland Head Start Program in around half of the John Colemon Elementary Annex Building under a lease agreement. Pursuant to the lease agreement between the Rutherford County Board of Education and Mid-Cumberland Head Start, the Rutherford County Board of Education can terminate the agreement with 90-days notice.

11. FACILITIES USE APPROVED FOR EXEMPTION

Pursuant to Board Policy 3.206 public education schools and institutions, post-secondary education institutions, private universities and colleges, governmental entities or agencies that provide benefits to the Rutherford County School System or have an in-kind relationship approved by the Director of Schools may request the Board of Education to allow an exemption from the use of facilities fee which the Board may allow or deny based upon the details of the specific request.

Recommended Approval--motion to approve the following groups requesting fee waivers for the use of facilities to Policy 3.206:

*Cub Scouts Pack 307	Meetings (Wilson ES)
*Girl Scouts	Meetings (Cedar Grove, Rock Springs ES)
Murfreesboro City Schools Basketball	Bradley Academy Home Basketball games (Holloway High)
Rutherford County Conservation Board	Open Gym (Rockvale ES) Jr. Pro Basketball (Rockvale ES, Christiana ES)
Stewarts Creek Middle Drama Club	Craft Fair (Stewarts Creek Middle)

***Pending submission/approval of MOU**

Note: Facility use for 10/24/19 has been granted pending Board action. A certificate of insurance with \$2,000,000.00 limits (\$1,000,000.00) if approved) is required by each user. Each group must forward any renewals of insurance to the Board on time; otherwise approval is terminated at the end of the policy period. All approvals are for no more than a 1-year period.

12. FACILITIES (TAB 5)

1. Request to Purchase:

The Engineering and Construction Department would like to replace and update the track surface at LaVergne High School in the amount of \$199,934.70. To be purchased from FieldTurf USA, Inc. using OMNIA Partners Contract #R162203. This is an approved project from Capital Project Funds.

2. LaVergne High School:

LaVergne High School principal Dirk Ash has requested permission to renovate the LHS letters on the hill in front of the school. Engineering and Construction has reviewed the request and finds the letters in disrepair. Mr. Ash has contacted MTSU CIM Department and found local contractors to work with the school at a discounted rate. Cost not to exceed \$13,000.00

Recommended Approval---motion to approve LaVergne High Schools request to replace the letters on the hill in front of the school, not to exceed \$13,000.00.

3. For Information:

On September 23, 2019, Mr. Spurlock received a letter from Mayor Ketron to TDOT concerning a federal ADA mandate. On Monday, October 14, Trey Lee met with the County ADA Compliance Officer and Human Resource Director Sonya Stephenson to discuss Rutherford County Schools involvement in the compliance document. We will provide the information required in its entirety, in as timely a manner as possible. The document is due December 2019 and they are aware we cannot be complete at this time but will provide a portion of what is required. This program is a 10-year program and the repairs and upgrades that are required will be unfunded. Please see attachments.

- 13. INSURANCE UPDATE**
- 14. DIRECTOR'S UPDATE**
- 15. TENNESSEE LEGISLATIVE NETWORK (TLN) UPDATE**
- 16. FEDERAL RELATIONS NETWORK (FRN) UPDATE**
- 17. GENERAL DISCUSSION**
- 18. ADJOURNMENT**

**RUTHERFORD COUNTY SCHOOL SYSTEM
Board of Education Meeting
2240 Southpark Drive
Murfreesboro, TN 37128**

Minutes of October 3, 2019

Board Members Present

**Jim Estes, Board Chairman
Coy Young, Vice-Chairman
Terry Hodge
Tiffany Johnson
Jeff Jordan
Lisa Moore
Tammy Sharp
Bill C. Spurlock, Director of Schools**

1. CALL TO ORDER

The Chairman called the meeting to order at 5:00 P.M. Ms. Moore led the Pledge of Allegiance.

2. MOMENT OF SILENCE

During the moment of silence, Mr. Estes asked that we remember two families in our thoughts and prayers.

We learned this week of the passing of a student at Wilson Elementary School. Her family has reached out to the school and specifically asked for prayers during this difficult time.

Also, remember Austin Rice, son of Rockvale football coach Rick Rice. Austin was in a serious car accident Sunday evening, and is currently in critical condition at Vanderbilt University Medical Center.

3. APPROVAL OF AGENDA

Motion made by Ms. Moore, seconded by Mr. Jordan, to approve the agenda as presented.

Vote: All Yes

4. APPROVAL OF CONSENT AGENDA

- A. Minutes: September 18, 2019 Board Meeting**
- B. Community Use of Facilities**
- C. Out of County Transfers (1)**
- D. Routine Bids**

Request to Purchase:

The Engineering and Construction Department would like to install Delta Controls on all existing HVAC systems for Smyrna High in the amount of \$129,500.00 per Tennessee Code for Energy Efficiency #TCA 49-2-203. These are approved projects from Capital Project Funds.

The Engineering and Construction Department would like to install Delta Controls on all existing HVAC systems for LaVergne High in the amount of \$140,000.00 per Tennessee Code for Energy Efficiency #TCA 49-2-203. These are approved projects from Capital Projects Funds.

E. School Salary Supplements and Contract Payments:

Name	Amount	School	Funded By	Description
Brad Cowan	NTE \$1,500.00	Oakland High School	School Funds-General Athletics	Athletic Director
Perry Lyons	NTE \$2,800.00	Riverdale High School	Riverdale Softball Boosters	Assistant Softball Coach
Tiffany Phillips	NTE \$3,000.00	Riverdale High School	School Funds-Football	Washing football uniforms
Katie Reiff (4)	NTE \$500.00	Riverdale High School	Riverdale Softball Boosters	Assistant Softball Coach (Amount approved will not be: NTE \$2,500)
Cody Burton	NTE \$1,000.00	Rockvale High School	School Funds-Volleyball	Keep Volleyball Books
Christopher Lowry	NTE \$2,700.00	Rockvale High School	School Funds-Band	Band Sectionals, Drill writing, Percussion book
Kyle Ramsay	NTE \$500.00	Oakland High School	School Funds-Band	Front ensemble sound technician
Preston Bailey	NTE \$10,000.00	Rockvale High School	School Funds-Band	Trumpet Lessons

Evan Clifton	NTE \$5,000.00	Siegel High School	Siegel Band Boosters	Private Lessons-Low Brass
Molly Waxman	NTE \$5,000.00	Siegel High School	Siegel Band Boosters	Private Lessons-Clarinet + Bass Clarinet
Matt Harris (2)	Hourly	Rockvale High School	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year – NTE \$5,000
Jesse Charles (2)	Hourly	Siegel High School	Clubs, Athletics + Outside Groups	Additional Custodial work for the 2019/2020 school year – NTE \$6,000

1. Unless listed as an hourly rate
2. Approved previously for an amount \$500 or greater
3. Not less than regular hourly rate – or overtime rate if working over 40 hours during the week
4. Anticipate amounts over \$500 this school year
5. Amend prior approval
6. Less than \$500 but part of event total
7. Pending approval by Transportation Department

F. Non-Faculty Volunteer Coaches:

According to Tennessee Secondary School Athletic Association (TSSAA) guidelines, Board of Education approval is required to allow non-faculty volunteer coaches to participate in the school athletic programs.

The following non-faculty volunteer coaches are for the 2019-2020 school year:

<u>Name</u>	<u>School</u>	<u>Sport</u>
Preston Bailey	Rockvale High School	Band
Evan Clifton	Siegel High School	Band
Kyle Ramsey	Oakland High School	Band
Molly Waxman	Siegel High School	Band
Chad Lane	Rockvale High School	Wrestling
Mattie Berhow	Stewarts Creek High School	Swimming
Michael Prevost	Riverdale High School	Basketball/Boys
Charles Mitchell	Stewarts Creek High School	Baseball
Bobby Smith	Siegel High School	Archery
Natalie Wolff	Buchanan Elementary	Archery
Robert Teahan	Buchanan Elementary	Archery
Shane Vaughn	LaVergne High School	Softball
Michael Parsons	LaVergne High School	Softball
Amy Caulkins	LaVergne High School	Swimming
Mike Salleem	Stewarts Creek Middle School	Basketball/Boys
Jamie Owens	Buchanan Elementary	Archery

Motion made by Mr. Hodge, seconded by Mr. Young, to approve the consent agenda items as presented.

Vote: All Yes

5. VISITORS

Ms. Shelley Campbell, parent of Blackman Elementary School, advised the Board of Blackman Elementary School dress code policy.

6. REPORT ON SUBSTITUTES (For Information Only)

Dr. Anthony gave a report on substitutes. She stated that Advantage xPO has been able to maintain a 90% fill rate over the last two months while building their substitute pool. They are continuing to recruit and train and are focusing their recruitment efforts for middle and high school substitute availability. They have established incentive programs through a monthly and a referral bonus program. Advantage xPO is increasing their count of premier substitutes to cover for early morning call-ins for substitute needs.

7. GRANT FOR VOLUNTARY PRE-K PROGRAM

The VPK (Voluntary Pre-K) Grant is used to partially fund our 15 Voluntary Pre-K Programs that are housed in 12 of our elementary schools. Nine of the 12 schools are in the Smyrna/LaVergne area of Rutherford County, our area of highest need. All classrooms are at capacity (20 students per class) with more than 90% of the students and families served qualifying based on household incomes at or below poverty level. The program is designed to reach Rutherford County's at-risk early learners. The funding from this grant is used to fund Pre-K staffing needs along with the typical supplies and curriculum materials needed for best practice in our Pre-K classrooms. Additionally, we have purchased ESGI, an online assessment tool that will be used to monitor progress and growth across the classrooms. Teachers will be able to compare data and communicate areas of concern, or strengths in each of their classrooms, based on this data.

Motion made by Mr. Hodge, seconded by Ms. Sharp, to approve the acceptance of the Voluntary Pre-K Grant totaling \$1,340,161.59

Vote: All Yes

8. ESL EXTENDED CONTRACT

The ESL Department will be conducting an after-school extended day program at Smyrna High School, funded completely by Title III funds. These funds will provide two teachers extended contracts. The schedule for the extended school day will run

for both semesters: Monday through Wednesday from 3:45-6:15. Each teacher will receive \$22.00 per hour for their services.

Motion made by Ms. Sharp, seconded by Mr. Young, to approve a Rutherford County Schools Title III funded contract with Emily Reeves and Lia Beachboard for the extended day program to be held at Smyrna High School.

Vote: All Yes

9. WELNET SERVICE AGREEMENT

This agreement is part of the CDC Healthy Students grant obtained by Coordinated School Health. It will provide physical education software to all district PE and Wellness teachers.

Motion made by Mr. Jordan, seconded by Mrs. Moore, to approve the WELNET software agreement as presented.

Vote: All Yes

10. RENEWAL OF STELLAR THERAPY SERVICES FOR MEDICAID REIMBURSEMENT CONTRACT

The contract allows us to recoup some of the money we spend providing nursing services to students receiving Medicaid. It was originally approved by the Board at the 4/19/18 Board Meeting. As seen in the attached End of Year Report for the 18-19 school year, \$11,241.55 was reimbursed to RCS for Nursing Services. We hope to increase that amount several times this year as we have become familiar with the process.

Motion made by Mr. Hodge, seconded by Mrs. Moore, to approve the renewal of the Stellar Therapy Services for Medicaid Reimbursement Contract as presented.

Vote: All Yes

11. FACILITIES USE APPROVED FOR EXEMPTION

Pursuant to Board Policy 3.206 public education schools and institutions, post-secondary education institutions, private universities and colleges, governmental entities or agencies that provide benefits to the Rutherford County School System or have an in-kind relationship approved by the Director of Schools may request the Board of Education to allow an exemption from the use of facilities fee which the Board may allow or deny based upon the details of the specific request.

Motion made by Mr. Young, second by Ms. Sharp, to approve the following groups requesting fee waivers for the use of facilities to Policy 3.206:

Central Magnet Girls Basketball Team	County Girls Basketball Scrimmage
Partnering with MTCS Girls Basketball	Day (CMS)
FitKids America	Enrichment/After-School sports Activities (MF)
Girl Scouts	Meetings (TF, WES)
Mid TN Boy Scouts of America	Cub Scout meetings (Barfield, Lascassas)
Mid TN Vocal Association	Mid-State & All-State Chorus Auditions (SgHS)
Murfreesboro Baseball Association	Team Practices (Barfield)
*Refuge Outreach Center	Prayer over the School (SmMS)
Smyrna HS Band Boosters	Band Bazaar (SmHS)
TSSAA	Umpire Camp (SgMS, SgHS)
*Per Sara Page, custodial fees only	

Note: Facility use for 10/3/19 has been granted pending Board action. A certificate of insurance with \$2,000,000.00 limits (\$1,000,000.00) if approved) is required by each user. Each group must forward any renewals of insurance to the Board on time; otherwise approval is terminated at the end of the policy period. All approvals are for no more than a 1-year period.

Vote: All Yes

12. FACILITIES

Rocky Fork Middle/Elementary

The plat for the Rocky Fork Schools Campus was recorded in June of 2018. However, the land was not deeded at that time. The legal descriptions have been submitted to Jeff Reed's office and he has prepared a quick claim deed to transfer the property to the town of Smyrna. The attached color drawing shows the land being deeded. The roadways in pink is a normal transfer. The land in blue is small slivers of land that are unusable by RCS and will just be something to maintain. It was agreed by former County Mayor Burgess, and former Town Manager Harry Gill to transfer the property to the city. The City has agreements with adjacent land owners on Rocky Fork Road for additional land donations for the purpose of building a Fire Hall.

Motion made by Mr. Young, seconded by Mr. Jordan, to approve the land transfer of roadways and excess land from the Rocky Fork School Campus to the Town of Smyrna.

Vote: All Yes

13. FINANCIAL MATTERS

1. RIVERDALE HIGH SCHOOL BASEBALL AND SOFTBALL FIELDS SURFACING PROJECT

Riverdale High School Baseball and Softball Boosters wants to replace its grass baseball field with turf. This project will be funded 100% through the Riverdale High School Baseball and Softball Booster Clubs with no county funds utilized.

- a) The project will be funded with an unsecured loan from First Bank that will be issued to the Baseball and Softball Booster Clubs, as well as funds on hand that the booster clubs have raised from contributions to date.**
- b) The loan will be paid for entirely by future booster club fundraisers and pledges of local businesses and individuals that have been secured by the booster clubs. The booster clubs will maintain a debt sinking fund at First Bank to service the future payments of the loan.**
- c) Once the project for the turf is approved by the School Board, the School Board's Purchasing Department will release a formal bid request for the project based on the specifications as outlined in the written request of the booster clubs. The sealed bids will be opened at Central Office a week later. It is stressed that this is the Booster Club's bid and that the school purchasing department is only facilitating the bid process as the turf project becomes a donated school asset at the end of the construction. Bid to be awarded to the lowest and best proposal that meets bid specifications.**
- d) Included in this packet is the booster clubs detailed turf project proposal along with supporting documentation covering pledges received for project loan payments, booster club financials, proposed financing of project, minutes of booster clubs approving the turf project, and a detailed takeoff quote of the project that will be utilized to build the project bid specifications.**
- e) Riverdale Baseball and Softball Boosters will have all responsibility for future field replacement, maintenance and repair.**

Motion made by Mr. Jordan, seconded by Mrs. Moore, to approve the Riverdale Baseball and Softball Booster Club Turf Project as presented and authorize the School Board's Purchasing Department to work with the Booster Clubs to prepare and release a formal request for proposal for the turf project and allow the booster clubs to accept the lowest and best bid from the sealed bid process.

Vote: All Yes

2019/20 GENERAL PURPOSE SCHOOL AMENDMENTS-FUND 141

1. Safe School Grant

The State Department of Education has approved the FY 19-20 Safe Schools Grant Application that was approved by the Rutherford County School Board and submitted by the school system. This funding is for both payroll and non-payroll related grant activities with the goal of enhancing safety in all Rutherford County Public School Facilities.

Motion made by Ms. Sharp, seconded by Mrs. Johnson, to approve the budget for the FY 2019-2020 Safe Schools Grant that was approved by the Rutherford County School Board and the State Department of Education.

Vote: All Yes

2. Richard Siegel Foundation Donations

The Richard Siegel Foundation has graciously provided the Rutherford County School System with two donations totaling \$16,000 to fund walking track capital expenditures at Rocky Fork Elementary School, as well as funding for a GoNoodle Online Activity Subscription for student health programs.

Motion made by Mr. Jordan, seconded by Mrs. Moore, to approve to budget for the donations from the Richard Siegel Foundation and the non-recurring expenditures related to these restricted donations.

Vote: All Yes

JOINT RESOLUTION OF SUPPORT OF THE TENNESSEE LOCAL EDUCATION INVESTMENT ACT

A joint resolution of support that will be voted on by both the Rutherford County School Board and County Commission requesting the Governor and our county's State Delegation to fund and pass into law the Tennessee Local Education Capital Investment Act. This proposed legislation, once passed, will assist Rutherford County with funding much needed capital improvements throughout the County School System.

The Director read the Resolution. The chairman advised the Board that he spoke to Murfreesboro City Board Chairman, Mr. Campbell, and informed him that we were sending a Resolution and provided Mr. Campbell a copy of the Resolution.

Motion made by Mrs. Moore, seconded by Mrs. Johnson, approve the joint Resolution of support for the Tennessee Local Education Capital Investment Act.

Vote: All Yes

14. INSURANCE UPDATE – No report.

15. DIRECTOR’S UPDATE

The Director congratulated Trey Lee, Assistant Superintendent of Engineering and Construction, on his 30-year education journey to earn a degree from MTSU.

The Director gave a report on our Aspiring Administrators Academy. He stated we have 13 elementary, 13 middle and 13 high school candidates. This is a seven week at three hours a night training for our future assistant principals.

The candidates have been enjoying the most recent topics of the AP’s role and transitioning to administration; facilities and engineering/construction; introduction to leadership; the principal’s role in evaluating instruction; school safety; public relationship; PLC’s as the foundation to school improvement; and ATLAS.

16. TENNESSEE LEGISLATIVE NETWORK (TLN) UPDATE

Mrs. Johnson, TLN Representative, thanked Mr. Spurlock for inviting the delegation into our schools and encourages him to continue. She has spoken to Senator Reeves and he was very appreciative.

17. FEDERAL RELATIONS NETWORK (FRN) UPDATE

Ms. Tammy Sharp, FRN Representative, informed the Board that Betsy DeVoss with the Department of Education spoke about education freedom and scholarships. The administration was going to fund this project of 5 billion dollars. This proposal is gaining ground in the House and Senate.

18. GENERAL DISCUSSION

John Colemon Annex

At the Board Work Session on Tuesday, October 1, 2019 the Director gave a report on the John Colemon Annex.

Mr. Spurlock advised that we are currently looking at alternative ways to address space for alternative schools. John Colemon Annex houses Hands on Science, STEM, and Head Start.

Three projects are currently on the list for John Colemon. They are plumbing, HVAC, and Roofing. Work will have to be done in these areas to continue to use this facility. Half the classrooms are being used by Head Start at no cost or charge. Five to six rooms are being used by STEM and Food Service uses some of the space.

Smyrna West can hold 100-115 students. With new laws, they will be over capacity. We can hold 400 students at John Colemon. One side is set up for middle or high students, the other side is more set up for elementary but could be used for high school. The kitchen is fully operational, and the cafeteria has potential.

Smyrna West is overcrowded and has as many portables as they do classrooms.

Mr. Spurlock states we are seeing a rise in behavior issues from elementary school students. We could be proactive with a stepdown approach where students are transitioned back into schools. This facility provides some availability we are going to have to look at in the near future.

Mrs. Kasuboski, Special Education Coordinator, added most students are DCS Foster care students, students being transported from some distance and waiting on home placement and landing in our very large elementary schools with completed evaluation needed for educational purposes.

Ms. Moore asked about plans to protect safety and security of students in the same area. Mr. Spurlock responded that it is two separate wings and it could be separated. Ms. Sharp asked for estimate on cost to which Mr. Bodary stated he could get.

There being no further business, the meeting adjourned at approximately 5:50 P.M.

Jim Estes, Board Chairman

Date

Bill C. Spurlock, Director of Schools

Date

FACILITIES USE

October 24, 2019

CONSENT AGENDA

Blackman High	Team Elite WACG, basketball skills academy, 11/2/19 11am-5pm, gym, \$290
Rockvale Elementary	Tennessee Octane, baseball practice, 10/17/19-9/17/20 when available, ball field, \$18/hr
Siegel High	Siegel Rugby, practice and games, 10/17/19-5/20/20, rugby field, \$18/hr
Siegel High	SoZo Dance Academy, "The Nutcracker" dance recital, 12/13/19 -12/14/19 (Fri 3:30-9:30 & Sat 9:30am-10pm), 2 classrooms & auditorium, \$630
Siegel High	The Dancer's School, dance recitals, 5/27/19-5/30/19 (Wed 12-9pm, Thu 3-9pm, Fri 2-10pm, Sat 8:30am-11 pm), choir room/ band room/3 classrooms, \$1440
Stewartsboro Elementary	Solomon's Porch, Thanksgiving dinner, 11/17/19 5-8pm, cafeteria, \$54
Stewartsboro Elementary	Solomon's Porch, Christmas dinner, 12/15/19 5-8pm, cafeteria, \$54

Note: Facility use for 10/24/19 has been granted pending Board action. A certificate of insurance with \$2,000,000.00 limits (\$1,000,000.00 if approved) is required by each user. Each group must forward any renewals of insurance to the Board on time; otherwise approval is terminated at the end of the policy period. **All approvals are for no more than a 1-year period.**

Julie Taylor with A+ Literacy Consulting Agreement:

Julie Taylor will provide three days of support in Guided Reading to the staff at LaVergne Lake Elementary:

Julie Taylor will provide 3 days of training where she will both model and assist teachers in planning of guided reading lessons in grades K-5. The goal of this training is to instruct teachers how to effectively create and instruct guided reading lessons.

The total cost for the training day is \$5,250.00 for the presenter. LaVergne Lake Title I funds will pay for 100% of the cost.

Motion to approve, a contract between A+ Literacy Consulting and the Rutherford County Schools for 3 days of teacher training.

**MEMORANDUM OF AGREEMENT BETWEEN
LaVERGNE LAKE ELEMENTARY SCHOOL AND
TAMMY SEALS, M.S.EdD**

WHEREAS, Tammy Seals, M.S.Ed seeks to provide guided reading support at LaVergne Lake Elementary School.

WHEREAS, LaVergne Lake Elementary School would directly benefit from Ms. Seals's expertise;

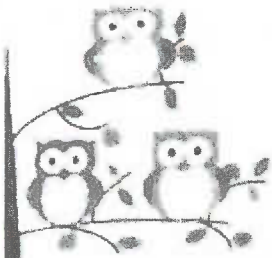
THEREFORE, in consideration of the mutual benefit to the parties, LaVergne Lake Elementary School and Ms. Seals agree as follows:

1. Tammy Seals, M.S.Ed will ensure that she complies with all rules and regulations of LaVergne Lake Elementary School and Rutherford County Schools, as well as all applicable federal, state, and local laws, statutes, ordinances, rules and regulations while observing in the classroom, including, but not limited to, the Family Educational Rights and Privacy Act of 1974 (FERPA). Violation of any rule, regulation, policy, procedure, or law may result in the termination of this agreement, and a discontinued allowance of observations at other Rutherford County Schools.
2. Ms. Seals agrees is to be compensated pursuant to the attached invoice provided by Ms. Seals.
3. Neither party shall assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the prior written approval of the other party.
4. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.
5. Both Parties hereby agree, warrant, and assure that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of either Party on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. Both Parties shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.
6. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee. The venue and jurisdiction for the resolution of any such disputes shall be in the State or Federal courts located in the state of Tennessee.

7. The District is a political subdivision of the State of Tennessee and, as such, its liability for injuries which may result from its performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, T.C.A. §§ 29-20-201, et seq. Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.
8. The term of this Memorandum of Agreement shall terminate on May 29, 2020.
9. This Agreement represents the entire Agreement with respect to the subject matter herein.

In Witness Whereof, the duly authorized officers of the parties hereto have executed this Memorandum of Agreement.

_____ Signature of RCS Representative	_____ Date
<i>Tammy Seals</i> _____ Signature of Tammy Seals, M.S.Ed	<i>09/30/19</i> _____ Date



A+ Literacy Consulting Training Quote

District/School Name: LaVergne Lake Elementary School

Address: 201 Davids Way

City, State, Zip: LaVergne, TN 37086

Contact Person: Anna Sturm

Phone: sturma@rcshools.net

Follow-Up PD and Support: Assessments, Grouping, Model Lessons			
Date	Hours	Services	Cost per Day
12/16/19	Contracted School Hours	Kindergarten	\$1,750.
		Grade 1	
12/17/19	Contracted School Hours	Grade 2	\$1,750.
		Grade 3	
12/18/19	Contracted School Hours	Grade 4	\$1,750.
		Grade 5	
Total			\$5,250.

Please pay invoice within 10 days after Training/PD is delivered

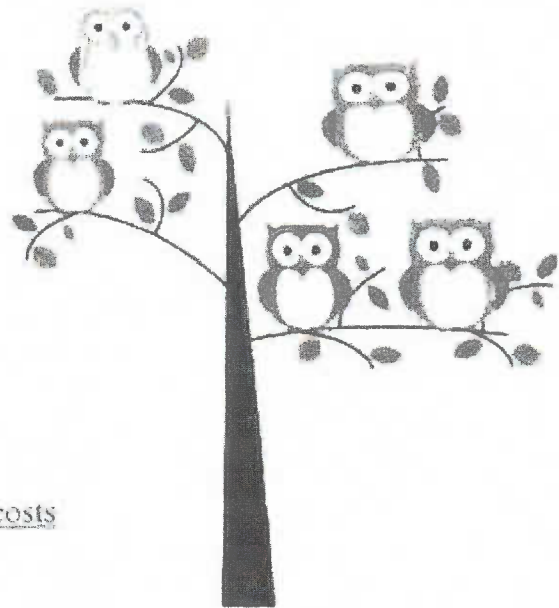
Check Can Be Made Payable to:

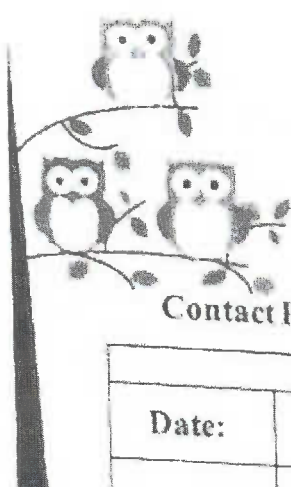
A+ Literacy Consulting, LLC

3444 Fox Hunt Drive
Palm Harbor, FL 34683
(727) 307-8630
EIN # 47-5561879

Additional Notes:

Total Cost is all-inclusive: I arrange and pay all costs for travel, flight, car rental, hotel, and meals.





Literacy First and Teacher PD Quote

District/School Name: La Vergne Lake Elementary

Address: 201 Davids Way

City, State, Zip: La Vergne, TN 37086

Contact Person: Sheri DeJaynes (Coach) Phone:

Initial Guided Reading PD Rollout			
Date:	Hours	Services	Book Rollout/PD
February 24 th -28 th	Contracted School Hours	Observation/Feedback	\$1,850 per day
Total			\$9,250

Please Make Check Payable to:

Literacy First, LLC

134 Coquina Bay Dr.

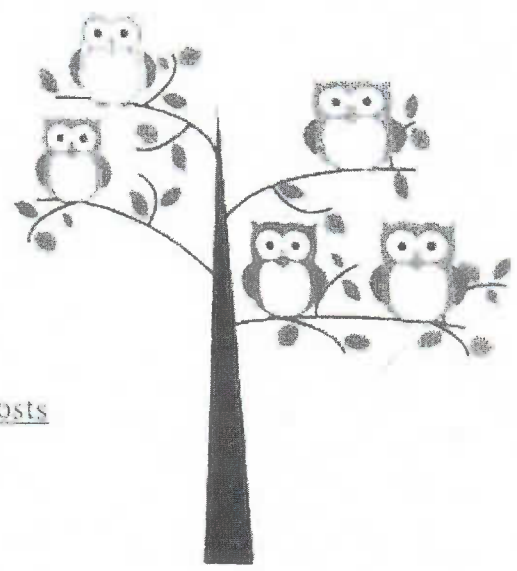
Saint Petersburg, Fl. 33705

(727) 504-2750

EIN # 82-1708428

Additional Notes:

Total Cost is all-inclusive: I arrange and pay all costs for travel, flight, car rental, hotel, and meals.



Recommended Follow-up Trainings and Support:

Title I Contract

Emotional Poverty Workshop

Dr. Rickey Frierson of the aha! Process, Inc. will provide a Saturday workshop for certified teachers from Title I Schools.

Increasingly schools are dealing with more students who are angry, anxious and tending to violence. This is taking significant time away from learning. The typical discipline strategies are only working with about half of the students because many of the behavior issues have very deep emotional roots. This workshop will provide strategies, understandings of the causes and sources, and vocabulary. In addition, the workshop will help educators identify early the most probable sources of violence so that interventions can begin much earlier.

Contract Details:

Saturday, November 23rd, 2019

8 am- 3 pm

Total Consultant Cost: \$6260.00 which will be paid 100% by Title I Administrative Funds

(Cost includes: consultant fee, travel expenses and a copy of Emotional Poverty book for each participant)

Motion: to approve contract between Rutherford County Schools Title I and aha! Process, Inc. to pay for Emotional Poverty Workshop for teachers.



P.O. Box 727
Highlands, Texas 77562
Local: +1 (281) 426-5300
Toll-Free: +1 (800) 424-9484
Fax: +1 (281) 426-8598

www.ahaprocess.com

AGREEMENT FOR CONSULTING SERVICES

This contract is an understanding and agreement between **aha!** Process, Inc. and Rutherford County Schools regarding a workshop/training program.

CONSULTANT: Dr. Rickey Frierson

CLIENT: Rutherford County Schools

CLIENT CONTACT: Laura Schofield

DATE: November 23, 2019

TIME: 8:00 a.m.- 3:00 p.m.
Timeframes different than those specified must be approved

CONSULTING SERVICE: *Emotional Poverty*

FEE: \$5,000.00 (Five Thousand Dollars) all inclusive of travel expenses.

MATERIAL REQUIREMENT: The Emotional Poverty book at \$21.00 each plus 8% shipping and handling must be purchased for each participant in the Emotional Poverty training.

VIDEOTAPING/AUDIOTAPING: Videotaping is not allowed; audiotaping by an individual for personal use, but not for commercial use, is permitted.

COPYRIGHTED MATERIAL: **aha!** Process, Inc. retains all the rights and privileges associated with their copyrighted materials, books, and intellectual property related to this workshop.

LIMITATION OF LIABILITY: **aha!** Process, Inc. will provide the designated Consultant or another qualified **aha!** Process, Inc. Consultant if the designated Consultant is unavailable for any reason. In the event performance by **aha!** Process, Inc. or the Consultant hereunder is delayed or prevented by Acts of God, travel delay or cancellation, power outages, strikes or labor actions, illness or other matters outside their control, such performance will be excused during the continuance of such event, and **aha!** Process, Inc. and the Consultant will work with the Client to reschedule the workshop, or any portion of the workshop which has been delayed, to a mutually convenient date.



CANCELLATION FEE:

If the contract is not received 60 days prior to the workshop, the workshop is cancelled. If the contract is cancelled in writing and received 60 days or less prior to the workshop, payment in the full amount of \$5,000.00 will be required.

PAYMENT:

Due to **aha!** Process, Inc. within 30 days from date of invoice after workshop. Method of payment: Check or ACH.

HANDOUTS:

The training handout file, copyrighted to aha! Process, is to be used for the sole purpose of the professional development you have contracted with us. These handouts are intended for use by those attending the workshop provided by aha! Process. Distributing this document outside the scope of the training purpose is prohibited.



aha! Representative Signature

October 9, 2019

Date

Client Signature

Date

Purchase Order #:

MEMORANDUM

DATE: October 15, 2019
TO: Bill C. Spurlock
FROM: Sara R. Page
RE: Transfer Student Under Discipline

The Board has been requested to admit a transfer student under discipline from another school system. The student was previously issued a Zero Tolerance in Davidson County.

The student was found on campus with drugs in his possession.

According to Policy 6.318, the Board must approve all admissions when a student transfers from another school system while under suspension or expulsion. I recommend that the student be admitted and placed in alternative school in line with the new legal requirements to enroll students, including students who commit a zero-tolerance offense, to an alternative setting.

Bid #3439
Lincoln Torchmate 4800 CNC Plasma System

Item Number	Description	Lincoln Electric Cutting Systems
1	Torchmate 4800CNC Plasma System	\$ 36,200.84
2	Optional Education Package	\$ 6,000.00

Mailed to 5 vendors
1 vendor did not respond

Recommend: Motion to award to Lincoln Electric for overall lowest and best bid.

To be funded through Career and Technical Department.

Bid #3440
Striping and Sealcoat

Item #	Description	American Stripers, LLC	Metro Construction Services	Seal Rite, Inc.	Sessions Sealing
1	Seal Coat (per sq ft)	\$ 0.17	\$ 0.10	\$ 0.12	\$ 0.20
2	Asphalt Crack Sealer (per linear ft.)	\$ 1.00	\$ 0.75	\$ 0.75	\$ 1.75
3	Line Paint - White or Yellow (per linear ft)	\$ 0.35	\$ 0.25	\$ 0.30	\$ 0.35
4	Handicap Parking (per space)	\$ 35.00	\$ 20.00	\$ 50.00	\$ 35.00
5	Traffic Arrows (each)	\$ 35.00	\$ 15.00	\$ 20.00	\$ 35.00
6	No Parking (each)	\$ 35.00	\$ 10.00	\$ 15.00	\$ 25.00
7	Numbering (each space)	\$ 9.00	\$ 3.00	\$ 2.00	\$ 4.00
8	Line Paint (Fast Dry) White or Yellow (per linear ft.)	\$ 0.35	\$ 0.25	\$ 0.35	\$ 0.35

Mailed to 22 vendors
18 vendors did not respond

Recommend: Motion to award to Metro Construction Services for overall lowest and best bid.

To be funded through Maintenance Department.

Bid #3441

Asbestos Abatement

Item #	Description	Aegis Environmental	Thomas Environmental
Asbestos Abatement Work			
1	Mobilization Cost Per Occurrence	\$ 1,500.00	\$ 250.00
2	Emergency Response Mobilization	\$ 2,000.00	\$ 400.00
3	Removal of Single Layer Floor Tile:		
a	Without Mastic		
	1-500 sq ft	\$ 1.50	\$ 2.40
	501-2000 sq ft	\$ 1.25	\$ 2.20
	2001 + sq ft	\$ 1.00	\$ 1.95
b	With Mastic		
	1-500 sq ft	\$ 2.00	\$ 2.75
	501-2000 sq ft	\$ 1.85	\$ 2.30
	2001 + sq ft	\$ 1.65	\$ 2.05
	Linoleum or Rolled Flooring		
c	On Concrete		
	1-500 sq ft	\$ 2.00	\$ 2.99
	501-2000 sq ft	\$ 1.85	\$ 2.53
	2001 + sq ft	\$ 1.75	\$ 1.95
d	Removal of Wood		
	1-500 sq ft	\$ 3.50	\$ 3.09
	501-2000 sq ft	\$ 3.00	\$ 2.61
	2001 + sq ft	\$ 2.50	\$ 2.10
e	Additional cost for removal of carpet adhered to floor	\$ 0.50	\$ 1.10
f	Additional cost for additional layer of flooring (per layer)	\$ 0.40	\$ 0.75
4	Removal of Bulk Thermal Insulation:		
a	1-70 sq ft	\$ 30.00	\$ 15.19
b	71-300 sq ft	\$ 25.00	\$ 14.00
c	301 + sq ft	\$ 20.00	\$ 12.00
5	Removal of Pipe Insulation:		
a	< 6" Pipe		
	1-100 sq ft	\$ 15.00	\$ 14.00
b	< 6" Pipe		
	101-500 sq ft	\$ 14.00	\$ 12.00
c	< 6" Pipe		
	501 + sq ft	\$ 12.00	\$ 10.00
d	> 6" Pipe		
	1-100 sq ft	\$ 20.00	\$ 16.00
e	> 6" Pipe		
	101-500 sq ft	\$ 18.00	\$ 13.50
f	> 6" Pipe		
	501 + sq ft	\$ 16.00	\$ 12.00
6	Removal of Ceiling Tile:		
a	1-500 sq ft	\$ 2.50	\$ 2.95
b	501-3000 sq ft	\$ 2.00	\$ 2.20
c	3001 + sq ft	\$ 1.50	\$ 1.90
7	Removal of Surfacing Material:		
a	1-500 sq ft	\$ 7.00	\$ 8.70
b	501-3000 sq ft	\$ 6.00	\$ 7.44
c	3001 + sq ft	\$ 5.00	\$ 6.97
8	Removal of Transite Material:		
a	1-500 sq ft	\$ 2.50	\$ 3.53
b	501-3500 sq ft	\$ 2.00	\$ 2.90
c	3501 + sq ft	\$ 1.75	\$ 2.00
Lead Base Paint Abatement / Stabilization Work			
1	Mobilization Cost Per Occurrence	\$ 1,500.00	\$ 250.00
2	Chemical Stripping:		
a	Work area preparation less than 25sqft/lnft per occurrence	\$ 150.00	\$ 35.00
b	Work area preparation greater than 25sqft/lnft per occurrence	\$ 350.00	\$ 25.00

Bid #3441

Asbestos Abatement

Item #	Description	Aegis Environmental	Thomas Environmental
c	Stairwell	\$ 15.00	\$ 15.25
d	Window Lintel	\$ 15.00	\$ 14.00
e	Window & Frame	\$ 20.00	\$ 14.00
f	Transom	\$ 15.00	\$ 14.00
g	Door & Frame	\$ 18.00	\$ 15.40
h	Wall	\$ 12.00	\$ 17.35
i	Ceiling	\$ 14.00	\$ 23.00
j	Molding	\$ 25.00	\$ 19.50
k	Waste Disposal	\$ 150.00	\$ 16.00
3	Component Removal:		
a	Work area preparation less than 25sqft/lnft per occurrence	\$ 150.00	\$ 35.00
b	Work area preparation greater than 25sqft/lnft per occurrence	\$ 350.00	\$ 25.00
c	Window & Frame	\$ 150.00	\$ 155.00
d	Transom	\$ 80.00	\$ 100.00
e	Door & Frame	\$ 100.00	\$ 135.00
f	Wall	\$ 2.50	\$ 14.30
g	Ceiling	\$ 3.50	\$ 16.30
h	Molding	\$ 1.00	\$ 15.00
i	Waste Disposal	\$ 25.00	\$ 41.81
4	Wet Scrape Loose Paint & Stabilization:		
a	Work area preparation less than 25sqft/lnft per occurrence	\$ 150.00	\$ 50.00
b	Work area preparation greater than 25sqft/lnft per occurrence	\$ 350.00	\$ 35.00
c	Stairwell	\$ 1.50	\$ 15.32
d	Window Lintel	\$ 1.50	\$ 14.32
e	Window & Frame	\$ 1.50	\$ 15.52
f	Door & Frame	\$ 1.75	\$ 14.48
g	Wall	\$ 1.75	\$ 14.32
h	Ceiling	\$ 1.50	\$ 14.38
i	Molding	\$ 2.00	\$ 14.25
j	Exterior Surfaces	\$ 1.50	\$ 14.38
k	Waste Disposal	\$ 150.00	\$ 16.00

Mailed to 14 vendors
12 vendors did not respond

Recommend: Motion to award to Aegis Environmental for overall lowest and best bid.

To be funded through the Maintenance Department.

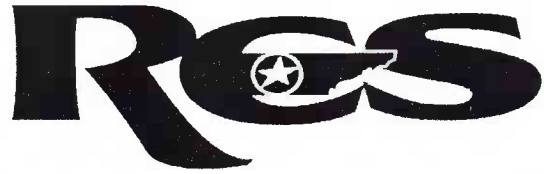
**Bid #3443
Bleacher Repairs
Blackman High School**

Vendor	Bleacher Repairs (Main Gym)
FaciliServ	\$ 24,878.00
Bleachers and Seats	\$ 31,019.54

Mailed to 11 vendors
9 vendors did not respond

Recommend: Motion to award to FaciliServ for overall lowest and best bid as shown.

To be funded through Maintenance Dept.



Rutherford County Schools

2240 Southpark Drive

Murfreesboro, TN 37128

Motion for the Board: Textbook Selection Committees for Adoption of Textbooks

The names and qualifications of the following individuals are being submitted for appointment to the 2019- 2020 English Language Arts Instructional Materials Committee upon Board approval. The appropriate forms are included with a document which includes the parents and experts to serve on each respected committee.

Motion to approve: Motion to approve the individuals submitted to serve on the 2019-2020 English Language Arts Instructional Materials Committees.

*ED Form 2150 Attached

Date _____

Bill Spurlock

Rutherford County Schools

Director of Schools

**Director of Schools Record of Names and Qualifications of Members
of Local Textbook Selecting Committees**

Use the <Tab> Key to Move from Point to Point in the Form

This Form Remains in the Office of the Local Director of Schools for the 6 years of the Adoption

For the School Year 2020

Adoption for Schools of Rutherford County
County, City, or Special School District,

I, _____, hereby certify that the following school personnel have
Superintendent's Signature
been named by me and approved by the local board of education as a textbook selecting committee for the adoption of textbooks in the following subject(s):

ELA (HS)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Dawn Shiver-Boyd	407	000600656	7	Riverdale	boydd@rcschools.net
Kira Ann Leavens	407	000515115	11	Smyrna HS	leavensk@rcschools.net
Jennifer Waite	407	000586056	5	Blackman HS	waitej@rcschools.net
Tina Arceneaux	407,440,499	000615015	22	Rockvale HS	arceneauxt@rcschools.net
Ashleigh Brett Throneberry	407	000535027	10	Oakland HS	throneberryb@rcschools.net
Matt Marlatt	407	000219721	23	Siegel HS	marlattm@rcschools.net
Sharryl Leigh Norris	407	000618895	26	Stewarts Creek HS	norrissh@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address
Dr. Lando Carter (Expert)	1301 EAsT Main Street	615-898-5930	Assistant Professor of Education-MTSU	lando.carter@mtsu.edu
Tamela Howland (Parent)	4317 Betty Ford Drive	615-556-3986	Retired Teacher/ Current Student @ OHS	howland4317@att.net

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of Local Textbook Selecting Committees**

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ELA (MS)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
William Ayers	440	000527138	21	SMS	ayersw@rcschools.net
Cindy Hayes	407	000168673	13	CO	hayesc@rcschools.net
Barbara Powers	101, 109, 482	000224207	32	CO	powersba@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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been named by me and approved by the local board of education as a textbook selecting committee for the adoption of textbooks in the following subject(s):

ELA (MS)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Jaysen Gold	499	000610822	5	RFMS	goldj@rcschools.net
Jessica Jacobs	499	000568042	6	RVMS	jacobsj@rcschools.net
John Dugger	407	000597166	7	RSMS	duggerj@rcschools.net
Katie Hinkelmann	120, 121	000645030	4	SIM	hinkelmannk@rcschools.net
Lacey Rodgers	159, 440, 421	000557447	7	BMS	rodgersl@rcschools.net
Mary Elam	440, 420	000548204	8	DMK	elamm2rcschools.net
Monica Everett	402	000226676	19	EAG	everettm@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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for the adoption of textbooks in the following subject(s):

ELA (MS)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Amanda Carroll	407	000580988	6	LMS	carrolla@rcschools.net
Bethany Lightfoot	440	000615723	3	BMS	lightfootb@rcschools.net
Brayden Jackson	407	000634759	4	SCMS	jacksonb@rcschools.net
Christina Oats	440, 499	000543329	7	OMS	oatsc@rcschools.net
Cindy Davis	007, 025	000180242	15	CMS	davisci@rcschools.net
Erin Miller	407	000592476	6	CHMS	millerer@rcschools.net
Heather Crain	407	000576172	8	WBMS	crainh@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address
Tandy Taylor	6740 Holt Rd. Nashville, TN 37211	(615)248-1201	RCS	ttaylor@trevecca.edu
Carol Schroer	2642 James Edmon Ct Murfreesboro,	(615)904-7217	RCS	carol.c.schroer@gmail

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for the adoption of textbooks in the following subject(s):

ELA

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Carley Bradford Derrick	499, 442	000602794	9	Rock Springs	derrickca@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

**Director of Schools Record of Names and Qualifications of Members
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for the adoption of textbooks in the following subject(s):

ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Jamie Marie Hubbard	402, 497	000226959	17	Central Office	hubbardj@rcschools.net
Lisa Dele Kegler	401, 442	000291168	26	Central Office	keglerl@rcschools.net
Kathy Daugherty	401	000186399	30	Central Office	daughertyk@rcschools.net
Katrina Marie Earls	467	000526767	6	Blackman Elementary	earlsk@rcschools.net
Laura Wynne Heath	443, 002, 101	000245074	23	Walter Hill Elementary	heathl@rcschools.net
Lyndsay Micah Hannah	467	000513496	11	Wilson Elementary	hannahl@rcschools.net
Tiffany Paige Staggs	499	000599059	6	David Youree Elementary	staggst@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Allison Kathleen Bohannon	402	000255009	15	Stewartsboro Elementary	bohannona@rcschools.net
Angel Lanette Hollandsworth	403	000262243	21	Lascassas Elementary School	hollandswortha@rcschools.net
Angela A Barnes	402, 403, 443	000218476	21	Wilson Elementary	bamean@rcschools.net
Bergen Elizabeth Pendleton	467	000545455	3	LaVergne Primary	pendletonb@rcschools.net
Dawn Swoape	402	000193216	20	Cedar Grove Elementary	swoaped@rcschools.net
Heather Franks	499	000527546	11	Roy Waldron Elementary	Franksh@rcschools.net
Shannon Danyale Holland	402, 490, 442	000248731	14	Stewarts Creek Elementary	hollands@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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for the adoption of textbooks in the following subject(s):

ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Paige Katherine Jorge	402, 443	000511206	14	Cedar Grove Elementary	Jorgep@rcschools.net
Rachel Amanda Johnson	499	000613182	6	Christiana Elementary School	johnsonra@rcschools.net
Scott B Bolden	402, 443	000210129	17	Rocky Fork Elementary	boldens@rcschools.net
Sheri DeJaynes	402, 442	000195472	15	LaVergne Lake Elementary	dejayness@rcschools.net
Tracy Lynn Belmondo	467, 499	000624717	7	Rock Springs Elementary	BelmondoT@rcschools.net
Vanessa Ritter	483, 480, 101, 105	000240598	27	Smyrna Elementary	ritterv@rcschools.net
Ann Higgins Haley	101, 443	000208967	30	Central Office	haleya@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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for the adoption of textbooks in the following subject(s):

ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Kerisia Demetri Cuccia	499	000627944	3	Rocky Fork Elementary	CucciaK@rcschools.net
Kristina Marie Danko	490, 499, 442	000536060	9	Central Office-ESL Department	DankoK@rcschools.net
Laurie F. Kincaid	101	000207137	22	Wilson Elementary School	kincaidl@rcschools.net
Leslie Lewis	401	000234385	18	Cedar Grove Elementary	LewisL@rcschools.net
Melanie S Strickland	402	000229726	22	Stewarts Creek Elementary	stricklandm@rcschools.net
Melissa Ann Roberts Austin	497	000194263	14	Rocky Fork Elementary	austinme@rcschools.net
Olivia Bledsoe	499	000592333	6	Stewarts Creek Elementary	bledsoeo@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

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ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Jana Apple Hawkins	000504838	499	11	Homer Pittard Campus School	hawkinsja@rcschools.net
Jennie P Griffin	000262869	101	24	Rockvale Elementary	GriffinJ@rcschools.net
Mary Jennifer Reeves	000223347	007, 101	28	Thurman Francis Arts Academy	ReevesJ@rcschools.net
JeriLynn Miles Reed	000599474	499	4.5	La Vergne Lake Elementary School	ReedJe@rcschools.net
Karen Jane Williams	000602989	499	20	John Coleman Elementary	williamska@rcschools.net
Kelli Nicole Mcneill	000622923	499	4	John Coleman Elementary	Cessack@rcschools.net
Kelly Lynn Jones	000234094	402	17	Brown's Chapel	JonesKe@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

**Director of Schools Record of Names and Qualifications of Members
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For the School Year 2019-2020

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for the adoption of textbooks in the following subject(s):

ELA (ES)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Mary Alyson Gunster	021, 460	000169275	21	LaVergne Lake Elementary	gunstera@rcschools.net
Ashley Melia Simmons	499	000572276	7	Buchanan Elementary School	Simmonsas@rcschools.net
Brady Kirkpatrick Seymore	499	000598244	6	Smyrna Primary School	seymoreb@rcschools.net
Christi Brownlee	101, 102	000261120	25	Barfield Elementary	BrownleeC@rcschools.net
Christina Lynn Tibbs	499	000506029	12	Eagleville School	tibbsc@rcschools.net
Christy Nobles	499	000571087	8	Roy Waldron	noblesc@rcschools.net
Heidi B Mahlon	486, 497	000247653	13	Homer Pittard Campus School	mahlonh@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address
Amber Jones	Hackett Rd., Murfreesboro, TN 37128	615-491-6300	Wilson Elementary	ambudjordan@comcast.net
Angi Morgan	1607 Fairhaven Ln, Murfreesboro, TN 3	615-796-4390	Expert Retired teacher	angi.murfreesborohomesonline.com

**Director of Schools Record of Names and Qualifications of Members
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County, City, or Special School District,

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for the adoption of textbooks in the following subject(s):

ELA (HS)

Name	Endorse. Code	Certificate Number	Years Experience (Public School)	School	E-Mail Address:
Jodi Millican	407,426	000218291	9	Siegel HS	millicanj@rcschools.net
Hailey O'Connor	159	000644373	3	LaVergne HS	oconnorh@rcschools.net
Joella Boyd	460	000227404	20	Blackman HS	boydj@rcschools.net
Kay Martin	402, 483	000208948	20	Central Office	martink@rcschools.net
Adam Keeton	407	000241120	16	Central Office	keetonj@rcschools.net

For Non-Educators

Name	Address	Phone Number	School Representing or Job	E-Mail Address

By-Laws for Stewartsboro Elementary School

Parent/Teacher Organization

Article I- Name and Address

This organization shall be called the Stewartsboro Elementary Parent/Teacher Organization. The official address will be:

10479 Old Nashville Highway

Smyrna, TN 37167

Phone: (615) 904-6705

Article II-Board of Directors

The Board of Directors will work in conjunction with the PTO. The board will consist of the principal, a teacher from each grade level, and one or two parents from each grade, if available, for a term of one (1) year for a maximum of five terms if re-elected. Any extension of term-limits can only be approved by principal. The new board members will be recommended by the officers and appointed by the principal.

The duties of the board are to work with the PTO officers and approve proposed PTO expenditures and set goals for the coming school year. They will make plans and recommendations for the best possible means of fulfilling the organization's purpose.

Article III- Officers of the PTO

The officers for the PTO will consist of a President, Vice-President, Treasurer, Secretary and Communications Director. The officers will serve for a term of one (1) year, for a maximum of five terms if re-elected. Any extension of term-limits can only be approved by principal.

Nominations for officers are to be submitted by April 30th each year to the current officers for recommendations, then presented to the board for confirmation, and finally appointed by the principal.

The officers positions and duties are as follows:

-President: Call and preside over meetings, make recommendations for fundraising and activities, oversees expenditures, and oversee essential business of the organization.

-Vice President: Oversee volunteers, manages event request to the county, and gives support to president and all other officer positions.

-Secretary: Create and duplicate flyers, forms, newsletters, and other written documents used to communicate activities and/or fundraising, and to take minutes at all meetings.

-Treasurer: To manage and record all income and expenses for the organization, balancing bank statements, compiling year end reports for the state and county, and filing all taxes and organization papers with state and federal.

-Communications Director: To oversee all advertisement and public relations of the organization through management of all parent and teacher communication on social media and online means, including but not limited to, banners, signage, video, or print.

Mandatory Officer positions are President, Secretary, and Treasurer. Any other officer positions may be unfilled based on volunteer availability per school year.

Article IV- Purpose

It is the PTO's purpose to act as the principle liaison between the school and the community of students as well as parents. They will serve as coordinator for PTO sponsored fundraising activities, provide the school with financial support, and provide the school administration and teachers with parental support when necessary and available.

Article V- Membership

The membership of the PTO will consist of the parents or guardians of all Stewartsboro Elementary students, school administration, teachers, and all support staff. No monetary dues are required for membership.

Article VI- Meetings

PTO meeting frequency, time, and location will be determined at the first meeting in August of each school year. Meetings will be held at a minimum once a quarter and maximum once a month. The meetings will consist of review of any applicable fundraisers, activities, or financial reports since previous meeting, new business will be presented for discussion, and any voting if required. Minutes will be taken by Secretary or an appointed agent. Minutes should be recorded digitally on the organization's computer within one (1) week of meeting.

Article VII- Financial Policy

See separate Financial Policy as attached addendum.

Article VIII-Amendments

Writing a proposed amendment and submitting it to the PTO officers and principal can amend the by-laws. The amendment may be forwarded to the membership for additional consideration.

RUTHERFORD COUNTY BOARD OF EDUCATION
School Support Organization Officers - 2019 / 2020 School Year

Name of School: Stewartsboro Elementary School

Name of Organization: Stewartsboro Elementary School PTO Faculty

Goals and Objectives of the Group: _____ Sponsor: Dr. Westerfield

To support the teachers, students, and staff of Stewartsboro Elementary through fundraising, events, and volunteer coordination.

Officers Information:

Please list the following positions and any additional officers of the group for the 2019 / 2020 School Year

Position	Name	Address	Telephone Number	e-mail address
President	Kristie Baum	230 Sky Harbor Dr. m'boro, TN 37124	717-344-7729	gringachula1979@yahoo.com
Vice-President	Kristie Baum	230 Sky Harbor Dr. m'boro, TN 37124	717-344-7729	gringachula1979@yahoo.com
Secretary	Tamina Jeffries	313 Sunnycrest Dr. m'boro, TN 37124	615-579-4501	mina86@comcast.net
Treasurer	Tamina Jeffries	313 Sunnycrest Dr. m'boro, TN 37124	615-579-4501	mina86@comcast.net

DIRECTIONS: Please fill this form out completely - listing each officer and their position, address, phone number and e-mail address

COOPERATIVE AGREEMENT BETWEEN THE RUTHERFORD COUNTY BOARD OF EDUCATION AND

Stewartsboro Elementary School PTO
(Name of PTO, PTC, PAC)

This Agreement shall have an effective date of 08/28/2019 and shall be renewed annually, at the beginning of each school year, at the discretion of the Rutherford County Board of Education.

RESPONSIBILITIES OF SCHOOL SUPPORT ORGANIZATION:

1. Abide by all Rutherford County Board of Education policies and procedures regarding school support organizations;
2. Indemnify the Rutherford County Board of Education and all other agents of the local education agency for the actions of the school support organization.
3. Upon entering into this agreement the school support organization shall submit the following to the Director of Schools: documentation confirming the school support organization's status as a nonprofit organization, foundation, or a chartered member of a nonprofit organization or foundation, a written statement of the goals and objectives of the organization, the principal contact telephone and address as well as the telephone number, address and position of each officer of the organization, and a copy of the school support organization's written policy specifying reasonable procedures for accounting, controlling, and safeguarding any money, materials, property, securities, services, or other things of value collected or disbursed by it.
4. Each year, within sixty (60) days after the end of the school support organization's fiscal year, the school support organization shall provide a detailed statement of cash, receipts and disbursements to the applicable school principal or director's designee if no principal is available. (Opening cash plus receipts, less expenditures equal ending cash.)
5. Abide by all applicable Federal, State and local laws, ordinances and regulations.
6. **Before submitting a request for a gaming event to the State of Tennessee's Division of Charitable Solicitations and Gambling, the School Support Organization shall obtain prior approval for the gaming event from the principal and director of schools.**
7. Maintain a copy of the school support organization's charter, bylaws, minutes, and documentation of its recognition as a nonprofit organization.
8. Maintain financial records for a period of at least four (4) years.
9. Operate within the applicable standards and guidelines set by a related state association, if applicable, and shall not promote, encourage or acquiesce in any violation of student team eligibility requirements, conduct codes or sportsmanship standards.
10. School Support Organization's officers shall ensure that funds are safeguarded and are spent only for the purposes related to the stated goals and objectives of the organization.

11. Obtain the approval of the director or designee before undertaking any fundraising activity that utilizes any property or facilities owned or operated by the Rutherford County Board of Education.
12. Provide access to all books, records, and bank account information for the school support organization to officials of the Rutherford County Board of Education or auditors of the office of the comptroller of the treasury upon request.
13. Officers of the school support organization must attend/review the annual training provided by the Rutherford County Board of Education.

RUTHERFORD COUNTY BOARD OF EDUCATION:

By: _____
Director of Schools

Date: _____

SCHOOL SUPPORT ORGANIZATION:

By: Krista Baum
Authorized Agent

Date: 08/28/2019



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

STEWARTSBORO ELEMENTARY SCHOOL PTO
10479 OLD NASHVILLE HWY
SMYRNA, TN 37167-5092

September 3, 2019

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 586183 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 004999694	Filing Fee:	\$70.00
Payment-Check/MO - STEWARTSBORO ELEMENTARY SCHOOL PTO, SMYRNA, TN		\$70.00

Amendment Type: Application for Reinstatement Image # : B0755-2985
Filed Date: 09/03/2019 10:11 AM

It has been determined that the attached application for reinstatement contains the information required by statute; therefore, the above entity is hereby reinstated. When corresponding with this office or submitting additional documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Adam Harrer

Field Name	Changed From	Changed To
Filing Status	Inactive - Dissolved (Administrative)	Active
Inactive Date	08/09/2014	No Value

APPLICATION FOR REINSTATEMENT FOLLOWING ADMINISTRATIVE DISSOLUTION/REVOCATION

SS-9410



Tre Hargett Secretary of State

Division of Business Services Department of State

State of Tennessee ATTN: Corporate Filing 312 Rosa L. Parks Ave, 6th FL Nashville, TN 37243-1102 (615) 741-2286

Filing Fee: \$70.00

For Office Use Only

FILED

Pursuant to the Tennessee Business Corporation Act, Tennessee Nonprofit Corporation Act, Tennessee Limited Liability Company Act, Tennessee Revised Liability Company Act, or the Tennessee Uniform Limited Partnership Act of 2017, this application for reinstatement is submitted to the Tennessee Secretary of State.

1. The Secretary of State Control Number is: 000586183

2. The name of the business entity at the time of dissolution/revocation: STEWARTS BORO ELEMENTARY SCHOOL PTO

3. If changing the name, the new name of the entity following reinstatement shall be:

The new name of the entity must satisfy the statutory name requirements for that type of entity.

4. The ground(s) for the administrative dissolution/revocation (check only one):

[X] Has/Have been eliminated. OR [] Did not exist.

Kristie Baum Signature

PTO President Title/Signer's Capacity

Kristie Baum Printed Name

08/28/2019 Date

Submitter Name: Kristie Baum Phone #: (717) 344 - 7729

80755-2985 09/03/2019 10:11 AM Received by Tennessee Secretary of State Tre Hargett

**RUTHERFORD COUNTY BOARD OF EDUCATION
JOB DESCRIPTION**

JOB TITLE: Special Education At-Risk Liaison

TERMS OF EMPLOYMENT: Eleven Months

IMMEDIATE SUPERVISOR: Coordinator of Special Education

POSITION DESCRIPTION:

- The Special Education At-Risk Liaison, under the general direction of the Coordinator of Special Education, will assist teachers and other Special Education service providers develop IEPs and plan special education programs and services which are specifically designed to address the individual needs of disabled students and which are in accordance with all Federal and State regulations. This liaison will be focused on Identified disproportionality schools.
- The Special Education At-Risk Liaison will have experience as a special education classroom teacher and possess knowledge of a wide array of teaching methods, strategies, techniques and instruction materials for use with students with disabilities and will make recommendations to teachers and administrators who are at various stages in their professional development, to assist in the advancement of teaching and student learning.
- The Special Education At-Risk Liaison will attend all Day Treatment IEP and monthly collaboration meetings.
- The Special Education At-Risk Liaison will monitor students who are detained at the Juvenile Detention Center. This liaison will follow all county policies related to providing comparable services and following IEP compliance regulation. This Liaison will schedule, write and lead IEP meetings for the JDC.

ESSENTIAL DUTIES:

- Meet with school personnel (principals, teachers, related service providers) when necessary to assist in developing appropriate programs and/or assuring implementation of appropriate programs and services for students with disabilities.
- Have knowledge and be able to communicate key points of the TN RTI² implementation to school personnel to assist with the fidelity of the intervention process.
- Assist teachers in appropriate classroom structure, including visual supports and teaching strategies for students with Autism.
- Understand and participate in the Professional Learning Communities both within the schools and the district office.
- Serve as a consultant in the selection of appropriate instructional materials, supplies, textbooks and equipment.
- Assist in planning and providing staff development for general and special education teachers, administrators and staff regarding Special Education policies

and procedures, curriculum, instructional techniques and strategies, and other issues relevant to identifying and serving eligible students with disabilities.

- Conduct on-going compliance monitoring system-wide to assure that IEPs are correctly developed and implemented and that other mandated Special Education policies and procedures are being followed.
- Interpret and be able to explain data from various sources to provide support to teachers making data driven decisions for gap closure.
- Attend IEP meetings, as needed, particularly those which have the potential for litigation and/or the obligation of funds or services not available either within the respective school or the school system.
- Serve as a liaison between the schools, Special Education service providers, and the Central Office in gathering and disseminating information pertaining to the operation and/or funding of the Special Education program.
- Assist in completing the periodic Special Education reports required by the Tennessee Department of Education.
- Complete and maintain all records pertinent to the performance of assigned responsibilities and duties in a timely and efficient manner.
- Maintain a daily calendar of activities carried out in the performance of assigned responsibilities and duties.
- Move about the school system and community during school hours as needed, in the performance of assigned responsibilities and duties.
- Become knowledgeable of and assist in upholding and enforcing school rules, board policies and administrative regulations.
- Keep abreast of changes and developments in Special Education by attending professional meetings, as authorized by the Coordinator of Special Education, as well as reading professional journals and other publications, and networking with other professionals in the field.
- Assume full responsibility for maintaining professional endorsements, licensure, professional development and in-service, etc. required for employment in the position.
- Be available for job-related activities outside the instructional day upon the reasonable request of student, parent, teacher, etc., and/or direction of Coordinator of Special Education.
- Perform other job-related duties as assigned by the Coordinator of Special Education.

QUALIFICATIONS:

- Must meet all health, physical and background-check requirements.
- Hold a current Tennessee Teaching Certificate in at least one area of Special Education.
- Master in Educational Leadership preferred.
- Have a minimum of 5 years successful teaching and/or other related work experience in Special Education working with students 3 to 22 years of age with mild to severe cognitive, physical, medical, emotional and/or behavioral disabilities.
- Possess strong Interpersonal skills—ability to work effectively with a wide range of people (i.e., students, school administrators, teachers, other professionals in the school and community, support staff, parents, etc.)
- Ability to carry out responsibilities with limited direct supervision.

- Ability to work effectively under pressure and handle multiple tasks efficiently and effectively.
- Strong problem-solving skills.

QUALIFICATIONS (CONTINUED):

- Broad knowledge and demonstrated proficiency in the application of Special Education Federal and State rules and regulations pertaining to referral, identification and placement procedures and IEP development.
- Possess knowledge and demonstrated proficiency in the use of a wide range of curriculum, teaching strategies, and instructional materials appropriate for students with disabilities.
- Strong written and verbal presentation skills.
- Possess sufficient computer skills necessary to maintain records and complete required documents and other paperwork related to the position.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board of Education's policy on Evaluation of Professional Personnel.

THE NATIONAL ACADEMIES
National Academy of Sciences
National Cooperative Highway Research Program

NCHRP PROJECT NUMBER 20-7 (232)

ADA Transition Plans:
A Guide to Best Management Practices

Jacobs Engineering Group
Baltimore, MD

TABLE OF CONTENTS

	Page
I INTRODUCTION	1
Background	1
Applicability to State Departments of Transportation.....	1
Purpose of This Guide	1
Focus	1
Methodology	2
Contents of This Guide	2
II STEPS to Compliance.....	2
Overview	2
Step 1 - Designating an ADA Coordinator	2
Step 2 - Providing Notice About the ADA Requirements.....	3
Step 3 - Establishing a Grievance Procedure	3
Step 4 - Development of Internal Standards, Specifications, and Design Details	4
Step 5 - The ADA Transition Plan	4
Step 6 - Schedule and Budget for Improvements	6
Step 7 - Monitoring the Progress.....	7
Conclusion to the Process.....	7
III FINDINGS and Best PRaCtices of State DOTs	7
Administrative Tasks.....	7
Self-Evaluation Phase.....	10
Implementation	12
Sample Transition Plan Outline.....	15
Public Involvement.....	16
Coordination With Other Agencies.....	17
IV CONCLUSION	18
V FURTHER REFERENCE	18
VI ATTACHMENTS	Error! Bookmark not defined.
List of ADA Contacts by State	19
Questionnaire	32

I INTRODUCTION

BACKGROUND

The Americans with Disabilities Act (ADA) of 1990 is a civil rights statute (hereinafter referred to as the Act) that prohibits discrimination against people who have disabilities. There are five separate Titles (sections) of the Act relating to different aspects of potential discrimination. Title II of the Act specifically addresses the subject of making public services and public transportation accessible to those with disabilities. With the advent of the Act, designing and constructing facilities for public use that are not accessible by people with disabilities constitutes discrimination.

The Act applies not only to facilities built after 1990 but also pre-existing facilities. State and local government agencies are required to perform self evaluations of their current facilities relative to the accessibility requirements of the ADA (28 CFR §35.150 (d)). The agencies are then required to develop a Transition Plan to address any deficiencies. The Transition Plan is intended to achieve the following:

- (1) identify physical obstacles that limit the accessibility of facilities to individuals with disabilities,
- (2) describe the methods to be used to make the facilities accessible,
- (3) provide a schedule for making the access modifications, and
- (4) identify the public officials responsible for implementation of the Transition Plan.

The Transition Plan is required to be updated periodically until all accessibility barriers are removed.

APPLICABILITY TO STATE DEPARTMENTS OF TRANSPORTATION

The requirements of the ADA apply to any organization with more than 50 employees and include State Departments of Transportation (hereinafter referred to as Departments) and the extensive public transportation systems that they manage. The development or updating of a Transition Plan is now an ongoing activity or a goal at many Departments. A principal challenge of this activity to the Departments, as opposed to other government agencies that manage public facilities, is the need to cope with the overall size and geographic extent of the public facilities that a Department of Transportation manages. These public facilities can involve thousands of miles of public rights-of-way.

PURPOSE OF THIS GUIDE

The purpose of this guidance document is to ensure that good ideas, helpful information, and successful practices concerning the development and updating of Transition Plans are recognized, recorded, and shared among Departments of Transportation.

FOCUS

ADA Transition Plans are required from all Departments to cover all facilities under their control. This includes rights-of-way, but also the buildings that may be owned by the Department such as district offices, welcome centers, rest stops, airport terminals, and other types of buildings associated with transportation activities. The

focus of this report is solely on Department managed pedestrian facilities in public rights-of-way. This typically includes sidewalks, pedestrian paths, curb ramps, street crossings, driveway crossings, crosswalks, median crossings, public transit stops, and pedestrian activated signal systems. The accessibility of pedestrian facilities in the public right-of-way is only one aspect for providing equal access to state government programs, services, and activities – but it is an aspect that affects many citizens in their daily activities.

METHODOLOGY

The material in this report is based on information obtained through Department websites, questionnaires filled out by some Departments, and telephone interviews with the ADA coordinator or other contacts at some Departments as well as input from guidance documents from the Federal Highway Administration (FHWA), the Department of Justice (DOJ), and the US Access Board. All contacts were made with the understanding that individual state status, progress, or data would not be reported or compared, but that any information obtained would be used in an effort to help other Departments comply with the development and updating of their own Transition Plans.

CONTENTS OF THIS GUIDE

This report presents the issues that Departments have to deal with in the development and updating of their ADA Transition Plans. It then describes, using anecdotal information, the roadblocks encountered in dealing with these issues and the methods that Departments across the country have developed to make progress.

II STEPS TO COMPLIANCE

OVERVIEW

The ideal scenario for meeting the requirements of the Act with regard to the accessibility of facilities in the public right-of-way would involve the following steps:

- (1) designating an ADA Coordinator,
- (2) providing notice to the public about ADA requirements,
- (3) establishing a grievance procedure,
- (4) developing internal design standards, specifications, and details,
- (5) assigning personnel for the development of a Transition Plan and completing it,
- (6) approving a schedule and budget for the Transition Plan, and
- (7) monitoring the progress on the implementation of the Transition Plan.

The following is an expansion on each of the requirements for this ideal scenario.

STEP 1 - DESIGNATING AN ADA COORDINATOR

Each Department must designate at least one responsible employee to coordinate ADA compliance. The benefits of having an ADA Coordinator are that:

- It makes it easier for members of the public to identify someone to help them with questions and concerns about disability discrimination,
- It provides a single source of information so questions by the Department staff and from outside the Department can be answered quickly and consistently, and
- It provides an individual who can focus on and who can be instrumental in moving compliance plans forward.

The person who is appointed to this position must be familiar with the Department's operation, trained in the requirements of the ADA and other laws pertaining to discrimination, and able to deal effectively with local governments, advocacy groups, and the public. It is assumed that the coordinator is given sufficient time free of other responsibilities to carryout the Coordinator's functions. Possible locations for the position within a Department are the Office of the Commissioner, the Civil Rights Office, the Legal Department, the Planning Department, or the Public Involvement Department.

STEP 2 - PROVIDING NOTICE ABOUT THE ADA REQUIREMENTS

A Department must provide public notice about the rights of the public under the ADA and the responsibility of the Department under the ADA. Providing notice is not a one time requirement, but a continuing responsibility. The audience of those who may have an interest in accessibility on Department facilities might include a large number of individual citizens that would be not be readily identifiable. Groups that are likely to include the target audience include public transit users and advocacy groups. A Department has the responsibility to determine the most effective way to provide notice. A notice on a Department website lends itself to both the requirement for wide notice and the requirement for continuing notice. The website must in itself be accessible. The Department of Justice has provided a model that could be followed by Departments on their website. See "Notice under the Americans with Disabilities Act" on their web page, <http://www.ada.gov/pcatoolkit/chap2toolkit.htm>, for more information.

Public Outreach Programs The opportunity for the disabled community and other interested parties to participate in developing the Transition Plan is an integral part of the process. The dissemination of information and requests for comments can take place through awareness days, newsletters, and websites. The ability to comment must be linked with public access to information databases. Possible sources of input to the Transition Plan are activists, advocacy groups, general citizens, organizations that support the rights of the disabled, elected officials, other agencies, a Governor's Committee on People with Disabilities or other such body, or a state ombudsman. Comments can be obtained through comment forms at meetings, transcriptions of meetings, a dedicated hotline, an e-mail address, or a postal address.

STEP 3 - ESTABLISHING A GRIEVANCE PROCEDURE

A Department is required to adopt and publish procedures for resolving grievances arising under Title II of the ADA. The procedures are intended to set out a system for resolving complaints of disability discrimination in a prompt and fair manner. Complaints would typically be directed to the Department's Office of Civil Rights. It is generally thought that filing a complaint with a Department is an appropriate first step, in that it provides an opportunity to resolve a local issue at the local level. However, the exhaustion of a Department's grievance procedure is not a prerequisite to filing a complaint with either a federal agency or a court. The Department of

Justice has provided a model for Departments to follow. See "Grievance Procedure under the Americans with Disabilities Act" at <http://www.ada.gov/pcatoolkit/noticetoolkit.pdf> for more information.

STEP 4 - DEVELOPMENT OF INTERNAL STANDARDS, SPECIFICATIONS, AND DESIGN DETAILS

The Architectural and Transportation Barrier Compliance Board (alternatively called the Access Board) has developed accessibility guidelines for pedestrian facilities in the public right-of-way. The Federal Highway Administration has recognized these as its currently recommended best practices. A Department can adopt these accessibility guidelines into their own system of standards, specifications, and design details with modifications to meet local conditions. Development of design standards and design details within the Department allows for consistency in the application of ADA requirements for new facilities. See <http://www.access-board.gov/prowac/guide/PROWGuide.htm> for more information

STEP 5 - THE ADA TRANSITION PLAN

The Transition Plan (hereinafter referred to as the Plan) should consist of the following elements:

1. A List of Physical Barriers in the Department's Facilities that Limit Accessibility of Individuals with Disabilities (the Self Evaluation),
2. A Detailed Description of the Methods to Remove these Barriers and Make the Facilities Accessible,
3. A Schedule for Taking the Necessary Steps,
4. The Name of the Official Responsible for Implementation,
5. A Schedule for Providing Curb Ramps, and
6. A Record of the Opportunity Given to the Disability Community and Other Interested Parties to Participate in the Development of the Plan.

Periodic updates to the Transition Plan are required in order to ensure on-going compliance. Some of these key steps are described further below.

The Self Evaluation The first task involved in preparing an ADA Transition Plan is conducting an inventory of existing physical barriers in the facilities operated by the Department and listing all the barriers that limit accessibility. This is often referred to as the self evaluation process. Possible inventory approaches are on-ground surveys, windshield surveys, aerial photo studies, or drawing reviews. Deficiencies very likely to be found in an inventory of facilities are:

SELF EVALUATION CHECKLIST	
ISSUE	Possible Barriers
Sidewalk and Pathway Clear Width	Narrow, Below Guidelines
Sidewalk and Pathway Cross Slope	Steepness, Irregularity, Variability, Warping
Landings Along Sidewalks and Pathways	Less Than 4 feet by 4 feet
Sidewalk and Pathway Grade	Steepness, Angle Points
Materials and Finishes	Deterioration of Surfaces, Deterioration of Markings, Appropriateness of material (ex. Cobblestones)
Gratings	Grating Type, Grate Opening Orientation
Discontinuities	Missing Sections, Gaps, Drops, Steps
Detectable Warning System	Missing, Inappropriate Materials, Inadequate Size, Wrong Location
Obstructions	Signs, Mail Boxes, Fire Hydrants, Benches, Telephones, Traffic Signal Poles, Traffic Signal Controller Boxes, Newspaper Boxes, Drainage Structures, Tree Grates, Pole Mounted Objects, Standing Water, Snow or Ice
Traffic Signal Systems	Lack of Provision for the Visually Impaired such as APS, Inadequate Time Allowed, Inoperable Buttons, Inaccessible Buttons
Curb Ramp	Missing, Doesn't Fall within Marked Crosswalk, Doesn't Conform to Guidelines
Curb Ramp Flares	Missing Where Required, Too Steep

Standards set for each of these issues can be found in the US Architectural and Transportation Barriers Compliance Board's *Accessible Rights-of-Way: A Design Guide*, Chapter 3 "Best Practices in Accessible Rights-of-Way Design and Construction". Refer to their website at <http://www.access-board.gov/prowac/guide/PROWGuide.htm> for more information.

The information developed through the inventory process has to be quantified and presented as a baseline so that progress can be monitored and measured. The inventory information can be presented in a variety of ways including Aerial Photos, a Database or Spreadsheet, Marked Up Drawings, or a Geographic Information System (GIS).

Self evaluation also takes place after the Transition Plan is complete. Periodic reviews and updates to the Plan must be conducted to ensure ongoing compliance with ADA requirements. Self evaluation activities would then consist of reviewing the Plan to determine the level of compliance, and determine if any additional areas of upgrade are needed. If deficiencies are found, these are catalogued and the Transition Plan updated to detail how and when the barriers to pedestrian access would be removed.

STEP 6 - SCHEDULE AND BUDGET FOR IMPROVEMENTS

The Transition Plan should include a schedule of improvements to upgrade accessibility in each year following the Transition Plan. Remediation work can be presented for an independent remediation program or as an integral part of regularly scheduled maintenance and improvements project such as Resurfacing Projects, Roadway Rehabilitation and Reconstruction Projects, and Signal System Installation Projects. All new projects, regardless of funding sources, would include pedestrian elements that are consistent with the ADA guidelines.

Funding Sources The most immediate source of funds for remediation efforts is the incorporation of improvements into existing programmed remediation projects, incorporation into programmed signalization projects, and incorporation into programmed maintenance work. An accessibility improvement program could be developed as a stand alone project through the Transportation Improvement Program. Potential sources of funding for accessibility improvements also include the following:

- Congestion Mitigation/Air Quality Program,
- Highway Safety Improvement Program,
- National Highway System Improvements Program,
- Railway – Highway Crossing Program,
- Recreational Trail Program,
- Safe Routes to School Program,
- State and Community Traffic Safety Program,
- Surface Transportation Program,
- Transportation Enhancement Activities Program.

Additional federal funding sources for different elements of pedestrian projects and programs can be found at http://www.fhwa.dot.gov/civilrights/ada_qa.htm#q30.

Prioritization The prioritization of improvements that may not be included in an existing programmed project can be based on a number of factors. Generally, priority should be given to transportation facilities, public places, and places of employment. Other factors to consider when prioritizing improvements may include:

- Citizen requests or complaints regarding inaccessible locations,
- Pedestrian level of service,
- Population density,
- Presence of a disabled population,
- Cost

STEP 7 – MONITORING THE PROGRESS

In order to be effective, the Transition Plan needs to be utilized in yearly planning of projects and funding decisions, and also needs to be periodically reviewed for compliance and validity. The Transition Plan should be viewed as a “living document” and updated regularly to reflect changes in real world conditions and to address any possible new areas of noncompliance. Changes to a sidewalk such as the installation of a newspaper vending machine, or the relocation of a light pole, can create new access problems that were not evident when the plan was drafted. Regular updates to the plan will also result in monitoring compliance and the effectiveness of priorities set in the Plan itself.

CONCLUSION TO THE PROCESS

The ideal conclusion to the Transition Plan process is the elimination of the barriers listed in the Transition Plan and the acceptance of the requirements of the Act as an everyday reality in all future work going forward. Due to the magnitude of the task and the other priorities that a Department faces, the ideal scenario has not universally played out. Although the majority of Departments contacted had some form of inventory or Transition Plan completed, many of the Departments reported that they were either just beginning the process or didn't have firm plans for preparing a Transition Plan.

The following sections of this Guide discuss best practices and decisions that Departments have utilized in dealing with implementation issues and the methods that they have used to make progress. In addition to presenting anecdotal evidence from the states in Best Practices, the following sections present “keys to success”. These are called out to help Departments as they are undertaking the ADA tasks associated with drafting and updating a Transition Plan.

III FINDINGS AND BEST PRACTICES OF STATE DOTs

OVERVIEW

Each of the fifty state Departments of Transportation as well as those in Puerto Rico and the District of Columbia were included in this study to gather information on Best Practices used among the states for completing tasks associated with ADA requirements. All Departments have web sites available for review. A questionnaire was developed to facilitate the information gathering process from the Departments. This questionnaire was e-mailed to each of the Departments. The questionnaire was followed up with a telephone survey to aid in the information exchange. Of the 52 Departments contacted, 20% completed the questionnaire, 44% were contacted by phone for discussion but with no formal survey completed, and 13% were not successfully contacted. The remaining 23% of the Departments have indicated that the questionnaire will be forthcoming, but as of the date of this report, their completed questionnaires have not been received. The questionnaire is included as an attachment.

ADMINISTRATIVE TASKS

Departments were found to vary greatly in their responsibilities, their structure, and the nature of the facilities that they manage. Nevertheless, they all have the responsibility of establishing a basic program to meet the administrative requirements of the ADA. The basic administrative requirements of this program are:

- (1) Designating an ADA Coordinator,
- (2) Giving notice about the ADA requirements, and
- (3) Establishing a grievance procedure.

The Coordinator: Section 504 of the Rehabilitation Act of 1973 presented many similar requirements to those found in the ADA and has been around longer than the ADA. If there was an individual who had responsibility for carrying out the requirements of Section 504, this individual provided a logical selection for the duties of ADA Coordinator. In many states, an ADA coordinator has been appointed as a part-time or in some cases a full-time position. In a few states, an ADA coordinator has only been appointed within the past two years. The background of these staff members varies greatly. Many of the staff members in these positions have backgrounds that do not match the technical requirements that are needed to successfully complete the activities required to comply with ADA. This presents a roadblock for the agencies at the outset of the process and can lead to delays in compliance.

The Coordinator may report to the Human Resources Department or to a Civil Rights Department. The direction to the process provided by an ADA coordinator generally correlates with the successful drafting and implementation of the Transition Plan.



KEY TO SUCCESS

Providing dedicated, trained staff within the Department for ADA compliance has a high correlation with successful drafting and implementation of Transition Plans, Self Evaluations, and Transition Plan updates.

Whether there is a staff of one or an entire ADA task force, training was also cited by various Departments as an important tool for ensuring compliance with ADA requirements and completion of ADA Transition Plans. Many Departments have staff that has participated in some form of ADA training from the Federal Highway Administration, the US Access Board, or other agencies. Several other Departments are requiring that *all* personnel within the DOT receive training. Educating Department staff in the requirements of Title II of the ADA results in better flow of information regarding non-compliant rights-of-way and can create a “buy-in” to the process by all staff.

Giving Notice of ADA Requirements: As described above, Departments are required to give notice to the public on information regarding public accessibility and compliance with ADA. A Department’s web site is generally the first resource for the public to seek out information about pedestrian accessibility in the public right-of-way. There are a wide range of approaches to providing website



KEY TO SUCCESS

Provide a website with links to the various components of the ADA Transition Plan such as policies, compliance planning for construction and retrofits, opportunities for public participation, links to the ADA advisory committee, grievance procedures, and the schedule for implementation of the program.

information about ADA requirements among the Departments - varying from a webpage devoted exclusively to the subject, to a link on the main web page, to passive discussion of the issue submerged in other topics.

By providing this information on-line, the Department widens the accessibility of the information and allows for education of the general public and facilitates the exchange of information with the disabled community. Utilizing the Department's web page can provide a one stop portal for issues related to ADA compliance, including pedestrian accessibility on Department rights-of-way, Transition Plan status and methodologies for filing complaints. Many Departments home pages have links to the "ADA/Accessibility Program". Other websites mention the ADA only passively as part of other discussions. More commonly, the ADA is mentioned, but not highlighted, under statewide pedestrian and bicycle plans, policies, programs, and planning guidance.

The best practice for notification is to provide a clear and exclusive reference to the ADA requirements on the Department's webpage in order to best address the notification requirement.

Other forms of notice that Departments utilize include public meetings. Meetings should be targeted to the pedestrian community and specifically to the disabled pedestrian community. Mailings and information regarding meetings can be distributed to this targeted community with the help of advocacy groups for the disabled.



KEY TO SUCCESS

One state found that public meetings on the newly completed inventory were better attended when they were coupled with another meeting geared toward the disabled community – such as linking the meeting with a regularly scheduled meeting of the Statewide or Local Commission on Disabilities.

Grievance Procedure: As a regulatory requirement of ADA, the Department must adopt and publish a grievance procedure providing for prompt and equitable resolution of complaints alleging any action that would be prohibited under Title II. In addition to the regulatory requirement of including the grievance procedure in the Transition Plan, it is also good practice to include this detailed information

on the Department's website. The grievance procedure should make methods clear for any member of the public wishing to inform the Department of potential hindrances to public access along pedestrian rights-of-way. Exchange of this information is a critical step in addressing potential ADA noncompliance and preventing the escalation of the grievance to a formal civil complaint.

Department approaches to this responsibility vary from simply adopting the state grievance procedure, to developing unique approaches for the Department itself.



KEY TO SUCCESS

Making the grievance procedure as straightforward as possible for the public can facilitate information exchange regarding non-compliant sites, and can help the Department avoid escalation of grievance issues. By allowing the public to choose any method of filing a grievance, from writing a formal complain to the ombudsman, filing a complaint electronically through the website, contacting any Department business office, or calling a toll free number, the Department ensures a better exchange of information.

SELF-EVALUATION PHASE

As the initial step in the Transition Plan, Departments are required to conduct an inventory of their facilities to determine if they are accessible by persons with disabilities. This stage is often referred to as the self-evaluation phase. This section discusses how agencies have undertaken or are planning to undertake this assignment.

The Inventory: Many Departments reported the completion of the inventory during the self evaluation as being the biggest and most daunting task of the Transition Plan process. Lack of budget and (associated) lack of staffing often make this task extremely challenging to complete. Budgetary constraints as well as management decisions on staffing and support of ADA programs are a major factor in each Department's ability to complete the tasks associated with updating the Transition Plan. As a result, many states report being stalled in the inventory phase, either awaiting the completion of self-evaluation activities or unable to take the data collected and develop priorities for upgrades. Ideally, dedicated funding and staffing would be planned out through the completion of the Transition Plan prior to starting any self-evaluation activities.

Several states have adopted a two pronged approach to Transition Plan development due to the level of effort required to fully inventory state rights-of-way, by creating two separate plans; one for buildings and one for rights-of-way. This allows the compliance effort for buildings and other public facilities to proceed without being held up during completion of state wide inventory of rights-of-way. Other states have prioritized the inventory and are approaching the task in stages. These Departments have completed part of the inventory to include highly used areas such as urban areas with high pedestrian traffic, and areas near facilities that are commonly used by pedestrians with disabilities, such as a school for the blind. This allows for the Department to move forward with updating the Transition Plan

to address these high traffic areas, and the Department can then complete the inventory of remaining rights-of-way as time and resources allow.

Other states have utilized the organization of the Department into regions or districts as a logical way of dividing the inventory process, with each District responsible for self evaluation activities and development of an individual Transition Plans covering their geographic area. Where the inventory process has been divided up, states continue to maintain a central location of inventory data to allow for access by the public and other offices within the state.



KEY TO SUCCESS

When staffing or funding for inventory efforts is a challenge many Departments get creative – several states have reported using summer interns for self-evaluation activities on public rights –of-way. Others prioritize the inventory process by looking at high pedestrian areas first. In this way, even if a complete inventory cannot be undertaken, those areas that will be most utilized (such as urban intersections) are addressed.

Inventory also requires an assessment of who is responsible for the facilities' compliance. Many states reported that determining who was responsible for compliance was often difficult and can stall the inventory process, since it is unclear what should be included in the self evaluation. Sidewalks on state roads within municipalities were cited as sometimes problematic, as were public transit facilities that were owned by the DOT but operated by others. Some Departments turn over ownership of sidewalks to municipalities upon completion of construction. In cases where responsibility for compliance is in question, it is critical that the municipality and the Department be in close contact to allow for resolution. Departments have reported grievances being filed with no clear idea of who is responsible for upgrading the facility, leading to delay in addressing the nonconformity.

Making the Information Available: The most common method of storing the data gathered during the inventory process is quickly becoming the utilization of GIS. Some states have held outreach meetings with data displays on which the public can view street level detail of public access issues along state rights-of-way. GIS enables linking real photos of the site with a general mapping tool and engineering data. Providing this type of street level information to the members of the public greatly enhances the readability of the information, and can create a more productive information exchange.

Establishing a Baseline: The main goal of the Self-Evaluation phase is to provide a baseline of what facilities under the Department's responsibility are noncompliant with ADA standards. Comparisons to the initial self-evaluation will provide evidence of a Department's good faith in efforts to comply with ADA requirements.

IMPLEMENTATION

When the self-evaluation is completed and the Department has an inventory of where structural modifications are required to achieve accessibility, the Department must plan for the removal of these barriers. A Transition Plan must contain at a minimum:

- (1) a list of the physical barriers that limit the accessibility of services to individuals with disabilities (the inventory),
- (2) a detailed outline of the methods to be used to remove these barriers and make the facilities accessible,
- (3) a schedule for taking the necessary steps to achieve compliance, and
- (4) the name of the official responsible for the plan's implementation.

Curb Ramp Deficiencies: Curb Ramps are a small but vitally important part of making sidewalks, street crossings, and the other pedestrian routes that make the public right-of-way accessible to people with disabilities. They receive special consideration in the Transition Plan with a separate schedule for the remediation of curb ramp issues. The primary issue with curb ramps in many Departments is how to proceed with rectifying a large, long term problem in a logical manner.



KEY TO SUCCESS

A very detailed approach for setting priorities for dealing with curb ramps (or other non conformities) can help with successful implementation of the Plan. Criteria can include both physical characteristics and location considerations. Making use of such a specific criteria presupposes that sufficient detail has been gathered in the self evaluation phase so that the curb ramps can be accurately characterized.

The following table provides an example from one Department of how to prioritize removal of accessibility barriers. The Table uses a ranking system (priority) based on variables (Situation) that include location, degree of utilization and degree of non compliance.

PRIORITY	Situation
Highest 1A	Existing Curb Ramp with Running Slope Greater than 12% and Location near a Hospital, School, Transit Stop, Government Building, or Similar Facility
1B	No Curb Ramp where Sidewalk or Pedestrian Path Exists and Location near a Hospital, School, Transit Stop, Government Building, or Similar Facility
2A	An Existing Curb Ramp with a Running Slope Greater than 12% (Not Located near a Hospital or Similar Facility)
2B	No curb ramp where a Sidewalk or Pedestrian Path Exists (Not Located near a Hospital or Similar Facility)
3	No Curb Ramp where a Striped Crosswalk exists
4	One Curb Ramp per Corner and Another is Needed to Serve the Other Crossing Direction
5A	An Existing Curb Ramp with either a Running Slope Greater than 1 to 12 or an Insufficient Landing
5B	An Existing Curb Ramp with Obstructions in the Ramp or the Landing
5C	An Existing Curb Ramp with any of the Following Conditions: <ul style="list-style-type: none"> ○ A Cross Slope Greater than 3% ○ A Width Less Than 36 Inches ○ No Flush Transition or a Median or Island Crossings that are Inaccessible
5D	An Existing Curb Ramp with Returned Curbs where Pedestrian Travel Across the Curb is not Permitted
5E	An Existing Diagonal Curb Ramp without the 48 Inch Extension in the Crosswalk
5F	An Existing Curb Ramp without Truncated Dome Texture Contrast or without Color Contrast
Lowest	The Pedestrian Push Button is not Accessible from the Sidewalk or from the Ramp



KEY TO SUCCESS

One state's approach to prioritization uses a GIS database that contains information regarding compliant and non-compliant elements. This GIS information is then displayed along with locations of pedestrian incidents, feedback from the community or local jurisdiction, locations of government facilities, locations of public facilities and mass transit stops. Each of these elements were assigned a value and ranked for priority.

Schedule: Setting priorities for the implementation of upgrades is a requirement. Transition Plans should include a year by year schedule of upgrades. Many Departments will prioritize projects based on level of anticipated use rather than the degree of non-compliance. Curb ramps or intersections that may be near facilities for the disabled, are generally given priority for upgrade. However, oftentimes it is difficult for Departments to know themselves which intersections are most utilized by persons with disabilities.



KEY TO SUCCESS

Working closely with advocacy groups to set the schedule for implementation and prioritization can be extremely beneficial. These groups can help bring information from the public to the Departments so that money can be best spent on those areas that will serve to benefit the most people.

Funding: The funding for implementation of the Transition Plan can come from several sources, as discussed earlier in this report and in the FHWA guidance found at http://www.fhwa.dot.gov/civilrights/ada_qa.htm#q30. Lack of funding and staffing were cited as the most common roadblocks to completing the inventory and the Transition Plan. In Departments where dedicated funding and staffing is not in place, Transition Plans are generally not completed. In the longer term, this may lead to civil suits and expensive litigation for Departments. Establishing a well developed Transition Plan can be viewed as a capital planning tool and will allow for better Departmental control over the compliance process.

The funding of the upgrades found in the Transition Plan is also a consideration, since ADA compliance activities do not stop with the successful completion of the Transition Plan, or the update of a Transition Plan. The improvements therein must be funded and undertaken as well. Accessibility improvements are generally incorporated into existing improvement projects. In some cases Departments have provided special projects that specifically address pedestrian access requirements.

Lines of Responsibility: A management structure for the implementation of the Transition Plan is extremely important in order to fully complete all tasks that are associated with the Plan.



KEY TO SUCCESS

Beyond simply designating an ADA Coordinator, many Departments have a designated Transition Plan manager, as well. While the ADA Coordinator may be involved in public outreach and oversight of ADA compliance, the Transition Plan manager may be better equipped to handle the technical aspects related to the self evaluation activities and Transition Plan updates.

SAMPLE TRANSITION PLAN OUTLINE

Among the states that have not yet completed a Transition Plan, staff members asked if a generic Transition Plan format is available. In many regions, FHWA provides a sample plan to help Departments facilitate the process. Although there are mandates for content, there are no requirements for format of the Transition Plan.



KEY TO SUCCESS

Length and level of detail of Transition Plans varies greatly among the states. For example, one state provides a succinct one and a half page of narrative on rights-of-way and the prioritization criteria, incorporating the inventory by reference. Other states have a Transition Plan that provides pages and pages of actual inventory with priorities and proposals for each individual site. At the outset of the process, a Department should make a determination as to what level of detail will be included in the Plan and the content that will be the most beneficial to them in implementing ADA

The following is a sample of one possible outline for Transition Plans.

SECTION	contents
I SELF EVALUATION :	A list of physical barriers in the department's facilities that limit accessibility of individuals with disabilities. This may take the form of an Excel spreadsheet or GIS files incorporated by reference, or can be worked into a narrative list to be embedded in the text of the Transition Plan.
II CORRECTION PROGRAM:	A detailed description of the methods to remove these barriers and make the facilities accessible.
III IMPLEMENTATION SCHEDULE:	A schedule for taking the necessary steps.
IV PROGRAM RESPONSIBILITY:	The name of the official responsible for implementation. This should include the name of the department ADA coordinator, as well as a transition plan team (if there is one), or the regional coordinators, if the inventory and transition plans area is divided by region or district.
V CURB RAMP CORRECTION PROGRAM:	A schedule for providing curb ramps.
VI PUBLIC INVOLVEMENT RECORD:	Record of the opportunity given to the disability community and other interested parties to participate in the development of the Plan.
ATTACHMENTS	

PUBLIC INVOLVEMENT

The Department is required to provide an opportunity for people outside of the agency, people with disabilities, and other interested individuals and organizations to review and comment on the Transition Plan. This section presents some of the approaches agencies have used to provide this opportunity.

The Dissemination of Information: Although all Departments now have websites, very few have the Transition Plan available for public review. This represents a missed opportunity as an avenue for information dissemination. In addition to providing information for the public at large, the targeted distribution of information should also be undertaken. Advisory groups that may have worked with the Department during the development of the Plan and the prioritization of the upgrades would receive the information. Advocacy groups that work with the disabled community, as well as any individuals with disabilities that may have participated in Plan development in some way (ex. through grievance filings, through hotlines or through previous public meetings), would also be interested in reviewing the plan.



KEY TO SUCCESS

Seeking the involvement of Advocacy groups and the disabled public early in the process can lead to better success in dealing with non-compliance areas. This early coordination can provide valuable information to the Department from people who most use the pedestrian facilities and provides an opportunity for the concerns that are most important to the advocacy groups and the public to be addressed more effectively. These groups know best where problem areas are and their input can provide valuable insight to Departments that are trying to set priorities for upgrades.

COORDINATION WITH OTHER AGENCIES

Coordination among transit agencies can be a helpful step in creating a Transition Plan that is concise and effective in addressing upgrades.

Public Transit: There are many states where Departments are not only responsible for pedestrian access along public rights-of-way but also for pedestrian access to other transit facilities. Departments of Transportation also frequently have responsibility for public transit such as responsibility for airports, ferry systems, light rail systems and bus terminals. Each of these presents unique compliance issues. All facilities need to be included in the Department's Transition Plan.



KEY TO SUCCESS

Creation of a regional working group for ADA compliance issues was cited by several states in the east as being a helpful practice in completing tasks related to the Transition Plan. These interstate groups are made up of an ADA coordinator as well as other members of Departments and FHWA. The meetings provide a forum for exchange of ideas and any Best Management practices. The groups exchange ideas in their approach to developing inventories and updating Transition Plans. Regional grouping also enables common challenges among the states to be more effectively addressed. Densely urbanized areas in the Northeast, with miles of urban sidewalks interspersed with public transit have different pedestrian issues than newer cities in the Southwest. For example, Washington State deals with an entirely different pedestrian issue in managing the nation's largest ferry system. Creating regional work groups can facilitate discussion of common regional problems.

Adjacent Jurisdictions: Where facilities owned and operated by the Department abut facilities owned by others, such as a municipality, responsibility for ADA compliance should be coordinated. For example group meetings with ADA coordinators throughout the state have been cited by some states as valuable in avoiding conflict among adjacent jurisdictions. In one phone interview with a Department ADA Coordinator, the coordinator explained that one of his priorities for the upcoming year was to create a master list for the state of all ADA Coordinators at the municipal and state level to facilitate statewide interagency coordination. Taking this one step further, many Departments in the northeast participate in a civil rights working group among the states. This group addresses Title II compliance as one of its tasks

IV CONCLUSION

The purpose of this document is to ensure that good ideas, helpful information, and successful practices concerning the development and updating of Transition Plans are recognized, recorded, and shared among Departments of Transportation.

The ideal conclusion to the Transition Plan process is the elimination of the barriers listed in the Transition Plan and the acceptance of the requirements of the ADA as an everyday reality in all future work going forward. Due to the magnitude of the task and the other priorities that a Department faces, the ideal scenario has not universally played out. Although the majority of Departments contacted had some form of inventory or Transition Plan completed, many of the Departments reported that they were either just beginning the process or didn't have firm plans for preparing a Transition Plan.

By highlighting some of the issues and the methods used to address issues that the Departments face when developing and updating their ADA Transition Plans it is desired that going forward all Departments can make significant progress towards improving access to the facilities they manage. This document presents ideal scenarios and some of the best practices of Departments across the country. It is recognized that each Department or responsible agency will have to tailor an approach to developing, updating and implementing a Transition Plan based upon their own needs and available resources and that the level of detail and content of the Plan will vary and be presented in a format that will be the most beneficial to them in implementing ADA.

V FURTHER REFERENCE

There are many guidance documents available on the internet with helpful information to assist in completing and updating ADA Transition Plans. Some of those more frequently cited by Departments include the following:

- **FEDERAL HIGHWAY ADMINISTRATION OFFICE OF CIVIL RIGHTS** *QUESTIONS AND ANSWERS ABOUT ADA AND SECTION 504*, January 2008. Available, [retrieved December 2008] http://www.fhwa.dot.gov/civilrights/ada_qa.htm
- **U.S. DEPARTMENT OF JUSTICE** *ADA BEST PRACTICES TOOLKIT FOR STATE AND LOCAL GOVERNMENTS* June 2008. Available, [retrieved December 2008] <http://www.ada.gov/pcatoolkit/toolkitmain.htm> .

- **UNITED STATE DEPARTMENT OF JUSTICE**, *THE AMERICANS WITH DISABILITIES ACT, TITLE II TECHNICAL ASSISTANCE MANUAL, COVERING STATE AND LOCAL GOVERNMENT PROGRAMS AND SERVICES*, November 1993. Available, [retrieved December 2008] <http://www.ada.gov/taman2.html>
- **PUBLIC RIGHTS-OF-WAY ACCESS ADVISORY COMMITTEE** and ITE Publication Special Report: *ACCESSIBLE PUBLIC RIGHTS-OF-WAY, PLANNING AND DESIGNING FOR ALTERNATIONS*. Available, [retrieved December 2008] <http://access-board.gov/prowac/alterations/guide.htm>
- **US ACCESS BOARD**, *REVISED GUIDELINES FOR ACCESSIBLE PUBLIC RIGHTS-OF-WAY*. November 2005. Available, [retrieved December 2008] <http://www.access-board.gov/PROWAC/draft.htm>
- **FHWA** *DESIGNING SIDEWALKS AND TRAILS FOR ACCESS PART 2*. Available, [retrieved December 2008] <http://www.fhwa.dot.gov/environment/sidewalk2> .
- **KRW INCORPORATED**, *ADA TRANSPORTATION ACCESSIBILITY REFERENCE GUIDE*, Project Action, National Easter Seal Society, and U.S. Architectural and Transportation Barriers Compliance Board, March 1993.

Many Departments cited recent training from FHWA as being helpful in understanding the issues surrounding ADA Transition Plan compliance. The FHWA training documents are often used as reference documents during the updating of a Transition Plan.

Statutes and Regulations: The Department's Title II regulations for state and local governments are found at Title 28, Code of Federal Regulations, Part 35 (abbreviated as 28 CFR pt. 35). The ADA Standards for Accessible Design are located in Appendix A of Title 28, Code of Federal Regulations, Part 36 (abbreviated as 28 CFR pt. 36 app. A). Those regulations, the statute, and many helpful technical assistance documents are located on the ADA internet Home Page at <http://www.ada.gov> and on the ADA technical assistance CD-ROM available without cost from the toll-free ADA Information Line at 1-800-514-0301 (voice) and 1-800-514-0383 (TTY).

VI ATTACHMENTS

LIST OF ADA CONTACTS BY STATE

State	ADA Coordinator	Contact (if different than ADA coordinator)
Alabama	Byron Browning Assistant ADA Coordinator Alabama Department of Transportation 1409 Coliseum Boulevard Montgomery, AL 36110 334-242-6942 browningb@dot.state.al.us	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Alaska	<p style="text-align: center;">Jon Dunham Civil Rights Office Manager 2200 East 42nd Avenue PO Box 196900 Anchorage AK 99519-6900 907-269-0851 jon_dunham@dot.state.ak.us</p>	
Arizona	<p style="text-align: center;">Edward Edison Civil Rights Administrator Arizona Department of Transportation 1135 N 22nd Ave, 2nd Floor Phoenix, AZ 85009 602-712-7761 eedison@dot.state.az.us</p>	
Arkansas	<p style="text-align: center;">James Moore Internal EEO Coordinator Arkansas State Highway & Transportation Department 10324 Interstate 30 Little Rock, Arkansas 72209 501-569-2299 james.moore@arkansashighways.com</p>	
California	<p style="text-align: center;">Alex Morales III ADA/504 Coordinator California Department of Transportation Civil Rights Program 1823 14th Street MS 79 Sacramento CA 95814 916-324-8764 alex_morales@dot.ca.gov</p>	<p style="text-align: center;">Jerry Champa is the lead for the Transition Plan effort California Department of Transportation Civil Rights Program 1823 14th Street MS 79 Sacramento CA 95814 916-324-8764 jerry_champa@dot.ca.gov]</p>

State	ADA Coordinator	Contact (if different than ADA coordinator)
Colorado	<p>Benjamin Cordova ADA Coordinator Colorado Department of Transportation Center for Equal Opportunity 4201 East Arkansas Avenue, Room 200 Denver, Colorado 80222 303-757-9594 benjamin.cordova@dot.state.co.us</p>	
Connecticut	<p>John F. Carey Transportation Division Chief Connecticut Department of Transportation 2800 Berlin Turnpike P.O. Box 317546 Newington, CT 06131-7546 860-594-2710 john.f.carey@po.state.ct.us</p>	
Delaware	<p>Carla Eliot Acting Civil Rights Coordinator Delaware Department of Transportation 800 Bay Road P.O. Box 778 Dover, DE 19903 302-760-2026 carla.eliot@state.de.us</p>	<p>Linda M. Osiecki, M.E., P.E. Program Manager, Quality Section Delaware Department of Transportation 800 Bay Road P.O. Box 778 Dover, DE 19903 302-760-2342 linda.osiecki@state.de.us</p>
District of Columbia	<p>Brett Rouiller ADA/504 Coordinator District of Columbia Department of Transportation 2000 14th Street, NW 5th Floor Washington, DC 20009 202-497- 4722 brett.rouillier@dc.gov</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Florida	Dean Perkins ADA Coordinator Florida Department of Transportation Haydon Burns Building 605 Suwannee Street Tallahassee, Florida 32399-0450 850-414-4359 dean.perkins@dot.state.fl.us	
Georgia	Ulander Gervais Title VI/Environmental Justice Specialist Georgia Department of Transportation Office of Equal Opportunity 2 Capitol Square Atlanta, Georgia 30334 404-463-6928 ulander.gervais@dot.state.ga.us	
Hawaii	Benjamin Gorospe ADA Coordinator Hawaii Department of Transportation Office of Civil Rights 869 Punchbowl Street #112 Honolulu, Hawaii 96813 808-587-7584 benjamingGorospe@hawaii.gov	
Idaho	Karen Sparkman Director, Civil Rights Section Idaho Transportation Department P. O. Box 7129 Boise, ID 83707-1129 208-334-8852 karen.sparkman@itd.idaho.gov	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Illinois	<p>David Dailey ADA Specialist Bureau of Civil Rights 2300 South Dirksen Parkway, Room 317 Springfield, IL 62764 217-557-5900 david.dailey@illinois.gov</p>	
Indiana	<p>Christine D. Cde Baca Title VI/ADA Administrator 100 North Senate, Room N750 Indianapolis, IN 46204 317-234-6142 ccdebaca@indot.in.gov</p>	
Iowa	<p>Roger E. Bierbaum Director, Office of Contracts Highway Division Iowa Department of Transportation 800 Lincoln Way Ames, IA 50010 515-239-1414 roger.bierbaum@dot.iowa.gov</p>	
Kansas	<p>Mike Smith Internal Civil Rights/ADA Coordinator Kansas Department of Transportation Eisenhower State Office Building 700 SW Harrison Topeka, Kansas 66603 785-296-2279 eeooffice@ksdot.org</p>	
Kentucky	<p>Kathy Marshall Office of Human Resources Kentucky Transportation Cabinet 200 Mero Street Frankfort, KY 40601 502-564-4610 KathyN.Marshall@ky.gov</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Louisiana	<p>Candy Cardwell Human Resources Analyst Human Resources Section Louisiana Department of Transportation and Development P.O. Box 94245 Baton Rouge, LA 70804-9245 225-379-1241 candycardwell@dotd.louisiana.gov</p>	
Maine	<p>GiGi Ottmann-Deeves Maine Department of Transportation 16 State House Station Augusta, ME 04333 207-624-3036 gigi.ottmann-deeves@maine.gov</p>	
Maryland	<p>Linda I. Singer ADA Title II Coordinator, Legislative Manager Office of Policy and Research Maryland State Highway Administration 707 North Calvert Street Baltimore MD 21202 410-545-0362 lsinger@sha.state.md.us</p>	
Massachusetts	<p>David Phaneuf ADA Coordinator Massachusetts Highway Department State Transportation Building 10 Park Plaza, Room 3170 Boston, MA 02116 617-973-7722 david.phaneuf@state.ma.us</p>	<p>Angela Rootekoff Office of Civil Rights State Transportation Building 10 Park Plaza, Room 3170 Boston, MA 02116 617-973-7025 angela.rootekoff@state.ma.us</p>
Michigan	<p>Tony Kratofil Bay Region Engineer 55 E. Morley Dr. Saginaw, MI 48601 989-754-0878 kratofil@michigan.gov</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Minnesota	<p>Bruce Latu Minnesota Department of Transportation 395 John Ireland Boulevard St. Paul, MN 55155-1899 651-291-1016 bruce.latu@state.mn.us</p>	
Mississippi	<p>Carolyn Bell Civil Rights Manager Mississippi Department of Transportation 401 North West Street Jackson, MS 39201 601-359-7466 cbell@mdot.state.ms.us</p>	
Missouri	<p>Lester Woods External Civil Rights Administrator Missouri Department of Transportation 1617 Missouri Boulevard Jefferson City, MO 65109 573-751-2859 lester.woodsJr@modot.mo.gov</p>	<p>Stefan Denson Missouri Department of Transportation 1617 Missouri Boulevard Jefferson City, MO 65109 573-751-1355 stefan.denson@modot.mo.gov</p>
Montana	<p>Alice Flesch, Program Manager Montana Department of Transportation 2701 Prospect Avenue PO Box 201001 Helena, MT 59620-1001 406-444-9229 aflesch@mt.gov</p>	
Nebraska	<p>Jim Knott Director, Roadway Design Division Nebraska Department of Roads Roadway Design 1500 Highway 2 PO Box 94759 Lincoln, NE 68509-4759 402-479-4601 jknott@dor.state.ne.us</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Nevada	<p>Dennis Coyle ADA/504 Coordinator Nevada Department of Transportation 1263 South Stewart Street Carson City, NV 89712 775-888-7598 dcoyle@dot.state.nv.us</p>	
New Hampshire	<p>David Chandler New Hampshire Department of Transportation 7 Hazen Drive P.O. Box 483 Concord, NH 03302-0483 603-271-2467 dchandler@dot.state.nh.us</p>	
New Jersey	<p>Chrystal Section-Williams Title VI Analyst Division of Civil Rights & Affirmative Action New Jersey Department of Transportation 1035 Parkway Avenue Trenton, NJ 08618 609-530-2939 chrystal.section-williams@dot.state.nj.us</p>	<p>Paul Thomas ADA Transition Plan Manager New Jersey Department of Transportation 1035 Parkway Avenue Trenton, NJ 08618 paul.thomas@dot.state.nj.us</p>
New Mexico	<p>Jose Ortiz ADA Coordinator New Mexico State Transportation Department Aspen Plaza 1596 Pacheco Street Santa Fe, NM 87505 505-827-1648 jose.ortiz@state.nm.us</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
New York	<p>David Perez Compliance Specialist II New York State Department of Transportation Office of Audits and Risk Management Services Civil Rights Bureau, Pod 62 50 Wolf Road Albany, New York 12232 dperez@dot.state.ny.us</p>	
North Carolina	<p>Walt Thompson Director, Productivity Services North Carolina Department of Transportation 1517 Mail Service Center Raleigh, NC 27699-1517 919-733-2083 wthompson@dot.state.nc.us</p>	
North Dakota	<p>Mark S. Gaydos, P.E. North Dakota Department of Transportation Design Division 608 East Boulevard Avenue Bismarck, ND 58505-0700 701-328-4417 mgaydos@nd.gov</p>	<p>Roger Weigel North Dakota Department of Transportation Design Division 608 East Boulevard Avenue Bismarck, ND 58505-0700 701-328-4403 rweigel@nd.gov</p>
Ohio	<p>Kimberly Watson EEO Program Administrator Office of Chief Legal Counsel Civil Rights Unit Ohio Department of Transportation Central Office 1980 West Broad Street Columbus, OH 43223 614-728-9245 kim.watson@dot.state.oh.us</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Oklahoma	<p style="text-align: center;">Glenn Brooks Title VI Coordinator Oklahoma Department of Transportation 200 N. E. 21st Street, Room 1-B4 Oklahoma City, OK 73105 405-521-4139 gbrooks@fd9ns01.okladot.state.ok.us.</p>	
Oregon	<p style="text-align: center;">Martha Smith EEO/Affirmative Action/ADA Coordinator Oregon Department of Transportation Office of Civil Rights/Human Resources 104 Transportation Building 355 Capitol Street NE Salem, OR 97301 503-373-7093 martha.smith@odot.state.or.us</p>	
Pennsylvania	<p style="text-align: center;">Chris Drda Chief, Consultant Agreement Section Bureau of Design Pennsylvania Department of Transportation 400 North Street Keystone Building, 7th Floor Harrisburg, PA 17120 717-783-9309 cdrda@state.pa.us</p>	
Puerto Rico	<p style="text-align: center;">Ana Olivencia aolivencia@act.dtop.gov.pt</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Rhode Island	<p>Michael Penn Senior Civil Engineer Rhode Island Department of Transportation Two Capitol Hill Providence, RI 02903 401-222-2023 x4050 mpenn@dot.ri.gov</p>	
South Carolina	<p>Alex Nelson Title VI Coordinator South Carolina Department of Transportation 955 Park Street Columbia, SC 29201 803-737-1664 nelsona@scdot.org</p>	
South Dakota	<p>June Hansen Civil Rights Compliance Officer South Dakota Department of Transportation 700 East Broadway Avenue Pierre, SD 57501 605-773-3540 june.hansen@state.sd.us</p>	
Tennessee	<p>Margaret Mahler ADA Coordinator Tennessee Department of Transportation Suite 400 – James K. Polk Building 505 Deaderick Street Nashville, TN 37243 615-741-4984 margaret.z.mahler@state.tn.us</p>	
Texas	<p>Jesse W. Ball Jr. Civil Rights Director Texas Department of Transportation Office of Civil Rights 125 East 11th Street Austin, TX 78701-2483 512-475-3117 jball@dot.state.tx.us</p>	

State	ADA Coordinator	Contact (if different than ADA coordinator)
Utah	Warren Grames Risk Manager Utah Department of Transportation 4501 South 2700 West 4th Floor Salt Lake City, UT 84114-8430 801-965-4272 wgrames@utah.gov	Ming Jiang Pedestrian Safety Engineer Utah Department of Transportation 4501 South 2700 West 4th Floor Salt Lake City, UT 84114-8430 801-965-4427 mjiang@utah.gov
Vermont	Lori Valburn Director of Civil Rights Programs Vermont Agency of Transportation National Life Building - Drawer 33 Montpelier, VT 05633 802-828-5561 lori.valburn@state.vt.us	
Virginia	Alexis Thornton-Crump SPHR, Certified Mediator Assistant Division Administrator Civil Rights Division Virginia Department of Transportation 1401 East Broad Street, Richmond, VA 23219 804-786-4414 alexis.crump@vdot.virginia.gov	Freddie Jones Virginia Department of Transportation 1401 East Broad Street, Richmond, VA 23219 804-786-4552 freddie.jones@vdot.virginia.gov
Washington	Kathryn LePome ADA Coordinator Washington State Department of Transportation Office of Equal Opportunity P.O. Box 47314 Olympia, WA 98504 360-705-7097 lepomek@wsdot.wa.gov	

State	ADA Coordinator	Contact (if different than ADA coordinator)
West Virginia	<p>Ray Lewis, P.E. Traffic Research and Special Projects Engineer West Virginia Division of Highways Traffic Engineering Division 1900 Kanawha Boulevard East, Building Five Charleston, WV 25305 304-558-3063 rlewis@dot.state.wv.us</p>	
Wisconsin	<p>Title VI Coordinator Civil Rights and Compliance Section Bureau of Equity and Environmental Services Wisconsin Department of Transportation 4802 Sheboygan Avenue, Room 451 Madison, WI 53705 608-266-0208 vincent.fisher@dot.state.wi.us</p>	<p>Michele Carter and Ronald Ulvog Facilities Maintenance Personnel 4802 Sheboygan Avenue, Room 451 Madison, WI 53705 608-266-0208 608-266-5359 michele.carter@dot.state.wi.us ronald.ulvog@dot.state.wi.us</p>
Wyoming	<p>Lonny Pfau Human Resources Manager Wyoming Department of Transportation 5300 Bishop Boulevard Cheyenne, WY 82009 307-777-4103 lonny.pfau@dot.state.wy.us</p>	<p>Kent Lambert Wyoming Department of Transportation 5300 Bishop Boulevard Cheyenne, WY 82009 kent.lambert@dot.state.wy.us</p>

QUESTIONNAIRE

<p>QUESTIONNAIRE FOR DEPARTMENTS OF TRANSPORTATION</p> <p>DEVELOPMENT OF A BEST PRACTICES GUIDE</p> <p>TO UPDATE ADA TRANSITION PLANS</p> <p>NCHRP PROJECT NUMBER 20-7 (232)</p>	
<p>The Americans with Disabilities Act (ADA) and other federal statutes place responsibility on state departments of transportation to meet accessibility requirements for pedestrians. These requirements include a self evaluation study to see where the agency's facilities stand with regard to accessibility and a transition plan to provide the needed accessibility improvements. An interview process with state departments of transportation is being carried out as part of a study called "Development of a Best Practices Guide to Update ADA Transition Plans". The study is being sponsored by the National Cooperative Highway Research Program; Jacobs Edwards and Kelcey is under contract to conduct interviews and prepare a report. The overall goal of the study is to ensure that good information, good ideas, and good practices concerning transition plans for pedestrian accessibility programs are recognized, recorded, and shared. There are three parts to the questionnaire: (1) the determination of some background information, (2) a discussion of self evaluation studies that are used to define needed accessibility improvements, and (3) a discussion of transition plans that are used to carry out the improvements needed to bring facilities in line with accessibility standards.</p>	
Agency	
Contact Person	
Title	
Telephone Number	
E-Mail Address	
Date of Discussion	
What are your responsibilities?	
ADA Coordinator?	
Title II Coordinator?	
Section 504 Coordinator?	

Self Evaluation Plan Manager?	
ADA Transition Plan Manager?	
Other?	
I BACKGROUND	
<p>Agencies vary greatly in their responsibilities and their structure and in the nature of the facilities that they manage. This section is intended to provide some context to help understand agency planning for accessibility.</p>	
1. Agency Responsibilities	
<p>The goal of this section is to determine the range of resources that the agency is responsible for. This range can vary widely between agencies. This study concerns itself only with highway rights-of-ways but the overall context of the agency's responsibilities needs to be understood.</p>	
What types of resources is your agency responsible for?	
Highways?	
Rest Areas?	
Welcome Areas?	
Scenic Overlooks?	
Recreation Areas?	
Office Buildings?	
Maintenance Facilities?	
Bus Transit Systems?	
Bus Stops?	
Van Transit Systems?	
Rail Transit systems	
Public Safety Facilities?	

Railways?	
Ferries?	
Airports?	
Ports and Harbors?	
Pipelines?	
Waterways?	
Anything else?	
2. The ADA Compliance Role Within the Agency	
<p>Transportation Agencies vary widely in how they integrate the ADA compliance responsibility into their organization. The goal of this section is to understand how the agency assigns the responsibility for ADA compliance.</p>	
Where does the ADA Coordinator role fall within your Agency?	
Office of the Commissioner?	
Civil Rights Office?	
Legal Department?	
Public Affairs Department?	
Pubic Involvement Department?	
Programs Department?	
Planning Department?	
Design Department?	
Right-of-way Department?	
Maintenance Department?	
Other?	

3. Document Development

Agencies vary in their progress on formal document development. The goal of this section is to determine where the agency stands in this process.

Does your agency have a joint self evaluation and transition plan?	
--	--

Where can it be seen?	
-----------------------	--

Is it updated periodically?	
-----------------------------	--

Does your agency have a separate self evaluation plan?	
--	--

Does your agency have a separate transition plan?	
---	--

Are either of these documents in progress?	
--	--

--	--

4. Compliance Complaints and Suits

The demand for pedestrian accessibility varies based on the nature of the area served. The goal of this section to understand the nature of the demand for pedestrian accessibility improvements.

Do you receive complaints about pedestrian accessibility?	
---	--

How many?	
-----------	--

What are the usual subjects of complaints?	
--	--

Have you been sued?	
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Have you entered into any settlements?	
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Is there an activist community or organization that focuses on this subject?	
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II SELF EVALUATION PLAN

The State Department of Transportation is required to conduct a self evaluation of its facilities to determine if these facilities are accessible to persons with disabilities. This can be a massive undertaking. This section is a discussion about how agencies have undertaken or are planning to undertake this assignment.

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1. Inventory of Facilities

The goal of this section is to determine the approach the agency has taken to perform inventory work.

What is the magnitude of the inventory challenge?	
Roadway miles?	
Person hours?	
Crew hours?	
Months of duration?	
What is your initial information base?	
Aerial Photography Library?	
Map Library?	
Drawings?	
Field Survey?	
Computer Database?	
What is your approach to doing inventory work?	
Windshield survey?	
On ground survey?	
Photo studies?	
What is the extent of inventory work?	
All pedestrian facilities?	

Only pedestrian facilities deemed of concern by the agency?	
Only pedestrian facilities in key areas?	
Only pedestrian facilities that support a public service function?	
Only pedestrian facilities where complaints have been received or concerns have been raised?	
Other selection criteria?	
What inventory tools have you found useful?	
GPS?	
Photography?	
GIS Mapping?	
Computer Database?	
2. Identification of Deficiencies	
The goal of this section is to discuss what facilities the agency is typically dealing with and what some of the common deficiencies are.	
What types of facilities are you dealing with?	
Sidewalks?	
Curb Ramps?	
Curb Cuts?	
Driveway Crossings?	
Crosswalks?	
Ramps?	
Medians?	
Bus Stops?	

Bike Paths?	
Other?	
What types of deficiency issues are you finding?	
Clear Width and Other Dimensions? (Narrow, Below Guidelines)	
Grade? (Steepness, Angle Points)	
Cross Slope? (Steepness, Irregularity, Variability)	
Materials and Finishes? (Deterioration, Inappropriateness)	
Discontinuities? (Missing Sections, Gaps, Drops)	
Obstructions? (Signs, Lights, Mail Boxes, Fire Hydrants, Newspaper Boxes, Drainage Structures, Standing Water)	
Detectable Warning Systems? (Missing, Inappropriate Materials, Inadequate Size, Wrong Location)	
Traffic Signal Systems? (Inadequate Time Allowed, Inaccessible Buttons, Inoperable Buttons, Lack of Visually Impaired Provisions)	
Lighting? (Missing, Not Operating, Inadequate Levels)	
Maintenance and Services? (Snow Removal, Debris Clean Up, Trash Cans, Recyclable Material Bins)	
Access Through Work Zones?	
Other?	

3. Validation of Selections

The agency is required to provide an opportunity for people with disabilities and other interested individuals and organizations to review and comment on the self evaluation of facilities. The goal of this section is to determine the approaches used to provide this opportunity.

Is there an Advisory Group?	
How do they function?	
Periodic meetings?	
Field visits?	
Other?	
Is there input from activists or organizations?	
Is there input from other agencies?	
Is there input from elected officials?	
Is there a Community Outreach Effort?	
Are there local public meetings about inventory results?	
Are these independent meetings or piggybacked on other community meetings?	
What means of disseminating information are being used?	
Awareness days?	
Newsletters?	
Website?	
Public Access to Databases?	
What means of receiving input are there?	
Comment forms at meetings?	
Hotline?	

Published e-mail address?	
Published mail in address?	
Transcriptions of meetings?	
Staff memoranda concerning meeting comments?	
Are provisions made to accommodate the hearing impaired and the visually impaired?	
Is there a list of interested parties maintained?	
Other thoughts?	
4. Establishment of a Baseline	
There is a need to create a baseline of information to identify needs and have the ability to document progress. The goal of this section is to investigate how the agency accomplishes this.	
Is the self evaluation study added on to some existing database?	
What is the nature of that database?	
Is the self evaluation study a stand alone database?	
Is a GIS database used?	
Is a spread sheet approach used?	
What are the sorting categories?	

III TRANSITION PLAN

The agency must prepare a Transition Plan that identifies deficiencies, develops a method to make facilities accessible, provides a schedule for making the required access modifications, and designates a public official responsible for the Transition Plan. This section is a discussion about how agencies have undertaken or are planning to undertake this assignment.

1. Designs and Cost Estimates for Improvements

The improvements needed to correct deficiencies have to be defined through a design and cost estimating process. The goal of this section is to discuss the agency approach to doing this.

What design standards do you use?

ADA Accessibility Guidelines?

Uniform Federal Accessibility Standards?

Your own standards?

Have your standards been reviewed with regard to accessibility issues?

Do you have in house design capability with regard to accessibility issues?

Are design consultants needed?

What cost estimating resources do you rely on for accessibility improvements?

What escalation factors are you applying to accessibility improvements?

2. Prioritization of Improvements

A priority ranking for approaching the defined improvements has to be worked out so that an effective schedule can be established. The goal of this section is to discuss the methods used to rank the improvements in order of priority.

What is the approach to prioritizing improvements?

Population density in the area?	
Significant disabled population within the area?	
Proximity to key locations?	
Government offices?	
Schools?	
Hospitals?	
Places of employment?	
Shopping areas?	
The severity of the deficiency?	
Is a review of complaints a factor?	
Is public demand a factor?	
What are the sources of public demand?	
Is compatibility with the available budget a factor?	
How are the available budget and the improvement needs matched?	
3. Management Approach to Implementation	
<p>The goal of this section is to explore how the agency manages the development of the transition plan and carrying out the improvements. The development of the plan may be a one time rather intense effort but the tracking of the implementation of the improvements will be a less intense long time assignment.</p>	
Who is the public official responsible for the implementation of the Transition Plan?	
Who Is the ADA Transition Plan Manager?	
Is there an internal committee that provides input into the Transition Plan process?	
Has any staff been assigned to the	

Transition Plan Process?	
How many?	
In what capacity?	
In what department does the responsibility for the Transition Plan reside?	
What training courses about accessibility has the staff gone through?	
What reference works about accessibility do you find useful?	
Who has responsibility for transition plan updates?	
Have any consultants been contracted relative to Transition Plan work?	
4. Funding Mechanisms	
There is no specific funding mechanism related to the improvement of accessibility deficiencies. Funding might come from many different sources. The goal of this section is to explore the funding experience of the agency.	
Have accessibility improvements been incorporation into existing programmed projects?	
Has any cost differential been recognized?	
Have accessibility improvement been incorporated into any existing maintenance programs?	
Has any cost differential been recognized?	
Have stand alone accessibility improvements projects been processed through the Transportation Improvements Program?	
Have you had any instances where an accessibility improvement was found to be “unduly burdensome”?	

What sources have resulted in some funding for accessibility improvement programs?	
National Highway System Program?	
Surface Transportation Program?	
Highway Safety Improvements Program?	
Railway–Highway Crossing Program?	
Transportation Enhancements Activities Program?	
Congestion Mitigation/Air Quality Program?	
Recreational Trails Program?	
State and Community Traffic Safety Program?	
Safe Routes to School Program?	
Other Programs?	
Have accessibility improvements been included in developer impact fees?	
5. Scheduling and Budgeting	
Schedules and budgets are the tools of implementation. The goal of this section is to determine how the agency is scheduling and budgeting for accessibility improvements.	
Is there an overall completion target date?	
Are there milestone dates?	
Is there a separate Curb Ramp Installation Schedule?	
Is there a budget line item for accessibility improvements programs?	

6. Coordination with Other Agencies	
Other agencies have authority over pedestrian facilities and have an interest in accessibility. The goal of this section is to explore the exchange of information and the handling of interfaces with other agencies.	
Are there local government pedestrian master plans that are used as input and guidance?	
Are there local government transition plans for accessibility improvements that are used as input and guidance?	
How is the interface between agency sidewalks and local sidewalks handled?	
Who has authority over bus stops?	
How is the interface between sidewalks and bus stops handled?	
What other agencies – transit authorities, airport authorities, turnpike authorities – have jurisdiction over pedestrian facilities?	
Do you receive input from any social service agencies?	
7. Promulgation and Feedback	
The goal of this section is to _____	
8. Updating of Database	
The goal of this section is to _____	

BILL KETRON
COUNTY MAYOR



RUTHERFORD COUNTY
TENNESSEE

September 20, 2019

Dear Sirs,

In mid-2016 the Federal Highway Commission tasked the Tennessee Department of Transportation to carry out a Statewide Planning Finding for compliance with the Americans with Disability Act and Section 504 of the Rehabilitation Act. This requirement applies to all affected Local Public Agencies (LPAs) with 50 or more employees. In November of 2016, Rutherford County received notification from TDOT of our requirement to complete and submit the required documentation.

The deadlines for submission of compliance documentation is as follows:

December 2016 – Assign an ADA coordinator and establish a grievance procedure

December 2017 – Submit a written letter from the Mayor and approved by the Board of Commissioners outlining the development of the Transition Plan

September 2018 – Provide documentation showing completion, or significant progress towards, completing a Self-Evaluation and an ADA Transition Plan

December 2019 – Completed Transition Plan to be submitted to TDOT for review and approval. Upon approval, the plan will then be submitted to the Department of Justice.

TDOT will require copies of the approval of the Transition Plan to accompany all future applications for funding.

This notification was received prior to my appointment as Rutherford County Mayor, however it is my responsibility to ensure that these requirements are completed and submitted as we have been tasked to prevent any loss of TDOT funding for Rutherford County.

The requirement applies, not only to all County owned buildings that provide a service and access to the public, but also to all public right-of-way's accessing government offices, schools, residential areas, that are accessed and used by the public, to include curbs, sidewalks, pedestrian crossings/signals, shared use trails, parking lots and bus stops, etc. Clearly, this is a large task, and although significant progress has already been made to County owned buildings, in order to meet the deadlines as requested it will no doubt take the collaboration of multiple departments and staff. The final deadline is almost upon us, and I am not aware what, if any, progress has been made to the self-evaluation of public right-of-way's or County owned schools. To identify the current status of our overall Self-Evaluation and Transition

BILL KETRON
COUNTY MAYOR



RUTHERFORD COUNTY
TENNESSEE

Plan I would ask that you reach out to me to discuss and advise as to the status of any efforts that have been made by you, or someone in your department, to assist in the completion of this task.

Respectfully,

A handwritten signature in blue ink that reads "Bill Ketron". The signature is fluid and cursive, with the first name "Bill" and last name "Ketron" clearly distinguishable.

Bill Ketron
Rutherford County Mayor

BK:tb/rl