

RUTHERFORD COUNTY SCHOOL SYSTEM
2240 Southpark Drive
Murfreesboro, TN 37128

FEBRUARY 9, 2023
5:30 P.M.

AGENDA

- 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: January 19, 2023 Board Meeting Minutes**
January 26, 2023 Special Called Board Meeting Minutes
January 31, 2023 Special Called Board Meeting Minutes

B. Community Use of Facilities

	<u>Fees</u>
Barfield Elementary	Fine Arts Matter, library, music classes, 1/26/23, \$180 **retro review
Plainview Elementary	Top-Notch Basketball, gym, practice, 2/16/23-5/31/23, \$72 weekly
Rockvale Elementary	Rockvale Youth Football/Cheerleading, Sign ups, 2/1/23-12/1/23, \$870 *retro
McFadden	Brigade Basketball Club, gym, practice 0301/2023-05/31/23, \$27 per day
Oakland Middle	Dance Classics, auditorium/band room, recital, 06/02/23-06/03/23, \$1,263.25
Oakland Middle	B-Attitude Dance, auditorium, rehearsal, 02/11/23, \$525
Smyrna Middle	Friendship Quilters Guild, classroom, meeting, 03/11/23, \$45
Smyrna Middle	Smyrna Jr. Basketball, gym, games, 2/21/23-2/24/23, \$32 per hour
Rocky Fork Middle	Mad Dawgs Baseball, baseball field, practice 2/26/23-6/25/23, \$36 per day

Rocky Fork Middle	Team Prodigy, baseball field, practice, 2/8/23-4/26/23, \$432
Riverdale High	RCX Sports League, campus, practice, 3/19/23-5/21/23, \$6,300
Smyrna High	International Kickboxing Federation, gym, competition, 4/3/23, \$640
Holloway High	Sumatra Drayton, gym/cafeteria, family reunion, 7/1/23, \$144
Siegel High	TWRA, gym, archery tournament, 3/29/23-3/31/23, \$838
LaVergne High	Nashville Elite, stadium, games, 3/11/23- TBD, \$2,750

No Fees

Barfield Elementary	TBI, campus, event, 4/22/23, no fees
Central Magnet	Union University, campus, event, 3/2/23, no fees

*Note: Facility use prior to 9/15/22 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.

C. Routine Bids: Bid #3639 – Portable Classrooms
RFP #23-02 – Custodial Services
Bid #3641 – HVAC Equipment (Stewartsboro)
Bid #3645 – HVAC Equipment (Rockvale Elem.)
Bid #3649 – HVAC Renovation (John Coleman Annex)
Bid #3650 – Clock Installation (Central Magnet)

D. School Salary Supplements and Contract Payments:

Name	Amount	School	Funded By	Description
Kevin Meadows	NTE \$1,500.00	Blackman High	School Funds - Boys + Girls Soccer	Soccer Field Maintenance throughout year
Charles Barham *4	NTE \$1,350	Central Magnet	School Funds - HS Boys + Girls Basketball	Clean after Basketball games (total approved is now \$2,700)
Elizabeth Eubanks	NTE \$500.00	Central Magnet	School Funds - Track + Field	Assistant Track & Field Coach
Jonathan Kinney	NTE \$1,500.00	Central Magnet	School Funds - Track + Field	Assistant Track & Field Coach
Drew Brewer *4	NTE \$2,000.00	Oakland High	Oakland High Swimming Boosters	Assistant Swimming Coach (amount approved is now \$7,937.50)
James Harrison	NTE \$1,000.00	Oakland High	School Funds - Wrestling	Assistant Wrestling Coach
Ryan Knox	NTE \$3,000.00	Oakland High	Oakland Football Boosters	Assistant Football Coach

Tabbatha Martin	NTE \$3,000.00	Oakland High	School Funds - Softball	Assistant Softball Coach
Lauren Moore	NTE \$1,352.74	Oakland High	Oakland Cheer Boosters	Assistant Cheer Coach
Derry Wells *6	NTE \$750.00	Oakland High	School Funds - Softball	Announcing / Bus Driving for Softball
Mitzi Wilson *6	NTE \$1,000.00	Oakland High	School Funds - Softball	Bus Driving for Softball
Charles Limbaugh	NTE \$750.00	Riverdale	School Funds - Boys + Girls Basketball	Table worker at regular season basketball games
Charles Limbaugh	NTE \$740.00	Riverdale	School Funds - Boys + Girls Basketball	Table worker at basketball tournaments
Barry Marton	NTE 750.00	Riverdale	School Funds - Boys + Girls Basketball	Table worker at regular season basketball games
Barry Marton	NTE \$580.00	Riverdale	School Funds - Boys + Girls Basketball	Table worker at basketball tournaments
Kevin Jones *6	NTE \$1,500.00	Rockvale Middle	School Funds - Various	Bus Driving
Olivia Turner	NTE \$1,500.00	Stewarts Creek High	School Funds - Track + Field	Pre-Season conditioning + other assistant Track Coaching duties
Jeremiah Westbrook	NTE \$2,000.00	Stewarts Creek Middle	School Funds - Wrestling	Assistant Wrestling Coach
Cameron Roberts	NTE \$1,000.00	Blackman High	School Funds - Baseball	Assistant Baseball Coach
Breanna Tate	NTE \$2,000.00	Blackman High	School Funds - Track + Field	Assistant Track & Field Coach
Chad Hewitt	NTE \$1,000.00	Oakland High	School Funds - Softball	Assistant Softball Coach
Allyson Lillis	NTE \$6,459.00	Oakland High	Oakland Cheer Boosters	Cheerleading Coach
Tracy Cole	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Mikayla Dyson	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Jacqueline Harrison	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Sandra Kenton	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Trina Martin	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Ralph Metcalf	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Carmen Verge	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets

Robert Verge	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Mareeka Verge	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Goldy Wade	NTE \$1,500.00	Riverdale	School Funds - Track	Various work at Track meets
Cameron Roberts	NTE \$500.00	Riverdale	School Funds - Theatre	Music Direction / Teaching Music
Bruce Thweatt	NTE \$500.00	Riverdale	School Funds - Tennis	Assistant Tennis Coach
Jessica Gadue	Up to \$50 per service hour	Rockvale High	School Funds - Band	Flute lessons
Whitney Roberts	\$25/lesson	Rocky Fork Middle	School Funds - Band Private Lessons	Clarinet lessons
Katie Harrah	\$25/lesson	Stewarts Creek Middle	Stewarts Creek Middle Music Boosters	Brass lessons
Julie Glass *2	Hourly	Blackman Middle	School Funds - Track + Field	Shot put worker for Track
Tracy Harris *2	Hourly	Blackman Middle	School Funds - Track + Field	High Jump worker for Track
Krystal Smith *2	Hourly	Blackman Middle	School Funds - Track + Field	Gate worker for Track

**Unless listed as an hourly rate

1. Approved previously for an amount \$500
2. Overtime rate for special events
3. Anticipate amounts over \$500 this school year
4. Amend prior approval
5. Less than \$500 but part of event total
6. Must have the approval of the Transportation Dept.

E. 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 2022-23 school year:

<u>Name</u>	<u>School</u>	<u>Sport</u>
Jessica Gadue	Rockvale High School	Band
Cole Gregory	Stewarts Creek Middle School	Band
Katie Harrah	Stewarts Creek Middle School	Band
Cameron Roberts	Riverdale High School	Theatre
Whitney Roberts	Rocky Fork Middle School	Band
Breanna Tate	Blackman High School	Track
Andrew Arnold	Central Magnet	Baseball
Jimmy Earle	Central Magnet	Tennis
Chris Ellis	Eagleville	Softball
Jeff Lanning	Riverdale High School	Baseball
Sarah Parker	Riverdale High School	Boys Soccer
Terry Ross	Riverdale High School	Tennis
Joe McHenry	Rockvale High School	Softball
Julia Morris	Rockvale High School	Tennis
Jeff Martin	Siegel High School	Tennis
Steven Arrington	Stewarts Creek High School	Tennis
Daniel Minea	Stewarts Creek High School	Tennis
Nicholas Cole	Thurman Francis	Softball
Shelby Mireles	Rockvale High School	Softball
Lenny Lozano	Thurman Francis	Baseball
Jimmy Tedder	Smyrna Middle School	Baseball

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

6. VISITORS

7. RECOGNITION/RUTHERFORD PROUD

Congratulations to Tyra Pilgrim who received the Trail Blazer Award for Tennessee Directors of Career and Technical Education.

Central Magnet's Magnitude Robotics Team recently competed in the Robot Drone League World Championship. The competition brought 30 teams to East Tennessee State University to compete for the RDL Championship. Magnitude Robotics won several awards at the competition including the Engineering Award for the best team presentation, Top Score Award for scoring more points than any other team in the competition and the overall Grand Champion Award for the best team at the competition.

Addy Henninger, Brianna Rankin, Erin Higgins, Ainsley Valentine, Ben Ritter, Rachel Oppman and Kinsley Lane are here tonight to represent the Central Magnet Magnitude Robotics Team.

8. 2023-2024 SIGNING BONUS INCENTIVE FOR HARD TO STAFF SUBJECT AREAS (TAB 2)

The Signing Bonus Incentive for Hard to Staff Subject Areas submitted to the state each year is presented for Board approval.

Recommended Approval---motion to approve the Signing Bonus Incentives for Hard to Staff Subject Areas for the 2023-2024 school year as presented.

9. 2023-2024 SPECIAL COURSE REQUEST (TAB 3)

The Instruction Department is requesting permission to make an application to offer credit for special courses under the following guidelines: Rule 0520-1-3-.05-2a: “Local school systems may offer special courses not listed in 0520-1-3-.06 on an experimental basis. The Commissioner of Education must approve each course in advance each year.” Rutherford County High Schools are requesting approval for the following special course requests:

- Sports Psychology
- Introduction to Logic
- Honors Mythology II
- Positive Psychology
- Neuroscience and Society
- Film as Literature
- Music Industry Survey (CTE)

Recommended Approval---motion to approve 2023-2024 special course requests for Rutherford County High Schools, as presented.

10. SPECIAL EDUCATION (TAB 4)

1. Physical Therapist Assistant

Under the direction of the Coordinator of Special Education and the general supervision of a Registered Physical Therapist, this position is to provide Physical Therapy services which will enable eligible students with disabilities to benefit from their special education program. Essential job duties and qualifications are listed in the job description attached. This job description will give us the final position and the ability to move from a private contractor to a Rutherford County Schools employee. Funding will be paid through IDEA Part B funds.

Recommended Approval---motion to approve the Special Education Physical Therapist Assistant position as presented.

11. ESL Department (TAB 5)

The ESL Department will continue writing curriculum units for grades K-12 from February through July 2023. Twenty-two teachers will be offered contracts for their work on these projects. The contracts will be funded through Title III funds. The approximate cost of the curriculum writing initiative will be \$17,600.00

Recommended Approval---motion to approve the Title III funded extended contracts for curriculum development for the ESL Program as presented.

12. LEGAL (TAB 6)

- 1. The Board has been requested to admit a transfer student from another school system under discipline. The student was remanded to alternative school for possession of marijuana and engaging in public lewdness. According to Policy 6.318, the Board may deny admission of any student (except those in state custody) when a student transfers from another school system while under suspension or expulsion.**

The Director of Schools' recommendation is to admit and place into the alternative school.

Recommended Approval---motion to admit or deny the admission for this Out of County Transfer Student as presented.

2. Paralegal Position

The Legal Department is requesting an updated job description for the Paralegal Position to include revised qualifications to make the position more competitive.

Recommended Approval---motion to approve the updated Paralegal Job Description with the revised qualifications as presented.

13. FINANCIAL MATTERS (TAB 7)

- 1. Board Recognition of the Rockvale Band Booster at Rockvale High School as an RCS School Support Organization (SSO)**

Per RCS Board Policy 2.404, only a group or organization that has entered into a written cooperative agreement with the board may use the name, mascot, or logo of a school or the school district to solicit or raise money, materials, property, securities, services, or other things of value. The Rockvale Band Boosters has provided all information requested from the board recently updated written cooperative agreement and can be recognized as an RCS SSO.

Recommended Approval---motion to approve the Rockvale Band Booster at Rockvale High School as an RCS School Support Organization (SSO) as presented.

2. Centralized Cafeteria Fund Budget Amendment (Fund 143)

This FY 22-23 Centralized Cafeteria Fund 143 amendment is to increase revenue & expenditures to recognize the awarded NSLP-Supply Chain Assistant Grant rounds 2 and 3 from the United States Department of Agriculture (USDA).

This grant funding is in response to the unprecedented challenges in purchasing and receiving food that operators of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) are experiencing in School Year (SY) 2022-23. This amendment reflects the grant award that was approved by Tennessee Dept of Education. This year's grant award amount is \$1,430,251.

Recommended Approval---motion to amend the FY 2022-2023 Fund 143 to reflect the NSLP grant award of \$1,430,251 as presented.

14. FACILITIES AND CONSTRUCTION (TAB 8)

1. Oakland Middle Storage Building Request

Principal Brad Decker has requested to Partner with Oakland High Trades to build a 15'x 30'x9' storage building to House the Archery team equipment. OMS will contract with a moving company to relocate the building to the rear of the building outside the 900 hallway. All materials and relocation cost will be at no cost to the School Board. Engineering and Construction has reviewed the request and supports approval.

Recommended Approval---motion to approve the Archery Storage Building for Oakland Middle at no cost to the Board as presented.

2. 5 Year Building Program discussion and direction.

At the last Board meeting, Dr. Sullivan presented the Board with two options for discussion and consideration. Health and Education has requested submission of an updated 5-year plan to move forward with funding. Option 1 being what was agreed upon last year with an addition of a new elementary school on the west side. Option 2 includes removing the elementary school addition. It was requested that the Board look over the options presented and be prepared to vote on this item.

3. CMTA ESPC Funding Request

Additional discussion to move toward a motion to approve.

15. BOARD MOTIONS (TAB 9)

1. Veterans Parkway Property Possible Options

Option 1:

The owner of the property on Veterans Parkway has Expressed an interest in selling 50-70 acres to the Board of education for \$82,000.00/acre. This location is suitable for a middle school due to continued growth and to help alleviate 4 middle schools. The Board wishes to authorize Trey Lee and Jeff Reed to acquire a certified property appraisal prior to moving forward. Appraisal not to exceed \$10,000.00.

Possible Motion---motion to approve acquiring an appraisal on the Veterans Parkway property not to exceed \$10,000.00 as presented.

Option 2:

The Board of Education has been searching for properties suitable for future school sites. The owner of a parcel of property on Veterans Parkway has expressed an interest to sell 50-70 acres to the Board of Education for the price of \$82,000.00/acre. Veterans Parkway is in one of the high growth areas of the county. In order to move forward on the possible purchase of the property, a contract is necessary with the owner that will allow testing of the property and time for the Board to seek financial approval by the County Commission. The contract could include the requirement of an appraisal, a 180-day inspection period and a contingency of funding approval by the Rutherford County Commission. The Board could have the contract terminated if it does not elect to move forward with the purchase of the property during the inspection period.

Possible Motion---motion to approve Engineering and Construction and Board Attorney, Jeff Reed to begin negotiation with the Veterans Parkway property owner to put this property under contract at \$82,000.00/acre and for any contract to be brought back to the Board for consideration as presented.

2. Smyrna Property on Sam Ridley Parkway Discussion

The Board had engaged in some discussions with the owner of a parcel of Property adjacent to Smyrna High School for possible purchase as a future school site. Upon evaluating property in the Smyrna area for a future school site to serve as a multi-use school, there may be adequate land on an existing school site within proximity of the parcel of land on Sam Ridley Parkway by Smyrna High School that is suitable for such purpose. The Board should make a determination whether it is interested in pursuing the Property adjacent to Smyrna High School.

Recommended Approval---motion to end discussions for the possible purchase of the property adjacent to Smyrna High School as presented.

3. Temporary Assistance for Needy Families (TANF) Resolution

The Rutherford County Board of Education is charged with governing their schools so that all students receive educational opportunities. The Rutherford County Board of Education views TANF, which is a federal program authorized under federal law to provide funds to assist needy families, as a potential method to help serve students.

Tennessee maintains flexibility in spending the \$191 million of annual funds received and has the option to expand TANF-funded services to underfunded areas. Several social services are funded by the state and deal directly with TANF purposes, but local boards of education struggle to fully fund the programs as the state's funding formula does not adequately meet the needs of districts when funding the programs. Rutherford County Board of Education wants to urge the General Assembly to allow local boards of education to use TANF funds for costs related to funding programs that support social services.

Recommended Approval---motion to approve the resolution supporting the use of the Temporary Assistance for Needy Families Funds as presented.

16. FINANCIAL REPORT

17. INSURANCE UPDATE

18. DIRECTORS UPDATE

19. TENNESSEE LEGISLATIVE NETWORK (TLN) UPDATE

20. FEDERAL RELATIONS NETWORK (FRN) UPDATE

21. GENERAL DISCUSSION

22. ADJOURNMENT

RUTHERFORD COUNTY SCHOOL SYSTEM
2240 Southpark Drive
Murfreesboro, TN 37128

Minutes of January 19, 2023

Board Members Present

Tammy Sharp, Board Chair

Caleb Tidwell, Vice-Chair

Coy Young

Shelia Bratton

Claire Maxwell

Katie Darby

Frances Rosales

Dr. James Sullivan, Director of Schools

1. CALL TO ORDER

The Board Chair called the meeting to order at 5:30 P.M.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by April Sneed.

3. MOMENT OF SILENCE

A Moment of Silence was observed.

4. APPROVAL OF AGENDA

Motion made by Mrs. Bratton, seconded by Mrs. Maxwell, to approve the agenda as presented.

Vote: All yes

Motion passes.

5. APPROVAL OF CONSENT AGENDA

A. Minutes: January 5, 2023 Board Meeting

B. Community Use of Facilities

Fees

Central Magnet	Jimmy Alexander Sr., 70th birthday party, gym, 01/21/23, \$18hr
Kittrell Elementary	Rize Up Youth Sports, practices, gym, 1/24/23-5/19/23, \$18hr
McFadden Elementary	Franklin Road Christian School, practices, gym, 12/27/22-12/28/22, \$36hr ***retro review
Smyrna Elementary	Alpha Kappa Alpha, conference, gym, 3/4/23, \$126

*Note: Facility use prior to 9/15/22 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.

C. Nepotism: Billy Young – Central Office Maintenance Dept. Electrical Position Amber Campbell – Oakland Middle School 5.5 hr. cafeteria employee

D. Transportation: Request for voluntary termination of contract Bus #43 Request for voluntary termination of contract Bus #235 Request for voluntary termination of contract Bus #305 Request for voluntary termination of contract Bus #306

E. Request to Purchase:

Rutherford County Board of Education requests to piggyback Hamilton County Schools Bid #23-06 Contract for Computer Software Instructional. Awarded vendors Include: Attainment Company, BrainPop, Code HS, Dreambox Learning, Edmentum Inc., Essential Skills Software, Flinn Scientific, Imagine Learning, IXL Learning, High-Impact Education, Legends of Learning, MobyMax, Vista Higher Learning, and Quaver Ed.

Request to Purchase:

Rockvale Middle School request to use MCC Nashville for a new Risograph High Speed Duplicating System. This will enter them into a 5-year contract with the company. Amount is \$3,445.00 for year one and \$550.00 per year after that for maintenance costs.

To be funded from Rockvale Middle School

F. School Salary Supplements and Contract Payments:

Name	Amount	School	Funded By	Description
Craig Reavis	NTE \$1,000.00	Central Magnet	School Funds - HS Boys + Girls Basketball	Clock keeper for games
Luke Sheppard *6	NTE \$1,000.00	Central Magnet	School Funds - Various School Accounts	Bus Driver
Jason Bratten	NTE \$600.00	Smyrna Middle	School Funds - Girls + Boys Basketball	Clock and Scoreboard Operator, PA Announcer
Toney Neal *6	NTE \$5,000.00	Stewarts Creek High	School Funds - Various School Accounts	Bus Driver
Heather Reedy	NTE \$1,200.00	Thurman Francis	School Funds - Dance Team	Dance Team Coach / Choreographer
Amanda Hunt	NTE \$500.00	Blackman Middle	School Funds - Swimming	Swim Team Coach
McKennah Campbell	NTE \$1,000.00	Central Magnet	School Funds - MS Cheer	Assistant Cheer Coach
Abe Scraggins	NTE \$1,000.00	Central Magnet	School Funds - HS Boys Soccer	Assistant HS Boys Soccer Coach
Ansley Frazier	\$10/per game	McFadden	School Funds - Jr Pro Basketball	Ticket Booth, Buzzer
Caroline Gillespie	\$10 per game	McFadden	School Funds - Jr Pro Basketball	Ticket Booth, Buzzer
Craig Watkins	NTE \$2,500.00	Riverdale	School Funds - Half Timers	Assistant Half Timer Coach / Choreographer
Cole Gregory	\$25/lesson	Stewarts Creek Middle	Stewarts Creek Middle Music Boosters	Percussion lessons

**Unless listed as an hourly rate

1. Approved previously for an amount \$500
2. Overtime rate for special events
3. Anticipate amounts over \$500 this school year
4. Amend prior approval
5. Less than \$500 but part of event total
6. Must have the approval of the 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 2022-23 school year:

<u>Name</u>	<u>School</u>	<u>Sport</u>
Joseph Clagg	Central Magnet	MS Boys Soccer
Benjamin Jones	Central Magnet	MS Boys Soccer
Abraham Scraggins	Central Magnet	Boys Soccer
Craig Watkins	Riverdale High	Half timers
Jordan Middleton	Siegel High	Softball
Nicholas Newby	Siegel High	Boys Soccer
Paul Watson	Central Magnet	Boys Soccer
Brandon Whitt	Eagleville	Softball
Andrea Jones	Blackman High	Girls Wrestling

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

Vote: All yes

Motion passes.

6. RECOGNITION

Congratulations to April Sneed, Principal of Whitworth-Buchanan Middle School on being named the Middle Tennessee Division Principal of the Year by the Tennessee Department of Education.

7. VISITORS

Allison Brown addressed the board in regard to her bus contract for Bus #61.

8. INSTRUCTION

1. Adoption of Charter School Performance Framework

Pursuant to T.C.A. 49-13-143, if a chartering authority has not adopted a performance framework for all its schools, it must adopt a performance framework aligned to the Tennessee Department of Education's model Performance Framework for charter schools. The RCS Performance Framework is aligned to both the state model and the framework used by the Tennessee Public Charter Commission. It also reflects updates that will be made to the state framework later this year.

Motion made by Mr. Tidwell, seconded by Mrs. Rosales, to adopt the RCS Charter School Performance Framework as presented.

Vote: All yes

Motion passes.

2. Charter Agreement with Springs Public Schools TN – Empower Academy

In accordance with Board Policy 1.902, an agreement has been drafted between Rutherford County Schools and Springs Public Schools TN – Empower Academy. The purpose of this agreement is to articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, and more. The agreement will be effective for 10 years unless it is otherwise amended or revoked per Board Policy.

The exhibits of this agreement include the RCS Performance Framework, a pre-opening checklist detailing the school's responsibilities prior to their first year serving students, and a list of approved waivers from the Tn Department of Education. The charter application, which was previously approved by the School Board can be viewed in its entirety in the School Board Meeting Agenda from July 18, 2022.

Motion made by Mrs. Maxwell, seconded by Mrs. Rosales, to approve the Charter Agreement and all Exhibits contained therein with Springs Public Schools – TN, Empower Academy as presented.

Vote: All yes

Motion passes.

9. SPECIAL EDUCATION

The Special Education Department requests two additional Physical Therapist positions under the direct supervision of our Special Education Coordinator. These physical therapist positions are currently being moved to Rutherford County Schools from previously being funded through a private contractor. These additional positions will allow us to have better coverage across the district and will be funded through IDEA Part B funds.

Motion made by Mrs. Maxwell, seconded by Mrs. Bratton, to approve two (2) additional Physical Therapy Positions funded through IDEA Part B funds for the 2022-2023 school year as presented.

Vote: All yes

Motion passes.

10. LEGAL

1. Out of County Transfer Student (1)

The Board has been requested to admit a transfer student from another school system under discipline. The student was expelled for possession of illegal drugs. According to Policy 6.318, the Board may deny admissions of any student (except those in state custody) when a student transfers from another school system while under suspension or expulsion.

Director of Schools' Recommendation: Deny admission.

Motion made by Mrs. Darby, seconded by Mr. Tidwell, to deny the admission for this Out of County Transfer Student as presented.

Vote: All yes

Motion passes.

2. Out of County Transfer Student (2)

The Board has been requested to admit a transfer student from another school system under discipline. The student was sent to alternative school for continued violations of school rules. According to Policy 6.318, the Board may deny admissions of any student (except those in state custody) when a student transfers from another school system while under suspension or expulsion.

Director of Schools' Recommendation: Deny admission.

Motion made by Mrs. Bratton, seconded by Mr. Young, to deny the admission for this Out of County Transfer Student as presented.

Vote: All yes

Motion passes.

11. FACILITIES AND CONSTRUCTION

1. Transportation

Allison Brown has been the contractor of Bus #61 for the Rutherford County Board of Education since 7/6/2015.

Bus #61 has not been running the route awarded.

Per Section 8.4

In the event of a material breach of this contract, the Board may immediately suspend this contract. Contractor shall immediately resolve the material breach to the satisfaction of the Board. In the event of a breach of this contract by contractor, the Board may within its sole discretion, terminate this contract by giving thirty (30) days' notice. The Board's failure to terminate the contract upon breach shall not constitute a waiver of the Board's right to terminate for subsequent violations or failure to adequately fulfill the contract obligations.

No breach of this contract on the part of a breaching party shall be deemed material, unless the party claiming such breach shall be given the other party written notice of the breach and said party shall fail to cure the breach within thirty (30) days after receipt of such notice.

Allison Brown has received a 30-day written notice of this breach of contract. Allison Brown has failed to adequately fulfill the contract obligations.

Motion made by Mrs. Rosales, seconded by Mrs. Maxwell, to table this item until the February 9th meeting.

Roll Call Vote: Yes – Mrs. Rosales, Mrs. Maxwell, Mrs. Bratton, Mr. Young, Mr. Tidwell
No – Mrs. Darby, Ms. Sharp

Motion passes.

2. Land Update

The Batey Property - testing progress and due diligence.

At the Work Session on Tuesday, Mr. Lee spoke on a letter received from the City of Murfreesboro requesting Rutherford County Schools to file a formal request for annexation into the city for this property before they will approve sanitary sewer.

Mr. Lee is requesting approval from the Board to proceed with the soil study for sewer services for the Batey property.

Motion was made by Mrs. Rosales, seconded by Mrs. Maxwell, to proceed with the soil study for sewer services for the Batey property as presented.

Vote: All yes

Motion passes.

Veterans Parkway Property - update for proposed cost and Engineering layout feasibility.

Mr. Lee provided a preliminary layout for a one-story middle school on this property with the possibility of future expansion. Mr. Lee also stated the property owner is putting a lease agreement in place for the following year to lease out this piece of property for farming.

3. 5 Year Building Program discussion and direction

Health and Education has requested submission of an updated 5-year plan to move forward with funding. Dr. Sullivan presented the board with two options for discussion and consideration. Option one being what the county commission agreed upon last year with an addition of a new elementary school on the west side. Option two includes removing the elementary school addition. There was much discussion on this item. Dr. Sullivan asked members of the Board to look over options and be prepared to vote on this item at the next regular board meeting on February 9th.

4. CMTA ESPC Funding Request

A funding source to provide LED lighting to all school campuses and utilize savings to fund as many HVAC projects as possible. Follow up from the original presentation from July 20, 2021 and updated presentation on January 5, 2023. Engineering and Construction is requesting to move forward with the 15 Year utilizing Inflation Reduction ITC. This proposal would provide approximately total project funding of \$50,262,444 and generate guaranteed minimum Utility Savings of \$3,044,065.

Dr. Sullivan requested this item be tabled until the first February meeting. The board was in agreement of this request. No motion was made.

12. FINANCIAL REPORT

1. Centralized Cafeteria Fund Budget Amendment (Fund 143)

This FY 22-23 Centralized Cafeteria Fund amendment is to increase equipment and supply line items due to prior year encumbrances becoming actual expenditures in the current fiscal year. It also amends these lines to cover higher costs for equipment replacement and supplies. A portion of this amendment was prior year obligated money that rolled into fund balance and being is allocated to respective line items to cover prior year obligations that are now current year actual expenditures.

Motion made by Mrs. Maxwell, seconded by Mr. Tidwell, to approve the FY 22-23 Fund 143 budget amendment of \$850,000 decrease in fund balance and \$850,000 increase in expenditures for the increased cost of supplies & equipment, as well as, prior year obligations becoming current year expenditures in the Centralized Cafeteria Fund as presented.

Vote: All yes

Motion passes.

2. Fund 141 General Purpose School Budget Amendment

This budget amendment cleans up expenditure line items at mid-year. On the revenue side, the budget is amended to reflect collections of disproportionalities from IDEA federal funds. On the expenditure side the larger items of this clean up Amendment reflect the higher cost and demand of custodial supplies, school maintenance supplies and parts, & instructional/support supplies and materials.

Also, adjustments to salary lines include additional approved positions not originally budgeted or transferring salaries to correct account numbers. This amendment has a net increase of both current year revenue and expenditures of \$375,000 with no use of fund balance.

Motion made by Mrs. Maxwell, seconded by Mrs. Bratton, to amend Fund 141 to clean up revenue and expenditure line items for a net increase of \$375,000 for both revenue and expenditure line items as presented.

Vote: All yes

Motion passes.

13. FINANCIAL REPORT

Dr. Sullivan and the Leadership team will be meeting with all principals over the next several weeks to discuss principal budget requests.

14. INSURANCE UPDATE

There was discussion on savings from the county plan to the state plan as well as retiree benefits and issues with the Medicare Advantage plan. Mr. Young also discussed the possibility of moving workers comp to the state plan.

15. DIRECTORS UPDATE

Dr. Sullivan discussed 3rd grade retention updates.

Next week is School Board Appreciation week.

16. TENNESSEE LEGISLATIVE NETWORK (TLN) UPDATE

Mrs. Rosales gave a reminder to all about the Meet and Greet with TN State Delegates that will be held at the Board of Education on February 26th at 6:00 P.M.

17. FEDERAL RELATIONS NETWORK (FRN) UPDATE

No new information at this time.

18. GENERAL DISCUSSION

Dr. Chastain addressed information on 3rd grade retention and planning for summer camps.

Ms. Sharp stated there would be another meeting regarding JazzFest on January 30th at the Chamber of Commerce at 5:00 P.M.

Board Members will be traveling to Kentucky to look at model schools on February 6, 2023.

19. ADJOURNMENT

There being no further business, the meeting adjourned at approximately 6:15 P.M.

Tammy Sharp, Board Chairman

Date

Dr. James Sullivan, Director of Schools

Date

**RUTHERFORD COUNTY BOARD OF EDUCATION
2240 Southpark Drive
Murfreesboro, TN 37128**

**SPECIAL CALLED MEETING MINUTES
January 26, 2023**

Board Members Present

Tammy Sharp Board Chairman

Caleb Tidwell Vice-Chair

Coy Young

Shelia Bratton

Claire Maxwell

Katie Darby

Frances Rosales

Dr. James Sullivan, Director of Schools

1. CALL TO ORDER

The Special Called Meeting was called to order at 7:30 P.M.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Amy Connifey-Marlin

3. MOMENT OF SILENCE

A Moment of Silence was observed.

4. TRANSPORTATION

1. Termination of Contract for Bus Route 61

Per Section 2.8, Allison Brown has received a 30-day written notice of breach of contract. Ms. Brown has failed to adequately fulfill the contract obligations. Transportation requests the Board to terminate the contract for bus route 61.

Mr. Lee provided the Board with information regarding the termination of this contract.

Motion made by Mr. Young, seconded by Mrs. Rosales, to terminate the contract for bus route 61 as presented.

Vote: All yes

Motion passes.

2. Driver Suspension

Transportation is requesting approval of a 1-year drivers' suspension for Mykeya Brown due to incidents which occurred on Monday, January 23, 2023 and Tuesday, January 24, 2023.

Transportation provided a bus video for the Board to view in regard to this suspension. He also stated this was the second altercation of this nature.

Motion made by Mrs. Maxwell, seconded by Mr. Tidwell, to approve the 1-year drivers' suspension for Mykeya Brown as presented.

Vote: All yes

Motion passes.

3. Suspension of Contract for Bus 163

Based on the information provided showing the contractors disregard to the notice of driver suspension, the Transportation Department is requesting suspension of the contract for bus route 163.

Motion made by Mrs. Maxwell, seconded by Mrs. Bratton, to suspend the contract for bus route 163 as presented.

Vote: All yes

Motion passes.

5. ADJOURNMENT

There being no further business, the special called meeting adjourned at approximately 8:08 P.M.

Tammy Sharp, Board Chairman

Date

Dr. James Sullivan, Director of Schools

Date

**RUTHERFORD COUNTY BOARD OF EDUCATION
2240 Southpark Drive
Murfreesboro, TN 37128**

**SPECIAL CALLED MEETING MINUTES
January 31, 2023**

Board Members Present

Tammy Sharp Board Chairman

Caleb Tidwell Vice-Chair

Coy Young

Shelia Bratton

Claire Maxwell

Katie Darby

Frances Rosales

Dr. James Sullivan, Director of Schools

1. CALL TO ORDER

The Special Called Meeting was called to order at 6:06 P.M.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Anna Tidwell

3. MOMENT OF SILENCE

A Moment of Silence was observed, and the Board Chair asked everyone to keep the family of Bradley Owen in their thoughts and prayers.

4. HEARING ON THE APPEAL OF THE RULING OF THE IMPARTIAL HEARING OFFICER REGARDING THE DISMISSAL OF MS. HELEN CAMPBELL, A TENURED TEACHER

On May 26, 2022, the Board of Education certified charged warranting the termination of a tenured teacher as to Helen Campbell for conduct unbecoming a member of the teaching profession, insubordination, and neglect of duty. Helen Campbell requested a hearing pursuant to State law before an Impartial Hearing Officer.

The Impartial Hearing Officer heard evidence in the matter on September 26, 2022 and September 23, 2022. On November 25, 2022, the Impartial Hearing Officer rendered a decision finding that Ms. Campbell's actions constitute conduct unbecoming a member of the teaching profession, insubordination, and neglect of duty. The Impartial Hearing Officer ruled upholding the dismissal of Ms. Campbell.

Ms. Campbell has appealed the decision of the Impartial Hearing Officer to the Board of Education. According to State law, the Board shall hear the appeal on the record, and no new evidence may be submitted by either party. A transcript of the hearing before the Impartial Hearing Office has been provided to the Board Members.

POSSIBLE ACTION: State law provides that the Board has the following options on the appeal:

- (i) Sustain the decision of the Hearing Officer upholding the dismissal,**
- (ii) Send the record back if additional evidence is necessary,**
- (iii) Revise the penalty, or**
- (iv) Reverse the decision of the Hearing Officer.**

Board Attorney, Jeff Reed introduced Legal Counsel representing both sides. Mr. Kimberly requested the Board provide additional time of 30 minutes as opposed to 15 minutes in order to present information. Mr. Reed stated a vote must be taken.

Motion made by Mr. Tidwell, seconded by Mrs. Darby, to extend the time from 15 Minutes to 30 minutes.

Vote: All yes except Mrs. Bratton who abstained from the vote.

Motion passes.

Mr. Reed opened the floor to Mr. Scott Kimberly to present his case for Ms. Helen Campbell. The floor was then opened to Mrs. Monika Ridley to present information for Rutherford County Schools.

After each party stated arguments, Mr. Reed called for a 2-minute recess at 6:57 P.M. The Special Called meeting resumed at approximately 7:01 P.M.

Mr. Reed stated that no new information could be presented at this time but the floor was now open for Board members to address each side with any questions.

Mrs. Darby and Mr. Tidwell presented several questions to each side. After lengthy discussion from the Board, Mr. Reed declared the hearing closed and turned the meeting over to the Board Chair. Ms. Sharp read the four options the Board could take on the appeal.

Motion made by Mr. Young, seconded by Mrs. Rosales, to sustain the decision of the Hearing Officer upholding the dismissal.

There was further discussion on the motion by Mr. Tidwell. After which, Mr. Young called for a question at which time a vote was taken on calling a question.

Roll Call Vote: Yes – Mrs. Maxwell, Mrs. Rosales, Mrs. Bratton, Mr. Young
No – Mrs. Darby, Mr. Tidwell, Ms. Sharp

Motion fails from lack of a 2/3 vote by the Board and the floor remained open for discussion.

Mr. Tidwell continued discussion. Mrs. Darby as well as Ms. Sharp commented on the discussion and Ms. Sharp made a motion to reverse the decision. Mr. Reed stated there was already a motion on the floor currently that requires a vote. Mrs. Rosales expressed her concerns on the topic at hand.

Mrs. Hopkins asked for clarification from Board Attorney, Jeff Reed on the motion. The current motion on the floor is as follows:

Motion made by Mr. Young, seconded by Mrs. Rosales to sustain the decision of the Hearing Officer upholding the dismissal as presented.

Roll Call Vote: Yes – Mrs. Maxwell, Mrs. Rosales, Mrs. Bratton, Mr. Young
No – Mrs. Darby, Ms. Sharp
Abstain – Mr. Tidwell

Motion passes.

5. ADJOURNMENT

There being no further business, the special called meeting adjourned at approximately 7:59 P.M.

Tammy Sharp, Board Chairman

Date

Dr. James Sullivan, Director of Schools

Date

Bid #3639
Portable Classrooms

Item #	Description	Mobile Modular Management	Sustainable Modular Mangement	Vesta Housing Solutions LLC
1A	24' x 60' Double (1-5 units)	\$ 131,509.00	\$ 152,174.00	\$ 154,567.00
1B	24' x 60' Double (5-10 units)	\$ 131,509.00	\$ 152,174.00	\$ 152,433.00
2A	24' x 36' Single (1-5 units)	\$ 89,833.00	\$ 110,273.00	\$ 100,467.00
3A	Option 1 - Vinyl Skirting (24x60)	\$ 2,965.00	\$ 3,780.00	\$ 4,620.00
3B	Option 1 - Vinyl Skirting (24x36)	\$ 2,045.00	\$ 2,754.00	\$ 2,700.00
4A	Option 2 - Poured Footers in lieu of ABS Pads (24x60)	\$ 5,412.00	\$ 18,750.00	\$ 11,250.00
5A	Option 3 - Surface Bond	\$ 65.00	\$ 44.00	\$ 125.00

Mailed to 16 vendors

13 vendors did not respond

Recommend: Motion to approve Mobile Modular Management Corp. for overall lowest and best bid.

To be funded through General Fund and Capital Projects

**Bid #3641 - HVAC Equipment
(Rockvale Elementary)**

Item #	Description	CativeAire/RuppAir		Hobbs & Associates		JJP Mechanicalk Reps	
1	VRF SYSTEMS			\$ 490,732.00	Longest lead time is 03/28		
2	INCLUDE INTEGRAL CONDENSATE PUMPS FOR ALL CEILING SUSPENDED UNITS						
3	GYM, KITCHEN AIR HANDLING UNITS (AHU-1, 2, & 3)			\$ 86,098.00	35-40 weeks		
4	ADMIN AIR HANDLING UNIT (AHU-4)			\$ 9,723.00	7-8 weeks		
5	CAFETERIA AIR HANDLING UNITS (AHU-5 & 6)			\$ 25,683.00	7-8 weeks		
6	CAFETERIA DOAS UNIT	\$ 69,488.00	13 weeks	\$ 80,469.00	28-30 weeks		
7	MAKE-UP AIR UNIT	\$ 13,647.41	4.5 weeks			\$ 27,200.00	4 weeks
8	FANS	\$ 21,741.48	1 week			\$ 49,009.00	12 weeks
9	CONDENSATE PUMPS			\$ 10,722.00	6-8 weeks		

Mailed to 9 vendors
6 vendors did not respond

Recommend: Motion to award to lowest and best bidder as shown above.

To be funded through Capital Projects

**Bid #3645 - HVAC Equipment
(Stewartsboro Elementary)**

Item #	Description	CaptiveAire/RuppAir		JJP Mechanical Reps		Mechanical Resource Group	
1	VRF SYSTEMS					\$ 476,104.00	2 -20 weeks
2	ADD ALTERNATE 1 TO VRF SYSTEM – INCLUDE INTEGRAL CONDENSATE PUMPS FOR ALL CEILING SUSPENDED UNITS					\$ 7,000.00	3 weeks
3	GYM, KITCHEN AIR HANDLING UNITS (AHU-12, 13 & 4)					\$ 108,513.00	46-48 weeks
4	SINGLE ZONE AIR HANDLING UNITS (AHU- 5,6,7, & 9)					\$ 115,514.00	46-48 weeks
5	CAFETERIA DOAS UNIT (DOAS-5)	\$ 68,560.87	13 weeks				
6	MAKE-UP AIR UNIT	\$ 15,502.19	4.5 weeks	\$ 25,700.00	4 weeks		
7	EXHAUST FANS	\$ 22,553.62	1 week	\$ 57,730.00	12 weeks		
8	CONDENSATE PUMPS						

Mailed to 9 vendors

6 vendors did not respond

Recommend: Motion to award to lowest and best bidder as shown above.

To be funded through Capital Projects

**Bid #3649
HVAC Renovations
(John Coleman Annex)**

Description	Maynard Select
Total Base Bid	\$ 2,740,000.00
Phase 1 - Install new boiler space with one boiler and one pump	\$ 640,160.00
Phase 2 - Install second broiler and pump in Administration area	\$ 410,000.00
Phase 3 - Install new fan coil system in East classroom wing (12 classrooms)	\$ 357,000.00
Phase 4 - Install new fan coil system in West classroom wing (12 classrooms)	\$ 357,000.00
Phase 5 - Install DOAS system for the entire building	\$ 909,840.00
Phase 6 Demolition of existing boiler room	\$ 70,000.00
Days for completion	400 Days

Mailed to 50 vendors
48 vendors did not respond

Received a "No Bid" from Four Seasons

Recommend: Motion to award to Maynard Select for overall lowest and best bid.

To be funded through Capital Projects

Bid # 3650 - Clock System Installation (Central Magent School)

Description	Roberts Electric Co., Inc.
Clock System Installation	\$42,410.00

Mailed to 33 vendors

32 Vendors did not respond

Recommend: Motion to award to Roberts Electric Co. for overall lowest best bid as shown.

To be funded through General Fund

RFP #23-02
Custodial Services

Item #	Description	ABM Industy Groups	GSF USA, Inc.	HES Facilities Management	Par Cou LLC
1	Riverdale High	\$ 35,175.50	\$ 37,925.36	\$ 40,837.28	\$ 28,745.83
2	Siegel High	\$ 37,558.83	\$ 34,445.36	\$ 38,981.04	\$ 30,693.50
3	LaVergne High	\$ 32,734.75	\$ 34,215.63	\$ 37,124.80	\$ 26,751.17
4	David Youree	\$ 11,026.42	\$ 11,305.61	\$ 18,562.40	\$ 9,010.92
	Total Annual Cost	\$ 1,397,946.00	\$ 1,414,703.42	\$ 1,626,006.37	\$ 1,142,417.00
5	Hourly Rate for additional work	\$ 20.65	\$ 31.76	\$ 31.25	\$ 24.00
6	Square Footage Rate for any additional schools or buildings	\$ 1.38	\$ 0.12	\$ 1.60	\$ 1.13

Mailed to 27 vendors

23 vendors did not respond

Recommend: Motion to approve Par Cou LLC for overall lowest and best bid.

To be funded through Maintenance and General Fund

2023-2024 Signing Bonus Incentive for Hard to Staff Subject Area

Hiring Incentive for grades 6-12 math, English, ESL, chemistry, physics, world languages and special education (including social workers, school psychologists, speech language pathologists, BCBA with board certification)

Criteria:

1. A one-time signing bonus of \$4,000; paid \$2,000 in the fall and \$2,000 in the spring
2. Teacher must hold a valid TN teaching license with appropriate endorsement in that subject area
3. Teacher must be new to Rutherford County Schools, if returning to RCS or an existing employee must not have taught in any of these hard to staff areas as designated in this plan
4. Signing bonus is contingent on final employment approval.

Qualifying Endorsement Codes:

Math: 013, 122, 125, 413, 2002

Physics: 017, 129, 214, 414, 417

Chemistry: 016, 127, 212, 416

English: 001, 007, 101, 121, 159, 400, 401, 402, 407, 440, 959

ESL: 301, 490

Special Education: 063, 064, 065, 066, 067, 068, 069, 089, 105, 108, 144, 145, 190, 191, 193, 194, 195, 196, 197, 198, 199, 200, 458, 459, 460, 461, 462, 463, 464, 465, 466, 468, 469, 489, 498 and other equivalent special education endorsements.

World Languages: 163, 169, 170, 404, 409, 495, 496 and other equivalent world language endorsements.

Student Teachers:

A one-time signing bonus of \$1,500; paid \$750 in the fall and \$750 in the spring will be awarded to those who have completed their student teaching in the district during the recent school year and contracted with RCS for the upcoming school year.

There will be a one-time stipend of \$500 paid mid semester to 2023-2024 MTSU Residency II students assigned to a RCS building.

Incentive Locations:

For the 2023-2024 school year, all current and new certified staff at La Vergne Middle School, La Vergne High School and Roy Waldron Elementary School will receive a \$4,000 incentive.

Retirees:

For the 2023-2024 school year, retirees must teach at either La Vergne High or La Vergne Middle or teach in an already established hard to staff certification area. These retirees will receive a \$5,000 incentive.

Basic Course Information

Title: Introduction to Logic

Transcript abbreviations: Intro Logic

Length of course: Half Year

Subject area: College-Preparatory Elective / Mathematics - Computer Science

Prerequisites: Integrated I (Required)

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based

Criteria for Teaching: Complete the free Stanford University teacher training

Course Description

Course overview:

This course, which is based on a course from Stanford University, provides an introduction to Symbolic Logic. Students learn how to encode information in the form of sentences in Symbolic Logic and how to reason with information in this form. The course provides an overview of logic technology and its applications in mathematics, science, engineering, business and law. Topics include the syntax and semantics of Propositional Logic, Relational Logic, and Herbrand logic, validity, contingency, unsatisfiability, logical equivalence, entailment, consistency, natural deduction, mathematical induction, resolution, compactness, soundness and completeness. The Logic course is designed to include multiple components: students listen to the teacher's lectures; they read the notes from the logic textbook; they work on interactive exercises; they present what they have learned in front of their peers; and they work on logic puzzles, often collaboratively.

Course content:

Unit 1: Introduction

Logic is an essential component of many STEM disciplines, particularly computer science. Logic is useful in everyday life. Advertisers, politicians, companies, organizations, friends and family on social media want us to buy their products, vote for them, or support what they believe in and want to do. Logic helps us spot the hype and determine who is right and who is wrong.

This unit teaches students how to use the language of logic to state observations, define concepts, and formalize theories. Students learn about how logic is utilized in different professions. Students are introduced to the concepts of evaluation, satisfaction, and entailment. They learn how to use logical reasoning to determine if a syllogism is correct.

Unit 2: Propositional Logic

Propositional logic is concerned with propositions and their interrelationships. Students learn that propositions are conditionals that are either true or false. Students are introduced to syntactic rules as well as truth assignments. Students learn to determine if a statement is true or false based upon the truthfulness of its propositions. They learn how to apply their knowledge of logic to evaluate English sentences and to identify potential errors in digital circuits.

Unit 3: Propositional Analysis

Students learn about logical properties of individual sentences, specifically validity, contingency, and unsatisfiability. Then they learn about the logical relationship between sentences: logical entailment, logical equivalence, and logical consistency. Finally they are introduced to the connections between the logical properties of individual sentences and logical relationships between sentences. Truth tables are heavily used to represent possible scenarios. Students read the online textbook and work on interactive exercises.

Unit 4: Propositional Proofs

From the last unit, students recognize that logical entailment with truth tables have merit but grow exponentially with the number of logical constants. Students learn how to write proofs that are an alternate way of checking logical entailment. Students realize that they can create a proof of a conclusion from a set of premises that is much smaller than the corresponding truth table. Students are exposed to linear reasoning and linear proofs as well as hypothetical reasoning and structured proofs. With that exposure, students use the Fitch proof system with guidance and tips. Finally, the definitions for soundness and completeness are taught so students can judge their proofs.

Unit 5: Propositional Resolution

Propositional Resolution is a powerful rule of inference for Propositional Logic. Using Propositional Resolution, students may build a theorem prover that is sound and complete for all of Propositional Logic. The search space for Propositional Resolution is much smaller than for standard Propositional Logic. Students also learn about the clausal form which is a variation of Propositional Logic.

Unit 6: Relational Logic

Relational Logic is an extension of Propositional Logic that includes variables and quantifiers. It allows students to express information about multiple objects without enumerating those objects. Students start with the syntax and semantics of Relational Logic, move on to evaluation and entailment, and end with decidability.

Unit 7: Relational Analysis

Students learn to analyze Relational Logic sentences. Given a sentence, students determine its validity and satisfiability by looking at possible truth assignments. Students can confirm logical entailment or logical equivalence of sentences by comparing the truth assignments that satisfy them and those that do not. Students learn to use Boolean and non-Boolean models to analyze sentences in Relational Logic.

Unit 8: Relational Proofs

A set of Relational Logic premises logically entails a Relational Logic conclusion if and only if there is a finite proof of the conclusion from the premises. Students learn the Fitch system for Relational Logic. They are introduced to two rules of inference for universally quantified sentences and two rules of inference for existentially quantified sentences, followed by Domain Closure.

Unit 9: Herbrand Logic

Herbrand Logic is an alternative to Relational Logic in which you can name infinitely many objects with a finite vocabulary. Students start with the syntax and semantics of Herbrand Logic followed by evaluation and satisfaction. The unit concludes with a discussion of some of the properties of Herbrand Logic.

Unit 10: Herbrand Proofs

Each proposition constant in Propositional Logic becomes an object constant in Herbrand Logic. Students learn about function constants and relation constants such as conjunction, disjunction, implication, biconditional, and sentence. Lastly students are exposed to non-compactness and incompleteness.

Unit 11: Induction

Induction is reasoning from the specific to the general. Incomplete induction is induction where the set of instances is not exhaustive. Caution is required to prevent students from leaping to incorrect conclusions. The goal in this unit is to learn about complete induction. The unit also exposes students to Linear Induction, Structural Induction, Multidimensional Induction, and Embedded Induction.

Unit 12: Resolution Principle

The Resolution Principle is a rule of inference for Relational Logic which makes it possible to build a reasoning program that is sound and complete for all of Relational Logic. The search space using the Resolution Principle is smaller than the search space for generating Herbrand proofs. The unit also includes unification and the definition of clausal form extended to handle variables.

Students take a comprehensive final exam that tests all material covered during the course.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Introduction to Logic: Third Edition (Synthesis Lectures in Computer Science)	Michael Genesereth, Eric J. Kao	Morgan & Claypool Publishers	Third Edition/2016	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
An Online Course on Symbolic Logic	Stanford Logic Group	Stanford University	http://intrologic.stanford.edu/homepage/index.html
Teaching Logic Gates & Digital Circuits Effectively	[empty]	logic.ly	https://logic.ly/
Logic Puzzles from TEDEd	[empty]	TEDEd	https://blog.ed.ted.com/2016/02/02/can-you-solve-these-5-ted-ed-riddles/



SPECIAL COURSE REQUEST APPLICATION

Use this document to compile all information required for online 2023-2024 special course application form.

Special Course Application Worksheets will not be accepted as complete submissions and will not be reviewed.

Do not complete and send in this form. Only use this document to inform your district of the application questions.

All applications must be completed on Formstack.

DISTRICT AND SCHOOL INFORMATION

Special Course Name: Introduction to Logic

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email:

Contact Title: Secondary Coordinator for Rutherford County Schools

Phone:

List the school(s) and state school number(s) where this course will be offered for the **2023-24** school year:

COURSE INFORMATION

When will this special course be offered? ☒ Fall Semester ☒ Spring Semester ☐ Year-long

Course Delivery Model:
Will any portion of this
course be delivered online?

- ☒ No
☐ Yes
☐ Blended

If Online Delivery:

- ☐ Asynchronous
☐ Synchronous

Proposed Level of Special Course:

- ☒ Introduction (Level 1)
☐ Intermediate (Level 2)
☐ Advanced (Level 3)
☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

- ☐ English
☐ **Math**
☐ Science
☐ Social Studies

- ☐ Fine Arts
☐ World Language
☐ Wellness & PE
☐ Special Population

- ☐ Career and Technical Education
Specify Career Cluster: _____
☐ Other: specify subject(s) included: _____

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2022-2023 special course application form.

Special Course Application Worksheets will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
1. District: Rutherford County Schools
2. Course name: Introduction to Logic
3. Course description: This course, which is based on a course from Stanford University, provides an introduction to Symbolic Logic. Students learn how to encode information in the form of sentences in Symbolic Logic and how to reason with information in this form. The course provides an overview of logic technology and its applications in mathematics, science, engineering, business and law. Topics include the syntax and semantics of Propositional Logic, Relational Logic, and Herbrand logic, validity, contingency, unsatisfiability, logical equivalence, entailment, consistency, natural deduction, mathematical induction, resolution, compactness, soundness and completeness. The Logic course is designed to include multiple components: students listen to the teacher's lectures; they read the notes from the logic textbook; they work on interactive exercises; they present what they have learned in front of their peers; and they work on logic puzzles, often collaboratively.
4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document.
5. Number of credit(s): Semester Course (1/2)
6. Pre-requisite course(s): Algebra 1
7. Early postsecondary opportunities and/or industry certifications: None
8. Teacher requirements: 413 Mathematics 7-12
9. Provide justification for offering this special course (reason for including this course in the school program): Availability of a math elective course.
10. Describe how this course was developed:
11. List the names/titles of individuals who developed the course: Brandi Parsell – Math teacher and Beth Stone BHS AP
12. Provide any other pertinent information about this course: All other pertinent information is included on the attached file.



2023-24 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: Introduction to Logic

School District: Rutherford County Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

H. Mythology 2 Course Description: This course provides a study of comparative mythology and legend from diverse cultures in order to provide an understanding of allusions to literary myths reflected in art, music, film, psychology, medicine, and advertising. This course provides an academically based Language Arts elective choice for college bound students.

Major units of instruction of course/program: 1) Read myths from various cultures to distinguish types of myths. 2) Analyze the epic conventions found in myths: the hero, influence of deities, high adventure, role of fate, symbolism, fatal flaw, and hubris. 3) Analyze archetypes across cultural mythologies. 4) Recognize mythological allusions found in literature, language, pop culture, and other aspects of culture. 5) Read a piece of source material, such as *Popul Vuh*, *Legends of Maui: a Demi-God of Polynesia*, *African Myths of Origin*, *Sundiata: an Epic of Mali*, etc. each semester, keeping a reading journal to analyze the archetypes present in each reading. 6) Compose an original myth that accurately reflects modern-day culture. 7) Engage in a variety of writing experiences related to mythology.

Total Units of Credit: ½ credit

Pre-requisite Course(s): English 9th and 10th grades AND Mythology 1

Teacher Endorsement(s): ELA 11-12

Unit 1 – ARCHETYPES

This 1-week quick review unit enables students to learn the origins of the archetype as an element of the collective unconscious. Students will enhance their understanding of mythology and archetypes and a shared vocabulary for discussion of them.

Focus Standards – These focus standards have been selected for the unit from Tennessee’s State 2020-2021 ELA Standards Grades 11-12.

11-12.RL.KID.1 & 11-12.RI.KID.1: Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th – 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate.

Unit 2 – NATIVE AMERICAN

This 3-week unit enables students to encounter and hone a common understanding of mythology and archetype, as well as a shared vocabulary for discussing them. Teacher will choose myths from Ancient Egypt and its pantheon for Unit 2.

Focus Standards – These focus standards have been selected for the unit from Tennessee’s State 2021-2022 ELA Standards Grades 11-12.

11-12.RL.KID.1 & 11-12.RI.KID.1: Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th – 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate.

Learning Expectations

Define the concept of theme, and identify the themes in the myths read.

Analyze how authors create setting in myths.

Identify the point of view of a myth and analyze how point of view effects the reader’s interpretation of a myth.

Informative/Explanatory Writing

Select a Native American myth and write a short essay that analyzes how a particular literary element plays a part in the essence and working of the myth. State the thesis clearly and include at least three pieces of evidence to support it.

Adapt a myth to a skit script and follow up with performance.

Art/Class Discussion

How do artists create narratives? Select two Native American works of art to view as a class. Compare the two works focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.

Art/Informative/Explanatory Writing

Select a Native American myth and artwork and write an essay in which you discuss the use of symbolism in each. State your thesis clearly and include at least three pieces of evidence to support it.

Unit 3 – Celtic/Arthurian

This 2-week unit enables students to encounter and hone a common understanding of mythology and archetype, as well as a shared vocabulary for discussing them. Teacher will choose myths from Celtic and Arthurian Legends including *Celtic Myths* and *Le Morte d'Arthur* for Unit 3. Common motifs in animism and the code of chivalry will be studied.

Focus Standards – These focus standards have been selected for the unit from Tennessee’s State 2021-22 ELA Standards Grades 11-12.

11-12.RL.KID.2: Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.SL.PKI.5: Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Learning Expectations

Define the concept of motif and identify the motif in the myths read.

Analyze how authors create setting in myths and how this setting is reflected in the myths.

Complete a digital media project to enhance understanding of the Celtic pantheon or the framework of Arthurian Legend.

Art/Informative Writing

Choose a Celtic/Arthurian art work, sculpture or image of a Mesopotamian deity and examine its elements. How is the deity depicted and how is it a reflection of Mesopotamian setting and culture?

Unit 4 – Polynesian

This 2-week unit enables students to encounter and hone a common understanding of mythology and archetype, as well as a shared vocabulary for discussing them. Teacher will choose myths from Polynesia and its pantheon for Unit 4. The Archetypal Hero will be studied.

Focus Standards – These focus standards have been selected for the unit from Tennessee’s State 2021-2022 ELA Standards Grades 11-12.

11-12.RL.KID.3: Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th – 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate.

Learning Expectations

Identify and explain the components of a Polynesian explanatory myth.

Identify a member of the Polynesian pantheon and their respective realms.

Trace the development of the archetypal hero.

Art/Informative Writing

View two images of Polynesian art. Write a short essay in which you discuss the ways in which this art represents the myths and legends that influenced them.

Explanatory Writing

How does free will play a part in a hero's destiny?

Creative Writing

Write an original explanatory myth using an archetypal hero studied.

Discussion

In what ways does the Polynesian pantheon reflect its geography? How is it similar/different from the Native American and Celtic pantheon?

Unit 5– Mesoamerican/CENTRAL/SOUTH AMERICAN

This 2-week unit enables students to confirm and hone a common understanding of mythology and archetype, as well as a shared vocabulary for discussing them. Teacher will choose myths from Central/South America and its pantheon. The role of gods in the hero's adventures will be studied.

Focus Standards – These focus standards have been selected for the unit from Tennessee's State 2021-22 ELA Standards Grades 11-12.

11-12.RL.KID.3: Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th – 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate.

Learning Expectations

Identify and explain the components of a Central/South American myth.

Identify a member of the Central/South American pantheons and their respective realms.

Trace the development of the Mayan/Aztec trickster.

Art/Informative Writing

View art from this age. Write an essay in which you discuss the ways in which bravery and heroism is displayed.

Explanatory Writing

How do the gods play a part in a hero's destiny? Research to prove your thesis. Include 3 pieces of evidence to support your thesis.

Discussion

In what ways does this pantheon reflect its geography? How is it similar/different from the Greek pantheon?

Unit 6– Myths of Africa

This 2-week unit enables students to encounter and hone a common understanding of mythology and archetype, as well as a shared vocabulary for discussing them. Teacher will choose myths from Africa and its pantheon for Unit 10. The role of gods in various archetypes will be studied.

Focus Standards – These focus standards have been selected for the unit from Tennessee's State 2021-2022 ELA Standards Grades 11-12.

11-12.RL.KID.3: Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th – 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and task, demonstrating command of formal English when indicated or appropriate.

Learning Expectations

Identify and explain the components of an African epic.

Identify a member of the African pantheon and his/her respective realms.

Trace the development of the African archetypal hero.

Art/Informative Writing

View art from this age. Write an essay in which you discuss the ways in which bravery and heroism is displayed.

Explanatory Writing

How do the gods play a part in an African hero's destiny? Use Sundiata to prove your thesis. Include 3 pieces of evidence to support your thesis.

Discussion

In what ways does the African pantheon reflect its geography? How is it similar/different from the Egyptian pantheon studied in Mythology 1?

SPECIAL COURSE REQUEST APPLICATION

Use this document to compile all information required for online 2023-2024 special course application form.

Special Course Application Worksheets will not be accepted as complete submissions and will not reviewed.

Do not complete and send in this form. Only use this document to inform your district of the application questions.

All applications must be completed on Formstack.

DISTRICT AND SCHOOL INFORMATION

Special Course Name: H Mythology 2

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email:

Contact Title: Secondary Coordinator for Rutherford County Schools

Phone:

List the school(s) and state school number(s) where this course will be offered for the **2023-24** school year:

COURSE INFORMATION

When will this special course be offered? ☒ Fall Semester ☒ Spring Semester ☐ Year-long

Course Delivery Model:
Will any portion of this
course be delivered online?

- ☒ No
☐ Yes
☐ Blended

If Online Delivery:

- ☐ Asynchronous
☐ Synchronous

Proposed Level of Special Course:

- ☐ Introduction (Level 1)
☒ Intermediate (Level 2)
☐ Advanced (Level 3)
☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

- ☐ English
☐ Math
☐ Science
☐ Social Studies

- ☐ Fine Arts
☐ World Language
☐ Wellness & PE
☐ Special Population

- ☐ Career and Technical Education
Specify Career Cluster: _____

- ☐ Other: specify subject(s) included: _____

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes



SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2022-2023 special course application form.
Special Course Application Worksheets will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
1. District: Rutherford County Schools
2. Course name: H Mythology 2
3. Course description: This course provides a study of comparative mythology and legend from diverse cultures in order to provide an understanding of allusions to literary myths reflected in art, music, film, psychology, medicine, and advertising. This course provides an academically based Language Arts elective choice for college bound students.
4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document.
5. Number of credit(s): Semester Course (1/2)
6. Pre-requisite course(s): English 9 and 10 plus Mythology 1
7. Early postsecondary opportunities and/or industry certifications: None
8. Teacher requirements: 007 English 7-12
9. Provide justification for offering this special course (reason for including this course in the school program): Intermediate level for Mythology.
10. Describe how this course was developed:
11. List the names/titles of individuals who developed the course: Elisa Burks – English teacher and Beth Stone BHS AP
12. Provide any other pertinent information about this course: All additional pertinent information is included on the attached.

2023-24 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: H Mythology 2

School District: Rutherford County Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

Advanced Honors Positive Psychology Course Application

1. **Course description:** This course is designed to be a continuation of themes learned in AP Psychology linking them to the topic of human flourishing to provide students with a better understanding of the benefits of psychology. In 1998, Martin Seligman, president of the American Psychological Association, called for a more positive psychology that would balance the investigation of weakness and damage with the study of strength and virtue. Positive Psychology uses the scientific method in efforts to assess, understand, and foster the characteristics that make life most worth living (Seligman, 2002)

Credit: 1

Pre-requisite course: AP Psychology

Early postsecondary opportunities: Students will complete IRB certification allowing them to conduct research

2. **Course Justification:** This course was offered to provide guidance for students interested in research in the social sciences and to go beyond what was learned in AP Psychology.
3. **Course development :** This course was designed by aligning topics in Positive Psychology and Research to the state psychology standards.
4. **Course Developer:** Gene Cowart
5. **Course Requirements:**

Grading:

Tests	25%
Quizzes and Writing assessments	25%
Classwork /Homework and FRQ's	25%
Research	25%

Assessments:

Tests will be administered at the end of each unit of study.

Exams/Benchmarks will be cumulative.

Quizzes will focus on vocabulary terms on the topic being studied. Vocabulary terms can be found on Quizlet and students should use the Quizlet app or website to study the terms.

Writing Assignments: Students will need to create account on turnitin.com to submit papers throughout the year.

Homework and Supplemental Readings: Students will be given ample notice for homework assignments and readings, for that reason students are expected to have assignments in on the due date. *Late work is not acceptable.*

Research: Students in the class will be required to conduct their senior thesis in the social sciences and *follow the thesis deadlines*. Students will also be required to complete IRB training and obtain IRB approval before conducting their research

TN Social Studies Standards: Psychology

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.02 Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

SSP.03 Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04 Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
 - Compare and contrast viewpoints
 - Illustrate cause and effect
 - Predict likely outcomes
 - Devise new outcomes or solutions
- SSP.05 Develop historical awareness by:**
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to the present

SSP.06 Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)

- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
- Examining how geographers use regions and how perceptions of regions are fluid across time and space
- Analyzing interaction between humans and the physical

Scientific Inquiry Domain:

Research Methods, Measurement, and Statistics Overview: Students will describe research methods and measurements used to study behavior and mental processes. Students will identify ethical issues in research with human and animal subjects. Students will also explain basic concepts of data analysis.

P.01 Describe the scientific method and its role in psychology.

P.02 Describe and compare a variety of quantitative and qualitative research methods, including:

- Correlations
- Experiments
- Focus groups
- Interviews
- Narratives
- Surveys

P.03 Explain systematic procedures used to improve the validity of research findings, including external validity.

P.04 Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research.

P.05 Identify ethical standards psychologists must follow regarding research with human participants.

P.06 Explain descriptive statistics and qualitative data and how they are used by psychological scientists.

P.07 Define correlation coefficients, and explain their appropriate interpretation.

P.08 Interpret graphical representations of data, as used in both quantitative and qualitative methods, and explain other statistical concepts, such as statistical significance and effect size.

P.09 Explain how validity and reliability of observation and measurements relate to data analysis.

Positive Psychology Course Standards:

Unit 1: Introduction to Positive Psychology

The first unit provides an introduction of Positive Psychology and focuses on the different factors that affect our thinking and behavior, but it emphasizes that those who think they can influence and control their world are more likely to initiate action, pursuit in pursuing goals, and attain more in virtually every area of life.

Standard 1.0 Development of Positive Psychology as an empirical science

Learning expectations:

After concluding this unit, students understand:

- 1.1 Define Positive Psychology as a discipline and identify its goals as a science
- 1.2 Describe the emergence of Positive Psychology as a scientific discipline
- 1.3 Describe perspectives employed to understand behavior and mental processes
- 1.4 Explain how Positive Psychology is evolving as a scientific discipline

Student performance indicators: (Evidence that standard has been met)

- ✓ *Given a situation students should be able to list the reasons why an individual can benefit from experiences and why they are able to view themselves as agents of change rather than pawns of external forces.*
- ✓ *Apply the scientific method to sort out fact from fiction in understanding our subjective well-being and civic virtue.*
- ✓ *Describe the biological factors, past experiences, and present situations that powerfully shape our behavior.*
- ✓ *Compare and contrast people of different ages, genders, races, and educational levels and explain why they have equivalent levels of happiness.*
- ✓ *Utilize research tools to describe individual differences and strengths.*

Sample Performance Task:

Individuals will complete the “Entity Versus Increment Scale” and rank themselves as being aligned with the entity theory or incremental theory, then as a group students will compare and discuss their findings. Students will submit a paper defining research in the area of study and relate it to their findings.

Unit 2: Love/ Human Development

Unit two looks at the interaction of heredity and the environment in the formation of social bonds. These attachment styles carry over into adulthood and people not fortunate enough to have developed secure attachment styles can still change their behaviors.

Standards 2.0 Love / Human Development

Learning expectations:

After concluding this unit, students understand:

- 2.1 Methods and issues in life span development
- 2.2 Theories of life span development
- 2.3 Prenatal development and the newborn
- 2.4 Attachments that are developed during infancy (i.e., the first two years of life)
- 2.5 Attachments that are developed during childhood
- 2.6 Attachments that are developed during adolescence
- 2.7 Methods to foster closeness, care and commitment in adulthood

Student performance indicators: *(Evidence that standard has been met)*

- ✓ *Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development*
- ✓ *Explain issues of continuity/discontinuity and stability/ change*
- ✓ *Distinguish methods used to study development*
- ✓ *Describe the role of sensitive and critical periods in development*
- ✓ *Discuss issues related to the end of life and how it relates to closeness, care, and commitment.*

Sample Performance Task:

Student will perform an observational study on 3 individuals in the same developmental stage, then write a report that compares and contrasts traits that are observed in that stage. Students will also administer a survey to parents on attachment style and relate the results as to how they may influence the child's developmental stage and attachment later in life.

Unit 3: Empathy / Perception

The organization and interpretation inherent to perception are evident in our social judgments. We tend to see peoples' behavior as reflecting their traits, and thus we often overlook their life situations. By assuming the perspectives of others, we come to see what they feel. Empathy enables us to live with greater purpose, and research suggests that empathy may promote genuine altruism.

Standard 3.0 Empathy / Perception

Learning expectations:

After concluding this unit, students understand:

- 3.1 The processes of sensation and perception
- 3.2 The capabilities and limitations of sensory processes
- 3.3 Interaction of the person and the environment in determining perception

Student performance indicators: *(Evidence that standard has been met)*

- ✓ *Compare and contrast the processes of sensation and perception*
- ✓ *Discuss processes of sensation and perception and how they interact*
- ✓ *Explain the concepts of threshold and adaptation*
- ✓ *Explain the capabilities and limitations of sensory processes*
- ✓ *Explain Gestalt principles of perception*
- ✓ *Describe the nature of attention*
- ✓ *Explain how experiences and expectations influence perception*

Sample Performance Task:

Students will perform a self-assessment on “Likeliness to Forgive”. Students will be given a number of situations in which people might find themselves. People respond in different ways to the situations in terms of what things they will forgive. Students will imagine each situation happened to them and describe how they would respond and what influenced their behavior.

Unit4: Self-Control / Learning

The study of learning highlights the power of immediate rewards and helps us to understand the difficulties of self control. Recent research contributes to both the understanding of and possible solutions for a wide range of self-control problems.

Standard 4.0 Self-Control / Learning

Learning expectations:

After concluding this unit, students understand:

1. The components of classical conditioning and how it can be used to facilitate different behaviors
2. The components of operant conditioning and how it can be used to shape behaviors
3. The components of observational and cognitive learning and the impact on behaviors

Student performance indicators: (Evidence that standard has been met)

- ✓ *Describe clinical and experimental examples of classical conditioning*
- ✓ *Apply classical conditioning to everyday life*
- ✓ *Describe the Law of Effect*
- ✓ *Describe the principles of operant conditioning*
- ✓ *Describe clinical and experimental examples of operant conditioning*
- ✓ *Apply operant conditioning to everyday life*
- ✓ *Describe the principles of observational and cognitive learning*
- ✓ *Apply observational and cognitive learning to everyday life*

Sample Performance Task:

Students will write a paper describing Walter Mischel’s findings in the “Marshmallow Test.” Students will then create their own study to assess the power of immediate rewards.

Unit 5: Wisdom / Intelligence

Research on intelligence shows that productive living requires more than academic aptitude. Recent studies of emotional and successful intelligence have expanded to a consideration of wisdom. People with wisdom have good judgment and offer sound advice in important but uncertain life situations.

Standard 5.0 Wisdom / Intelligence

Learning expectations:

After concluding this unit, students understand:

- 5.1 Perspectives on intelligence
- 5.2. Assessment of intelligence

5.3. Issues in intelligence

Student performance indicators: *(Evidence that standard has been met)*

- ✓ *Discuss intelligence as a general factor*
- ✓ *Discuss alternative conceptualizations of intelligence*
- ✓ *Describe the extremes of intelligence*
- ✓ *Discuss the history of intelligence testing, including historical use and misuse in the context of fairness*
- ✓ *Identify current methods of assessing human abilities*
- ✓ *Identify measures of and data on reliability and validity for intelligence test scores*
- ✓ *Discuss issues related to the consequences of intelligence testing*
- ✓ *Discuss the influences of biological, cultural, and environmental factors on intelligence*

Sample Performance Task: Using tacit knowledge, (matter of “knowing how” more than “knowing what”) write a paper to identify and describe 10 things it takes to succeed at your school.

Unit 6 Commitment/Motivation

This unit will make the important distinction between intrinsic and extrinsic motivation. When important human strivings bring little immediate joy or satisfaction, commitment enables us to persevere in meeting basic needs for competence, relatedness, and autonomy.

Standard 6.0 Commitment/Motivation

Learning expectations:

After concluding this unit, students understand:

1. Perspectives on motivation
2. Domains of motivated behavior in humans and non-human animals

Student performance indicators: *(Evidence that standard has been met)*

- ✓ *Explain biologically based theories of motivation*
- ✓ *Explain cognitively based theories of motivation*
- ✓ *Explain humanistic theories of motivation*
- ✓ *Explain the role of culture in human motivation*
- ✓ *Discuss eating behaviors that lead to a healthier lifestyle*
- ✓ *Discuss sexual behavior and orientation*
- ✓ *Discuss achievement motivation that makes people more successful*
- ✓ *Discuss other ways in which humans and non-human animals are motivated*

Sample Performance Task: Students will complete the self-assessment on “What are your Strivings” by focusing on themselves and not comparing the things that they may typically seek with what other people pursue. Then using the four types of strivings; extrinsic, introjected, identified, and intrinsic, indicate the major reason for your striving.

Unit 7: Happiness / Emotions

After decades on focusing on negative emotions, psychologists are now examining the positive emotions of joy, life satisfaction, and happiness. In this unit we learn how people's perceptions of their life situation often prove more important to their sense of well being than objective circumstances.

Standard 7.0 Happiness / Emotions

Learning expectations:

After concluding this unit, students understand:

7.1. Perspectives on emotion

7.2. Emotional interpretation and expression

7.3. Domains of emotional behavior

Student performance indicators: (Evidence that standard has been met)

- ✓ *Explain the biological and cognitive components of emotion*
- ✓ *Discuss psychological research on basic human emotions*
- ✓ *Differentiate among theories of emotional experience*
- ✓ *Explain how biological factors influence emotional interpretation and expression*
- ✓ *Explain how culture and gender influence emotional interpretation and expression*
- ✓ *Explain how other environmental factors influence emotional interpretation and expression*
- ✓ *Identify biological and environmental influences on the expression and experience of negative emotions, such as fear*
- ✓ *Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness*

Sample Performance Task: Write a persuasive essay describing the pursuit of happiness and the recommendations from current research. Include a description of the differences between well-being and well-off.

Unit 8 Self-Respect / Personality

Personality theorists show how our self-understandings organize our thoughts and feelings. We see that examining where people find their self-worth helps us understand the paradoxical links between self-esteem and behavior.

Standard 8.0 Self-Respect / Personality

Learning expectations:

After concluding this unit, students understand:

8.1. Perspectives on personality

8.2. Assessment of personality

8.3. Issues in personality

Student performance indicators: (Evidence that standard has been met)

- ✓ *Evaluate psychodynamic theories*
- ✓ *Evaluate trait theories*
- ✓ *Evaluate humanistic theories*
- ✓ *Evaluate social-cognitive theories*

- ✓ Differentiate personality assessment techniques
- ✓ Discuss the reliability and validity of personality assessment techniques
- ✓ Discuss biological and situational influences
- ✓ Discuss stability and change
- ✓ Discuss connections to health and work
- ✓ Discuss self-concept
- ✓ Analyze how individualistic and collectivistic cultural perspectives relate to personality

Sample Performance Task: Students will complete a self-assessment, who am I and how do I feel about myself, using the Rosenberg self-esteem scale. Students will then write a summary reflecting on their findings and also will describe the impact of culture.

Unit 9 Hope / Psychological disorders

Psychological disorders such as depression are often marked by a sense of hopelessness. Therapy works, in part, by restoring optimism and hope to a demoralized people. This unit reminds us that hope survives best in community. Hopeful people have a strong support network and join with others in the pursuit of collective well-being.

Standard 9.0 Hope / Psychological disorders

Learning expectations:

After concluding this unit, students understand:

9.1. Perspectives on abnormal behavior

9.2. Categories of psychological disorders

Student performance indicators: (Evidence that standard has been met)

- ✓ Define psychologically abnormal behavior
- ✓ Describe historical and cross-cultural views of abnormality
- ✓ Describe major models of abnormality
- ✓ Discuss how stigma relates to abnormal behavior
- ✓ Discuss the impact of psychological disorders on the individual, family, and society
- ✓ Describe the classification of psychological disorders
- ✓ Discuss the challenges associated with diagnosis
- ✓ Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- ✓ Evaluate how different factors influence an individual's experience of psychological disorders

Sample Performance Task: Imagine for a moment your bank has just informed you that your checking account is overdrawn. After reflecting a bit on the possible reasons for this notice, describe what you view as the single most important cause. Then read the story "Ordeal by Cheque" explain the reasons for the outcome then compare your views with other students and describe if you had more of an optimistic or pessimistic view.

Unit 10 Friendship / Social Psychology

The study of friendship is central to social psychology. By providing social support, friends foster both our psychological and physical well being. In this unit we see how

people regard trust, honesty, and understanding as important features of their closest relationships.

Standard 10.0 Friendship / Social Psychology

Learning expectations:

After concluding this unit, students understand:

10.1 Social cognition

10.2 Social influence

10.3 Social relations

Student performance indicators: (Evidence that standard has been met)

- ✓ Describe attributional explanations of behavior
- ✓ Describe the relationship between attitudes (implicit and explicit) and behavior
- ✓ Identify persuasive methods used to change attitudes
- ✓ Describe the power of the situation
- ✓ Describe effects of others' presence on individuals' behavior
- ✓ Describe how group dynamics influence behavior
- ✓ Discuss how an individual influences group behavior
- ✓ Discuss the nature and effects of stereotyping, prejudice, and discrimination
- ✓ Describe determinants of prosocial behavior
- ✓ Discuss influences upon aggression and conflict
- ✓ Discuss factors influencing attraction and relationships

Sample Performance Task: Students will conduct an experiential activity (teambuilding) with a middle school class and discuss the importance of cooperation. The student will then write a reflection on group performance and identify specific attitudes and behaviors that contributed to the outcome.

DISTRICT AND SCHOOL INFORMATION

Special Course Name: Advanced Honors Positive Psychology

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email: martink@rcschools.net

Contact Title: Secondary Coordinator

Phone: 615-904-6789

List the school(s) and state school number(s) where this course will be offered for the 2023-24 school year: CMS 0015

COURSE INFORMATION

Type of Course ☐ Career and Technical Education ☐ Enrichment ☒ General Education ☐ Special Populations

When will this special course be offered? ☐ Fall Semester ☐ Spring Semester ☒ Year-long

Course Delivery Model: Will any portion of this course be delivered online?

☒ No

☐ Yes

☐ Blended

If Online Delivery:

☐ Asynchronous

☐ Synchronous

Proposed Level of Special Course:

☐ Introduction (Level 1)

☐ Intermediate (Level 2)

☒ Advanced (Level 3)

☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

☐ English Language Arts

☐ Fine Arts

☐ Career and Technical Education

☐ Math

☐ World Language

Specify career cluster: _____

☐ Science

☐ Wellness & P.E.

☐ Other: specify subject(s) included: _____

☒ Social Studies

☐ Special Populations

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes

DISTRICT AND SCHOOL INFORMATION

Special Course Name: Neuroscience and Society

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email: martink@rcschools.net

Contact Title: Secondary Coordinator

Phone: 615-904-6789

List the school(s) and state school number(s) where this course will be offered for the 2023-24 school year:

COURSE INFORMATION

Type of Course ☐ Career and Technical Education ☐ Enrichment ☒ General Education ☐ Special Populations

When will this special course be offered? ☐ Fall Semester ☐ Spring Semester ☒ Year-long

Course Delivery Model: Will any portion of this course be delivered online?

☒ No

☐ Yes

☐ Blended

If Online Delivery:

☐ Asynchronous

☐ Synchronous

Proposed Level of Special Course:

☐ Introduction (Level 1)

☐ Intermediate (Level 2)

☒ Advanced (Level 3)

☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

☐ English Language Arts

☐ Fine Arts

☐ Career and Technical Education

☐ Math

☐ World Language

Specify career cluster: _____

☐ Science

☐ Wellness & P.E.

☐ Other: specify subject(s) included: _____

☒ Social Studies

☐ Special Populations

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes

SPECIAL COURSE DESCRIPTION

1. District: **Rutherford County**
2. Course name: **Neuroscience and Society**
3. Course description: **The course offers an in depth focus on neuroscience through the lens of societal issues.**
 - **How the brain and nervous system underlie all human behavior.**
 - **How the brain is always changing. (Neuroplasticity)**
 - **How Neuroscience informs individual decisions about personal health and wellness.**
 - **How the spheres of human life will be transformed by neuroscience in the coming decades.**
 - **Our understanding of the brain is still incomplete and rapidly evolving.**
4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document. **See attached documentation**
5. Number of credit(s): **1**
6. Pre-requisite course(s): **AP Psychology (passing score on the AP Exam)**
7. Early postsecondary opportunities and/or industry certifications:
8. Teacher requirements: **Psychology Certification**
9. Provide justification for offering this special course (reason for including this course in the school program): **Students that have taken AP psychology have decided to major in psychology in college. Several of these students have gone in to neuroscience and have said they wish there was an additional course offered in high school.**
10. Describe how this course was developed:
The curriculum, developed jointly by the University of Pennsylvania's Center for Neuroscience & Society and The Franklin Institute, is a cohesive blueprint of instructional material designed around teenagers' everyday decisions as they enter adulthood. The website describes the units as roughly two-week-long sections that can be offered as a semester-long course or as stand-alone components that can be incorporated into existing courses.
11. List the names/titles of individuals who developed the course:
Center for Neuroscience & Society
Martha J. Farah, Ph.D.
Laurel E. Ecke, Ph.D.
Teresa K. Pegors, Ph.D.
Hilary B. Gerstein, Ph.D.
Julie S. McGurk, Ph.D.
Lucas T. Wittman
The Franklin Institute
Jayatri Das, Ph.D.
Karen J. Elinich, Ed.D.
Teachers
Tim Best, Science Leadership Academy
Claire DeChant, Boys Latin of Philadelphia
Kalisha Dessources, Boys Latin of Philadelphia
Jonathan Fabrey, Central High School

Jaskiran Kaur, Ph.D., Boys Latin of Philadelphia
Jonathan Nguyen, Pennsauken High School
Kimberly White, Tacony Academy Charter School

12. Content Area/Career Cluster (CTE Only): **N/A**
13. Industry Certification (CTE Only): **N/A**
14. Provide any other pertinent information about this course:
Students and educators will find relatable topics, especially for adolescents coping with physiological changes. The program offers students an understanding about sleep's critical role in the retention of knowledge and a chance to learn about its relationship with memory "acquisition" and "consolidation." (Teenagers will be able to use peer-reviewed studies in their never-ending quest to justify sleeping in—hurray for science!)

The syllabus also dedicates a unit to drugs and addiction, offering insight into the interference substances can inflict upon the brain's general communications system (neurotransmission). Lessons in this unit extend to the intricacies of the brain's reward system, the strengths and weaknesses of various addiction treatments, and behavioral addictions: gambling, shopping, and video games. The unit is of particular relevance at a time when more than 70,000 deaths were attributed to drug overdoses in 2017, according to the latest figures released by the Centers for Disease Control and Prevention (CDC).

NEUROSCIENCE & SOCIETY CURRICULUM

Neuroscience is relevant to many of the societal institutions that affect our lives, including business, law, education, medicine, and the military. This high school curriculum offers an in-depth focus on neuroscience through the lens of societal issues relevant to older teenagers.

How can understanding the brain help us build a better society?

Through interactive activities, projects, and discussions, students will learn that:

- The brain and nervous system underlie all human behavior.
- The brain is always changing.
- Neuroscience informs individual decisions about personal health and wellness.
- Many spheres of human life will be transformed by neuroscience in the coming decades.

- Our understanding of the brain is still incomplete and rapidly evolving.

Audience

The curriculum is designed to be appropriate for students ages 16-18.

Timing

It is recommended that the “Unit 1: Overview of the Brain” be included at the beginning to address common myths and misperceptions that students may have about the brain. The remaining units are each designed to take approximately two weeks of instructional time. The units can either stand alone or be combined into a semester-long course; finding connections across units provides opportunities for additional depth and exploration.

Curriculum

Unit 1: Introduction

Unit 2: Anatomy and Methods

Unit 3: Neurons and Neurotransmission

Unit 4: Drugs and Addiction

Unit 5: Education and Development

Unit 6: Mental Illness

Unit 7: Law and Criminology

Unit 8: Wellbeing

Alignment with Next Generation Science Standards

The “Neuroscience and Society” curriculum supports Next Generation Science Standards in the following areas.

High School – Life Science

HS-LS1 From Molecules to Organisms: Structures and Processes

Disciplinary Core Ideas

- LS1.A: Structure and Function
- LS1.B: Growth and Development of Organisms

Science & Engineering Practices

Developing and Using Models

Crosscutting Concepts
Structure and Function
Stability and Change

HS-LS3 Heredity: Inheritance and Variation of Traits

Disciplinary Core Ideas

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

Science & Engineering Practices
Asking Questions and Defining Problems
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Crosscutting Concepts
Cause and Effect
Systems and System Models
Science is a Human Endeavor

TN Social Studies Standards: Psychology

Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Field observations/landscape analysis
- Artifacts
- Media and technology sources

SSP.02 Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and potential bias

- Assess the strengths and limitations of arguments

SSP.03 Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts
- Frame appropriate questions for further investigation

SSP.04 Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
 - Compare and contrast viewpoints
 - Illustrate cause and effect
 - Predict likely outcomes
 - Devise new outcomes or solutions
- SSP.05 Develop historical awareness by:**
- Recognizing how and why historical accounts change over time
 - Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
 - Evaluating how unique circumstances of time and place create context and contribute to action and reaction
 - Identifying patterns of continuity and change over time, making connections to the present

SSP.06 Develop geographic awareness by:

- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
- Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena
- Examining how geographers use regions and how perceptions of regions are fluid across time and space
- Analyzing interaction between humans and the physical

Scientific Inquiry Domain:

Research Methods, Measurement, and Statistics Overview: Students will describe research methods and measurements used to study behavior and mental processes. Students will identify ethical issues in research with human and animal subjects. Students will also explain basic concepts of data analysis.

P.01 Describe the scientific method and its role in psychology.

P.02 Describe and compare a variety of quantitative and qualitative research methods, including:

- Correlations
- Experiments
- Focus groups
- Interviews
- Narratives

- Surveys

P.03 Explain systematic procedures used to improve the validity of research findings, including external validity.

P.04 Describe how and why psychologists use animal subjects in research, and identify ethical guidelines to follow in performing this type of research.

P.05 Identify ethical standards psychologists must follow regarding research with human participants.

P.06 Explain descriptive statistics and qualitative data and how they are used by psychological scientists.

P.07 Define correlation coefficients, and explain their appropriate interpretation.

P.08 Interpret graphical representations of data, as used in both quantitative and qualitative methods, and explain other statistical concepts, such as statistical significance and effect size.

P.09 Explain how validity and reliability of observation and measurements relate to data analysis.

Biopsychology Domain:

Biological Bases of Behavior Overview: Students will explore the structure and function of the nervous system in humans, the interaction between biological factors and experience, and methods and issues related to biological advances.

P.10 Identify and describe the major structures of the brain.

P.11 Identify and describe the methodology, including the tools, used to study the brain.

P.12 Identify and discuss the functions of the central nervous system.

P.13 Discuss issues related to scientific advances in neuroscience and genetics.

P.14 Identify and describe the structure and function of the endocrine system and its impact on human behavior, including hormonal effects on the immune system.

P.15 Describe the interactive effects of heredity and environment.

P.16 Describe and discuss the role of genetics in human behavior.

SPECIAL COURSE REQUEST APPLICATION

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DISTRICT AND SCHOOL INFORMATION

Special Course Name: Honors Film as Literature	
School District Name: Rutherford County Schools	School District Number: 750
District Contact Name: Dr. Kay Martin	Email: martink@rcschools.net
Contact Title: Secondary Coordinator for Rutherford County Schools	Phone: (615) 893-5812
List the school(s) and state school number(s) where this course will be offered for the 2023-24 school year:	

COURSE INFORMATION

When will this special course be offered? <input checked="" type="checkbox"/> Fall Semester <input checked="" type="checkbox"/> Spring Semester <input type="checkbox"/> Year-long		
Course Delivery Model: Will any portion of this course be delivered online? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Blended	If Online Delivery: <input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous	Proposed Level of Special Course: <input type="checkbox"/> Introduction (Level 1) <input checked="" type="checkbox"/> Intermediate (Level 2) <input type="checkbox"/> Advanced (Level 3) <input type="checkbox"/> Capstone (Level 4) Note: The final determination of the level of the special course will be included in the letter of approval.
Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.		
<input checked="" type="checkbox"/> English <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Fine Arts <input type="checkbox"/> World Language <input type="checkbox"/> Wellness & PE <input type="checkbox"/> Special Population	<input type="checkbox"/> Career and Technical Education Specify Career Cluster: _____ <input type="checkbox"/> Other: specify subject(s) included: _____

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes

SPECIAL COURSE APPLICATION WORKSHEET

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SPECIAL COURSE DESCRIPTION
1. District: Rutherford County Schools
2. Course name: Honors Film as Literature
<p>3. Course description: This course serves as an additional literature course to emphasize expression by means of writing, speaking, and presentational skills. The course will provide additional background for student intending to attend college.</p> <p>This is a one semester, college preparation course that examines the interaction of film and literary texts and the qualities of each. It also looks at how film techniques are employed as conventions of storytelling. During the semester, students will examine what happens when short stories, novels, or plays are made into film; if we approach film and literary texts differently; and how we view and read those texts. Learning experiences will focus upon all genres of film following a thematic approach. Students will also be encouraged to use a critical lens when viewing films to examine how various conventions of film are used to affect the viewing experience and interpretation of a story.</p>
<p>4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document.</p> <p>11-12 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. RL.1-7, 9, 10 RI.1-10 W.6</p> <p>9-10 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. RL.1-7, 9, 10 RI.1-10, W.6</p> <p>11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8</p> <p>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source. L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8</p> <p>11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. L.4-5 RI.8 W.9</p> <p>9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or</p>

exaggerated or distorted evidence. L.4-5 RI.8 W.9

11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. L.4-5 RI.8 W.9

9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence. L.4-5 RI.8 W.9

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. RI.7, 8, 9 W.6, 8

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. RI.7, 8, 9 W.6, 8

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.1, 3 W.4-5

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.1, 3 W.4-5

The Writing standards emphasize that students, across grades K-12, will be able to: • Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect; • Understand the relationship among writing task, purpose, and audience; • Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting; • Use technology to communicate effectively and to produce and publish writing; • Understand writing can be used to answer questions, and participate in short- and long-term research and inquiry projects; • Use evidence to support claims and convey ideas in writing; • Integrate and synthesize others' ideas into writing; and • Write often to develop fluency, confidence, and stamina.

9-10, 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.

9-10 & 11-12.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone

9-10 &11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

9-10 &11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

9-10 &11-12.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10 &11-12W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

9-10 &11-12W.RW.10 Write routinely over extended time frames and shorter time frames for a range.

5. Number of credit(s): .5

6. Pre-requisite course(s): English I (3001) and English II (3002) – Honors or Advanced Honors

7. Early postsecondary opportunities and/or industry certifications: Not applicable

8. Teacher requirements: 407 English 7-12

9. Provide justification for offering this special course (reason for including this course in the school program): To allow students opportunities to expand on their understanding of how literature can be defined, to encourage students to use their language skills in various academic arenas and to encourage critical thinking in approaching media of all types.

10. Describe how this course was developed: This course was developed by looking at similar courses which were previously offered in this district and collaborating with teachers who have offered similar courses outside of our district. It was also designed with the intent of challenging students to think critically as they learn about various aspects of how the conventions of film are used to convey a story to an audience and what that means for them as they consume film media.

11. List the names/titles of individuals who developed the course: Sarah Morris, Delia Boost

12. Provide any other pertinent information about this course: This course also requires students to submit presentational writing assignments and well as give live presentations to their class. These are skills which representatives from local universities have specifically stated they are looking to see from their students when they begin their university studies.

2023-24 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: Honors Film as Literature

School District: Rutherford County Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

SPECIAL COURSE REQUEST APPLICATION

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All applications must be completed on Formstack.

DISTRICT AND SCHOOL INFORMATION

Special Course Name: Music Industry Survey

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email:

Contact Title: Secondary Coordinator for Rutherford County Schools

Phone:

List the school(s) and state school number(s) where this course will be offered for the **2023-24** school year:

COURSE INFORMATION

When will this special course be offered? ☐ Fall Semester ☐ Spring Semester ☒ Year-long

Course Delivery Model:

Will any portion of this course be delivered online?

Fontssdfdsdfd

- ☐ No
☐ Yes
☒ Blended

If Online Delivery:

☐ Asynchronous

☒ Synchronous

Proposed Level of Special Course:

- ☐ Introduction (Level 1)
☐ Intermediate (Level 2)
☒ Advanced (Level 3)
☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

- ☐ English
☐ Math
☐ Science
☐ Social Studies

- ☐ Fine Arts
☐ World Language
☐ Wellness & PE
☐ Special Population

- ☒ Career and Technical Education
Specify Career Cluster: Marketing

☐ Other: specify subject(s) included: _____

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes



SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2022-2023 special course application form.
Special Course Application Worksheets will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
1. District: Rutherford County Schools
2. Course name: Music Business Survey
3. Course description: Dr. Jason McKinney from Belmont University will be leading a study of the fundamentals the music business. Topics will include an overview of history, promotion, copyrights, touring, publishing, marketing, finance, regional music scenes, and the international market.
4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document.
5. Number of credit(s): 1
6. Pre-requisite course(s): Intro to Business/Computer Apps
7. Early postsecondary opportunities and/or industry certifications: 0
8. Teacher requirements: Business
9. Provide justification for offering this special course (reason for including this course in the school program): This is the first step in a relationship with the Music Business Department of Belmont University. This course provides an introductory experience with the music business and inspires students to consider a career in the industry.
10. Describe how this course was developed: This course was developed using the standards of BUS 1043 (Belmont) and a similar course taught at Pearl Chon.
11. List the names/titles of individuals who developed the course: Dr. Jason McKinney (Belmont), Jamie Shields (La Vergne High)
12. Provide any other pertinent information about this course: This course was developed by a team consisting of Ron Alley (Local Business Owner), Dr. Jason McKinney (Belmont Professor of Music Business), Phil Wilson (D10, Rutherford County Commissioner), Tammy Sharp (RCS Board Chair), and Jamie Shields (La Vergne High CTE). It is the first step in a relationship to bring a music business pathway to the school with the aide of Belmont Professors.
Dr. McKinney will be providing videos and joining the class via Zoom. When not present the class will be led by Mr. Shields in accordance to syllabus created by Dr. McKinney.



2023-24 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: Music Business Survey

School District: Rutherford County Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

Sports Psychology

Grades 9 – 12

1 Semester Class

Description

The course of sports psychology examines psychological variables that impact athletic participation and performance. This course examines theories and research across diverse areas of psychology, including personality, cognitive, social and clinical. Topics studied will include the personality differences between athletes and non-athletes, attributions for performance, the impact of equity in providing motivation, strategies for successful performance, the predictors of aggression, the causes of “home field advantage”, stereotypes, the team bonding-performance link, effective approaches to coaching, coping with burnout and injury, and the prevalence of drug abuse and eating disorders in athletes.

Course Objectives

1. Students will be able to identify the various psychological aspects of sports.
2. Explain the role of the teacher/coach in sport psychology.
3. Discuss the need and importance of sports psychology.
4. Implement strategies to facilitate desired mental processes in sport.
5. Understand the psychological components involved in the administration and coaching of sport teams and staffs.
6. Defend the usefulness of sport psychology in the understanding of athletes, coaches, athletic staffs and spectators, in the sport setting.
7. Use strategies to promote mutual respect, support for others, safety and co-operative participation.
8. Implement appropriate communication strategies that will be sensitive to the needs of all athletes and that will be effective with parents and the community.
9. Demonstrate the effective use of computer and other electronic communication techniques to further enhance the communication process.
10. Develop short and long term coaching strategies that are linked to both athlete needs and performance, instructional and program goals and to adapt them to ensure athlete progress, motivation and safety.

Detailed Course Outline/Topics Covered in the Course

1. Ethics in Sports
2. Multicultural Race and Gender Issues in Sports
3. Personality and the Athlete
4. Theories of Leadership
5. Coach-Athlete Compatibility and Communication
6. Leadership Opportunities
7. Motivation in Sport and Exercise
8. Youth Sports

9. Development Nature of Goal Orientation
10. Motivational Climate
11. Goal Involvement
12. Differentiation among Anxiety, Arousal and Stress
13. Measurement of Anxiety
14. Relationship between Arousal and Athletic Performance
15. Coping Strategies in Sports
16. Self-Talk and Relaxation
17. Types of Goals and Effectiveness
18. Team Approach to Setting Goals
19. Common Goal Setting Pitfalls
20. Imagery in Sports
21. Defining Aggression
22. Hazing
23. Fan Violence
24. Effects of an Interactive Audience on Performance
25. Psychological Benefits of Exercise
26. Eating and Exercise Disorders
27. Models of Burnout
28. Symptoms and Interventions for Burnout
29. Burnout in Coaches
30. Psychological Predictors of Athletic Injury
31. Psychological Response to Injury and Rehabilitation
32. Psychological Effects of Certain Substances
33. Combating Drug Abuse in Sports

Student Learning Outcomes

1. To increase your understanding of how psychological factors influence involvement and performance in sport, exercise and physical education settings.
2. To increase your understanding of how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.
3. To help you acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer or exercise leader.
4. Recognize the processes of learning, anxiety and performance enhancement.
5. Discover how participation in sport influences the psychological makeup of the individual involved.
6. Apply motivational principles to “real world” settings.
7. Identify the psychological processes for both individuals and group processes.
8. Develop skills in common psychological interventions for achieving goals and maintaining gains.
9. Understand how participation in sport influences the psychological characteristics of the individual athlete.
10. Gain practical experience in goal setting, behavior change and maintenance of gains.
11. Learn more about yourself as a person or as a sport professional.

Tennessee State Standards for Psychology Covered

- P.01 Describe the scientific method and its role in psychology.
- P.02 Describe and compare a variety of quantitative and qualitative research methods.
- P.09 Explain how validity and reliability of observation and measurements relate to data analysis.
- P.21 Explain how experiences and expectations influence perception.
- P.23 Describe the circadian rhythm and its relation to sleep.
- P.24 Explain the function of sleep and dreams.
- P.26 Explain how culture and expectations influence the use of drugs and their effects.
- P.27 Describe the use of hypnosis, meditation and relaxation techniques, including the effects of each.
- P.30 Identify cognitive, moral and social development theories.
- P.33 Describe the physical, motor, cognitive development of children.
- P.34 Describe the physical, motor, cognitive and moral changes that occur during adolescence.
- P.35 Describe the major physical, cognitive and social changes that accompany adulthood and aging.
- P.38 Describe the relationship between attitudes and behavior, including attributes associated with different types of behavior.
- P.39 Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms.
- P.40 Examine the nature and effects of stereotyping, prejudice and discrimination.
- P.41 Identify influences on aggression and conflict.
- P.42 Examine factors that influence attraction and relationships.
- P.43 Define culture and diversity.
- P.44 Examine cultural change, including variations within and across nations and consider the following factors using psychological research: gender, race, ethnicity, socioeconomic status and social norms.
- P.45 Explain how social power structures relate to stereotypes, prejudice and discrimination.
- P.46 Examine how perspectives influence stereotypes and the treatment of minority and majority groups in society.
- P.47 Interpret psychological research to examine differences in individual, cognitive and physical abilities.
- P.49 Describe the differences between learning, reflexes and fixed-action patterns.
- P.50 Describe the processes of memory, including encoding, storage and retrieval.

P.52 Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories.

P.53 Describe the cognitive processes involved in understanding information.

P.54 Define processes involved in problem solving and decision making.

P.57 Discuss the influences of biological, cultural and environmental factors on intelligence.

SPECIAL COURSE REQUEST APPLICATION

Use this document to compile all information required for online 2023-2024 special course application form.

Special Course Application Worksheets will not be accepted as complete submissions and will not reviewed.

Do not complete and send in this form. Only use this document to inform your district of the application questions.

All applications must be completed on Formstack.

DISTRICT AND SCHOOL INFORMATION

Special Course Name: Sports Psychology

School District Name: Rutherford County Schools

School District Number: 750

District Contact Name: Dr. Kay Martin

Email:

Contact Title: Secondary Coordinator for Rutherford County Schools

Phone:

List the school(s) and state school number(s) where this course will be offered for the **2023-24** school year:

COURSE INFORMATION

When will this special course be offered? ☒ Fall Semester ☒ Spring Semester ☐ Year-long

Course Delivery Model:

Will any portion of this course be delivered online?

- ☒ No
☐ Yes
☐ Blended

If Online Delivery:

- ☐ Asynchronous
☐ Synchronous

Proposed Level of Special Course:

- ☒ Introduction (Level 1)
☐ Intermediate (Level 2)
☐ Advanced (Level 3)
☐ Capstone (Level 4)

Note: The final determination of the level of the special course will be included in the letter of approval.

Credit must be awarded in a specific area and cannot be requested simply as "elective credit." Select the content area for which credit would be awarded upon completion of this special course.

- ☐ English
☐ Math
☐ Science
☐ **Social Studies**

- ☐ Fine Arts
☐ World Language
☐ Wellness & PE
☐ Special Population

- ☐ Career and Technical Education
Specify Career Cluster: _____
☐ Other: specify subject(s) included: _____

Special course standards are attached and include all appropriate references to Tennessee Academic Standards ☐ No ☒ Yes

SPECIAL COURSE APPLICATION WORKSHEET

Use this document to compile all information required for online submission of the online 2022-2023 special course application form.

Special Course Application Worksheets will not be accepted as complete submissions and will not be reviewed.

SPECIAL COURSE DESCRIPTION
1. District: Rutherford County Schools
2. Course name: Sports Psychology
3. Course description: Sports Psychology examines psychological variables that impact athletic participation and performance. This course examines theories and research across diverse areas of psychology, including personality, cognitive, social, and clinical. Topics studied will include the personality differences between athletes and non-athletes, attributions for performance, the impact of equity in providing motivation, strategies for successful performance, the predictors of aggression, the causes of "home field advantage," stereotypes, the team bonding-performance link, effective approaches to coaching, coping with burnout and injury, and the prevalence of drug abuse and eating disorders in athletes.
4. Course standards including alignment to Tennessee Academic Standards: This information may be provided in an uploaded separate document or included here. If a separate document is uploaded, please include District Name and Course Name along with standards information in that separate document.
5. Number of credit(s): Semester Credit (1/2)
6. Pre-requisite course(s): None
7. Early postsecondary opportunities and/or industry certifications: None
8. Teacher requirements: 080 Psychology 7-12
9. Provide justification for offering this special course (reason for including this course in the school program): The course is a semester pairing for students who need an interesting semester credit option. The course will also pair well with Sociology and our regular Psychology course, as well as offer athlete-specific study.
10. Describe how this course was developed:
11. List the names/titles of individuals who developed the course: Barry Vetter – Science Teacher (Endorsements: 014, 015, 080, 221) and Beth Stone – Assistant Principal BHS
12. Provide any other pertinent information about this course: All additional pertinent information is attached.



2023-24 SPECIAL COURSE LOCAL APPROVAL AND ASSURANCES

Required for all special course applications

Special Course Name: Sports Psychology

School District: Rutherford County Schools

We verify that the information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board of Education approved courses taught by appropriately endorsed teachers.

Date of Approval by Local Board of Education:

Chairperson's Signature

Date

Director of Schools' Signature

Date

**RUTHERFORD COUNTY BOARD OF EDUCATION
JOB DESCRIPTION**

Job Title: Special Education Certified Physical Therapy Assistant (PTA)

Terms of Employment: 10 months
Renewal of contract is determined annually.

Immediate Supervisor: Coordinator of Special Education

POSITION DESCRIPTION:

- Under the direction of the Coordinator of Special Education and the general supervision of a Registered Physical Therapist (PT), the PTA will provide the Physical Therapy services specified in the IEPs of eligible students with disabilities, including appropriate therapy programs and routines for classroom and home adaptation, which are educationally focused and designed to enable students with disabilities to benefit from their special education program.

ESSENTIAL DUTIES:

- Once the PT has determined a plan for therapy, provide PT services as specified in each student's IEP and relay all relevant information to the PT on a regular basis throughout the school year.
- Assume responsibility for scheduling PT sessions during the school day as specified in each student's IEP.
- Plan day-to-day curriculum and prepare materials to address the PT goals specified in each student's IEP.
- Maintain a positive partnership and open communication with the PT.
- Complete and maintain all records and reports pertinent to the performance of assigned responsibilities and duties in a timely, correct, and efficient manner.
- Provide all requested information to the PT for IEP preparation (input for goal planning) in an accurate and timely manner.
- Assist in gathering evaluation data as directed by the PT.
- Communicate with teachers and staff to assess potential equipment needs, transfer training and/or positioning technique education.
- Assist with the selection of adaptive equipment; ordering, distributing, and maintaining PT equipment and fabricating and modifying equipment as needed.
- Must be able to operate a variety of equipment including computers, walkers, standers, seating systems, wheelchairs, canes, crutches, splints, body jackets, goniometers, etc.
- Must be able to exert up to 40 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- Be knowledgeable of and comply with all Federal, State and local regulations, policies and procedures pertaining to the provision of related services to eligible students with disabilities.

- Move about the school system and community during school hours as needed, in the performance of assigned responsibilities and duties.
- Maintain a daily log of activities carried out in the performance of assigned responsibilities and duties.
- Maintain ethical standards while working independently
- Assume full responsibility for maintaining professional endorsements, licensure, professional development and in-service, etc. required for employment in the position.
- Perform other job-related duties as assigned by the Coordinator of Special Education.

QUALIFICATIONS:

- Must meet all health, physical and background check requirements.
- Have an associate degree in Physical Therapy.
- Have successfully completed supervised clinical internship.
- Successfully pass the national board certification exam, NPTE, for Physical Therapy Assistants.
- Have appropriate Tennessee licensure and/or certification.
- Broad knowledge and demonstrated proficiency in the areas relevant to providing therapy to eligible students in the public-school setting.
- Must be able to carry out responsibilities with limited direct supervision.
- Must have strong Interpersonal skills—ability to work effectively with a wide range of people (i.e., students, school administrators, teachers, support staff, etc.)
- Must be able to take direction and work productively both on a team and independently.
- Must be able to organize multiple priorities and work on a flexible schedule.
- Experience working with students with disabilities in a public-school setting preferred.

EVALUATION:

- Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.



Dr. James Sullivan
Director of Schools

Rutherford County Board of Education

2240 Southpark Drive, Murfreesboro, TN 37128 Phone: 615.893.5812 www.rcschools.net

EXTENDED CONTRACTS – The ESL Department will continue writing curriculum units for grades K-12 from February through July 2023. Twenty-two ESL teachers will be offered extended contracts for their work on these projects. The contracts will be funded through Title III funds. The approximate cost of the curriculum writing initiative will be \$17,6000.

Recommend Approval – motion to approve the Title III funded extended contracts for curriculum development for the ESL Program.

Director of Schools Signature: _____ Date: _____

Chairman BOE Signature: _____ Date: _____

MEMORANDUM

DATE: January 30, 2023
TO: Dr. James Sullivan, Director of Schools
FROM: Monika B. Ridley, General Counsel
RE: Transfer Student Under Discipline (1)

The Board has been requested to admit a transfer student from another school system under discipline. The student was sent to alternative school for possession of marijuana and engaging in public lewdness.

According to Policy 6.318, the Board may deny admissions of any student (except those in state custody) when a student transfers from another school system while under suspension or expulsion.

Director of Schools' Recommendation: Admit and place in alternative school.

RUTHERFORD COUNTY BOARD OF EDUCATION JOB DESCRIPTION

Job Title: Paralegal

Term of Employment: Twelve Months

Immediate Supervisor: General Counsel

POSITION DESCRIPTION:

This classification is responsible for performing a variety of professional duties for the Rutherford County Board of Education General Counsel and Assistant General Counsel. Duties and responsibilities include gathering and maintaining records, preparing and attending meetings (which may occur after regular business hours), transcribing meeting minutes, preparing legal pleadings, and assisting the public.

ESSENTIAL DUTIES:

- Coordinates the gathering of information from various departments in response to records requests, including educational records, subpoenas, and public records requests.
 - Coordinates the gathering of information from various departments in the preparation of contracts and other legal documents.
 - Coordinates the gathering of information, materials, documents, reports and evidence for litigation, including administrative law complaints.
 - Organizes, maintains, and retrieves all paper and electronic files and records of the legal department, including protected reports and confidential and privileged information.
 - Processes and summarizes legal documents.
 - Performs court filings and records research.
 - Performs cite checking and legal research both manually and using electronic resources such as Lexis-Nexis.
 - Maintains the law library and invoices and other records associated with the library.
 - Efficiently coordinates, schedules meetings, appointments, depositions and court appearances with Board employees, members of the public, attorneys, court reporters, etc.
 - Maintains and updates the Administrative Procedures Manual as necessary.
 - Assists the legal department with policy updates.
-

OTHER DUTIES AND RESPONSIBILITIES:

- Performs general secretarial functions including filing, copying, answering phones and note-taking.
 - Provides coverage in absence of other personnel.
 - Continues professional growth through outside seminars, professional organizations and training classes.
 - Assists in internal investigations related to employee misconduct.
 - Communicates with outside agencies regarding complaints and investigations as necessary.
 - Other duties as assigned by the General Counsel and Assistant General Counsel.
-

QUALIFICATIONS:

~~Bachelor's Degree or certificate of completion or degree from an approved paralegal program or post-secondary institution and two years of law-related experience under the supervision of a qualified attorney.~~

Two years of law-related experience under the supervision of an attorney; or two years of administrative assistant experience in an educational setting; or equivalent experience is required.

Bachelor's degree or certificate of completion from an approved paralegal program is preferred.

DEMONSTRATE KNOWLEDGE AND ABILITIES:

- Ability to work well with people from all levels of the school system and community.
- Organized with a strong attention to detail.
- Knowledge of and the ability to research legal matters.
- Ability to read and interpret laws, regulations, policies and procedures.
- Ability to express ideas effectively through oral and written communication.

Rutherford County Schools

School Nutrition Fund 143 Budget Amendment #2

		Original 2022/23 Budget	Equipment & Supplies Amendmer		Amended 2022/23 Budget
Func_obj	Description		Decrease	Increase	
47114	USDA reimb. - other	250,000		1,430,251	1,680,251
	Revenue	24,710,000	-	1,430,251	26,140,251

		Original 2022/23 Budget			Amended 2022/23 Budget
Func_obj	Description		Increase	Decrease	
72310-305	Audit Services	16,000			16,000
72310-513	Workers' Comp Insur	56,000			56,000
73100-105	Supervisor/Director	181,502			181,502
73100-119	Bookkeepers	117,216			117,216
73100-165	Cafeteria Personnel	9,029,031	175,000		9,204,031
73100-189	Other Salaries & Wages	314,698			314,698
73100-201	Social Security	597,832	3,600		601,432
73100-204	State Retirement	493,000	5,900		498,900
73100-206	Life Insurance	5,000			5,000
73100-207	Medical Insurance	1,200,000			1,200,000
73100-210	Unemployment Comp	15,000			15,000
73100-212	Employer Medicare	139,815	850		140,665
73100-299	Long Term Disability	7,700			7,700
73100-336	Maint. & repair serv. - equip.	50,000			50,000
73100-348	Postage	2,500			2,500
73100-354	Transport.-commodity delivery	185,000			185,000
73100-355	Travel	18,000			18,000
73100-399	Other Contracted Services	750,000			750,000
73100-421	Food Preparation Supplies	1,300,000			1,300,000
73100-422	Food Supplies	11,000,000	1,244,901		12,244,901
73100-435	Office Supplies	25,000			25,000
73100-451	Uniforms	14,280			14,280
73100-469	USDA - commodities	1,552,000			1,552,000
73100-499	Other Supplies & Materials	170,000			170,000
73100-524	In-service/Staff Devel	32,000			32,000
73100-599	Other charges	21,000			21,000
73100-710	Equipment	50,000			50,000
99100-590	Maint. thru BOE (transfers)	20,000			20,000
	Total Expenditures	27,362,574	1,430,251	-	28,792,825

RCS Chairman of the Board

Date

RCS Director of Schools



Brad Decker, Principal
Sarah Beth Britton, Assistant Principal
Christopher Chambers, Assistant Principal
Dr. Angela Hughes, Assistant Principal

• 853 DeJarnette Lane

• Murfreesboro, TN 37130

• Phone: 615-904-6760

• Fax: 615-904-6761

To Whom It May Concern,

This letter is in support of an Archery Storage Building that we would like to have placed on the campus of Oakland Middle School. This building would be approximately 15' x 30' x 9' and would be used to store equipment for our Archery teams. There will not be electricity or water ran to the building. The materials for the building would be purchased by the archery team and the construction of the building will take place at Oakland High School through their Building Trades CTE class under the supervision of Mr. Derry Wells. Upon completion of the building, we will hire a company to transport the building from OHS to OMS where it will be placed in the rear parking lot behind the 900 hallway. The construction and transporting of the building would take place at not cost to the school board. The building should take approximately 4-6 weeks to construct and move.

The construction of this building would be very beneficial to our students and school as we are very limited on storage space here at OMS which limits the amount of equipment we can allow our students to use and/or store here on our campus.

We appreciate your time and consideration.

A handwritten signature in black ink that reads "Brad Decker". The signature is written in a cursive, flowing style.

Brad Decker, Principal
Oakland Middle School

Rutherford County School

Application for Campus Construction Project

Before any request for construction of proposed buildings will be forwarded to the Rutherford County School Board, the following form must be filled out in full and submitted to the Rutherford County Schools Engineering and Construction Department with a letter from the School Principal, a site plan, floor plan and elevations (if applicable), a full estimate, and schedule.

1. School Name **OAKLAND MIDDLE SCHOOL**
2. Principal **Brad Decker**
3. Project Name **Archery Storage Building**
4. Assistant Principal who is overseeing the project **Chris Chambers**
5. Does project support recreational sports. athletics or education? **Yes**
6. Does this project meet all gender equity criteria? **Yes**
7. What department is this project being constructed for? (I.E. Baseball, softball, band, FFA, etc.)
Oakland Archery
8. What is the anticipated cost for this project (this should include all utility connection fees, building permits, inspection, and construction **\$3,785.92 (materials only – no cost for labor)**
9. What is the funding source and are funds currently available: (Grant, Booster Club, etc.)List all sources. **School Archery account; yes the funds are available**
10. If a grant or funded by a foundation/donor/ charitable organization, what is the foundations name? **N/A**
Do construction plans meet criteria for funding? **N/A**
11. If funded by a local financial institution, has the loan been approved and who is the guarantor for loan? **N/A**
12. Do you have a site layout showing where this project will be constructed on campus? **Yes - attached**
13. Has RCS Engineering & Construction reviewed project location? **No** Are there any conflicts in utilities or easements? **Not reviewed**

14. Has MTEMC, CUD, MWSD or other local utilities been contacted for service connection required? **N/A**
15. Are plans drawn and stamped by Architect/ Engineer? **No**
16. Have plans been submitted to Rutherford County Codes or Murfreesboro City Building Codes Offices for review and/or approval? (LaVergne City Codes, Smyrna City Codes, Murfreesboro City Codes) **No**
17. What is your time line for completion of project? When will it start and when will it be completed? **Start February 1. Complete March 15. (4-6 weeks)**
18. If stated that construction project is at no cost to School Board, all costs should be included in project. This includes electrical, plumbing, and mechanical services. **There is no cost to the School Board for the project.**
19. Do you have a contractor for construction/completing the project? What is the name of the contractor? If no, who will be overseeing the project from the community, and who will be doing the work? **We do not have a contractor. The storage building will be constructed by the Building Trades class at Oakland High School, overseen by Mr. Derry Wells, the Building Trades teacher. Upon completion, we will hire a company to move the building from OHS (where it is being built) to OMS (where it is being used).**

The Archery Building would be placed in the rear parking lot behind the 900 hallway in the corner that is currently marked off.



All prices from Home Depot Web site 1/18/2023 Taxes Not included.

<u>Description</u>	<u>Quantity needed</u>	<u>Price per Piece</u>	<u>Total</u>
T1-11 Siding 3/8 thick	24	\$28.33	\$679.92
3/4 Premium OSB T&G subfloor	15	\$27.33	\$409.95
2x6x10	50	\$9.85	\$492.50
2x4x10 5/8 (9 foot stud)	90	\$4.48	\$403.20
2x4x12	23	\$7.47	\$171.81
2x8x16	26	\$20.98	\$545.48
4x4x16	8	\$21.98	\$175.84
1/2 OSB	19	\$10.20	\$193.80
Architectural Roofing Shingles (bundles)	18	\$35.97	\$647.46
15# Felt paper	2	\$32.98	\$65.96
Grand Total:			\$3,785.92

**RESOLUTION SUPPORTING USE OF TEMPORARY ASSISTANCE FOR NEEDY
FAMILIES (TANF) FUNDS**

WHEREAS, the Rutherford County Board of Education is charged with governing the school district so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce;

WHEREAS, the Temporary Assistance for Needy Families (TANF) is a program authorized under federal law that was developed to provide funds to assist needy families, end the dependence on government benefits, prevent and reduce the incidence of out-of-wedlock pregnancies, and encourage the formation and maintenance of two-parent families;

WHEREAS, Tennessee receives approximately \$191 million each year in TANF funds, and at one time, maintained approximately \$798 million of unused funds in reserve;

WHEREAS, Tennessee maintains flexibility in spending these funds and has the option to expand TANF-funded services to underfunded areas;

WHEREAS, the state's funding formula is the method used in determining how Tennessee education funding is generated and distributed among Tennessee schools;

WHEREAS, several programs dealing with social services, such as guidance, school health, psychology, and social work, are funded by the state and deal directly with TANF purposes;

WHEREAS, using even a portion of unused TANF funds could support local boards of education when funding programs in these key areas and serving students who are eligible for TANF funds under federal law; and

WHEREAS, local boards of education struggle to fully fund these programs as the state's funding formula does not adequately meet the needs of districts when funding these programs.

NOW, THEREFORE, BE IT RESOLVED, that the Rutherford County Board of Education urges the General Assembly to allow local boards of education to use TANF funds for costs related to funding programs that support social services.