

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Tuesday, February 18, 2020, @ 6:30 PM

Board members

Rita Booher | Dr. Grover May | Phil Isaacs | Eddie Pless | Danny O'Quinn | Veronica Watson (Student Liaison)

The Elizabethton Board of Education will meet on Tuesday, February 18, 2020, at 6:30 PM in the Mack Pierce Board Room, 804 South Watauga Ave , Elizabethton, TN 37643.

1. CALL TO ORDER

2. MOMENT OF SILENCE

3. PLEDGE TO THE FLAG

4. APPROVE CONSENT AGENDA AND REGULAR AGENDA

5. RECOGNITIONS

A. Recognition of the T. A. Dugger Jr. High School Football team.

B. Presentation of the EHS Cyclone Football Team State Championship road sign by Danny Hilbert.

6. CONSENT AGENDA

A. Minutes of Regular Meeting: January 21, 2020

B. Approve General Purpose Fund Financial Statement, January 31, 2020.

C. Approve Federal Projects Fund Financial Statement, January 31, 2020.

D. Approve School Nutrition Fund Financial Statement, January 31, 2020.

E. Approve Rachel Darnell, Teacher at East Side Elementary School to conduct a research study in Elizabethton City Schools as part of her doctoral dissertation at Milligan College.

F. Approve transportation request for EHS Key Club to travel to Lexington, Kentucky, March 20-22, 2020 for District Convention.

G. Approve contract renewal between Elizabethton City Schools and Clemmer College of East Tennessee State University for the 2019-2020 school year.

H. Equipment Disposal Request from Chris Berry, Principal at T. A. Dugger Jr. High for the disposal of chairs, vacuum, over-head projector, printer, risograph copier, five student desks, teacher desk, and a Kodak digital projector all of which are broken or no longer working.

I. Equipment Disposal Request from Jon Minton, Principal at EHS for the disposal of a broken training table.

J. Equipment Disposal Request from Jon Minton, Principal at EHS for the disposal of a padded chair, rolling chair, cafeteria desk chair with a broken foot, and a pressed wood bookshelf all of which are broken.

K. Equipment Disposal Request from Brian Culbert, CTE Director at EHS for the disposal of a Dell laptop. The technology department will use it for parts.

The Elizabethton Board of Education provides for public participation during Board Business meetings under procedures established under ECS Policy 1.404. Board business meetings are not public forums; however, provision is made for public participation. To assure an orderly business meeting, the Board requires that an individual requesting to address Board members make that request giving the topic to the Superintendent or Board Chairman prior to the Board meeting. The Chairman shall determine if the request will be granted, the time allowed for the presentation, and (if there are numerous requests on the same subject), the Chairman may request a representative to speak on each side of the issue.

- L. Equipment Disposal Request from Richard VanHuss for the disposal of a Dell Optiplex computer at Harold McCormick Elementary that will be recycled.
- M. Approve Travel Request from Alex Campbell for students to travel to Memphis, Tennessee, March 8-11, 2020 and to New Orleans, Louisiana April 5-8, 2020. Please see attached documentation for details.
- N. Equipment Disposal Request from Richard VanHuss for the disposal of a Lenovo Chromebook at T. A. Dugger Jr. High that no longer works.
- O. Equipment Disposal Request from Forest Holt, Athletic Director at EHS for the disposal of two ellipticals, two treadmills, and four cardio bikes that no longer work.
- P. Equipment Disposal Request from Joey Trent, Chief Operations Officer, for the disposal of a Mimaki printer that no longer works.
- Q. Approve Jonathan Minton, Principal at EHS to conduct a research study in Elizabethton City Schools as part of his doctoral dissertation at Milligan College.
- R. Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary School for the disposal of blue classroom chairs that are broken and cannot be repaired.
- S. Approve Tayler Broyles, Graduate Student at Milligan College, to conduct a study at West Side Elementary School for her research thesis at Milligan College.
- T. Equipment Disposal Request from John Hutchins, Director of Federal Programs, Transportation, Health and Athletic Services for the disposal of six generation 1 and 2 iPads that no longer work, 2012 non-functioning 15" Apple Laptop from Federal Programs and seventeen Study Buddies and software from McKinney-Vento Program to be deleted from Federal Programs and donated to the ESP Program.

7. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

New Position: Kimberly Ledford, ESP Student Leader, System-wide, effective January 27, 2020.

New Hire: Dru Owens, ESP Student Leader, System-wide, effective January 27, 2020; Jessi C. Norman, Asst. to the Teacher at WS, effective January 27, 2020; John C. Johnson, Custodian at EHS, effective January 21, 2020.

Resignation: Tracy Kellerman, Asst. to the Teacher at EHS, effective January 17, 2020; Danielle Melton, ESP Student Leader, effective January 13, 2020; Makayla Newman, ESP Student Leader, effective December 5, 2019; Christy Bartlett, Lunchroom Monitor, effective January 15, 2020; Ethan Eggleston, Asst. Baseball Coach, effective February 6, 2020.

Transfer: Rebekah Hodge, Asst. to the Teacher at WS, effective January 21, 2020; Nancy Cornwell, from Asst. to the Teacher at WS to Asst. to the Teacher at EHS, effective January 21, 2020; Leigh Ann Ward, from Part-time Asst. to the Teacher to full-time Asst. to the Teacher at HME, effective January 27, 2020; Austen Lopez from Part-time Asst. to the Teacher to Full-time Asst. to the Teacher at HME, effective January 27, 2020.

Leave of Absence: Judy Fletcher, Teacher, from January 6, 2020 through January 31, 2020; Kristen Grindstaff, Teacher, revised leave extended from December 6, 2019 through December 13, 2019; Eric Wampler, Principal at HME from March 30, 2020 through October 5, 2020; Jennifer Banks, Teacher, January 6, 2020 through January 17, 2020; Amber Ebarb, Teacher from January 15, 2020 through May 7, 2020; Travis Pennell, Teacher from February 10, 2020 through March 2, 2020; Megan Ellis, Counselor,

The Elizabethton Board of Education provides for public participation during Board Business meetings under procedures established under ECS Policy 1.404. Board business meetings are not public forums; however, provision is made for public participation. To assure an orderly business meeting, the Board requires that an individual requesting to address Board members make that request giving the topic to the Superintendent or Board Chairman prior to the Board meeting. The Chairman shall determine if the request will be granted, the time allowed for the presentation, and (if there are numerous requests on the same subject), the Chairman may request a representative to speak on each side of the issue.

from November 25, 2019 through February 28, 2020; Zedia Hall, Cook, from January 13, 2020 through January 24, 2020; Cindy Grindstaff, Teacher from January 13, 2020 through January 17, 2020.

8. OTHER

- A. Director's Update
- B. Board Reports
- C. Student Liaison's Report
- D. SCHOOL REPORT

a. Chris Berry, Principal at T. A. Dugger Jr. High will report on all the good things happening at T. A. Dugger.

9. REGULAR AGENDA

- A. Approve Bid Number FY2019-2020-04 for ONE HUNDRED 2019 ELIZABETHTON HIGH SCHOOL STATE FOOTBALL CHAMPIONSHIP RINGS to Signature Championship Rings in the amount of \$14,051.00.
- B. Approve Amended SAAS Software License Agreement between Skyward, Inc., Integrated Systems Corporation, and Elizabethton City Schools, to extend our original Agreement for three years and locking in our District License fees resulting in a savings for ECS.

10. FOR YOUR INFORMATION

- A. Jackson, Shields, Yeiser, Holt, Owen and Bryant, Attorneys at Law, Statement for period ending 12-31-2019.

11. NEXT REGULARLY SCHEDULED BOARD MEETING

- A. The next regularly scheduled Board Meeting will be Tuesday, March 17, 2020, at 6:30 p.m. in the Mack Pierce Board Room, offices of the Elizabethton Board of Education, 804 S. Watauga Avenue, Elizabethton, Tennessee.

12. ADJOURN

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Tuesday, January 21, 2020 6:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Tuesday, January 21, 2020, at 6:30 PM, at Mack Pierce Board Room.

Attendance Taken at 6:30 PM.

Rita Booher: Present
Phil Isaacs: Present
Dr. Grover May: Present
Danny O'Quinn: Present
Eddie Pless: Present

CALL TO ORDER

MOMENT OF SILENCE

PLEDGE TO THE FLAG

APPROVE CONSENT AGENDA AND REGULAR AGENDA

Motion was made by Dr. Grover May, second by Danny O'Quinn approve the consent and regular agenda. Motion carried.

Rita Booher: aye
Phil Isaacs: aye
Dr. Grover May: aye
Danny O'Quinn: aye
Eddie Pless: aye

aye: 5, nay: 0

Recognition of the Elizabethton High School sports announcers and technical staff for their wonderful support.

Jason Holly

Tom Taylor

Tony Briggs
Stacy Street
Ryan Presnell
Richard VanHuss
Nic Miller
Kelly Buckles
Tommy Tipton

Jon Minton recognized all our sports announcers and technical staff. Dr. Gardenhour stated their work with all our students makes all the difference in the world.

Recognition of the T. A. Dugger Jr. High School football team for their successful year.

The football team was unable to appear tonight but will be recognized at the February Board Meeting.

TIME FOR CITIZENS TO SPEAK

We received no requests for citizens to speak.

CONSENT AGENDA

Minutes of Regular Meeting: December 17, 2019.

Approve General Purpose Fund Financial Statement, December 30, 2019.

Approve Federal Projects Fund Financial Statement, December 30, 2019.

Approve School Nutrition Fund Financial Statement, December 30, 2019.

Approval of travel for Central Office employees to attend Skyward training in St. Pete Beach, Florida, February 26, 2020, through February 28, 2020.

Those attending are:

Travis Thompson

Charlene Ray

Cindy Walker

Ruth Pietrowski

Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary School for the disposal of an Epson Projector for SmartBoard, Model No. MSFF01123562 that no longer works.

Equipment Disposal Request from Principal Jon Minton for the disposal of a large wooden box used to store posters, 17 Glencoe Health books (2003), 62 Glencoe Health books (2009) and three sample textbooks.

Approve permission for Russell Bennett, Graduate Student at Milligan College, to conduct research for his thesis as a requirement for the Master of Education Program at Milligan College, with the study to be done at Elizabethton High School.

Approve permission for Matthew Young, Graduate Student at Milligan College, to conduct research for his thesis as a requirement for the Master of Education Program at Milligan College, with the study to be conducted at Elizabethton High School and T. A. Dugger Jr. High School.

REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

OTHER

Director's Update

Dr. Gardenhour thanked the Board and City Council for coming to the workshop. Thanks to Brian Culbert and Alex Campbell who have worked together on the art lab. Rusty Barnett brought someone from Nashville to meet with us about funding and resources to place someone at the workforce development property. Mr. Jordan (Lobaki) wants to move part of his company here, train our students, and offer them jobs. We would love for this to be a county-wide initiative between the school systems. It's exciting anytime we can bring jobs to Elizabethton.

Thank you to Dr. Newman for EPlan and District Plan work. Thank you to our Board for feedback on our strategic plan. If you have anything to add please let Dr. G know. We would like to have a workshop before the March Board Meeting.

We're trying to get our budget numbers together, and thanks to Beth Wilson for her hard work. We hope to have one more workshop next month prior to the Board Meeting at 5:30 p.m. We will have a draft of the budget to look at and then we'll take questions should you have them.

Board Reports

Student Liaison's Report

School Report presented by Principal Eric Wampler, for Harold McCormick Elementary School.

Mr. Wampler, Principal at Harold McCormick Elementary reported on all the good things going on in his school.

REGULAR AGENDA

Approval of Engagement Letters from Blackburn, Childers and Steagall, PLC, for the June 30, 2020 audits of the Internal Activity Funds and the Board of Education.

Motion was made by Dr. Grover May, second by Eddie Pless to approve Engagement Letters from BCS. Motion carried.

Rita Booher: aye

Phil Isaacs: aye

Dr. Grover
May: aye

Danny
O'Quinn: aye

Eddie Pless: aye

aye: 5, nay: 0

Authorization for the Director of Schools to draft a Resolution to City Council to refinance school bonds and to use the proceeds from the half-cent sales tax in an amount not to exceed 1.2 million dollars for the renovation projects at T. A. Dugger Jr. High School.

Motion was made by Dr. Grover May, second by Danny O'Quinn to approve the authorization of the Director of Schools to draft a Resolution to City Council to refinance school bonds and to use proceeds of the half-cent sales tax in an amount not to exceed 1.2 million dollars for the renovation projects at T. A. Dugger Jr. High School. Motion carried.

Rita Booher: aye

Phil Isaacs: aye

Dr. Grover
May: aye

Danny
O'Quinn: aye
Eddie Pless: aye

aye: 5, nay: 0Dr. Gardenhour stated that this would authorize him to draft a letter to City Council stating we would like to utilize the proceeds from the half-cent sales tax in the amount of 1.2 million dollars. The letter will be signed by our Board Chair, allowing it to be placed on the City Council Agenda for their February meeting.

Ms. Booher asked if anyone had any thoughts or questions. Mr. Isaacs asked if Mr. Weems would be able to begin work once City Council meets and votes. Dr. Gardenhour stated the City would take the money to the bond market at that point, and that it may actually be a little better than the 1.2 million. The restrooms and the roof will be bid separately, and we can always use some of our half-cent sales tax money if we needed to.

Ms. Booher stated we had hoped to be able to do the renovation with the bond, but we appreciate the city saying they couldn't do that now but providing this for us now. Based on Mr. Weems's findings, it needs to be done.

FOR YOUR INFORMATION

ADJOURN

Motion was made by Phil Isaacs, second by Eddie Pless to adjourn the meeting.

Motion carried.

Rita Booher: aye
Phil Isaacs: aye
Dr. Grover May: aye
Danny O'Quinn: aye
Eddie Pless: aye

aye: 5, nay: 0Motion was made by Mr. Phil Isaacs, second by Mr. Eddie Pless to adjourn the meeting. Meeting was adjourned at 6:56 p.m.

Chairman of the Board
Schools

Director of

			2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20
	Acct		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
141 R 40110	000	CURRENT PROPERTY TAX	3,175,000.00	3,100,000.00	1,410,691.10	45.51	1,689,308.90	918,206.92
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	82,000.00	82,000.00	32,653.48	39.82	49,346.52	10,604.52
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	18,000.00	18,000.00	8,371.47	46.51	9,628.53	2,045.05
141 R 40140	000	INTEREST AND PENALTY	23,000.00	23,000.00	9,756.12	42.42	13,243.88	2,211.84
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	62,500.00	62,500.00	0.00	0.00	62,500.00	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	4,000.00	4,000.00	0.00	0.00	4,000.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	2,200,000.00	2,324,955.00	808,441.39	34.77	1,516,513.61	202,925.28
141 R 40275	000	MIXED DRINK TAX	16,000.00	16,000.00	10,685.89	66.79	5,314.11	3,092.99
141 R 40320	000	BANK EXCISE TAX	20,550.00	20,550.00	0.00	0.00	20,550.00	0.00
141 R 40390	000	OTHER STATUTORY LOCAL TAXES	25.00	25.00	0.00	0.00	25.00	0.00
141 R 41110	000	MARRIAGE LICENSES	600.00	600.00	314.71	52.45	285.29	38.34
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	310,000.00	310,000.00	185,507.72	59.84	124,492.28	8,350.00
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	222,552.00	222,552.00	100,024.57	44.94	122,527.43	16,402.82
141 R 44110	000	INVESTMENT INCOME	26,000.00	34,000.00	10,704.75	31.48	23,295.25	1,475.18
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	150.00	15.00	850.00	100.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	3,597.65	0.00	-3,597.65	2,597.65
141 R 44990	000	OTHER LOCAL REVENUES	300.00	300.00	81.59	27.20	218.41	18.38
141 R 46511	000	BASIC EDUCATION PROGRAM	14,066,000.00	14,127,000.00	8,476,200.00	60.00	5,650,800.00	1,412,700.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	404,779.00	404,779.00	170,690.31	42.17	234,088.69	29,847.59
141 R 46550	000	DRIVER EDUCATION	8,250.00	8,250.00	0.00	0.00	8,250.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	86,250.00	86,250.00	43,445.36	50.37	42,804.64	6,059.94
141 R 46610	000	CAREER LADDER PROGRAM	41,359.00	41,359.00	19,242.82	46.53	22,116.18	0.00
141 R 46980	000	OTHER STATE GRANTS	132,580.00	265,240.00	7,879.52	2.97	257,360.48	6,740.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 48610	000	DONATIONS	25,200.00	25,200.00	31,044.17	123.19	-5,844.17	0.00
141 R 49800	000	OPERATING TRANSFERS	37,200.00	37,200.00	0.00	0.00	37,200.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	1,400,000.00	58.33	1,000,000.00	200,000.00
Grand Revenue Totals			23,476,895.00	23,728,510.00	12,729,482.62	53.65	10,999,027.38	2,823,416.50

Number of Accounts: 40

***** End of report *****

		2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
141 E 71100	REGULAR INSTRUCTION PROGRAM	10,908,790.00	10,908,790.00	4,780,413.70	43.82	6,128,376.30	943,570.04
141 E 71200	SPECIAL EDUCATION PROGRAM	1,891,699.00	1,891,699.00	810,982.12	42.87	1,075,392.32	133,198.86
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,043,531.00	1,043,531.00	440,700.51	42.23	596,183.08	83,570.35
141 E 71400	STUDENT BODY EDUCATION PROGRAM	306,665.00	306,665.00	187,167.66	61.03	119,497.34	18,097.28
141 E 72110	ATTENDANCE	80,677.00	80,677.00	61,579.32	76.33	17,654.05	-2,697.88
141 E 72120	HEALTH SERVICES	363,506.00	363,506.00	157,921.82	43.44	204,076.91	27,809.78
141 E 72130	OTHER STUDENT SUPPORT	826,082.00	958,742.00	407,159.14	42.47	522,382.86	113,834.51
141 E 72210	REGULAR INSTRUCTION PROGRAM	980,582.00	980,582.00	533,383.28	54.39	445,687.42	74,212.00
141 E 72220	SPECIAL EDUCATION PROGRAM	345,226.00	345,226.00	186,913.70	54.14	157,725.63	24,136.02
141 E 72230	VOCATIONAL EDUCATION PROGRAM	171,453.00	171,453.00	93,406.52	54.48	78,046.48	-14,238.64
141 E 72250	TECHNOLOGY	462,305.00	462,305.00	264,290.02	57.17	190,235.98	25,764.25
141 E 72310	BOARD OF EDUCATION	471,490.00	473,740.00	345,418.24	72.91	127,106.17	47,550.72
141 E 72320	OFFICE OF THE SUPERINTENDENT	334,203.00	334,203.00	197,779.27	59.18	127,944.28	55,306.79
141 E 72410	OFFICE OF THE PRINCIPAL	1,451,621.00	1,530,196.00	800,793.29	52.33	729,402.71	134,423.77
141 E 72510	FISCAL SERVICES	283,084.00	289,684.00	174,804.44	60.34	111,099.15	23,223.34
141 E 72610	OPERATION OF PLANT	1,510,495.00	1,510,495.00	837,497.72	55.45	667,164.91	116,657.94
141 E 72620	MAINTENANCE OF PLANT	835,941.00	851,486.00	540,439.87	63.47	163,201.43	85,497.81
141 E 72710	TRANSPORTATION	491,214.00	507,199.00	352,883.59	69.57	127,510.45	44,162.72
141 E 73300	COMMUNITY SERVICES	216,552.00	216,552.00	117,790.13	54.39	89,092.75	5,975.01
141 E 73400	EARLY CHILDHOOD EDUCATION	404,779.00	404,779.00	183,276.38	45.28	218,727.62	41,183.69
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	98,606.00	107.18	-6,606.00	4,600.00
141 E 99100	OPERATING TRANSFERS	5,000.00	5,000.00	0.00	0.00	5,000.00	0.00
Grand Expense Totals		23,476,895.00	23,728,510.00	11,573,206.72	48.77	11,894,901.84	1,985,838.36

Number of Accounts: 511

***** End of report *****

		2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20
	<u>Acct</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
142 E 71100	--- --- ----- --- REGULAR INSTRUCTION PROGRAM	690,334.00	829,043.71	308,017.01	37.15	520,153.82	55,286.00
142 E 71200	--- --- ----- --- SPECIAL EDUCATION PROGRAM	563,956.00	616,574.71	267,000.25	43.30	349,574.46	72,572.30
142 E 71300	--- --- ----- --- VOCATIONAL EDUCATION PROGRAM	24,899.00	39,692.58	16,852.96	42.46	21,465.90	800.00
142 E 72130	--- --- ----- --- OTHER STUDENT SUPPORT	94,083.00	107,869.00	44,523.90	41.28	56,086.41	7,997.53
142 E 72210	--- --- ----- --- REGULAR INSTRUCTION PROGRAM	196,679.00	291,570.49	117,170.80	40.19	172,754.31	13,397.61
142 E 72220	--- --- ----- --- SPECIAL EDUCATION PROGRAM	79,161.00	79,199.28	28,002.73	35.36	45,675.88	5,082.77
142 E 72230	--- --- ----- --- VOCATIONAL EDUCATION PROGRAM	2,003.00	2,119.00	2,092.27	98.74	26.73	445.79
142 E 72710	--- --- ----- --- TRANSPORTATION	1,753.00	0.00	0.00	0.00	0.00	0.00
142 E 73300	--- --- ----- --- COMMUNITY SERVICES	141,084.00	141,084.00	86,772.39	61.50	54,311.61	20,030.67
142 E 99100	--- --- ----- --- OPERATING TRANSFERS	32,200.00	32,200.00	0.00	0.00	32,200.00	0.00
Grand Expense Totals		1,826,152.00	2,139,352.77	870,432.31	40.69	1,252,249.12	175,612.67

Number of Accounts: 144

***** End of report *****

		2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20	
<u>Acct</u>		<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>	
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	106,321.00	110,821.00	59,219.57	53.44	51,601.43	8,387.03
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	16,000.00	13,000.00	7,134.77	54.88	5,865.23	983.87
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	40,067.00	42,386.58	19,889.18	46.92	22,497.40	3,564.90
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	544,835.00	594,847.93	265,538.46	44.64	329,309.47	74,908.29
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	12,716.00	15,321.78	4,719.10	30.80	10,602.68	943.82
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	654,548.00	825,132.94	286,738.99	34.75	538,393.95	56,037.27
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	58,615.00	77,524.77	26,445.21	34.11	51,079.56	5,264.96
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	59,332.00	128,397.52	41,422.80	32.26	86,974.72	141.77
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	42,467.00	42,467.00	17,630.00	41.51	24,837.00	3,513.81
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	145,334.00	81,668.04	56.19	63,665.96	20,858.05
142 R 47143	890	SPECIAL EDUCATION - GRANTS TO	0.00	77,450.00	27,577.73	35.61	49,872.27	5,450.91
142 R 47143	895	SPECIAL EDUCATION - GRANTS TO	0.00	8,154.28	0.00	0.00	8,154.28	0.00
142 R 47131	CPR	VOCATIONAL EDUC - BASIC GRANTS	0.00	14,425.00	0.00	0.00	14,425.00	0.00
142 R 47143	IAA	SPECIAL EDUCATION - GRANTS TO	77,450.00	0.00	0.00	0.00	0.00	0.00
142 R 47143	IDS	SPECIAL EDUCATION - GRANTS TO	8,116.00	0.00	425.00	0.00	-425.00	0.00
142 R 47590	SRR	OTHER FEDERAL THROUGH STATE	30,000.00	0.00	0.00	0.00	0.00	0.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	30,351.00	44,089.97	16,283.46	36.93	27,806.51	1,500.00
Grand Revenue Totals			1,826,152.00	2,139,352.77	854,692.31	39.95	1,284,660.46	181,554.68

Number of Accounts: 17

***** End of report *****

		2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20
	<u>Acct</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,220,075.00	1,220,075.00	706,711.37	57.92	513,363.63	112,502.61
<hr/> Grand Expense Totals		1,220,075.00	1,220,075.00	706,711.37	57.92	513,363.63	112,502.61

Number of Accounts: 82

***** End of report *****

		2019-20	2019-20	2019-20	2019-20	Unencumbered	January 2019-20	
<u>Acct</u>		<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>	
143 R 43521	000	LUNCH PAYMENTS - CHILDREN	162,500.00	162,500.00	115,405.29	71.02	47,094.71	21,225.81
143 R 43522	000	LUNCH PAYMENTS - ADULTS	23,900.00	23,900.00	13,267.05	55.51	10,632.95	2,609.20
143 R 43523	000	INCOME FROM BREAKFAST	775.00	775.00	370.55	47.81	404.45	9.05
143 R 43525	000	A LA CARTE SALES	41,250.00	41,250.00	22,342.85	54.16	18,907.15	3,526.24
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,150.00	13,150.00	5,002.25	38.04	8,147.75	-25.00
143 R 44110	000	INVESTMENT INCOME	4,000.00	4,000.00	2,766.78	69.17	1,233.22	317.12
143 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	751.06	0.00	-751.06	67,979.60
143 R 46520	000	SCHOOL FOOD SERVICE	10,500.00	10,500.00	0.00	0.00	10,500.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	581,000.00	581,000.00	328,256.66	56.50	252,743.34	57,056.70
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	41,471.18	44.35	52,028.82	3,844.29
143 R 47113	000	USDA BREAKFAST	271,500.00	271,500.00	153,698.08	56.61	117,801.92	26,762.93
143 R 47114	000	USDA - ESP SNACK PROGRAM	18,000.00	18,000.00	10,530.15	58.50	7,469.85	1,753.10
Grand Revenue Totals			1,220,075.00	1,220,075.00	693,861.90	56.87	526,213.10	185,059.04

Number of Accounts: 43

***** End of report *****

IRB <IRB@milligan.edu>
To: Rachel Darnell <rachel1731@gmail.com>

Dear Rachel:

I am pleased to inform you that your study The Effects of Instructional Coaching on Student Performance in Reading and Math of Elementary Students at a Selected School District has been initially approved pending documentation of approval from the institution or organization, which has the responsibility for the participants. Final approval is contingent upon documentation from the institution or organization.

Any changes to your proposal require approval from the IRB Committee before final approval is given. Contact the IRB Committee at IRB@milligan.edu<mailto:IRB@milligan.edu> with your questions and/or proposed modifications.

Please submit your approval letter from the institution or organization, which has the responsibility for the participants to IRB@milligan.edu<mailto:IRB@milligan.edu> at your earliest convenience. Please note that final approval from IRB at Milligan must be granted before implementing your study.

Regards,

Tausha Clay, Ed.D.

Chair, Institutional Review Board

IRB@milligan.edu<mailto:IRB@milligan.edu>

To: Elementary Principals of Elizabethton City Schools

FROM: Rachel C. Darnell

DATE: February 4, 2020

SUBJECT: School Permission to Conduct Study

I would like your permission to conduct a research study in your school as part of my doctoral dissertation at Milligan College. I am researching the effects of instructional coaching on student achievement in reading and math at the elementary level.

The purpose of this study is to determine if teachers who receive continuous professional learning and support through a coaching cycle with an instructional coach have a greater impact on student achievement and growth in reading and writing than teachers who do not receive support from an instructional coach.

This study will use AIMSweb universal screener data from August 2018 and May 2019 for all students in kindergarten through fifth grade. This data will be stored electronically. Only the researcher will have access to the data, and it will only be used for research purposes. All data will be destroyed once the study is complete. Student names will not be included in the findings of the study. If the study is published or presented to a professional audience, no personally identifying information will be released.

Student participation is strictly voluntary, and students may withdraw from the study at any time. Students and parents have the right to refuse to answer any questions asked on the questionnaire. A copy of the informed consent forms is attached for your information.

One of the possible benefits of this study for your school is more information and data in determining strategic, individual professional learning paths for teachers within your building. This study may also provide more information about the types of professional learning that positively impacts student achievement.

Please sign and return one copy of this form to:

Rachel C. Darnell

Your signature indicates that you have read and understood the information provided above. It also indicates that you are willing to agree for me to utilize the school district's AIMS Web universal screening benchmark scores for reading and math in this study and that you have received a copy of this form.

I hereby consent to my school district's participation in the research described above.

School Name

School Principal Signature

School Principal Print

Date

Parent Informed Consent Letter

Dear Parents and/or Guardians,

Your child _____ has been invited to participate in a research study that is designed to determine how instructional coaching impacts reading and math achievement. This study will be conducted by Rachel Darnell, a doctoral student at Milligan College, under the supervision of Dr. Patrick Kariuki.

This study will be conducted during spring of 2020. In the spring of 2020, AIMSweb universal screener data from August 2018 and May 2019 will be collected on all participants from their elementary school. This data will be stored electronically. Only the researcher will have access to the data and it will only be used for research purposes. All data will be destroyed once the study is complete.

Your child's name will not be included in the findings of the study. The findings of this study will be shared with the administration in the Elizabethton City Schools. If the findings of this study are published or presented to a professional audience, no personally identifying information will be released.

The possible benefit from your child's participation in this study is to give educators a better understanding of what professional learning practices are most beneficial to student growth and achievement.

It is important to understand that your child's participation in this study is completely voluntary and he or she may withdraw from the study at any time. You have the right to refuse your child's participation in the study or withdraw your child from the study at any time.

Your child will receive no compensation for participating in this study.

If you have any questions regarding the study procedures, please contact Rachel Darnell at rachel.campbell@ecschoools.net. If you have further questions, you may also contact Dr. Patick Kariuki at pkariuki@milligan.edu.

Please sign and return one copy of this form and keep the other copy for your records.

I understand to my satisfaction the information in the consent form regarding my child's participation in the research project. I have received a copy of this informed consent form, which I have read and undersigned. I hereby consent to my child's participation in the research described above.

The participant is a minor (age _____)

Parent/Guardian Signature

Relationship to minor

Date

The Effects of Instructional Coaching on Student Performance in Reading and Math of
Elementary Students at a Selected School District

by

Rachel Darnell

A dissertation proposal submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

Department of Education
School of Social Sciences and Education
Milligan College, TN

2019

The Effects of Instructional Coaching on Student Performance in Reading and Math of
Elementary Students at a Selected School District

Introduction

Atul Gawande, a Harvard researcher has written, “Coaching done well may be the most effective intervention designed for human performance” (Gawande, 2011, pg. 53). Many people want to improve their job performance. Most people attempt to do it the best way they know how. In education, many teachers are seeking out instructional coaches to help them improve teaching strategies and student performance (Knight, 2018).

Prior to 1998, the role of instructional leader was thought to be the sole responsibility of the principal. With ever-evolving standards, higher expectations, and new teaching strategies, the need for other instructional leaders became abundantly clear. (Anderson & Wallin, 2018). Beginning in 1998 with the Reading Excellence Act and continuing in 2001 with the Reading First and Early Reading First section of the No Child Left Behind Act, the role of instructional coach was created due to thousands of federal dollars that were allocated to schools to support the professional development of teachers (Walpole & McKenna, 2013). The state of Tennessee continued funding instructional coaching from 2016-2019 with their Read to be Ready grant. The grant provided districts with a stipend for at least one instructional coach to support and extend teacher learning through professional development (Tennessee Department of Education, 2019). Instructional coaches work closely with administrators to bring research-based practices to teachers in hopes that student performance will improve as a result of their work (Kowal & Steiner, 2007).

The goal of instructional coaching, as with any professional development, is to support students in their journey to become lifelong learners (Littky & Grabelle, 2004). An instructional

coaches wear many hats. An instructional coach may be a learner, grant writer, school-level planner, curriculum expert, researcher, and teacher on any given day (Walpole & McKenna, 2013). Regardless of the roles they play in a school each day, research shows that schools and districts must allow instructional coaches to remain focused on specific areas if they want to see improvement. Instructional coaching must extend beyond the teachers themselves and connect with student needs (Anderson & Wallin, 2018). The purpose of instructional coaches is to support teachers in boosting student achievement and closing learning gaps between students (Anderson & Wallin, 2018). Instructional coaches should always be content focused, involved in active learning, and support teachers in meaningful ways (Desimone, 2009).

The National Assessment of Educational Progress shows a great need for meaningful professional learning that addresses reading achievement. According to NAEP (2019), students in fourth grade struggled to meet or exceed expectations for reading, with only 35% of students meeting the proficiency benchmark for reading achievement nationwide (National Assessment of Educational Progress, 2019). According to the Tennessee Department of Education, Tennessee students are performing near the national average, with 34.9% of students meeting or exceeding proficiency benchmarks for reading achievement (Tennessee Department of Education, 2019). While this is an increase of 2.1% from 2018, it is still woefully behind the goal set by the Tennessee Department of Education for 75% of third graders to meet or exceed proficiency benchmarks by 2025 (Manning, 2018). Most educators would agree that reading is one of the most important skills a student can acquire (Dogan, 2015). If we truly desire for students to become lifelong learners, they must learn to read. As they leave our schools and enter postsecondary institutions or the workforce, they learn new things by reading. If a student cannot read a book, they cannot learn from it (Allington, 2002). In order to minimize the problem of the

reading achievement gap, teachers need effective, ongoing professional learning that addresses the needs of their students (Kowal & Steiner, 2007).

Similarly, the National Assessment of Educational Progress shows a great need for meaningful professional learning that addresses math achievement. According to NAEP (2019), students in fourth grade struggled to meet or exceed expectations for reading, with only 41% of students meeting the proficiency benchmark for mathematics achievement nationwide (National Assessment of Educational Progress, 2019). According to the Tennessee Department of Education, Tennessee students are performing slightly below the national average, with 37% of students meeting or exceeding proficiency benchmarks for mathematical achievement (Tennessee Department of Education, 2019). While this is an increase of 4.0% from 2018, it means that our students are not adequately prepared to meet the needs of an ever-evolving workforce when they graduate (Meyer, 2014). Mathematical proficiency is vital to success in today's world; however, teachers must be willing to make shifts in both content and pedagogy to adequately prepare students for the mathematical reasoning skills that the 21st century requires (Gravemeijer, Stephan, Julie, Lin, & Ohtani, 2017).

Statement of the Problem

While many teachers receive professional development on a regular basis, many researchers have found that their learning never impacts instructional practice. Without significant impact on pedagogy and student achievement, teachers are dissatisfied with their new learning (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Specifically, teachers felt that they were unable to implement their new learning because it was weak, did not address the needs of students with special needs or minority students, or did not align with student achievement gaps (Guskey & Yoon, 2009). Darling-Hammond et al. found that strong

professional development should be intensive, ongoing, and connected to practice. They also found that it should build on a culture of collaboration, allowing teachers to work with one another (Darling-Hammond et al., 2009). Coaches are in a unique position to ensure that professional development is ongoing, connected to practice, and done in a collaborative manner.

The impact of coaching can be seen through teacher's own learning. However, the true measure of success in any educational endeavor is student achievement. Student needs should be at the core of all professional learning, including instructional coaching (Darling-Hammond et al, 2009). Instructional coaches offer support, feedback, and intensive individualized professional learning (Knight, 2006). To determine if instructional coaching positively impacts teachers' instructional practice, we must determine if student achievement and growth are impacted through a coaching cycle.

Purpose of the Study

The purpose of this experimental quantitative study is to determine the effects an instructional coach has on student achievement in reading and math of elementary students in select school district as measured by universal screening data.

Justification of the Study

Children, especially those who are at-risk academically, suffer to meet high achievement expectations when they are taught by teachers who implement low-quality instructional methods (Ballard & Bates, 2008). Strong teacher instructional practice, knowledge, and pedagogy all positively impact student achievement (Clotfelter, Ladd, & Vigdor, 2008). Instructional coaching aims to support teachers in these areas (Wadpole & McKenna, 2012).

Sending teachers to professional learning seminars may not be enough to improve teacher practices and the overall academic quality of a school. Teachers who receive ongoing support

through an instructional coach report an overall improvement in their classroom practices and student achievement (Darling-Hammond et al, 2009). All successful student improvement endeavors succeed because of thoughtful, well-planned professional learning. The goal of all professional learning is to improve teacher practice in order to improve student achievement and growth (Guskey & Yoon, 2009). Historically, professional development seminars have been insufficient to impact student learning (Darling-Hammond et al, 2009). Teachers need specific, focused, ongoing support in professional learning in order to positively impact student achievement and growth (Wadpole & McKenna, 2012).

Research Questions and Hypotheses

Six important research questions arise to address the purpose of this study:

1. Is there a significant difference between student performance in math when they are taught by coached and non-coached teachers?
2. Is there a significant difference between student performance in reading when they are taught by coached and non-coached teachers?
3. Is there a significant difference in overall student achievement when they are taught by coached and non-coached teachers?
4. Is there a significant difference in academic achievement between minority students who were taught by coached teachers and minority students who were taught by non-coached teachers?
5. Are there significant mean differences on academic achievement between genders when they are taught by coached and noncoached teachers?

6. Is there a significant difference in academic achievement between special education students who were taught by coached teachers and special education students who were taught by non-coached teachers?

Assumptions

In this study, it is assumed that teachers in the school without an instructional coach did not complete a coaching cycle with a coach. It is also assumed that the teachers in the school without an instructional coach completed the same professional development seminars as teachers in the school with an instructional coach.

Review of Related Literature

Please see the introduction. The literature review will be in chapter 2.

Methodology

Research participants/sample

The population for this study came from a small school district in Northeast Tennessee. The district has three elementary schools, one middle school, and one high school. This study focuses on achievement at the elementary level, so all students who were enrolled at one of the elementary schools for the duration of the 2018-19 school year are eligible to participate in this study.

The names of students from the three elementary schools who were enrolled for the duration of the 2018-19 school year will be gathered. These students will be separated into two groups—those who were enrolled in a school with an instructional coach and those who were not. The students who were enrolled in a school without an instructional coach will make up the comparison group. The students who were enrolled in a school with an instructional coach will make up the experimental group.

The students who were enrolled in a school without an instructional coach will be grouped in female or male categories and assigned a number. In order to keep the number of female and male participants equal, females and males will be assigned corresponding numbers. Then, I will use an electronic random number selector to determine the comparison group. The control group will consist of the exact number of female and male participants as the experimental group. I expect to have 100 female and 100 male participants.

The students who were enrolled in a school with an instructional coach will be grouped in female and male categories and assigned a number. In order to keep the number of female and male participants equal, females and males will be assigned corresponding numbers. Then, I will use an electronic random number selector to determine the experimental group. The

experimental group will consist of the exact number of female and male participants as the comparison group. I expect to have 100 female and 100 male participants.

Research design

The proposed study will be quantitative experimental design. The researcher will make a comparison among a group of variables. The researcher will compare the results of the independent variables with the dependent variables and the results will be collected and analyzed.

The experimental group will be randomly selected from students in K-5 at the elementary school with an instructional coach. Teachers will maintain daily instruction with the support of an instructional coach. The comparison group, which will also be randomly selected from the same district, but will not participate in a coaching cycle. Both groups will have fluency and math computation data collected from their respective schools for August 2018 and May 2019. The experimental group and comparison group will be equated statistically by running an analysis of covariance. The covariance will be the August 2018 universal screener. The two groups will be compared on variables of interest in the study. Statistical analyses will be carried out to determine if the instructional coaching had an impact on student performance on the universal screeners.

Instrumentation

This study will use the AIMSweb universal screeners, R-CBM and M-COMP. The R-CBM (Reading Curriculum-Based Measurement) will be used to measure the student's reading fluency. This is a fresh read that requires the student to read aloud to a test administrator to access how many words a child can read in one-minute. The M-COMP (Math Computation) will measure their math fact fluency. The student is given a double-sided test with various math

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:

FIELDTRIP
 ATHLETIC/BAND
 EXCURSION
 ACADEMIC COMPETITION

METHOD OF TRANSPORTATION:

SCHOOL BUS
 RENTAL VEHICLE
 WALKING

DATE OF REQUEST: 1/24/2020
GROUP/TEAM/GRADE: Key Club (DCON)

SCHOOL: EHS
DATE OF TRIP: Mar 20-22, 2020
DEPARTURE TIME: 10 AM
RETURN TIME: 6 PM

YES NO
 DESTINATION IS GREATER THAN 50 MILES

YES NO
 DESTINATION IS OUT-OF-STATE

YES NO
 DESTINATION IS ON BOARD APPROVED LIST

20
 TOTAL NUMBER INVOLVED

1 HVHS +
Unalca
 NUMBER OF BUSES OR VANS NEEDED

DCON Registration +
5 may ride
w/ us
 COST PER STUDENT (if applicable)
Kiwanis will give us \$ for bus/driver

DESTINATION: Griffin Gate Marriott
Lexington, KY

ADDITIONAL STOP 1:

ADDITIONAL STOP 2: Food/BR - KFC - Corbin, KY?

ADDITIONAL STOP 3: Sat. afternoon - Mall? or
KY Horse Farm? Food/BR

ADDITIONAL STOP 4:

YES NO NA
 PERMISSIONS SLIPS OBTAINED

YES NO NA
 CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

PERSON(S) IN CHARGE OF STUDENTS REMAINING AT SCHOOL (if applicable):
Sub TBA

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Andrea Payne (423) 416-1854
Denise Hilton (423) 512-2997

Andrea Payne
andrea.payne@ecschoools.net
 SPONSOR'S NAME SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR:

APPROVED DENIED

[Signature]
 ADMINISTRATOR'S SIGNATURE
jan.minton@ecschoools.net
 ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR:

APPROVED DENIED

[Signature]
 TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

PENDING BOARD APPROVAL



CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

August 7, 2019

Dear Dr. Gardenhour,

It is once again time for contract renewal between the Elizabethton City School System and Clemmer College of East Tennessee State University. The attached contract describes the partnership between these two entities.

I have also included the Memorandum of Understanding between residency candidates, Clemmer College and partnering schools. This requires no action on your part; it is just attached for your information. A description of the mentor teacher criteria for Residency I and II and Advanced Programming is also included. This is provided for your convenience to reference when mentor teachers are being selected. Mentors should be selected on the basis of professional experience and level of effectiveness as a teacher per state policy.

Research suggests that the mentor teacher serves as an especially influential person in the professional development of the residency candidate. Candidates look to mentors as role models, and the mentor plays an essential part in the induction of the candidate into the teaching profession. The University Supervisors will continue to provide mentor teachers information about the co-teaching model that allows our candidates to work alongside the teacher within the classroom during Pre-Residency, Residency I and Residency II.

We are confident that our residency candidates possess the knowledge and skills to serve the unique teaching and learning needs of the students in Elizabethton City Schools. We believe that close collaboration and communication with our school partners will positively affect student learning. Thank you for the work your district does on behalf of our residency candidates.

Please don't hesitate to contact me with questions. If possible, we would like to have contracts back to our office by September 15.

Laura Click
Director of Field Experiences and Residency
Clemmer College
East Tennessee State University
Box 70685
Johnson City, TN 37614
Office: 423-439-4200 Fax:423-439-7560
clicklm@etsu.edu



CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

Field Experience and Clinical Residency

AGREEMENT BETWEEN THE ELIZABETHTON, TN BOARD OF EDUCATION AND CLEMMER COLLEGE OF EAST TENNESSEE STATE UNIVERSITY

THIS AGREEMENT entered into this 7 day of August, 2019, by and between Clemmer College of EAST TENNESSEE STATE UNIVERSITY, hereinafter referred to as the "University," and the ELIZABETHTON, TN BOARD OF EDUCATION, hereinafter referred to as the "School System".

WITNESSETH

In consideration of the mutual promise contained herein, the parties have agreed and do hereby enter into this agreement according to the provisions set out herein:

Purpose and Eligibility:

Candidates enrolled in the Educator Preparation Program at East Tennessee State University and who are eligible for participation in field experiences and residencies will be considered by the School System for participation in observational and classroom activities, including teaching. The purpose of this agreement is to define the responsibilities of the University and the School System in providing these direct experiences for candidates in Clemmer College.

Because of their differing functions, the School System and East Tennessee State University's Clemmer College have unique responsibilities. Therefore, it is essential that frequent and clear communication exist between the School System's designated contact person and the Director of Field Experiences and Residency. Sharing of responsibility is needed if all parties are to derive maximum benefit from this program. It is agreed that the School System and the University will collaborate to establish mutually beneficial efforts for both the School System and the University.

I. Responsibilities of the School System:

- A. The School System will designate an administrator at each participating school and/or district to serve as its contact person and partner. This administrator will assume the responsibility for collaborating with the Educator Preparation Program to establish

criteria for candidate selection of all field experience and clinical residency placements in the school. Any questions or problems arising which involve placements will be brought to the attention of the Director of Field Experiences and Residency by the School's designated administrator.

- B. The School will participate in only those field experiences and residencies which have been designated through the University's Director of Field Experiences and Residency Office.
- C. The School will endeavor to provide placements for candidates with School Based Faculty (mentors) within related licensure areas that meet the requirements of Clemmer College Criteria for Mentor Teachers (see below) and have an overall effectiveness of above expectations or significantly above expectations for the prior school year as documented by student learning outcomes (TVASS/EOC) and scores on TEAM evaluations.
- D. For Advanced Licensure programs, the School will endeavor to provide placements for candidates with School Based Faculty (mentors) within the related licensure areas that meet the requirements of Clemmer College Criteria for Mentor of Candidates in Advanced Programs (see below).
- E. The Administrator of participating schools will have the responsibility for determining the degree to which candidates conform to school policies. Problems arising from any breach of policy by candidates in field experience and residency should be referred by the Administrator to ETSU's Director of Field Experiences and Residency.

II. Responsibilities of the University:

- A. Clemmer College has designated a Director of Field Experiences and Residency who will assume the responsibility for coordinating field experiences and residencies in partnership with faculty of the School System. Any concerns or problems arising relating to placements in the School should be brought to the direct attention of the Director of Field Experiences and Residency. It is then the Director's responsibility to work in partnership with the School System; as well as, University and/or department faculty to address any concerns and/or problems.
- B. Clemmer College will provide supervision of candidates by appropriate University personnel and School-based faculty as chosen in partnership between the University and the School System. It is the goal of Clemmer College to establish field experiences and

supervision of these experiences which provide mutually beneficial relationships between the School and the candidates.

- C. Clemmer College will collaborate with the School and School Based Faculty to design specific assignments for each field placement and residency in order to provide clear communication about the purposes and the expectations for the experience. Clemmer College will conduct online and in-person professional development sessions with School Based Faculty on mentoring and other topics deemed appropriate by both the University and School System.
- D. Clemmer College will, in advance of the field experiences and residency placements, provide the School System with a list of students who are eligible for field experience and clinical residency along with appropriate information about the students, and the School System will provide Clemmer College with a list of mentors who meet the Criteria of Mentor Teachers (see below). This will allow the School System and the University the opportunity for co-selection of candidates and mentor teachers. School Systems have the option of conducting interviews of the eligible students and selecting those they judge to be most appropriate for their programs.
- E. Clemmer College will inform all candidates visiting in the School of their obligation to observe the policies and schedules of the School in which the candidate is placed.
- F. The candidate will agree to comply with the guidelines included in the University's ETSU Memorandum of Understanding (see below). The candidate will acknowledge this agreement in writing prior to commencing the field assignment.
- G. Clemmer College Director of Field Experiences and Residency is responsible for removing a field experience or residency placement. Withdrawal may be the result of a request initiated within the School or from the Director of Field Experiences and Residency.
- H. In accordance with Tennessee Code Annotated § 49-5-5610, Clemmer College certifies that a criminal history records check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation is performed for all candidates in field experience and residency placements, and that the results indicate no criminal convictions that would result in the automatic revocation of a teacher's license pursuant to Tennessee state law and the rules of the State Board of Education. Clemmer College agrees that a student will be removed from the assigned field experience or residency placement should any such criminal charges and/or convictions occur during the period of assignment.

**Criteria for Mentor Teachers
Residency I and II
East Tennessee State University**

The following criteria will be applied in the selection of mentor teachers for Residency I and II:

1. Licensed fully in the grade level/content area.
2. Three years of successful P-12 teaching experience.
 - a. Required: Three years at the general grade level
 - b. Required: Three years in the content area or closely related area.
3. Highly qualified.
4. Recommended by the principal or other appropriate supervisor based on the following:
 - a. Level of overall effectiveness of above expectations or significantly above expectations for the prior school year.
 - b. Demonstrated dispositions that support the development of teacher candidates, including
 - i. Willingness and ability to assume the roles expected of a mentor, such as advocate, counselor, coach, and critic.
 - ii. Willingness and ability to work as a team member to promote the development of a novice.
5. Interested in working with teacher candidates.
 - a. Understanding of the co-teaching model for preparing beginning teachers and implementation of strategies and responsibilities.
 - b. Preferred: Willingness to have a candidate for Residency I and Residency II experiences.
 - c. Preferred: Previous successful experience working with candidates.
6. Completion of appropriate orientation to serve as a mentor teacher, prior to or early in the first mentoring experience.
 - a. Providing mentors with written expectations for clinical experiences.
 - b. Providing mentors with written assignment guidelines and scoring guides
 - c. On-line Mentor Information form and other forms required for payment (W-9, direct deposit, name change, address change, etc.)
7. Willingness to provide feedback to Director of Field Experiences and Residency and university faculty.
 - a. Collaborate with program faculty to design specific assignments to connect theory and practical experiences.
 - b. Evaluation of candidate performance.
 - c. Evaluation of supervisor experience.
 - d. Evaluation of program requirements.

Exceptions to these criteria must be approved by the Director of Field Experiences and Residency, in consultation with the designated School contact person(s), with a documented rationale for the exception. If appropriate, additional supervision and monitoring may be required.

**Criteria for Mentor Teachers and Clinical Experiences
Advanced Programs
East Tennessee State University**

The following criteria will be applied in the selection of mentor teachers and clinical experiences for Advanced Programs:

1. Licensed fully in the grade level/content area.
2. Three years of successful P-12 experience within the specialty area where the candidate seeks an additional endorsement.
3. Highly qualified.
4. Recommended by the principal or other appropriate supervisor based on the following:
 - a. Evaluation in specialty area above expectations or significantly above expectations for the prior school year.
 - b. Demonstrated dispositions that support the development of advanced level candidates, including
 - i. Willingness and ability to assume the roles expected of a mentor, such as advocate, counselor, coach, and critic.
 - ii. Willingness and ability to work as a team member to promote the development of the advanced level novice candidate.
5. Interested in working with advanced level candidates.
 - a. Understanding of the implementation of strategies and responsibilities for preparing candidates at the advanced level and within the specific area of expertise.
 - b. Preferred: Willingness to have a candidate for clinical experiences at the advanced level and within the specific area of expertise.
 - c. Preferred: Previous successful experience working with candidates.
6. Completion of appropriate orientation to serve as a mentor, prior to or early in the mentoring experience.
 - a. Providing mentors with written expectations for clinical experiences.
 - b. Providing mentors with written assignment guidelines and scoring guides.
 - c. Providing on-line orientation.
7. Willingness to provide feedback to Director of Field Experiences and Residency and university faculty.
 - a. Collaborate with program faculty to design specific assignments to connect theory and practical experiences.
 - b. Evaluation of candidate performance.
 - c. Evaluation of supervisor experience.
 - d. Evaluation of program requirements.

Exceptions to these criteria must be approved by the Director of Field Experiences and Residency, in consultation with the designated School contact person(s), with a documented rationale for the exception. If appropriate, additional supervision and monitoring may be required.



CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

**Memorandum of Understanding
Between
Candidates in Residency I and II
And
Clemmer College and Partner Schools**

The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and behaviors that Candidates are to exhibit in their yearlong Residency.

Conduct

While completing the yearlong Residency, candidates must conduct themselves in a professional manner. Upon entering the yearlong Residency, Candidates agree to follow the rules of the school system as well as policies of the Clemmer College and East Tennessee State University. Candidates should view this experience as an opportunity to learn from their mentor teacher(s) and to develop and demonstrate their teaching skills. Actions taken and words spoken during the Residency should be carefully considered, as they will affect both the Residency evaluation and the written/verbal recommendations provided for the candidate by the mentor teacher, Residency I and II Supervisors, school administrators, and the Office of Field Experiences and Residency.

Residency Placements

Placements are made in partnership with the school districts and Clemmer College. Candidates are not allowed to request a specific school or mentor teacher. Candidates will be placed with a licensed and experienced mentor teacher in the appropriate licensure area and grade ranges of their planned license. Candidates will not be allowed to request a specific grade level placement.

Attendance

Candidates are required to be at their assigned school on the assigned days of the week. It is vital that the candidate contact the mentor teacher and Residency I/Residency II Supervisor immediately if an event occurs that will prevent the Candidate from being on time or require the Candidate to be absent. Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor may be removed from their placement.

Make up Days

During Residency I, candidates will follow ETSU's calendar. Residency I Candidates must schedule to make up absence(s) with the mentor teacher and the Supervisor. Residency II Candidates will have absences added to the end of the Residency II placement. Candidates must coordinate with and receive approval from the mentor teacher and the Residency II supervisor to make up the missed day(s). Excessive absences due to illness or other extenuating circumstances may interfere with graduation and/or result in a candidate's removal from the Residency placement. Candidates in Residency II follow the calendar of the School District rather than ETSU's calendar.

(Ex: Fall and Spring breaks are based on the school calendar.)

Tardies/Leaving School Early

Residency I and II Candidates are expected to adhere to the school mandated arrival times required of the mentor teachers. Candidates must not be late nor leave early. Tardies and/or leaving the school early without a valid or approved reason may result in removal from the Residency and/or a failing grade for Residency I and/or II. Please note that during Residency II, Candidates are expected to arrive early and depart after established dismissal times.

Seminars

All Residency Candidates must attend any seminars scheduled during the semester. The seminars are designed to prepare the candidate for his/her Teacher Performance Assessment (edTPA) that is completed during Residency II. Failure to attend the Residency seminars will affect the candidate's performance on the Teacher Performance Assessment and will affect the Teacher Candidate's overall grade for Residency I and II. This could also impact their ability to obtain licensure.

Lesson Plans

All Residency Candidates will follow the Clemmer College Lesson Plan Template. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the mentor teacher. Failure to turn in lesson plans to the mentor teacher at least two days before teaching the lessons in question can jeopardize the candidate's overall grade for Residency I and II and can result in the candidate not being able to complete the Residency II placement.

Teacher Performance Assessment

The capstone project for Residency I and II is the edTPA. This document will be uploaded to Livetext and scored by Pearson. It is the candidate's responsibility to insure that this document is complete and ready to upload by the due date. The candidate will be required to attend all edTPA support seminars. Failure to attend the Residency I and II seminars will affect the

candidate's performance on the Teacher Performance Assessment and will affect the candidate's overall grade for Residency I and II.

Outside Commitments

Candidates in Residency II are strongly encouraged not to work outside of school. Work or family/personal commitments cannot be excuses for failing to meet the commitments of Residency I and Residency II. If commitments become problematic in terms of attendance and performance, the Candidate will be given the choice of withdrawing from his/her Residency or making the personal adjustments necessary to give full attention to the program. Candidates with family/personal commitments should make these commitments known to the Office of Field Experiences Residency as early as possible.

Dispositions/Professional Behaviors

Candidates are expected to follow all rules and policies of the school/school system, Clemmer College, and East Tennessee State University, including those pertaining to the Professional Dispositional Skills located in the Residency II Handbook. Candidates should assume the role of an adult professional-in-training and behave accordingly. If a candidate is unsure of appropriate professional behavior or encounters a problematic situation, the Candidate should consult the mentor teacher, university supervisor, or other school personnel as soon as possible for guidance and assistance.

Other Dispositions/Professional Behaviors

- Handle ALL confidential information (student records, etc.) in a professional manner. Do not share information about the school, students, mentor teacher, etc., privately or publicly with others.
- Refrain from posting Residency materials, information, photos, or personal commentary on social networking sites.
- All students are expected to uphold the ETSU Honor Code. If you are not familiar with this statement and with the policy regarding plagiarism, you should review both these documents online or in a current catalog.
- The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

Candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their Residency placements and, if necessary, dismissal from the Educator Preparation Program at East Tennessee State University.



CLEMMER COLLEGE

EAST TENNESSEE STATE UNIVERSITY

**Memorandum of Understanding
Between
Candidate in Residency I and II
And
Clemmer College and Partner Schools**

I understand that I am a representative of Clemmer College of East Tennessee State University, a guest in my Residency I and II school(s), and expected to act in a professional manner at all times. I have read the Memorandum of Understanding and will adhere to the requirements identified therein.

Candidate (print name):

Signature:

Date:

This Memorandum of Understanding must be signed and returned to the Office of Field Experiences and Residency, Warf-Pickel, Room 323C or emailed to edprep@etsu.edu at the beginning of your residency placement.

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

KODAK DIGITAL PROJECTOR (0189)

2-CRATE Amps

1-yellow 1-Black

INVENTORY
TAG NUMBER:

METHOD OF
SALE/DISPOSAL:

SALE/DISPOSAL
AUTHORIZED BY:

C. By
Principal

DATE: 1-30-2020

AUTHORIZED BY:

Director of Schools

DATE: _____

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Chairs - 2 - Black
2 - Cloth

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: TRASH

SALE/DISPOSAL AUTHORIZED BY: *C. By* DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Heavy Duty Vacuum

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: C. By DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Over Head Projector

INVENTORY TAG NUMBER: 1222

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: *C. By* DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Printer - Does not work

INVENTORY TAG NUMBER: 1613

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: *C.O. B.* DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Riso graph Copier
Broken

INVENTORY TAG NUMBER: #003860

METHOD OF SALE/DISPOSAL: Disposal - Trash

SALE/DISPOSAL AUTHORIZED BY:  DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: 5 - Student Desk Broken

INVENTORY TAG NUMBER: N/A

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: *C. By* DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Teacher Desk 1-Metal
1-Wood

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: C. By DATE: 1-27-2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Training Table / Broken

INVENTORY TAG NUMBER: None

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY:  DATE: _____
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: padded conference chair

INVENTORY TAG NUMBER: none

METHOD OF SALE/DISPOSAL: ?

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS Room 40

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 1/29/20
Principal

AUTHORIZED BY: [Signature] DATE: 1/29/20
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

rolling chair (broken)

INVENTORY
TAG NUMBER:

None

METHOD OF
SALE/DISPOSAL:

dumpster

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

EHS Room 40

SALE/DISPOSAL
AUTHORIZED BY:

[Signature]
Principal

DATE:

1/24/20

AUTHORIZED BY:

[Signature]
Director of Schools

DATE:

1/29/20

AUTHORIZED BY:

Board Chairman

DATE:

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

Cafeteria/desk chair w/
broken foot

INVENTORY
TAG NUMBER:

none

METHOD OF
SALE/DISPOSAL:

dumpster

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

EHS Room 40

SALE/DISPOSAL
AUTHORIZED BY:

[Signature]
Principal

DATE: 1/24/20

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 1/29/20

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: pressed wood bookshelf

INVENTORY TAG NUMBER: 09235

METHOD OF SALE/DISPOSAL: dumpster

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS Room 40

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 1/24/20
Principal

AUTHORIZED BY: [Signature] DATE: 1/29/20
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Dell Laptop 2012 purchase Date (JLT)

INVENTORY TAG NUMBER: 64450 / G18 BC 51

METHOD OF SALE/DISPOSAL: IT "part-out"

SCHOOL/BUILDING WHERE ITEM IS HOUSED

SALE/DISPOSAL AUTHORIZED BY: Ben Albert DATE: 1/30/2020
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

Dell optiplex 380
~~2000~~ FBARDL1

INVENTORY
TAG NUMBER:

4392

METHOD OF
SALE/DISPOSAL:

Recycle

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

HME

SALE/DISPOSAL
AUTHORIZED BY:

[Signature]
Principal

DATE: 12/5/19

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 1/29/20

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

Dell optiplex 390
9TKD5V1

INVENTORY
TAG NUMBER:

6203

METHOD OF
SALE/DISPOSAL:

Recycle

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

HME

SALE/DISPOSAL
AUTHORIZED BY:

[Signature] DATE: 12/3/17
Principal

AUTHORIZED BY:

[Signature] DATE: 1/24/20
Director of Schools

AUTHORIZED BY:

Board Chairman DATE: _____

Proposed Trip to Crosstown High in Memphis Mar. 8-11

EHS students and teachers will leave by plane from TRI on afternoon of Mar. 8. After arrival at the Memphis airport, they will check into accommodations at Crosstown Concourse and have dinner with school reps. They will spend the next day at XTH on Mar. 9 shadowing students, learning about the school, etc. That afternoon, they will participate in cultural activities that are currently being created by the school staff. The following day, they will spend most of their time at XTH on Mar. 10. That afternoon, they will drive to Nashville and spend night. The following day, they will meet up with the XTH students that visited EHS and have a joint meeting with state reps from both Memphis and our area, tour capitol, etc. on Mar. 11. Drive home afternoon of Mar. 11.

This will be available to 4 students from our freshman and sophomore class and 2 female teachers. EHS will host students and teachers from XTH on same days.

The students will be learning about school violence and crime in the areas where visiting and will work to understand the major differences within our own state around these issues. They will speak with the representatives about what they learned about the diversity of our state and the different issues surrounding crime and school violence.

There is grant funding for this trip

Trip to New Harmony High in New Orleans, LA April 5-8

No more than 10 students will travel with Dustin Hensley and Leslee Bradley as chaperones. The students will be chosen based on their community work done here in our community. Students and teachers will stay in a hotel and visit New Harmony High School where they will have opportunities to share their community work with New Harmony. New Harmony High is a school established around coastal preservation and place-based education. Our students will work collaboratively with New Harmony on a coastal preservation project. Our students plan to make a documentary about how people from different cultures can learn from and with each other. Students would travel back on April 8th.



2/12/2020

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

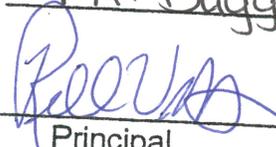
The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Lenovo Chromebook 300e 11.6"
Media Tek MTK8173C
Serial# P2D4ULHH purchased 12-11-19

INVENTORY TAG NUMBER: 4995

METHOD OF SALE/DISPOSAL: Tech Dept.

SCHOOL/BUILDING WHERE ITEM IS HOUSED J.A. Dugger - J. Scott Room# 15B

SALE/DISPOSAL AUTHORIZED BY:  DATE: 2/6/20
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: 2 Ellipticals - ETSU Donations

2 Treadmills - not functioning

4 Cardio Bikes - not functioning

INVENTORY TAG NUMBER: Ø none

METHOD OF SALE/DISPOSAL: Dump or Donation

SALE/DISPOSAL AUTHORIZED BY: Forest Hest A.D. DATE: 1/16/2020
Principal

AUTHORIZED BY: [Signature] DATE: 1/17/20
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM:

Mimaki CG-60SR Printer

INVENTORY
TAG NUMBER:

F408D587

METHOD OF
SALE/DISPOSAL:

Trash

SALE/DISPOSAL
AUTHORIZED BY:


Principal

DATE: 1-2020

AUTHORIZED BY:

Director of Schools

DATE: _____

AUTHORIZED BY:

Board Chairman

DATE: _____

Felecia Baird

From: Jon Minton
Sent: Monday, February 10, 2020 3:12 PM
To: Felecia Baird
Subject: FW: Revised Proposal

-----Original Message-----

From: IRB <IRB@milligan.edu>
Sent: Sunday, February 9, 2020 3:59 PM
To: Minton, Jonathan I <jiminton@my.milligan.edu>
Subject: Re: Revised Proposal

INITIAL APPROVAL:

Dear Jonathan:

I am pleased to inform you that your study The Relationship Between Student Social and Emotional Learning and Absenteeism at a Selected High School in Upper East Tennessee has been initially approved pending documentation of approval from the institution or organization, which has the responsibility for the participants. Final approval is contingent upon documentation from the institution or organization.

Any changes to your proposal require approval from the IRB Committee before final approval is given. Contact the IRB Committee at IRB@milligan.edu<mailto:IRB@milligan.edu> with your questions and/or proposed modifications.

Please submit your approval letter from the institution or organization, which has the responsibility for the participants to IRB@milligan.edu<mailto:IRB@milligan.edu> at your earliest convenience. Please note that final approval from IRB at Milligan must be granted before implementing your study.

Regards,

Tausha Clay, Ed.D.

Chair, Institutional Review Board

IRB@milligan.edu<mailto:IRB@milligan.edu>

From: Minton, Jonathan <jiminton@my.milligan.edu>

Sent: Thursday, February 6, 2020 9:30:32 PM

To: IRB

Subject: Revised Proposal

Good Evening,

Thank you for the feedback on the proposal. Please find the revised proposal attached to this email. Included is the proposal checklist with each item solution/revision. Each item is highlighted a specific color with a page number for reference and notes. Edits were made to the original proposal along with any other items of importance listed in each box along with the comments. Please let me know if you have any questions and I look forward to hearing from you soon. Thank you.

Jonathan Minton

Chapter 1

Introduction

The definition and responsibilities of the classroom teacher have evolved over the past few decades. Teachers are asked to provide and offer support in addition to academics more so now than ever. In the face of current societal economic, environmental, and social challenges, the promotion and teaching of nonacademic skills in education is seen as more critical than ever before (Schonert-Reichl, Kitil, & Hanson-Peterson, 2017). Social and emotional learning (SEL) programs in schools are among the most successful youth-development programs offered to school-age youth. SEL is best defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand emotions, set and achieve goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions (Payton, J. et al., 2008).

Preparing students for life success requires a broad, balanced education that both ensures their mastery of basic academic skills and prepares them to be responsible adults (Association for Supervision and Curriculum Development, 2007). Schools spend an incredible amount of time and resources in professionally developing teachers, securing the right materials, combing through standards, and teaching to high-stakes tests that determine accountability outcomes. While testing measures an important part of the whole child, research over the past few decades indicates that social and emotional learning programming further enhances a students' ability to learn and grow academically (Diekstra, 2008).

While SEL can have a significant effect on multiple factors, student attendance remains as a hurdle that schools face nationwide. Missing school at a chronic rate can affect student outcomes from early grades to high school. Children who are chronically absent in preschool,

kindergarten, and first grade are much less likely to read on grade level by third grade and high school students can be up to seven times more likely to drop out as a result of being chronically absent (United States Department of Education, 2016). Teachers and school administrators work hard to continually reduce the number of days that students are absent due to strong research that supports a connection between academic success and daily attendance. However, schools across the United States and Tennessee continue to struggle with a consistent percentage of students who are chronically absent and miss large, important chunks of instruction.

Research suggests that students miss school for a variety of reasons. However, when schools make attempts to reduce the number of days missed among students who are chronically absent, roadblocks loom. Race, income, and student mobility are among the factors that contribute to students being chronically absent in school (Gottfried M., & Hutt, E., 2019). When considering absenteeism as a factor for success, the reasons for missing school multiply among students with disabilities, those who live in poverty, and ELLs (Ready, D., 2010). Missing school at chronic rates links to lower achievement, drop-out rates, and student health and wellness (Sheldon, S., & Epstein, J., 2004).

Tennessee recently identified student absenteeism as an accountability measure for public schools across the state. Consistent with research both globally and nationally, the Tennessee Department of Education has made reducing chronic absenteeism a key indicator of school success (Clay & Erquiaga, 2018). High school students who miss chronically are more likely to drop out before the senior year, are less likely to score a 21 or higher on the ACT and are more likely to experience exclusionary discipline (Attendance Works, 2015). The importance of attending school regularly is well documented and the consequences for missing are apparent.

In April 2017, the TDOE released an Overview of Student Supports in Tennessee, providing a comprehensive vision and strategy for supporting all students on their path to success. This multi-tiered system of support brought together practices, programs, and interventions that would attempt to meet the whole student's need in the classroom and beyond (Tennessee Department of Education, 2017). Among the supports are Social and Personal Competencies (SPC). These competencies, or social and emotional learning factors, are connected to positive relationships, making responsible decisions, managing emotions, and establishing positive goals. In summary, SPCs are the personal and interpersonal skills we all need to manage ourselves and our relationships (Weissberg, R., Durlak, J, Domitrovich, C., & Gullotta, T., 2015). According to SEL and Teacher Education (2016), schools that incorporate social and emotional learning as part of their curriculum display increased academic achievement, improved positive social behaviors, and a decrease in conduct problems. However, all of these factors are connected to students who attend regularly, but little research exists connecting SEL and students who miss school at chronic levels.

Attendance is a regularly reported, quantitative measure while social and emotional learning is difficult to measure without the ability for students to self-report. In most research centered on SEL, students report how they feel in relation to social and emotional factors or feelings about self and others. Some school systems have opted for a full curriculum with materials and lesson plans while others have given teachers the autonomy to teach and measure standards centered on SEL. Regardless of the delivery method, the effects of a strong SEL program cannot be felt by students who are chronically absent. If social and emotional factors combine to impact academic outcomes and better health, it is helpful for schools and districts to know more about how SEL and attendance are related.

Students involved in studies show the positive impact SEL support can provide. A study published by the Collaborative for Academic, Social, and Emotional Learning (2008) summarizes the effects of a SEL programming at the elementary and middle grades (K-8) during the school day and during after-school programming. When exposed to high-quality SEL programming, students displayed a more positive attitude toward self and others, had fewer discipline problems, reported lower levels of emotional distress, and displayed increased academic performance. However, very little research has been conducted that measures the relationship between school attendance and SEL.

Statement of the Problem

Developing an action plan to address chronic absenteeism is a challenge at all schools in Tennessee. Multiple strategies are used to reduce the number of instructional days students miss and the effects of chronic absenteeism on academic performance is well documented throughout research. Currently, there is little research dedicated to determining the relationship between attendance and SEL factors that students self-report.

Most actions taken by schools to combat chronic absenteeism are reactive. Truancy intervention plans, RTI2B, and tiered intervention plans are typically designed to address students who already have a history of chronic absenteeism. Proactive approaches can benefit teachers, students, and schools if they are able to identify factors that can positively impact absenteeism before it becomes chronic. Understanding more about social and emotional health can impact attendance could shift schools to using a more proactive, efficient approach.

The Purpose of the Study

The purpose of this study is to investigate the relationship between social and emotional learning and attendance. Understanding the nature of this relationship will assist schools in decision making when considering SEL as an approach to reduce chronic absenteeism.

Research Questions

1. Is there a relationship between social and emotional learning and attendance?
2. How does social awareness, self-awareness, and social negotiation impact attendance?
3. How does interpersonal skills, self-management, social agency, and self-directed learning impact attendance?
4. Is there a difference between classification of attendance (low, medium, high) and social and emotional learning?
5. How does self-awareness, interpersonal skills, self-management, and self-directed learning impact attendance?
6. How does social awareness, social negotiation, and social agency impact attendance?

Significance of the Study

The educational community regularly monitors and attempts to impact attendance and academic outcomes for students. Social and emotional learning factors are connected to improvements in many areas but very little is known about the relationship of SEL and attendance in school. One would expect that students who score high in SEL factors would attend school more often but that may not be the case. It is important to research SEL and attendance to know more about how educators can be proactive when attempting to reduce student chronic absenteeism.

Definition of Terms

Social and Emotional Learning (SEL). The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand emotions, set and achieve goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions (Payton, J. et al., 2008).

Social and Personal Competencies (SPC). Skills that include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills have been identified by the Tennessee Department of Education (2017) as “soft skills” that are needed for students to succeed in postsecondary and career.

Chronic Absenteeism. Missing more than 10 percent or more of the instructional days in a school year for any reason, including excused absences, unexcused absences, and out-of-school suspensions (Attendance Works, 2015).

Student Performance Framework (SPF). An array of non-academic knowledge and skills measured by schools within the XQ school network. These skills are interconnected to drive toward a holistic understanding of student development and success.

XQ Institute. A collection of resources, materials, schools, and partnerships across the United States working to rethink the design of American high schools.

Center for Research and Education Outcomes (CREDO). An organization at Stanford University who works to produce research and evaluation that drives education policy decisions toward improved education outcomes for all students (CREDO, 2019).

Response to Intervention for Behavior (RTI2B). Interventions and programming to improve behavior outcomes in schools.

American College Testing (ACT). Group test designed to assess students' general educational development and their ability to complete college-level work (ACT, 2009b).

Organization of the Study

Chapter 1 presents an introduction to this study, including a statement of the problem, the purpose of the study, research questions, the significance of the study, and a definition of terms. Chapter 2 contains a review of relevant literature and research concerning social and emotional learning and chronic absenteeism. Chapter 3 presents the methodology and procedures used to gather data. Data analysis and findings from the study are presented in Chapter 4. A summary of the study, along with conclusions, a discussion, and recommendations for further study are included in Chapter 5.

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: Blue Classroom - chairs broken and cannot be repaired

INVENTORY TAG NUMBER: 4396 4381 ~ Fleenois Classroom

METHOD OF SALE/DISPOSAL: Trash

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 2/10/20
Principal

AUTHORIZED BY: [Signature] DATE: 2/10/20
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

Running head: SUMMER
READING LOSS

The Relationship Between the Number of Books Students Read During the Summer and
Academic Performance in Fourth Grade English/Language Arts Classrooms.

Taylor Broyles

Master of Education

Milligan College

Spring 2020

February 18, 2020

Dr. Corey Gardenhour
Superintendent
Elizabethton City Schools
804 South Watauga Ave
Elizabethton, TN 37643

Dear Dr. Corey Gardenhour:

My name is Tayler Broyles and I'm a graduate student at Milligan College seeking my Master of Education. I am currently with Kim Pless at West Side Elementary as well as Heather Brodio also at West Side Elementary. One of the requirements for the Master of Education program at Milligan College is a research thesis. I would appreciate the opportunity to conduct my study here at West Side Elementary School. I was informed that this requires approval by the Elizabethton City Schools Board directed through you. My study has been initially approved by the Milligan College Institutional Review Board with final approval pending the decision of the proposed research site. Enclosed with this letter you will find the proposal which was submitted to Milligan College IRB for full details about my study, the cover letter, informed consent, and the survey I plan to send home with students selected for participation, and a simple approval letter for you to sign for me should the ECS Board and you decide to approve my study.

To give you a brief summary of my study, I'm seeking a correlation between the number of books read during the summer and academic performance in ELA classrooms. I plan to use survey results from students indicating how great summer reading loss can impact students. This would require a participant's name to be associated with both a survey and a WebsAIMS score. All data will be kept strictly confidential by me. Once the data points have been analyzed, all results used in the report will be anonymous and used without any identifying marks. In addition, the informed consent to be signed by parents indicates this and the voluntary nature of the participants selected to participate.

If you have any questions or would like to discuss this further with me, you may reach me either by telephone or email. I look forward to hearing from you.

Sincerely,

Tayler Broyles
2105 N. Greenwood Dr.
Johnson City, TN 37604

tbroyles@my.milligan.edu
276-698-6693

Project Profile

Application category

Expedited

Type of Research

Graduate

Project title

The Relationship Between the Number of Books Students Read During the Summer and Academic Performance in Fourth Grade English/Language Arts Classrooms

Start date

03/15/2020

End date

03/20/2020

Principle Investigator

Name

Tayler Broyles

Relationship to the College

Student

Email

tbroyles@my.milligan.edu<mailto:tbroyles@my.milligan.edu>

Phone

(276) 698-6693

Research adviser

Mark Dula

Research adviser's email

MEDula@milligan.edu

Research Project Details

Do you have grant support and/or funding?

No

Research Methods and Participants

Please check any research methods that you will be employing.

- * Interview or Non-Anonymous Survey
- * Archival or Secondary Data Analysis

Describe the problem you are researching and include your research questions.

For years summer reading loss has been negatively impacting student academic performance in ELA studies (Allington & McGill-Franzen, 2003). In the state of Tennessee this has been a growing concern for years. This has also been a major concern for the Eastern Tennessee region, which is majority rural. In a recent study completed in this region, it was suggested that students reading during the summer, along with support, students can make gains during the spring to fall time frame. To increase understanding of how summer reading

loss impacts students, it may be necessary for educators to be aware of the aspects of literacy that are most greatly affected by the setback (Markland, 2019). With this knowledge, plans can be implemented during the summer to encourage and support reading during the summer in addition to the school year. Specifically, the issue that will be investigated in this research is the number of books students need to read during the summer to avoid the negative effects of summer reading loss in comprehension and fluency scores. The following research questions will guide the study:

Research Question 1: Is there a relationship between the number of books students read during the summer and academic performance in fourth grade ELA classes?

Research Question 2: Is there a significant difference in academic performance in ELA classes between the number of books read and student comprehension?

Research Question 3: Is there a significant difference in academic performance in ELA classes between the number of books read and student fluency?

Describe your overall research plan, procedures, and methods.

The quantitative study will be conducted using a selected sample of fourth grade students from one elementary school. The researcher will obtain permission from the school system as well as the school. In doing so, the researcher will write a letter asking for permission to the records in addition to giving the students a survey. The researcher will write a permission letter to both the school board as well as the specific school. The researcher will also obtain consent from the parents of the participants in addition to the participants with a conformed consent paper. The participants will first take a non-anonymous survey to collect the number of books read as well as demographic information. The survey will be distributed through an online website called Qualtrics. The survey time will be approximately five to ten minutes with no foreseeable risks to the participants. This will be all of the expected duration of the participant's participation. The researcher will also collect data from a school administered test that all students in the fourth grade have taken prior to the study. Once the survey has been completed the participants will receive a debriefing paper. The researcher will then run a correlational test on SPSS to examine the data for relationships.

Attach any questionnaires, interview protocols, testing instruments, and/or cover letters/instructions to the subject.

Describe your participants.

The participants will be fourth grade students who attend an elementary school in East Tennessee. The participants will be selected by convenience sampling. All participants will range from ages nine to eleven. Consent forms will be obtained with both parental consent as well as participant consent. There are a variety of socioeconomic statuses including lower class, middle class, and upper class level participants. There are also a variety of races including Caucasian, African American, Mexican, and Puerto Rican participants.

Outline the potential benefit of this project to individual participants, groups of participants, or society in general. Describe any incentives you may use to encourage participation (e.g., extra credit, gift cards).

While there are no immediate benefits to the participants, the participants will be given candy and a paw point for participation. This research could gain further insight on how impactful summer reading loss is, and determine what strategies were helpful in minimizing these effects as well. This research could also improve understanding of how important reading during the summer is for parents, students, and teachers. The research could also suggest what types of reading is most beneficial for reading during the summer.

Risks and Follow-Up

Please describe any foreseeable risks this project may pose to participants.

There are no foreseeable risks to the participants. The names will remain confidential to the researcher. The names will be kept in a secure file for records. The researcher will not share these records, and will have a pseudonym for each participant.

Will participants in the project be exposed to any treatments, interventions, or manipulations that might change them physiologically or psychologically?

No

Describe how participants will be informed about what they can expect, their rights during and after the study, and how personal information will be handled.

The participants will be provided with a consent form before the study begins. At all times the participants will be made aware of the option to withdraw from the study. The names of participants will be used solely by the researcher to analyze for correlations. The names of participants will remain confidential. The information will be stored in a binder as well as electronically. Lastly, the students will be debriefed revealing the remaining information of the purpose of the study. When the research is analyzed and completed, the data will be secured. Is a written consent form being used for this project?

Yes

Attach any written consent forms that will be used.

Training Certificate of Completion

This certificate indicates that:

Tayler Broyles

has completed the OHRP online Assurance training on:

10/29/2019



OHRP
Office for Human
Research Protections



CONSENT FORM

Your child is invited to take part in a research study of the effects of summer reading on students' performance in comprehension in a 4th grade classroom. The researcher is inviting 4h grade English Language Arts students to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part in it.

This study is being conducted by a researcher named Tayler, who is a graduate student at Milligan College .

Background Information: The purpose of this study is to examine the relationship between the number of books read during the summer and academic performance in fluency and comprehension.

Procedures: If you agree to allow your child to be in this study, your child will be asked to:

Complete assignments as normal.

Complete a survey (How many books did you read during the summer?; How many fiction books did you read during the summer?; How many nonfiction books did you read during the summer?)

Voluntary Nature of the Study: This study is voluntary. Everyone will respect your decision of whether or not you choose to allow your child to be in the study. No one at West Side Elementary nor Milligan College will treat you or your child differently if you decide not to allow your child to be in the study. If you decide to allow your child to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study: Being in the study poses no risk to the students as they will be doing the assignments as normal. The survey could cause fatigue, but there are minimal risks to the students.

Payment: There will be no payment, thank you gifts, or reimbursement provided to participants.

Privacy: Any information your child provides will be kept confidential. The researcher will not use your child's personal information for any purposes outside of this research project. Also, the researcher will not include your child's name or anything else that could identify your child in the study reports. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

Contacts and Questions: You may ask any questions you have now. Or if you have questions later, you may contact the **researcher** via email at hdkent@my.milligan.edu or by calling 423.895.5918. If you want to talk privately about your rights as a participant, you contact the Milligan College Institutional Review Board at IRB@milligan.edu.

The researcher will give you a copy of this form to keep.

Parent/Guardian Signature: _____

Date: _____

Participant Signature: _____

Date: _____

Researcher Signature: _____

Date: _____

What is your name? _____

How many books did you read during the summer break? _____

How many nonfiction books did you read during the summer break? _____

- 0
- 1-5
- 6-10
- 11 or more

How many fiction books did you read during the summer break?

- 0
- 1-5
- 6-10
- 11 or more

What is your gender?

- Male
- Female
- Prefer not to answer

Select the choice that fits how much you like to read.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I like to read	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I read during my free time	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Reading is fun	Strongly agree	Somewhat agree	Neither agree nor	Somewhat disagree	Strongly disagree

disagree

I do not like to read	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
------------------------------	-------------------	-------------------	----------------------------------	----------------------	----------------------

I like to read during the summer	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
---	-------------------	-------------------	----------------------------------	----------------------	----------------------

Did you attend a summer reading program during summer break?

- Yes
- No

Did you attend a Book Bus during summer break?

- Yes
- No

Taylor Broyles is a graduate student at Milligan College. She is conducting research concerning the number of books read during the summer and student academic performance in ELA classes. The research involves a survey to be completed by the students which will be correlated with their AIMSWeb scores for the fall 2019 term. There is minimal risk involved to participants and all data will be kept confidential and reported anonymously in the findings. The surveys will be distributed in packets via teachers in select classes at the school. The packet will contain a cover letter, an informed consent form to be completed by the parents, the survey, and an envelope for the completed items to be returned to the researcher.

As administrator, Taylor Broyles has my permission and cooperation to conduct said research at my school.

Date of consent:

Signature:

School/School System:

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEMS:

6 generation 1 and 2 iPads that no longer work – INVENTORY #3022 - 3027

2012 non-functioning 15" Apple Laptop from Federal Programs –
INVENTORY # 2785

17 remaining Study Buddies and software from the McKinney-Vento Program
to be deleted from Federal Programs and donated to the ESP Program –
INVENTORY #'S 4765-4789

METHOD OF
SALE/DISPOSAL: Dispose/Trash

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED All schools and the central office

SALE/DISPOSAL
AUTHORIZED BY: John Hutchins DATE: 2/11/2020
Supervisor

AUTHORIZED BY:  DATE: 2/11/20
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

**ELIZABETHTON CITY SCHOOL SYSTEM
BOARD OF EDUCATION
AGENDA SUMMARY
FUND 141 GENERAL PURPOSE**

BIDS AND PURCHASES OVER \$10,000

DEPARTMENT: EHS ATHLETICS

SUBJECT: Bid Number ECSS FY2019-2020-04 for ONE HUNDRED 2019 ELIZABETHTON HIGH SCHOOL STATE FOOTBALL CHAMPIONSHIP RINGS

SUMMARY: Bids were advertised and solicited for ONE HUNDRED 2019 ELIZABETHTON HIGH SCHOOL STATE FOOTBALL CHAMPIONSHIP RINGS. Three (3) bids were received and deemed to be acceptable as per bid specifications. Bids were opened at 9:00 a.m., on Thursday, the 6th day of February 2020. Bids were as follows:

BIDDER	AMOUNT
Herf Jones P.O. Box 249 Skyland, NC 28776	\$23,500.00
Signature Championship Rings 4630 Antelope Creek Road #140 Lincoln, NE 68506	\$14,051.00
Jostens 210 Circle Drive	\$19,900.00

ACCOUNT FUNDING: Account code: Elizabethton High School Athletics (\$10,000 donation from the Elizabethton Board of Education 141 General Purpose Fund)

RECOMMENDATION: Dr. Corey Gardenhour, Director of Schools, and Mr. Forrest Holt, EHS Athletic Director, have reviewed the bids. It is their recommendation that the bid for the purchase of ONE HUNDRED 2019 ELIZABETHTON HIGH SCHOOL STATE FOOTBALL CHAMPIONSHIP RINGS be awarded to Signature Championship Rings in the amount of \$14,051.00.

NECESSARY

BOARD ACTION: Motion to approve the award of bid number ECSS 2019-2020-04 for the purchase of ONE HUNDRED 2019 ELIZABETHTON HIGH SCHOOL STATE FOOTBALL CHAMPIONSHIP RINGS to Signature Championship Rings in the amount of \$14,051.00.

APPROVED BY ELIZABETHTON BOARD OF EDUCATION:

Rita Booher, Chairperson

Dr. Corey Gardenhour, Director of Schools

DATE

DATE



ATTN: ELIZABETHTON CITY SCHOOL DISTRICT

Greetings,

On June 30, 2020, the term of your Software as a Service (SaaS) agreement with Skyward will be expiring. The specific software covered under this agreement is listed on the following page.

You came to Skyward to become more efficient and deliver a better experience for your district. Hopefully, you've accomplished even more than you originally set out for.

It has been an exciting time for the Skyward family, with the recent release of some much-anticipated enhancements. Along with these features and functionality, our state and federal compliance team will continue to ensure the software reflects any updates to your tracking and reporting requirements.

To aid your district budgeting, Skyward is offering a SaaS Renewal that locks in your district license fees for three years effective July 1, 2020. This amendment is an extension of the original agreement signed with Skyward and locks in a discounted rate for three more years. Please execute and return the enclosed SaaS Renewal Amendment to protect your district's budget.

If a signed SaaS Renewal Agreement is not received by March 15, 2020, the one-year extension per the original agreement will be assumed and Skyward will revise your student rate for fiscal year 2021 as stated.

We greatly appreciate your business and look forward to continuing to support your needs for three more years.

Sincerely,
Skyward Sales Administration Department

Selection Page follows



ELIZABETHTON CITY SCHOOL DISTRICT

Selection Page

Product	<u>3-year offer*</u> FY 2021 through FY 2023 (July 1, 2020 through June 30, 2023)	<u>1-year offer*</u> FY 2021 (July 1, 2020 through June 30, 2021)
Business Suite-Core Modules	\$4.16	\$4.58
Fixed Assets	\$0.10	\$0.11
Insurance Tracking	\$0.10	\$0.11
FastTrack	\$1.00	\$1.10
Professional Development Center - Business	\$750.00/year	\$825.00/year
Support - Business Suite	\$2.00	\$2.20
True Time	\$2.00	\$2.20

All rates presented are per student unless indicated as yearly.

Our district is electing (please check selection):

Three (3) year commitment with guaranteed pricing

If the three-year commitment is selected, please sign and return the enclosed Amendment.

One (1) year extension

One-year extension selected by:

DISTRICT REPRESENTATIVE:

Signature

Printed Name

Printed Title

Date Signed

Please return this page and the enclosed Amendment to take advantage of the three-year commitment by **March 15, 2020** to SalesDepartment@skyward.com. If a response is not received by March 15, 2020, the one-year extension will be assumed and Skyward will revise your student rate for fiscal year as stated above.

** This renewal offer includes Skyward products only. Any third-party product renewals will continue to be determined by third-party vendors.
Student counts are gathered from corresponding state website data.*

If you have additional questions, please contact Trevor Schessler, your Skyward Account Manager, at 800-236-7274.



**AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT**

This Amendment to SaaS Software License Agreement ("Amendment") is made and entered into effective on July 1, 2020 (the "Effective Date"), by and between **Skyward, Inc.**, a Wisconsin corporation with its principal offices located at 2601 Skyward Drive, Stevens Point, Wisconsin 54482 ("Skyward"), **Integrated Systems Corporation**, a Wisconsin corporation, with its principal offices located at 10325 North Port Washington Road, Mequon, Wisconsin 53092 ("ISCorp"), and **ELIZABETHTON CITY SCHOOL DISTRICT**, a Tennessee K-12 public school ("Customer").

WHEREAS Skyward, ISCorp, and Customer previously entered into a SaaS Hosted Software License Agreement (the "Agreement"); and

WHEREAS, the initial term of said agreement expires on June 30, 2020 and Skyward, ISCorp, and Customer wish to extend the term of the Agreement for an additional three (3) years.

NOW, THEREFORE, Skyward, ISCorp, and Customer hereby amend the terms and conditions of the agreement to extend the term of the Agreement for an additional three (3) calendar years commencing immediately following the expiration of the initial term. The annual per student license fee for each of the three (3) calendar years of the extended term shall be as follows:

Product	<u>3-year offer*</u> FY 2021 through FY 2023 (July 1, 2020 through June 30, 2023)
Business Suite-Core Modules	\$4.16
Fixed Assets	\$0.10
Insurance Tracking	\$0.10
FastTrack	\$1.00
Professional Development Center - Business	\$750.00/year
Support - Business Suite	\$2.00
True Time	\$2.00

All rates presented are per student unless indicated as yearly.

Skyward, ISCorp, and Customer hereby ratify and approve of the remaining terms and conditions of the Agreement as amended by this Amendment, and the Agreement shall continue in full force and effect, as amended by this Amendment.

Customer acknowledges commitment for the entire three (3) year term referenced above. In the event Customer voluntarily terminates the Agreement prior to the expiration of the above referenced three (3) year term, then Customer shall be responsible for the remaining license fees due to Skyward pursuant to this Amendment. Provided, however, the foregoing shall not apply in the event the Agreement is terminated by Customer as a result of a default by Skyward.

Signature Page follows



ELIZABETHTON CITY SCHOOL DISTRICT

AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT

The undersigned have hereby agreed to the terms and conditions of this amendment as of the date first above written.

CUSTOMER:

Signature

Printed Name

Printed Title

Date Signed

SKYWARD, INC.:

Signature

Tom King

Printed Name

Director of Sales

Printed Title

02/04/2020

Date Signed

INTEGRATED SYSTEMS CORPORATION

Signature

Jeff Zillner

Printed Name

VP Operations

Printed Title

02/04/2020

Date Signed

JACKSON, SHIELDS, YEISER, HOLT,
 OWEN & BRYANT
 262 GERMAN OAK DRIVE
 CORDOVA, TENNESSEE 38018
 (901) 754-8001

STATEMENT
 For Period Ending 12/31/2019

Elizabethton School District
 Corey Gardenhour
 Superintendent of Schools
 804 South Watauga Ave
 Elizabethton TN 37643

Page: 1
 01/13/2020
 ACCOUNT NO. 1949-000M
 STATEMENT NO: 134

General Labor Relations

		HOURS	
12/09/2019	DDO Phone conference with Dr. Gardenhour concerning agenda for special board meeting; Phone conferences with Dr. Gardenhour concerning employee misconduct	0.50	
12/11/2019	DDO Phone conference with Dr. Gardenhour regarding employee discharge	0.20	
12/17/2019	DDO Phone and e-mail communication with Dr. Gardenhour concerning conduct of board business	0.10	
	FOR PROFESSIONAL SERVICES RENDERED	0.80	156.00
	PREVIOUS BALANCE <i>pd. 1/8/2020 - ck# 10051329</i>		\$1,267.50
	TOTAL CURRENT WORK		156.00
	AMOUNT DUE		<u>\$1,423.50</u>

CONFIDENTIAL/PRIVILEGED ATTORNEY/CLIENT COMMUNICATION

* Payment due on receipt. Note: Some expenses that appear on current statement could be from previous month work due to our receipt of these charges late.

JACKSON, SHIELDS, YEISER, HOLT,
 OWEN & BRYANT
 262 GERMAN OAK DRIVE
 CORDOVA, TENNESSEE 38018
 (901) 754-8001

STATEMENT
 For Period Ending 12/31/2019

Elizabethton School District
 Corey Gardenhour
 Superintendent of Schools
 804 South Watauga Ave
 Elizabethton TN 37643

Page: 1
 01/13/2020
 ACCOUNT NO. 1949-000M
 STATEMENT NO: 134

General Labor Relations

		HOURS	
12/09/2019	DDO Phone conference with Dr. Gardenhour concerning agenda for special board meeting; Phone conferences with Dr. Gardenhour concerning employee misconduct	0.50	
12/11/2019	DDO Phone conference with Dr. Gardenhour regarding employee discharge	0.20	
12/17/2019	DDO Phone and e-mail communication with Dr. Gardenhour concerning conduct of board business	0.10	
	FOR PROFESSIONAL SERVICES RENDERED	0.80	156.00
	PREVIOUS BALANCE <i>pd. 1/8/2020 - ck# 10051329</i>		\$1,267.50
	TOTAL CURRENT WORK		156.00
	AMOUNT DUE		<u>\$1,423.50</u>

CONFIDENTIAL/PRIVILEGED ATTORNEY/CLIENT COMMUNICATION

* Payment due on receipt. Note: Some expenses that appear on current statement could be from previous month work due to our receipt of these charges late.