

# ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

## REGULAR SCHEDULED MEETING

*Thursday, August 19, 2021, @ 5:30 PM*

### Board Members

Eddie Pless | Phil Isaacs | Danny O'Quinn | Mike Wilson | Jamie Schaff | Maggie Cole (Student Liaison)

The Elizabethton Board of Education will meet on Thursday, August 19, 2021, at 5:30 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. TIME FOR CITIZENS TO SPEAK

A. Ms. Ryann Jeffers  
163 Ezee Street  
Elizabethton, Tennessee 37643  
(423) 895-0512

Ms. Jeffers would like to address the Board regarding involvement within the school system.

### 6. CONSENT AGENDA

- A. Minutes of Regular Meeting: July 15, 2021.
- B. Approve General Purpose Fund Financial Statement, June 30, 2021, and July 31, 2021.
- C. Approve Federal Projects Fund Financial Statement, June 30, 2021 and July 31, 2021.
- D. Approve School Nutrition Fund Financial Statement, June 30, 2021, and July 31, 2021.
- E. Approve Year End Reserves for FY 2020-2021.
- F. Approve the purchase of a 2022 Chevrolet Malibu Sedan from Freeland Chevrolet, to be used for Driver Education classes at Elizabethton High School in the amount of \$17,900.00. The purchase will be made utilizing State Contract pricing.
- G. Approve ratification of the 2021-2022 Dual Credit Memorandum of Understanding between Elizabethton City Schools and Northeast State Community College.
- H. Equipment Disposal Request from Jordan Carder, ESP Coordinator, for the disposal of a printer that no longer works, to be recycled by the Technology Department.
- I. Equipment Disposal Request from Jordan Carder, ESP Coordinator, for the disposal of a paper shredder that no longer works.
- J. Equipment Disposal Request from Jordan Carder, ESP Coordinator, for the disposal of Michigan Model for Health Curriculum that is outdated.

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.

- K. Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of two (2) wooden tables to be thrown away.
- L. Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of wrestling mats to be sold to Pioneer MMA for \$3,000.00.
- M. Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of various items to be trashed. Please see attached documentation for details.
- N. Equipment Disposal Requests from John Wright, Principal at West Side Elementary for the disposal of various items. Please see attached documentation for details.
- O. Equipment Disposal Request from Chris Berry, Principal at TAD, for the disposal of two (2) ping pong tables to be trashed.
- P. Equipment Disposal Request from John Wright, Principal at West Side Elementary for the disposal of a document camera and Cannon scanner to be thrown away.
- Q. Approve a Memorandum of Understanding between Elizabethton City Schools and the Tennessee Department of Education for the Coordinated School Health initiative, for the 2021-2022 School Year.
- R. Approve a case study on student voice in Elizabethton City Schools to be conducted by Treah Hutchings with InnovateEDU, an XQ partner organization.
- S. Approve the Milligan Initial Licensure Clinical Practice and Partnership Agreement between Elizabethton City Schools and Milligan College for the 2021-2022 School Year.
- T. Approve an Agreement between Elizabethton City Schools and The Access Program (TAP) for the school year August 2021 through August 2021 (to include any Summer Job Camps offered).
- U. Approve changes to the VISA account being used by Administrators at the Central Office.
- V. Approve Elizabethton High School to re-sale Allegiant Airline ticket vouchers initially purchased in October 2019 for the New York trip. The sale of the vouchers would help EHS recoup some losses for the canceled trip. The airline has extended the ticket vouchers for an additional year due to COVID-19. There is currently \$11,781.99 in ticket vouchers that will expire in October 2021. The tickets are transferrable and can be purchased at a reduced price. The price will be determined after Board Approval. We have consulted with our Auditors regarding the sale of the vouchers.
- W. Approve ESSER 3.0 Grant Application.
- X. Approve the Elizabethton High School Marching Band to travel to Western Carolina University for the 2021 Tournament of Champions Competition, to be held on Saturday, October 23, 2021.
- Y. Approve the Director of Schools to travel to Gatlinburg, Tennessee on September 12-15, 2021, for the Supervisors Study Council Meeting.

**7. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**

- A. Personnel Report
- B. Director's Update
- C. Board Member Reports
- D. City Council Liaison's Report
- E. Student Liaison's Report

**8. REGULAR AGENDA**

- A. Approve the award of Bid Number ECSS 2021-2022-01 for the purchase of one (1) 66 Passenger School Bus to Mid-South Bus Center in the amount of \$95,907.00.

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- B. Approve the purchase of four (4) 4.3 Octave Intermediate Acoustalon Multi-Frame II Marimba and four (4) 3.0 Octave Intermediate Multi-Frame II vibraphone; glossy gold bars; gold resonators; F33-F69: 1-1/2 in. - 2 1/4 in. graduated bars; gas-shock height adjustment; with cover at a total cost of \$43,776.00 using Buyboard Cooperative Purchasing Agreement.
- C. Approve a three (3) year Lease Agreement with Government Capital Corporation for purchase of an indoor video screen from Formetco Sports for Treadway Gymnasium at Elizabethton High School in the annual payment amount of \$18,586.33, using cooperative purchasing pricing from The National Cooperative Purchasing Alliance (NCPA).
- D. Approve creation of a two (2) year Early Literacy and Tn All Corp Implementation Coach to be paid for using ESSER Planning Grant and ESSER 1.0 Funds.
- E. Approve first reading of Board Policy 1.407 School District Records, as revised.
- F. Approve first reading of Board Policy 1.8011 Emergency Closings, as revised.
- G. Approve first reading of Board Policy 3.205 Security, as revised.
- H. Approve first reading of Board Policy 3.211 New Project Planning, as revised.
- I. Approve first reading of Board Policy 3.220 Access to Private Facilities, as revised.
- J. Approve first reading of Board Policy 4.101 Instructional Standards, as revised.
- K. Approve first reading of Board Policy 4.204 Summer Instructional Programs, as revised.
- L. Approve first reading of Board Policy 4.205 Enrollment in Advanced Courses, as revised.
- M. Approve first reading of Board Policy 4.213 Family Life Education, as revised.
- N. Approve first reading of Board Policy 4.301 Interscholastic Athletics, as revised.
- O. Approve first reading of Board Policy 4.605 Graduation Requirements, as revised.
- P. Approve first reading of Board Policy 4.700 Testing Programs, as revised.
- Q. Approve first reading of Board Policy 5.106 Application and Employment, as revised.
- R. Approve first reading of Board Policy 5.802 Qualifications and Duties of the Director of Schools, as revised.
- S. Approve first reading of Board Policy 5.117 Teacher Tenure, as revised.
- T. Approve first reading of Board Policy 5.200 Separation Practices for Tenured Teachers, as revised.
- U. Approve first reading of Board Policy 5.201 Separation Practices for Non-Tenured Teachers, as revised.
- V. Approve first reading of Board Policy 6.202 Home Schools, as revised.
- W. Approve first reading of Board Policy 6.300 Code of Conduct, as revised.
- X. Approve first reading of Board Policy 6.306 Interference-Disruption of School Activities, as revised.
- Y. Approve first reading of Board Policy 6.4081 Safe Relocation of Students, as revised.
- Z. Approve first reading of Board Policy 6.319 Alternative Education, as revised.
- AA. Approve first reading of Board Policy 6.402 Physical Examinations and Immunizations, as revised.
- BB. Approve first reading of Board Policy 4.206 Homebound Instruction, as revised.
- CC. Approve first reading of Board Policy 6.200 Attendance, as revised.
- DD. Discussion of COVID-19 safety protocols.

## 9. FOR YOUR INFORMATION

- A. Blackburn, Childers & Steagall, CPA's Audit Planning Letter

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**10. NEXT REGULARLY SCHEDULED BOARD MEETING**

A. The next regularly scheduled Board Meeting will be held on Thursday, September 16, 2021, at 5:30 p.m. in the Mack Pierce Board Room in the offices of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, Tennessee.

**11. ADJOURN**

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 no 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.

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION  
REGULAR SCHEDULED MEETING  
Thursday, July 15, 2021 5:30 PM  
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, July 15, 2021, at 5:30 PM, at Mack Pierce Board Room.

CALL TO ORDER

MOMENT OF SILENCE

PLEDGE TO THE FLAG

APPROVE CONSENT AGENDA AND REGULAR AGENDA

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve the consent and regular agendas. Motion carried.

Phil Isaacs: Abstain (With Conflict)

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Abstain (With Conflict): 1

Mr. Isaacs read a declaration with regard to the hiring of a family member. He also recused himself from the vote.

TIME FOR CITIZENS TO SPEAK

No Citizens have asked to appear before the Board.

TIME FOR CITIZENS TO SPEAK REGARDING ESSER PLANNING AND THE AMERICAN RESCUE PLAN FUNDING.

Mr. Chris Little, 165 Clay Little Road, Elizabethton, Tennessee 37643.

Mr. Little encouraged the Board to look at expanding the Aviation Program and beginning an Engineering/Construction class in the CTE Department at EHS to

provide more opportunities for our students.

Mr. Chris Little was in attendance at the Board Meeting and asked to speak before the Board.

Mr. Chris Little, 165 Clay Little Road, Elizabethton, Tennessee 37643.

Mr. Little encouraged the Board to look at expanding the Aviation Program and beginning an Engineering/Construction class in the CTE Department at EHS to provide more opportunities for our students.

Mr. VanHuss responded that we have five students soloing this summer and receiving their Private Pilot's License. We are partnering with MTSU's aviation program. We have four dual enrollment courses here giving credit to those who can pass the MTSU EOC exam. Students in the MTSU Aviation Program not only have tuition to pay but must also pay for their flight time. Our students will be able to start MTSU with their solo, Private Pilot's License, and four credits. They can also earn 18-21 credit hours at Northeast State. Getting their flight time at the Elizabethton Airport and soloing saves them thousands of dollars. We have had conversations about construction classes at EHS, but the problem is having the space. We're looking at ways we can tie in with TCAT and start pushing students that way.

### SPECIAL RECOGNITION

Recognition of Jeremiah Norris for his State Championship in the 110-Meter Hurdles at the 2021 TMSAA State Track and Field Championships.

This was the first year TAD had been to State Championships. Exciting that students were able to participate. Jeremiah Norris is a student that exhibits hard work and dedication, along with natural talent. It's a pleasure to coach Jeremiah.

### CONSENT AGENDA

Minutes of Regular Meeting: June 17, 2021.

Approve General Purpose Fund Financial Statement, Date.

Approve Federal Projects Fund Financial Statement, Date.

Approve School Nutrition Fund Financial Statement, Date.

Approve Budget Amendment for General Purpose Fund (141).

Approve Budget Amendment for Federal Programs Fund (142).

Approve Budget Amendment for School Nutrition Program Fund (143).

Approve second reading of Board Policy 6.205 Student Assignments as revised.

Equipment Disposal Request from Eric Wampler, Principal at HME for the disposal of eighteen (18) computers, two (2) monitors, three (3) document cameras, two (2) computer tables, and one (1) wood file cabinet, with some items being recycled by the Technology Department and others trashed.

Equipment Disposal Request from Chris Berry, Principal at TAD for the disposal of twenty-two (22) computers and fifteen (15) monitors to be recycled by the Technology Department. (See attached documentation for details)

Equipment Disposal Request from Eric Wampler, Principal at Harold McCormick Elementary for the disposal of twenty-one (21) Dell Vostro Laptop computers to be recycled by the Technology Department.

Equipment Disposal Request to dispose of forty-six (46) library books that have been stored at Central Office to be placed in the Betsy Book Bus.

Approve the Renewal of Bid No. 2018-2019-01-SN for bread and bakery products from Bimbo Bakeries USA for the bid period July 1, 2021, through June 30, 2022.

Approve final change Order for T. A Dugger re-roofing project, resulting in a credit of \$3,726.63.

Approve AP Access for All Memorandum of Understanding between Elizabethton City Schools and Niswonger Foundation, through May 31, 2023.

Approve the employment of a Board Member's relative pursuant to Board Policy 1.108.

## OTHER

### Director's Update

Lots of things to do and hopeful for a smooth opening to new school year. Watching the delta variant and how it plays out. Everyone should have a copy of the Re-Opening Plan. Looks like we're on the other side of this thing. Very little effects from flu this year. Social Distance in classrooms and other areas. Looking to getting

students back to regular routine. Moving forward with highly encouraging mask usage for unvaccinated. Five days of instruction this year.

Debra Owen, our Board Attorney here on July 22nd at 8:30. Legislative update for administrators and documentation. Everyone is welcome to attend. Several going to TSBA Summer Law Conference tomorrow and half day on Saturday. Looking forward to that.

Welcome to Maggie Cole our new Student Liaison. This is her first Board Meeting. Had a excellent discussion about the ESSER Plan.

Maggie said she was very excited to be here.

Personnel Report

2021-2022 School Year Re-opening Protocol.

Everyone should have a copy of the Re-Opening Plan.

Board Reports

No reports from Board Members.

City Council Liaison's Report

Funding requests: Everything approved. All school funds good to go.

Income Tax projected forecast up 10-20% over budgeted forecast. Much higher than prior year.

COVID Funding from Government. Discussed setting up a separate bank account for those funds.

Student Liaison's Report

No report from the Student Liaison.

#### REGULAR AGENDA

Ratify creation of up to fifteen (15) Instructional Assistant positions to staff the TN All Corps In-School Tutoring Program to be funded using ESSER 3.0 and State Funding.

Motion was made by Mike Wilson, second by Danny O'Quinn to ratify creation of up to fifteen (15) Instructional Assistant positions to staff the TN All Corps In-School Tutoring Program to be funded using ESSER 3.0 and State Funding. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

At our last meeting four positions were approved, one for each elementary, and one each for TAD and EHS. Instructional Assistants to help with those positions.

Focused on hiring individuals with teaching certificates. They are individuals who have had training, we will also be able to observe how those individuals work so when we do have openings we will have a full-time interview of them. The number 15 is significantly below. We think we can do with 10 positions and continue to tweak with student numbers. Grades 1-8, 25% of population: 1 teacher to three students, done during the school day. This will take us to another level. Full time positions for three years.

Approve Agreement between the Elizabethton City School System and the Elizabethton Police Department for the School Resource Officer Program for the 2021-2022 School Year.

Motion was made by Phil Isaacs, second by Danny O'Quinn to approve Agreement between the Elizabethton City School System and the Elizabethton Police Department for the School Resource Officer Program for the 2021-2022 School Year. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

City Council also approved this Agreement. We're so blessed to have our SRO's. Additional support for our system.

Approve a Grant Contract between the State of Tennessee, Department of Human Services and Elizabethton City School District for the period October 1, 2021, through September 30, 2022.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve a Grant Contract between the State of Tennessee, Department of Human Services and Elizabethton City School District for the period October 1, 2021, through September 30, 2022. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

We've had this grant for many years. The Voc Rehab program is very beneficial to our system. It's a contract we have to approve annually.

Approve the 2021-2022 XQ Budget for Elizabethton High School.

Motion was made by Phil Isaacs, second by Danny O'Quinn to approve the 2021-2022 XQ Budget for Elizabethton High School. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Blessed to have funding for EHS and learning opportunities for our students. We have two more years with this funding. Amazing things being done there.

Dr. Minton: Work in concert with XQ. Budget built around seven milestones. We used \$100,000.00 last year to purchase chromebooks for our students. Also, ways to target things we do with student projects. Advancing milestones in the grant, lots of flexibility, and have come in handy. We're very grateful.

Mr. Pless: We really do appreciate them.

Mr. O'Quinn: This makes it very transparent for everyone to see what's going on. He stated he appreciates Mr. Pless not taking it upon himself to sign the Agreement but to bring it to the Board for a vote. He also stated he appreciates XQ for everything they provide for our students.

Mr. VanHuss: If we have ideas, and they fit within the milestones they allow us to do it. We're blessed to be in that type of partnership.

Approve purchase and installation of modular furniture for Elizabethton High School from Krueger International Inc. dba KI in the amount of \$27,555.18. This will be purchased using XQ Funding through a Cooperative Purchasing Contract with Sourcewell.

Motion was made by Phil Isaacs, second by Jamie Schaff to approve purchase and installation of modular furniture for Elizabethton High School from Krueger International Inc., dba KI in the amount of \$27,555.18. This will be purchased using XQ Funding through a Cooperative Purchasing Contract with Sourcewell. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Mr. Pless: This will be located in front of the Mini Theater where the lockers were previously removed.

Mr. VanHuss: Lots of options with this furniture and trying to maximize our space. Approve the 2021-2022 Dual Credit MOU's between Elizabethton City Schools and Northeast State Community College, and East Tennessee State University.

Motion was made by Danny O'Quinn, second by Mike Wilson to approve the 2021-2022 Dual Credit MOU's between Elizabethton City Schools and Northeast State Community College, and East Tennessee State University. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

There are a little over 12 courses that students have the opportunity to use. We continue to build on this program.

Ratify increase in Purchase Order amount to FaciliServ to complete Service and Safety upgrades for Elizabethton High School Gym Bleachers from \$50,000.00 to \$55,000.00.

Motion was made by Jamie Schaff, second by Danny O'Quinn to ratify increase in Purchase Order amount to FaciliServ to complete Service and Safety upgrades for Elizabethton High School Gym Bleachers from \$50,000.00 to \$55,000.00. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Bleachers at EHS in balcony. Current drive system is chain driven. We've had issues for years and the solution is to take chain driven tracks out and add roller system. Gives us the ability to open and close bleachers allowing flexibility to use when we need to.

Discussion regarding Director of Schools Evaluation.

Thanks to everyone for their input in the Director's evaluation. It is a good tool to see if there are areas that need to be improved. Administrators part was 25%, Board Members 75%. Final score was a 4.67 which is extremely good. Thanks to Mr. VanHuss for a job well done through a very tough year. Will do evaluations anonymously next time. We appreciate a job well done!

FOR YOUR INFORMATION

NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, August 19, 2021, at 5:30 p.m. in the Mack Pierce Board Room in the offices of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, Tennessee  
Motion was made by Danny O'Quinn, second by Phil Isaacs Motion to Adjourn  
Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

ADJOURN

Motion was made by Danny O'Quinn, second by Phil Isaacs Motion to Adjourn  
Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

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Chairman of the Board  
Schools

Director of

	Acct	2020-21	2020-21	2020-21	2020-21	Unencumbered	June 2020-21	
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity	
141 R 40110	000	CURRENT PROPERTY TAX	3,100,000.00	3,300,000.00	3,232,471.49	97.95	67,528.51	206,769.32
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	83,000.00	83,000.00	75,781.85	91.30	7,218.15	4,807.65
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	18,500.00	18,500.00	23,472.08	126.88	-4,972.08	8,903.45
141 R 40140	000	INTEREST AND PENALTY	24,000.00	24,000.00	26,841.72	111.84	-2,841.72	5,390.25
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	62,500.00	62,500.00	56,327.78	90.12	6,172.22	56,327.78
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	4,000.00	4,000.00	1,056.06	26.40	2,943.94	49.32
141 R 40210	000	LOCAL OPTION SALES TAX	2,300,000.00	2,650,000.00	2,814,014.95	106.19	-164,014.95	827,564.17
141 R 40275	000	MIXED DRINK TAX	18,000.00	18,000.00	14,424.92	80.14	3,575.08	2,091.41
141 R 40320	000	BANK EXCISE TAX	30,550.00	18,550.00	17,687.02	95.35	862.98	826.09
141 R 41110	000	MARRIAGE LICENSES	600.00	600.00	546.92	91.15	53.08	147.80
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	310,000.00	342,000.00	342,072.16	100.02	-72.16	19,560.86
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	500.00	66.67	250.00	500.00
141 R 43517	000	TUITION - OTHER	222,552.00	227,752.00	104,313.30	45.80	123,438.70	27,338.68
141 R 44110	000	INVESTMENT INCOME	20,000.00	7,500.00	6,416.35	85.55	1,083.65	854.53
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	100.00	10.00	900.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	0.00	0.00	0.00	-9,584.07
141 R 44990	000	OTHER LOCAL REVENUES	200.00	1,100.00	1,057.05	96.10	42.95	-1.82
141 R 46511	000	BASIC EDUCATION PROGRAM	14,346,000.00	14,833,113.00	14,833,112.60	100.00	0.40	1,682,712.60
141 R 46515	000	EARLY CHILDHOOD EDUCATION	404,779.00	405,034.29	405,034.29	100.00	0.00	115,540.88
141 R 46550	000	DRIVER EDUCATION	6,500.00	7,250.00	7,250.70	100.01	-0.70	7,250.70
141 R 46590	000	OTHER STATE EDUCATION FUNDS	92,000.00	332,109.67	312,568.61	94.12	19,541.06	266,154.22
141 R 46610	000	CAREER LADDER PROGRAM	41,359.00	41,359.00	36,558.50	88.39	4,800.50	-7,963.59
141 R 46980	000	OTHER STATE GRANTS	55,540.00	250,460.00	250,414.19	99.98	45.81	73,769.19
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	112,180.06	99.27	819.94	112,180.06
141 R 47590	000	OTHER FEDERAL THROUGH STATE	0.00	73,129.44	73,129.44	100.00	0.00	73,129.44
141 R 48610	000	DONATIONS	25,200.00	42,675.00	32,885.36	77.06	9,789.64	3,114.58
141 R 49100	000	BOND PROCEEDS	0.00	1,174,340.08	1,174,340.08	100.00	0.00	1,174,340.08
141 R 49800	000	OPERATING TRANSFERS	29,490.00	29,490.00	24,540.00	83.21	4,950.00	24,540.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	2,400,000.00	100.00	0.00	-427,354.93
Grand Revenue Totals			23,709,520.00	26,461,212.48	26,379,097.48	99.69	82,115.00	4,248,958.65

Number of Accounts: 48

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

	Acct	2020-21	2020-21	2020-21	2020-21	Unencumbered	June 2020-21
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
141 E 71100	REGULAR INSTRUCTION PROGRAM	11,102,130.00	11,745,750.36	11,523,425.51	98.11	222,324.85	2,720,073.39
141 E 71200	SPECIAL EDUCATION PROGRAM	1,982,648.00	2,106,173.00	2,029,594.90	96.36	76,578.10	466,400.55
141 E 71300	VOCATIONAL EDUCATION PROGRAM	992,510.00	1,037,195.00	1,002,507.16	96.66	34,687.84	231,290.08
141 E 71400	STUDENT BODY EDUCATION PROGRAM	308,745.00	331,170.00	324,411.86	97.96	6,758.14	-6,876.42
141 E 72110	ATTENDANCE	81,225.00	89,105.00	84,869.69	95.25	4,235.31	5,587.83
141 E 72120	HEALTH SERVICES	368,005.00	393,962.00	386,565.98	98.12	7,396.02	103,960.71
141 E 72130	OTHER STUDENT SUPPORT	802,633.00	894,203.00	850,533.83	95.12	43,669.17	155,339.78
141 E 72210	REGULAR INSTRUCTION PROGRAM	979,244.00	979,329.00	885,604.77	90.43	93,724.23	130,553.74
141 E 72220	SPECIAL EDUCATION PROGRAM	344,955.00	353,455.00	331,314.93	93.74	22,140.07	29,639.11
141 E 72230	VOCATIONAL EDUCATION PROGRAM	147,768.00	150,113.00	143,806.03	95.80	6,306.97	6,518.11
141 E 72250	TECHNOLOGY	462,713.00	569,430.00	483,645.51	84.94	85,784.49	50,271.09
141 E 72310	BOARD OF EDUCATION	475,300.00	479,610.00	467,248.71	97.42	12,361.29	21,516.51
141 E 72320	OFFICE OF THE SUPERINTENDENT	343,598.00	362,063.00	336,129.62	92.84	25,933.38	59,382.34
141 E 72410	OFFICE OF THE PRINCIPAL	1,545,129.00	1,550,062.00	1,534,057.39	98.97	16,004.61	239,093.62
141 E 72510	FISCAL SERVICES	282,861.00	320,419.00	308,991.03	96.43	11,427.97	6,550.19
141 E 72610	OPERATION OF PLANT	1,512,240.00	1,505,603.00	1,475,638.46	98.01	29,964.54	191,703.23
141 E 72620	MAINTENANCE OF PLANT	817,590.00	1,074,152.00	1,052,650.44	98.00	21,501.56	151,068.74
141 E 72710	TRANSPORTATION	441,895.00	522,736.75	424,218.38	81.15	98,518.37	67,872.41
141 E 73100	FOOD SERVICE	0.00	39,405.00	39,113.71	99.26	291.29	0.00
141 E 73300	COMMUNITY SERVICES	216,552.00	221,752.00	51,646.29	23.29	170,105.71	17,093.30
141 E 73400	EARLY CHILDHOOD EDUCATION	404,779.00	405,034.29	405,034.29	100.00	0.00	82,509.46
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	1,831,576.62	1,639,047.52	89.49	192,529.10	25,681.68
141 E 99100	OPERATING TRANSFERS	5,000.00	5,000.00	0.00	0.00	5,000.00	0.00
<b>Grand Expense Totals</b>		<b>23,709,520.00</b>	<b>26,967,299.02</b>	<b>25,780,056.01</b>	<b>95.60</b>	<b>1,187,243.01</b>	<b>4,755,229.45</b>

Number of Accounts: 682

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

Acct	2021-22 Original Budget	2021-22 Revised Budget	2021-22 FYTD Activity	2021-22 FYTD %	Unencumbered Balance - YTD Act	July 2021-22 Monthly Activity
141 R 40110 000	3,325,000.00	3,325,000.00	0.00	0.00	3,325,000.00	0.00
141 R 40120 000	83,000.00	83,000.00	0.00	0.00	83,000.00	0.00
141 R 40130 000	18,500.00	18,500.00	0.00	0.00	18,500.00	0.00
141 R 40140 000	24,000.00	24,000.00	0.00	0.00	24,000.00	0.00
141 R 40162 000	62,500.00	62,500.00	0.00	0.00	62,500.00	0.00
141 R 40163 000	4,000.00	4,000.00	0.00	0.00	4,000.00	0.00
141 R 40210 000	2,700,000.00	2,700,000.00	0.00	0.00	2,700,000.00	0.00
141 R 40275 000	18,000.00	18,000.00	0.00	0.00	18,000.00	0.00
141 R 40320 000	30,550.00	30,550.00	0.00	0.00	30,550.00	0.00
141 R 41110 000	600.00	600.00	0.00	0.00	600.00	0.00
141 R 43511 000	300,000.00	300,000.00	0.00	0.00	300,000.00	0.00
141 R 43513 000	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517 000	222,552.00	222,552.00	8,041.24	3.61	214,510.76	8,041.24
141 R 44110 000	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
141 R 44120 000	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 44170 000	0.00	0.00	984.83	0.00	-984.83	984.83
141 R 44990 000	200.00	200.00	34.56	17.28	165.44	34.56
141 R 46511 000	15,199,000.00	15,199,000.00	0.00	0.00	15,199,000.00	0.00
141 R 46515 000	404,779.00	404,779.00	0.00	0.00	404,779.00	0.00
141 R 46550 000	6,500.00	6,500.00	0.00	0.00	6,500.00	0.00
141 R 46590 000	92,000.00	92,000.00	0.00	0.00	92,000.00	0.00
141 R 46610 000	41,359.00	41,359.00	0.00	0.00	41,359.00	0.00
141 R 46980 000	160,560.00	160,560.00	0.00	0.00	160,560.00	0.00
141 R 46990 000	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 48610 000	25,200.00	25,200.00	0.00	0.00	25,200.00	0.00
141 R 49800 000	30,882.00	30,882.00	0.00	0.00	30,882.00	0.00
141 R 49810 000	2,400,000.00	2,400,000.00	200,000.00	8.33	2,200,000.00	200,000.00
Grand Revenue Totals	25,273,932.00	25,273,932.00	209,060.63	0.83	25,064,871.37	209,060.63

Number of Accounts: 34

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

Acct	2021-22 Original Budget	2021-22 Revised Budget	2021-22 FYTD Activity	2021-22 FYTD %	Unencumbered Balance - YTD Act	July 2021-22 Monthly Activity
141 E 71100	11,389,838.00	11,389,838.00	20,502.75	0.18	11,358,640.25	20,502.75
REGULAR INSTRUCTION PROGRAM						
141 E 71200	2,065,538.00	2,065,538.00	674.12	0.03	2,061,769.96	674.12
SPECIAL EDUCATION PROGRAM						
141 E 71300	1,075,195.00	1,075,195.00	6,368.47	0.59	1,066,376.53	6,368.47
VOCATIONAL EDUCATION PROGRAM						
141 E 71400	363,460.00	363,460.00	13,719.14	3.77	349,740.86	13,719.14
STUDENT BODY EDUCATION PROGRAM						
141 E 72110	96,240.00	96,240.00	10,507.25	10.92	85,732.75	10,507.25
ATTENDANCE						
141 E 72120	378,352.00	378,352.00	687.04	0.18	376,528.44	687.04
HEALTH SERVICES						
141 E 72130	1,109,378.00	1,109,378.00	4,441.56	0.40	1,101,936.44	4,441.56
OTHER STUDENT SUPPORT						
141 E 72210	980,138.00	980,138.00	40,840.62	4.17	924,862.38	40,840.62
REGULAR INSTRUCTION PROGRAM						
141 E 72220	358,159.00	358,159.00	16,849.34	4.70	341,309.66	16,849.34
SPECIAL EDUCATION PROGRAM						
141 E 72230	152,998.00	152,998.00	9,327.84	6.10	143,370.16	9,327.84
VOCATIONAL EDUCATION PROGRAM						
141 E 72250	619,790.00	619,790.00	22,122.86	3.57	503,807.29	22,122.86
TECHNOLOGY						
141 E 72310	499,485.00	499,485.00	234,377.09	46.92	258,073.91	234,377.09
BOARD OF EDUCATION						
141 E 72320	367,418.00	367,418.00	26,115.22	7.11	324,663.08	26,115.22
OFFICE OF THE SUPERINTENDENT						
141 E 72410	1,655,558.00	1,655,558.00	46,965.05	2.84	1,608,592.95	46,965.05
OFFICE OF THE PRINCIPAL						
141 E 72510	366,770.00	366,770.00	54,060.85	14.74	307,259.15	54,060.85
FISCAL SERVICES						
141 E 72610	1,574,160.00	1,574,160.00	178,738.94	11.35	1,386,628.45	178,738.94
OPERATION OF PLANT						
141 E 72620	884,780.00	884,780.00	48,070.51	5.43	584,122.80	48,070.51
MAINTENANCE OF PLANT						
141 E 72710	590,030.00	590,030.00	40,016.42	6.78	491,952.84	40,016.42
TRANSPORTATION						
141 E 73100	27,314.00	27,314.00	0.00	0.00	27,314.00	0.00
FOOD SERVICE						
141 E 73300	221,552.00	221,552.00	14,821.28	6.69	198,978.72	14,821.28
COMMUNITY SERVICES						
141 E 73400	404,779.00	404,779.00	13,292.20	3.28	390,986.80	13,292.20
EARLY CHILDHOOD EDUCATION						
141 E 76100	92,000.00	92,000.00	2,929.40	3.18	34,070.60	2,929.40
REGULAR CAPITAL OUTLAY						
141 E 99100	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
OPERATING TRANSFERS						
Grand Expense Totals	25,273,932.00	25,273,932.00	805,427.95	3.19	23,927,718.02	805,427.95

Number of Accounts: 487

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

		2020-21	2020-21	2020-21	2020-21	Unencumbered	June 2020-21	
<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	107,695.00	117,895.00	108,666.54	92.17	9,228.46	15,666.03
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	13,000.00	16,000.00	13,991.88	87.45	2,008.12	3,268.77
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	42,387.00	42,976.98	42,976.98	100.00	0.00	11,351.65
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	556,598.00	584,914.59	536,447.90	91.71	48,466.69	117,674.08
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	15,074.00	19,079.10	17,579.41	92.14	1,499.69	14,075.14
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	677,518.00	796,751.49	660,412.13	82.89	136,339.36	147,199.89
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	58,404.00	71,464.28	58,730.55	82.18	12,733.73	13,203.25
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	81,123.00	140,542.25	103,963.90	73.97	36,578.35	11,273.96
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	42,335.00	42,335.00	42,081.08	99.40	253.92	10,482.10
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	145,334.00	145,334.00	100.00	0.00	27,137.20
142 R 47143	890	SPECIAL EDUCATION - GRANTS TO	54,215.00	54,215.00	52,828.35	97.44	1,386.65	10,447.52
142 R 47143	891	SPECIAL EDUCATION - GRANTS TO	0.00	12,451.87	12,451.87	100.00	0.00	5,364.85
142 R 47143	895	SPECIAL EDUCATION - GRANTS TO	0.00	0.00	0.00	0.00	0.00	4,263.64
142 R 47307	932	ESSER 2.0	0.00	37,166.00	37,161.85	99.99	4.15	37,161.85
142 R 47303	CLP	CLP-LEA REOPENING	0.00	60,000.00	60,000.00	100.00	0.00	0.00
142 R 47305	CNT	Connectivity Grant - COVID	0.00	37,050.00	31,468.36	84.93	5,581.64	0.00
142 R 47990	CPS	OTHER DIRECT FEDERAL REVENUE	0.00	435,103.36	435,103.36	100.00	0.00	0.00
142 R 47301	CRS	ESSER-CARES ACT	0.00	631,129.02	445,034.54	70.51	186,094.48	-18,598.44
142 R 47143	IDS	SPECIAL EDUCATION - GRANTS TO	0.00	0.00	0.00	0.00	0.00	-4,263.64
142 R 47143	IDT	SPECIAL EDUCATION - GRANTS TO	0.00	5,432.03	5,198.47	95.70	233.56	0.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	35,930.00	46,498.55	30,333.61	65.24	16,164.94	7,006.68
142 R 47304	TCH	Remote Technology Grant - COVI	0.00	160,672.00	160,672.00	100.00	0.00	0.00
<b>Grand Revenue Totals</b>			<b>1,829,613.00</b>	<b>3,457,010.52</b>	<b>3,000,436.78</b>	<b>86.79</b>	<b>456,573.74</b>	<b>412,714.53</b>

Number of Accounts: 22

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

		2020-21	2020-21	2020-21	2020-21	Unencumbered	June 2020-21
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
142 E 71100	REGULAR INSTRUCTION PROGRAM	700,595.00	1,462,864.00	1,253,392.43	85.68	209,471.57	135,598.68
142 E 71200	SPECIAL EDUCATION PROGRAM	571,672.00	607,925.72	559,225.78	91.99	48,699.94	131,648.62
142 E 71300	VOCATIONAL EDUCATION PROGRAM	25,268.00	37,980.76	38,168.83	100.50	-188.07	9,492.35
142 E 72120	HEALTH SERVICES	0.00	40,000.00	0.00	0.00	40,000.00	0.00
142 E 72130	OTHER STUDENT SUPPORT	99,402.00	91,480.22	80,972.47	88.51	10,507.75	8,036.34
142 E 72210	REGULAR INSTRUCTION PROGRAM	209,768.00	342,202.79	265,618.87	77.62	76,583.92	38,412.20
142 E 72220	SPECIAL EDUCATION PROGRAM	54,215.00	68,166.87	65,280.22	95.77	2,886.65	15,733.37
142 E 72230	VOCATIONAL EDUCATION PROGRAM	2,119.00	100.00	100.00	100.00	0.00	0.00
142 E 72250	TECHNOLOGY	0.00	188,607.00	124,744.97	66.14	63,862.03	10,388.38
142 E 72410	OFFICE OF THE PRINCIPAL	0.00	0.00	0.00	0.00	0.00	-2,809.64
142 E 73300	COMMUNITY SERVICES	141,084.00	141,834.00	141,834.00	100.00	0.00	23,637.20
142 E 76100	REGULAR CAPITAL OUTLAY	0.00	446,563.36	446,559.21	100.00	4.15	3,231.85
142 E 99100	OPERATING TRANSFERS	25,490.00	29,285.80	24,540.00	83.79	4,745.80	24,540.00
<b>Grand Expense Totals</b>		<b>1,829,613.00</b>	<b>3,457,010.52</b>	<b>3,000,436.78</b>	<b>86.79</b>	<b>456,573.74</b>	<b>397,909.35</b>

Number of Accounts: 151

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

Acct	2021-22		2021-22		2021-22		2021-22		2021-22		July 2021-22	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	Unencumbered	Unencumbered	Unencumbered	Unencumbered	Unencumbered	Monthly Activity
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	135,456.00	135,456.00	0.00	0.00	135,456.00	0.00	0.00	0.00	0.00	0.00
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	12,000.00	12,000.00	0.00	0.00	12,000.00	0.00	0.00	0.00	0.00	0.00
142 R 47131	OGP	VOCATIONAL EDUC - BASIC GRANTS	43,355.00	43,355.00	0.00	0.00	43,355.00	0.00	0.00	0.00	0.00	0.00
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	576,045.00	576,045.00	0.00	0.00	576,045.00	0.00	0.00	0.00	0.00	0.00
142 R 47145	OBS	SPECIAL EDUCATION PRESCHOOL GR	15,299.00	15,299.00	0.00	0.00	15,299.00	0.00	0.00	0.00	0.00	0.00
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	625,023.00	625,023.00	0.00	0.00	625,023.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	60,113.00	60,113.00	0.00	0.00	60,113.00	0.00	0.00	0.00	0.00	0.00
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	89,668.00	89,668.00	0.00	0.00	89,668.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	43,390.00	43,390.00	0.00	0.00	43,390.00	0.00	0.00	0.00	0.00	0.00
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	145,334.00	0.00	0.00	145,334.00	0.00	0.00	0.00	0.00	0.00
142 R 47143	890	SPECIAL EDUCATION - GRANTS TO	40,000.00	40,000.00	0.00	0.00	40,000.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	932	ESSER 2.0	1,695,244.00	1,695,244.00	0.00	0.00	1,695,244.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	933	ESSER 3.0	2,480,135.00	2,480,135.00	0.00	0.00	2,480,135.00	0.00	0.00	0.00	0.00	0.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	27,175.00	27,175.00	0.00	0.00	27,175.00	0.00	0.00	0.00	0.00	0.00
Grand Revenue Totals			5,988,237.00	5,988,237.00	0.00	0.00	5,988,237.00	0.00	0.00	0.00	0.00	0.00

Number of Accounts: 14

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

Acct	2021-22		2021-22		2021-22		2021-22		2021-22		July 2021-22	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	Unencumbered	YTD Act	Monthly Activity	Unencumbered	YTD Act	Monthly Activity
142 E 71100	1,429,294.00	1,429,294.00	7,751.44	0.54	1,278,325.56	1,278,325.56	1,278,325.56	7,751.44	7,751.44	1,278,325.56	7,751.44	7,751.44
REGULAR INSTRUCTION PROGRAM												
142 E 71200	591,344.00	591,344.00	3,039.56	0.51	588,304.44	588,304.44	588,304.44	3,039.56	3,039.56	588,304.44	3,039.56	3,039.56
SPECIAL EDUCATION PROGRAM												
142 E 71300	26,157.00	26,157.00	0.00	0.00	26,157.00	26,157.00	26,157.00	0.00	0.00	26,157.00	0.00	0.00
VOCATIONAL EDUCATION PROGRAM												
142 E 72120	40,000.00	40,000.00	0.00	0.00	40,000.00	40,000.00	40,000.00	0.00	0.00	40,000.00	0.00	0.00
HEALTH SERVICES												
142 E 72130	96,889.00	96,889.00	3,577.31	3.69	93,311.69	93,311.69	93,311.69	3,577.31	3,577.31	93,311.69	3,577.31	3,577.31
OTHER STUDENT SUPPORT												
142 E 72210	320,904.00	320,904.00	11,939.45	3.72	307,093.12	307,093.12	307,093.12	11,939.45	11,939.45	307,093.12	11,939.45	11,939.45
REGULAR INSTRUCTION PROGRAM												
142 E 72220	40,000.00	40,000.00	623.00	1.56	39,377.00	39,377.00	39,377.00	623.00	623.00	39,377.00	623.00	623.00
SPECIAL EDUCATION PROGRAM												
142 E 72230	1,948.00	1,948.00	32.00	1.64	1,516.00	1,516.00	1,516.00	32.00	32.00	1,516.00	32.00	32.00
VOCATIONAL EDUCATION PROGRAM												
142 E 72250	68,985.00	68,985.00	645.56	0.94	68,339.44	68,339.44	68,339.44	645.56	645.56	68,339.44	645.56	645.56
TECHNOLOGY												
142 E 72410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE OF THE PRINCIPAL												
142 E 73300	142,834.00	142,834.00	17,097.28	11.97	125,736.72	125,736.72	125,736.72	17,097.28	17,097.28	125,736.72	17,097.28	17,097.28
COMMUNITY SERVICES												
142 E 76100	3,200,000.00	3,200,000.00	12,462.11	0.39	3,089,197.00	3,089,197.00	3,089,197.00	12,462.11	12,462.11	3,089,197.00	12,462.11	12,462.11
REGULAR CAPITAL OUTLAY												
142 E 99100	29,882.00	29,882.00	0.00	0.00	29,882.00	29,882.00	29,882.00	0.00	0.00	29,882.00	0.00	0.00
OPERATING TRANSFERS												
<b>Grand Expense Totals</b>	<b>5,988,237.00</b>	<b>5,988,237.00</b>	<b>57,167.71</b>	<b>0.95</b>	<b>5,687,239.97</b>	<b>5,687,239.97</b>	<b>5,687,239.97</b>	<b>57,167.71</b>	<b>57,167.71</b>	<b>5,687,239.97</b>	<b>57,167.71</b>	<b>57,167.71</b>

Number of Accounts: 145

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

		2020-21	2020-21	2020-21	2020-21	Unencumbered		June 2020-21
<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	170,000.00	0.00	0.00	0.00		-10,585.10
143 R 43522	000	LUNCH PAYMENTS - ADULTS	22,150.00	14,150.00	15,054.50	106.39	-904.50	1,495.94
143 R 43523	000	INCOME FROM BREAKFAST	725.00	0.00	0.00	0.00	0.00	0.00
143 R 43525	000	A LA CARTE SALES	34,250.00	27,250.00	26,418.41	96.95	831.59	10,304.90
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,000.00	3,000.00	2,393.29	79.78	606.71	0.00
143 R 44110	000	INVESTMENT INCOME	3,750.00	750.00	277.45	36.99	472.55	26.65
143 R 46520	000	SCHOOL FOOD SERVICE	10,750.00	9,850.00	9,819.37	99.69	30.63	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	556,500.00	576,500.00	573,517.88	99.48	2,982.12	16,092.00
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	87,811.21	93.92	5,688.79	1,810.05
143 R 47113	000	USDA BREAKFAST	253,500.00	333,500.00	332,065.16	99.57	1,434.84	8,877.28
143 R 47114	000	USDA - ESP SNACK PROGRAM	18,000.00	8,000.00	6,029.52	75.37	1,970.48	0.00
143 R 47115	000	USDA FOOD SERVICE EQUIPMENT GR	0.00	8,942.00	8,942.00	100.00	0.00	8,942.00
<b>Grand Revenue Totals</b>			1,176,125.00	1,075,442.00	1,062,328.79	98.78	13,113.21	36,963.72

Number of Accounts: 46

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

		2020-21	2020-21	2020-21	2020-21	Unencumbered	June 2020-21
	<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	1,176,125.00	1,075,442.00	1,041,269.67	96.82	34,172.33	98,898.38
Grand Expense Totals		1,176,125.00	1,075,442.00	1,041,269.67	96.82	34,172.33	98,898.38

Number of Accounts: 90

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

Acct	2021-22		2021-22		2021-22		2021-22		2021-22		July 2021-22			
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	Monthly Activity	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	Monthly Activity
143 R 43522 000	21,825.00	21,825.00	0.00	0.00	21,825.00	0.00	0.00	21,825.00	0.00	0.00	0.00	21,825.00	0.00	0.00
143 R 43525 000	30,750.00	30,750.00	0.00	0.00	30,750.00	0.00	0.00	30,750.00	0.00	0.00	0.00	30,750.00	0.00	0.00
143 R 43990 000	13,000.00	13,000.00	0.00	0.00	13,000.00	0.00	0.00	13,000.00	0.00	0.00	0.00	13,000.00	0.00	0.00
143 R 44110 000	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00
143 R 46520 000	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00
143 R 47111 000	615,000.00	615,000.00	0.00	0.00	615,000.00	0.00	0.00	615,000.00	0.00	0.00	0.00	615,000.00	0.00	0.00
143 R 47112 000	93,500.00	93,500.00	0.00	0.00	93,500.00	0.00	0.00	93,500.00	0.00	0.00	0.00	93,500.00	0.00	0.00
143 R 47113 000	370,000.00	370,000.00	0.00	0.00	370,000.00	0.00	0.00	370,000.00	0.00	0.00	0.00	370,000.00	0.00	0.00
143 R 47114 000	18,000.00	18,000.00	0.00	0.00	18,000.00	0.00	0.00	18,000.00	0.00	0.00	0.00	18,000.00	0.00	0.00
Grand Revenue Totals	1,174,075.00	1,174,075.00	0.00	0.00	1,174,075.00	0.00	0.00	1,174,075.00	0.00	0.00	0.00	1,174,075.00	0.00	0.00

Number of Accounts: 33

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

Acct	2021-22 Original Budget	2021-22 Revised Budget	2021-22 FYTD Activity	2021-22 FYTD %	Unencumbered Balance - YTD Act	July 2021-22 Monthly Activity
143 E 73100 --- FOOD SERVICE	1,174,075.00	1,174,075.00	15,834.41	1.35	1,158,240.59	15,834.41
Grand Expense Totals	1,174,075.00	1,174,075.00	15,834.41	1.35	1,158,240.59	15,834.41

Number of Accounts: 81

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

**ELIZABETHTON CITY SCHOOLS  
YEAR END RESERVES  
2020-2021**

<u>GENERAL PURPOSE</u>	<u>BEGINNING 6/30/2020</u>	<u>ADJUSTMENTS</u>	<u>ENDING 6/30/2021</u>
34560-05100      RESTRICTED FOR CAREER LADDER	\$ -	\$ 442.29	\$ 442.29
34655-06000      COMMITTED FOR CONNIE BAKER LAB	\$ 2,000.00	\$ 1,800.00	\$ 3,800.00
34760-03000      ASSIGNED FOR 20-21 COVID-19 PERSONNEL & SUPPLIES	\$ 150,000.00	\$ (150,000.00)	\$ -
34760-15002      ASSIGNED FOR BAND INSTRUMENTS	\$ -	\$ 40,000.00	\$ 40,000.00
34760-15150      ASSIGNED FOR CTE CARRYOVER	\$ 10,450.00	\$ 25,000.00	\$ 35,450.00
34760-15350      ASSIGNED FOR EPSO CARRYOVER	\$ 770.81	\$ (770.81)	\$ -
34760-15600      ASSIGNED FOR DRIVERS' ED CAR	\$ -	\$ 20,000.00	\$ 20,000.00
34760-50001      ASSIGNED FOR SPECIAL EDUCATION FROM DONATION	\$ 2,347.03	\$ (2,347.03)	\$ -
34760-90800      ASSIGNED BACK TO SCHOOL BASH	\$ 2,535.70	\$ 4,850.00	\$ 7,385.70
34770-02000      ASSIGNED FOR SNP EQUIPMENT	\$ 75,000.00	\$ (15,728.68)	\$ 59,271.32
34770-05201      ASSIGNED FOR TECHNOLOGY	\$ 109,729.66	\$ 15,270.34	\$ 125,000.00
34770-05900      ASSIGNED FOR MAINTENANCE TRUCK	\$ -	\$ 40,000.00	\$ 40,000.00
34770-06500      ASSIGNED FOR ARCHIVING	\$ -	\$ 5,000.00	\$ 5,000.00
34770-90100      ASSIGNED FOR COMMUNITY INVOLVEMENT PROGRAM	\$ -	\$ 431.56	\$ 431.56
34770-90150      ASSIGNED FOR COMMUNITY INVOLVEMENT PROGRAM - SWIM	\$ 9,723.43	\$ 4,197.13	\$ 13,920.56
34770-91000      ASSIGNED FOR BETSY BOOK BUS	\$ 165.40	\$ 11,533.63	\$ 11,699.03
34770-99020      ASSIGNED FOR ELEMENTARY AFTER SCHOOL PROGRAM	\$ -	\$ 25,833.00	\$ 25,833.00
34775-04000      ASSIGNED FOR CAPITAL OUTLAY UV FOR HVAC	\$ 100,000.00	\$ (100,000.00)	\$ -
34775-05800      ASSIGNED FOR CAPITAL OUTLAY TURF REPLACEMENT	\$ 250,000.00	\$ -	\$ 250,000.00
34775-05800      ASSIGNED FOR CAPITAL OUTLAY PROTECTED ENTRANCES	\$ 144,694.05	\$ (144,694.05)	\$ -
34775-15900      ASSIGNED FOR CAPITAL OUTLAY ATHLETIC FACILITIES	\$ -	\$ 300,000.00	\$ 300,000.00
34775-25900      ASSIGNED FOR CAPITAL OUTLAY TAD ADDITION	\$ -	\$ 500,000.00	\$ 500,000.00
34775-60002      ASSIGNED FOR CAPITAL OUTLAY TAD	\$ 11,112.83	\$ (11,112.83)	\$ -
34775-60003      ASSIGNED FOR ENERGY SAVINGS	\$ 235,000.00	\$ -	\$ 235,000.00
34775-61500      ASSIGNED FOR CAPITAL OUTLAY EHS FIELD HOUSE	\$ 1,000.00	\$ -	\$ 1,000.00
39000              UNASSIGNED FUND BALANCE	<u>\$ 784,122.79</u>	<u>\$ 138,133.74</u>	<u>\$ 922,256.53</u>
<b>GENERAL PURPOSE TOTAL</b>	<b>\$ 1,888,651.70</b>	<b>\$ 707,838.29</b>	<b>\$ 2,596,489.99</b>
 <b><u>FEDERAL PROJECTS</u></b>			
34655-999      COMMITTED FOR EDUCATION - (From General Purpose Funds)	<u>\$ 25,000.00</u>	<u>\$ -</u>	<u>\$ 25,000.00</u>
<b>FEDERAL PROJECTS TOTAL</b>	<b>\$ 25,000.00</b>	<b>\$ -</b>	<b>\$ 25,000.00</b>
 <b><u>SCHOOL NUTRITION</u></b>			
34220              INVENTORY	\$ 71,183.33	\$ (31,201.15)	\$ 39,982.18
34570              RESTRICTED FOR OPERATION OF SCHOOL NUTRITION	<u>\$ 338,944.93</u>	<u>\$ 52,260.07</u>	<u>\$ 391,205.00</u>
<b>SCHOOL NUTRITION TOTAL</b>	<b>\$ 410,128.26</b>	<b>\$ 21,058.92</b>	<b>\$ 431,187.18</b>
<b>TOTAL RESERVES AND FUND BALANCES OF ALL FUNDS</b>	<b>\$ 2,323,779.96</b>	<b>\$ 728,897.21</b>	<b>\$ 3,052,677.17</b>

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

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

<b>College Course Name:</b>	<b>Credit Hours:</b>	<b>High School Course Name/s:</b>
ACCT 1010 - Principles of Accounting I	3	Accounting 1 Accounting 2 Banking and Finance
AUTO 1120 - Automotive Electrical	4	Maintenance & Light Repair II Maintenance & Light Repair III Maintenance & Light Repair IV
AUTO 2140 - Engine Analysis	4	Maintenance & Light Repair II Maintenance & Light Repair III Maintenance & Light Repair IV
AUTO 2210 - Alignment and Brakes	4	Maintenance & Light Repair II Maintenance & Light Repair III Maintenance & Light Repair IV
BUSN 1305 - Introduction To Business	3	Introduction to Business & Marketing Business Communication Business Management Business Entrepreneurship
CHEM 1060 - Survey of Chemistry	4	Chemistry 2
CITC 1300 - Beginning HTML and CSS	3	Web Design Foundations Web Site Development
CITC 1301 - Introduction to Programming and Logic	3	Coding 1 Coding 2 AP Computer Science Principles
CRMJ 1010 - Introduction to Criminal Justice	3	Criminal Justice II Criminal Justice III Pre-Law 2 Pre-Law 3
EDUC 1030 – College and Lifelong Learning  *Note: Students are required to have a minimum ACT score of 18 in English and 19 in Reading to be eligible to sit for the EDUC 1030 end-of-course assessment	3	Senior Capstone*

<b>College Course Name:</b>	<b>Credit Hours:</b>	<b>High School Course Name/s:</b>
EMTP 1015 - Cardiopulmonary Resuscitation	1	Emergency Medical Services Medical Therapeutics
INFS 1010 - Computer Applications	3	Computer Applications
WELD 1060 – General Welding	4	Agriculture Power and Equipment

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

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

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

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

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

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

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

**IN WITNESS WHEREOF:**

**ELIZABETHTON CITY SCHOOLS:**

DocuSigned by:  
Brian Culbert 2021-08-02 | 9:34 AM PDT  
Brian Culbert, CTE Director Date

**NORTHEAST STATE COMMUNITY COLLEGE:**

DocuSigned by:  
Connie Marshall 2021-08-02 | 3:05 PM CDT  
Connie Marshall, Ed.D., Interim Vice President, Academic Affairs Date

DocuSigned by:  
Bethany Bullock 2021-08-02 | 3:31 PM CDT  
Bethany H. Bullock, Ph.D., President Date

**TENNESSEE BOARD OF REGENTS:**

DocuSigned by:  
Flora W. Tydings <sup>DS</sup>DLG 2021-08-04 | 8:04 AM CDT  
Flora W. Tydings, Ed.D., Chancellor Date

Date Received by TBR: 2021-07-22T12:00:00-04:00

Contract Number: 109813  
(TBR internal use only)

### TENNESSEE BOARD OF REGENTS CONTRACT SUMMARY SHEET

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

- Institution/System Office: NESCC Phone: 423-323-0221  
Direct Contract Questions to: Joan Willis Fax: 423-279-7636 Email: vgprice@northeaststate.edu
- Contract with: Elizabethton City Schools Address: 804 South Watauga Avenue, Elizabethton, TN 37643  
Contact Person: Brian Culbert Phone: 423-547-8000
- Purpose of Contract (include type – i.e. Dual Service, Clinical, etc.):  
Local Dual Credit Agreement
- This contract is (check all that apply):  
 Drafted by TBR (School)/not Standard Form     Software License Agreement  
 TBR Standard Form Agreement     Vendor Generated Contract  
 Renewal of an Existing Contract     Vendor Contract with Amendment  
 Modification of Existing or Form Contract     Contract includes Confidential Research Agreement

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

- Contract Terms:  
Term (i.e. 7/1/16 – 6/30/17, 1 year from execution, etc.): 7/1/21-6/30/22  
Possible Number of Renewals: 0 Lease:  yes  no Type:  Revenue or  Expenditure No Cost  
Payment Frequency: \_\_\_\_\_ Amount per Year: \_\_\_\_\_ Total Amount (w/possible renewals): \_\_\_\_\_
- If this contract is a result of an RFQ/RFP, is the contract available for system-wide use:  yes  no
- Check one:  Competitive Process  Non-Competitive Process\* Grant:  yes  no  
\* If competitive process is not used, attach supporting documentation, including the non-competitive justification form  
Select One
- Non-Debarment Verification ([www.sam.gov](http://www.sam.gov)):  yes  no Date Verified: \_\_\_\_\_ 9. Ethnicity Code: \_\_\_\_\_
- Contract Monitor (individual responsible for ensuring receipt of goods/services): Joan Willis  
Frequency of monitoring (monthly, quarterly, semi-annually or annually): annually

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

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

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

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

Form Completed by: Joan Willis

Date: 2021-07-22 | 2:26 PM 

(TBR 03/17/16)



## Community College Academic Contract Routing Confirmation Review and Approval

**TENNESSEE BOARD OF REGENTS**
**OBF-PURCH-CC-ACADEMIC** Revision: 6/2/2016

Date Logged	2021-07-22T12:00:00-04:00
Institution Contract Number	AY22-ElizabethtonHighSchool
TBR Contract Number	109813

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

Institution	NESCC
Contractor	Elizabethton City Schools
Purpose	Local Dual Credit Agreement

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

STEP 1: INSTITUTION APPROVALS		
Originator	DocuSigned by: <i>Joan Willis</i>	2021-07-22   2:26 PM CDT
Department Approval	DocuSigned by: <i>Dr. Connie Marshall, Ed.D</i>	2021-07-22   3:44 PM CDT
Institution's Purchasing and/or Contracts Office	DocuSigned by: <i>Dr. Bethany Bullock, Ph.D.</i>	2021-07-24   4:02 PM CDT
STEP 2: TBR APPROVAL		
Academic Affairs	DocuSigned by: <i>Russ Deaton</i>	2021-07-25   8:16 PM CDT
Contracts and Reporting	DocuSigned by: <i>Marta Veronica Ferreira</i>	2021-07-28   2:35 PM CDT
General Counsel	DocuSigned by: <i>Chloe T. Shafer</i>	2021-07-28   2:36 PM CDT
<b>STEP 3: THE AGREEMENT WILL BE FORWARDED TO APPROPRIATE VICE CHANCELLOR FOR REVIEW AND APPROVAL.</b>		

**Comments:**

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

Brian Culbert, CTE Director, [brian.culbert@ecschoools.net](mailto:brian.culbert@ecschoools.net)  
 Dr. Flora Tydings, Ed.D., Chancellor, [Flora.Tydings@tbr.edu](mailto:Flora.Tydings@tbr.edu)

# 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  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: 5590  
\_\_\_\_\_

METHOD OF SALE/DISPOSAL: give to technology department for disposal  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY: Jordan Carden DATE: 08/03/2021  
Principal

AUTHORIZED BY: Rick Vahl DATE: 8/6/21  
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: Paper Shredder  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: 5593  
\_\_\_\_\_

METHOD OF SALE/DISPOSAL: Trash  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY: Jen Am DATE: 08/03/2021  
Principal

AUTHORIZED BY: [Signature] DATE: 8/16/21  
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: Michigan Model for health  
Curriculum.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: \_\_\_\_\_

METHOD OF SALE/DISPOSAL: Trash  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 08/03/2021  
Principal

AUTHORIZED BY: [Signature] DATE: 8/6/21  
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: Wooden Table, #9063  
Wooden Table, #8965  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: 9063 & 8965

METHOD OF SALE/DISPOSAL: Trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: Elizabethton High School

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 7/23/21  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

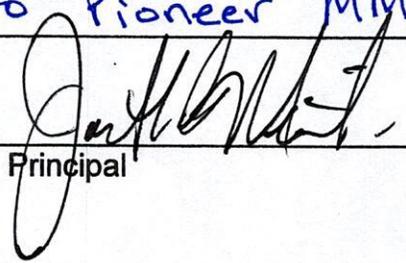
The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

ITEM: Wrestling Mats @ EHS  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: NA  
\_\_\_\_\_

METHOD OF SALE/DISPOSAL: Sale \$ 3,000.00  
\_\_\_\_\_

to Pioneer MMA  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY:  DATE: 7/27/21  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

# ELIZABETHTON CITY SCHOOLS

## REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

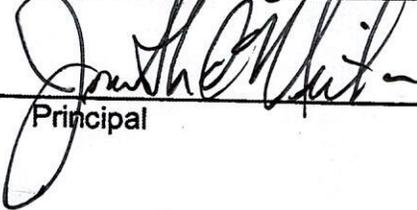
The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

ITEM: Items are located on subsequent pages  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: Listed on subsequent pages  
\_\_\_\_\_

METHOD OF SALE/DISPOSAL: Trash  
\_\_\_\_\_

SCHOOL/BUILDING WHERE ITEM IS HOUSED: Elizabethton High School  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY:  DATE: 7/22/21  
Principal

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairman

## Disposal list

- Television, Serial Number 75418250
- Television on Stand, Serial Number V732072611203
- DVD Player, Serial Number, U51452738 A
- Science Kiln
- 4 Drawer File Cabinet, 3991
- 4 Drawer File Cabinet, 3990
- 4 Drawer File Cabinet, 3989
- 4 Drawer File Cabinet, 3988
- Wall Tv
- Magnavox TV
- Sanyo TV, 3569
- Round Table, 5703
- Round Table, 5704
- 2 Drawer File Cabinet
- 2 Drawer File Cabinet, 3992
- Mini Fridge
- Rolling Computer Table
- 2 Fish Tanks
- Allegro DVD VCR Combo
- Magnavox DVD, 9553
- Allegro VCR, 3361
- DVD Player, 3685
- Emerson VCR
- Magnavox DVD VCR Combo
- Lab Table
- Printer, 0449
- VCR, 4769
- 5x4 L Shape Desk
- 4 Drawer File Cabinet, 9079 and 9093
- Brown Wood Chair, 5841
- Green Metal Folding Chair, 7886
- Green Metal Folding Chair, 7884
- Brown Wooden Chair, 5648
- Brown Wooden Chair, 5629
- Blue 2 Seat Chair Couch, 9645
- 4 Drawer White File Cabinet, 2404
- 2 Drawer White File Cabinet, Tag Number is Unidentifiable
- 2 Drawer White File Cabinet, Tag Number is Unidentifiable
- 4 Drawer File Cabinet, 9049
- Wooden Shelf, 1236
- HP Printer Black, 4449

- Zenith VCR, 4749
- Overhead Projector, 4547
- Allegro VCR, 9555
- Brown Bookshelf, 1548
- 4 Drawer File Cabinet, 9137

# 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:

- 1) Brother DcP Copier WSE 0010
- 1) Dukane Overhead Projector WSE 0203
- 1) Sm Particle board desk WSE 2152
- 1) Sm WHT Top Table w/3holes WSE 3204
- 6) Sm Children Chairs (blue) WSE 2553-58

INVENTORY  
TAG NUMBER: \_\_\_\_\_

METHOD OF  
SALE/DISPOSAL: Give away 

SCHOOL/BUILDING  
WHERE ITEM IS  
HOUSED

West Side Elementary

SALE/DISPOSAL  
AUTHORIZED BY:

  
Principal

DATE: 8/9/21

AUTHORIZED BY:

  
Director of Schools

DATE: 8/11/21

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: 1) Over head projector No tag

(Red) 1) 4-drawer filing cabinet No Key No tag

1) Clothes tree No tag

3) Computer tables No tag

(Olivegreen) 1) 5-drawer filing cabinet No Key No tag

INVENTORY TAG NUMBER: No tags

METHOD OF SALE/DISPOSAL: give away ~~\_\_\_\_\_~~

SCHOOL/BUILDING WHERE ITEM IS HOUSED: WSE

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 8/9/21  
Principal

AUTHORIZED BY: [Signature] DATE: 8/11/21  
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:
- 1) office chair missing screws No tag
  - 2) Wood-like top desks No tag
  - 1) desk - adult (rolling) No tag

INVENTORY  
TAG NUMBER:

METHOD OF  
SALE/DISPOSAL:

Give away ~~\_\_\_\_\_~~

SCHOOL/BUILDING  
WHERE ITEM IS  
HOUSED

WSE

SALE/DISPOSAL  
AUTHORIZED BY:

[Signature]  
Principal

DATE: 8/9/21

AUTHORIZED BY:

[Signature]  
Director of Schools

DATE: 8/11/21

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: 2 ping pong tables  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INVENTORY TAG NUMBER: TA Dugger  
\_\_\_\_\_

METHOD OF SALE/DISPOSAL: Trash  
\_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY: *[Signature]* DATE: 8-5-21  
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: document camera  
Cannon Scanner  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

INVENTORY TAG NUMBER: ECS# 4831 / #7207

METHOD OF SALE/DISPOSAL: TRASH

SCHOOL/BUILDING WHERE ITEM IS HOUSED  
 \_\_\_\_\_

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 8/16/21  
 Principal

AUTHORIZED BY: [Signature] DATE: 8/17/21  
 Director of Schools

AUTHORIZED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Board Chairman



## **Memorandum of Understanding between the Tennessee Department of Education and Elizabethton City Schools FY 2021 - 2022**

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

The LEA is a local education agency or school system within the State of Tennessee and has been awarded **\$85,000.00** for the purpose of developing and maintaining the Coordinated School Health initiative ([tn.gov/education/health-and-safety/coordinated-school-health](http://tn.gov/education/health-and-safety/coordinated-school-health)) in **Elizabethton City Schools**.

### **SCOPE OF SERVICES**

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

State Board Standards and Guidelines for Coordinated School Health:

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

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

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

## **PAYMENT TERMS AND CONDITIONS**

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

### **Payment Methodology**

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

## **TERMS AND CONDITIONS**

### **Modification and Amendment**

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

### **TDOE Liability**

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

### **Completeness**

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

### **Subject of Funds Availability**

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

### **Monitoring/Audits**

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

## **COMMUNICATIONS AND CONTACTS**

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

The State Agency



Bill Byford | Assistant Commissioner of Operations  
Division of District Operations  
Andrew Johnson Tower, 9<sup>th</sup> Floor  
710 James Robertson Parkway  
Nashville, TN 37243  
931-797-6981  
[Bill.Byford@tn.gov](mailto:Bill.Byford@tn.gov)

**LEA Representative**

**Mr. Richard VanHuss**  
**Director of Schools**  
**Elizabethton City Schools**  
**804 S Watauga Ave.**  
**Elizabethton, TN 37643**

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

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Director of Schools

Date

---

Assistant Commissioner  
Office of Operations

Date

In March 2020, InnovateEDU started the Educating All Learners™ Alliance (EALA), a coalition of organizations dedicated to improving equity for complex learners. EALA is committed to resource sharing and community building that supports the field of K-12 education in meeting the needs of students with disabilities during the COVID-19 pandemic. EALA does this by 1) developing and curating accessible and user-centered resources on serving students with high incidence learning disabilities for educators and Local Education Agency (LEA) decisionmakers, 2) establishing connections between practitioners and experts, and 3) highlighting real world examples from the field to spur field-based change that can directly impact schools and districts.

To best highlight these real world examples and spotlight the work of educators to use new models, methods, technology, and approaches in the wave of the COVID19 pandemic, we are conducting a series of case studies. These case studies are created to help illuminate tangible steps, examples, and practices engaged schools and organizations can take when defining their road to recovery and reimagine educational practice for students, especially with disabilities and Black and Latinx students experiencing poverty.

EALA has heard about the work XQ is doing at Elizabethton High School where student leaders met with their district director of schools and principal to discuss plans for American Rescue Plan (ARP) funds and provide essential student feedback.

We are very interested in conducting a case study to describe this process, especially as it pertains to elevating student voice in the discussion around school decision making such as ARP funding. In order to best do this, EALA will set up a series of meetings/interviews with key members of this project. Either by virtual meeting, or email, we will collaborate on an outline for this case study as well as a timeline for interviews and case study completion. We will conduct the interviews via recorded Zoom but will only be using the recording for quotations to include in the written piece. If possible we would like to include student input and first person narratives as much as we can within this piece. Once the piece is written and copy edited, we will send it over to the XQ lead to review and provide feedback. Once completed, we will publish and promote via EALA channels as well as support XQ promotion.

We are so excited to share the innovative work that XQ, Elizabethton, and its students are doing. We are confident that this case study, if accepted, has the potential to spur positive field-based change, especially within the student voice and leadership space, that will directly impact schools and districts.



**MILLIGAN**  
UNIVERSITY

**AREA OF TEACHER EDUCATION**

**CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES:  
INITIAL LICENSURE**

This program description will be used as the governing document for the program. It will be reviewed and revised at least annually.

**1. Program Objectives:**

- A. To provide prospective professional educators a semester (student teacher) or year-long (internship) experience for clinical preparation that is mutually planned by the school system and Milligan (CAEP 2.1).
- B. To provide multiple indicators and appropriate technology-based applications (Microsoft Forms) to establish, maintain, and refine criteria for performance evaluation and continuous improvement (CAEP 2.2)
- C. To provide candidates with close supervision and support to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development (CAEP 2.3).

**2. Selection of Candidates:**

- A. Milligan will recommend initial-licensure candidates to the school system. Interns will be students holding a Bachelor's degree and will be enrolled in a Master of Education (initial-licensure) program. These interns may initially lack some coursework in pedagogy and academic disciplines. Milligan will determine the coursework to be taken. Student teachers will be seniors enrolled in their last year of their undergraduate program completing an (initial-licensure) education degree.
- B. Prospective candidates will complete the application process as directed by Milligan. The information will be sent to the designated administrator of the school system and will be shared with principals and supervisors. Principals may also interview candidates and then make decisions to accept or reject them as interns and/or student teachers.

C. Criteria for candidates to enter clinical experience include unconditional admission to the professional level of their program and the following:

1. 3.0 overall GPA including method and content prerequisite courses
2. Successful completion of Praxis II content exam
3. Completion of TBI background check
4. First Aid and CPR verification (must be current)
5. Overall disposition ratings at expectation (score of 3 or higher)

**3. Candidate Benefits and Responsibilities:**

- A. Candidates will have the same holidays (Thanksgiving, Christmas, Spring Break, etc.) as do professional educators in their assigned school system. Candidates will not have any personal leave days.
- B. Candidates are to use sick days only as necessary. These do not accumulate.
- C. Candidates are not and shall not be deemed to be employees or agents of the school system at any time. No insurance or other fringe benefits are provided to these candidates.
- D. Candidates will be responsible for instructional duties such as planning, communicating plans to the mentor teacher, and instructing individuals and small groups.
- E. According to updated policy from the Tennessee Department of Education, initial licensure candidates must successfully complete the edTPA performance assessment to receive state licensure. Candidates will be required to video one or more lessons during their first placement and sometimes their second placement of their clinical experience. Candidates will be required to obtain the Milligan area of education video release form and have all students' parents sign the form. Candidates will use video documentation only for their edTPA portfolio purposes and will not be permitted to upload or use the videos in any other way. Candidates will not be permitted to share edTPA video materials with anyone other than Milligan clinical supervisors or Milligan clinical instructors.
- F. Candidates are required to procure at their own expense a TBI Background Check with results reported to Milligan and shared (if necessary) with the school system in which they are placed for their clinical experience.
- G. Candidates are required by Milligan to procure at their own expense Professional Liability Insurance.

- H. Candidates will not be placed where there are family members or friends employed, or where they have previously been employed.
- I. Candidates should address questions and concerns regarding clinical placement activities to Milligan's coordinator of field placements.

**4. Selection of Mentor Teachers:**

- A. The designated administrator and the Milligan coordinator of field placements will work closely together to determine the most appropriate mentor for each candidate.
- B. Mentor teachers will be selected according to criteria, which include (a) teaching experience, (b) appropriate certification, (c) evaluation as a highly competent teacher, and (d) willingness to assume the roles expected of a mentor.
- C. Criteria for mentor teachers include the following:
  - 1. Must have a professional teaching license with at least 3 years full-time teaching experience in certification area.
  - 2. Must have a level of effectiveness overall score of 4 or higher.
  - 3. Must be highly competent as evidenced by local assessment and/or state evaluation procedures with TEAM overall summary scores of 4 or higher.
  - 4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).

**5. Operational Guidelines:**

- A. The principal (as necessary), Milligan representative, mentor teacher, and candidate will work together to develop a plan of activities for the candidate.
- B. Responsibilities of mentor teachers include the following:
  - 1. Supervise candidate planning and instructional activities, observe lessons, and provide performance feedback in Microsoft Forms.
  - 2. Model effective instruction for candidates.
  - 3. Meet regularly with candidates to assist in planning, diagnosing learner needs, evaluating student progress, selecting teaching strategies and materials, and providing effective classroom management.

- C. In general, candidates will work with no more than two mentor teachers; however, if the school system and Milligan agree, modifications can be made in special situations. Candidates will be supplemental to existing staffing in the school where they are located. They will be teamed with one or more experienced teachers to facilitate the goals of the schools.
- D. Due to the rigorous demands of edTPA, Thursday afternoons (starting in September in fall and February in spring) will be allocated to each candidate for portfolio preparation and/or other enrichment experiences. Candidates will report to Milligan on Thursdays from noon until 4:30 PM, and then attend their evening class, unless there is an extenuating circumstance. During the week of official edTPA submission, three additional days will be scheduled for finalizing edTPA portfolios. During these three days, candidates will report to Milligan from 8 AM until 3 PM. Arrangements will be made with the mentor teacher and principal in advance when this time is to be used.
- E. Flexibility in the candidate's program will be maintained during the first semester to accommodate an adequate orientation period and allow the use of the time for enrichment experiences. Ample time should be provided for planning. Although the goal is to involve the candidate in teaching as quickly and as thoroughly as possible, adjustments will be made to accommodate individual differences in background and training. (Interns Only)
- F. In general, the second semester will have a more concentrated focus on teaching activities. At some point, depending on the background and ability of the candidate, the candidate will assume a full or nearly full teaching load. Candidates are expected to emulate the mentor teacher and participate fully in the full range of instructional activities. (Interns Only)
- G. Candidates will not be used as substitute teachers unless this is a planned activity approved in advance by both Milligan and the school system.
- H. No candidate will be the teacher of record for any class.
- I. Mentor teachers will be allowed to participate in some of the regularly scheduled clinical seminars conducted by Milligan.
- J. Candidates will begin the clinical experience on the same day that teachers new to the school system begin their year. Candidates will participate as directed in new teacher orientation activities before the beginning of the school year.
- K. Candidates will follow the same school calendar as the professional educators of the assigned district.

**6. Evaluation and Program Termination:**

- A. Mentor teachers and Milligan supervisors will provide frequent feedback and informal and formal evaluations to support the candidate's development as an effective teacher. Formal evaluation procedures are detailed in the Milligan Clinical Experience Handbook – Evaluation Section.
- B. Formal evaluation will follow the same procedure as that used for district teachers. Mentor teachers and Milligan supervisors will conduct formal classroom observations in Microsoft Forms. All formal observation documents will be available and online in Microsoft Forms.
- C. Candidate performance will be documented in Microsoft Forms. If a candidate's performance is not satisfactory, the Milligan supervisor, mentor teacher, and as appropriate the school's administration will develop a growth plan with a timeline for the candidate to implement given feedback. If the candidate does not meet the expectation of the growth plan, the Milligan field coordinator will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement. These procedures are further detailed in the Milligan Clinical Experience handbook – see Intern Removal from Placement Flow Chart.
- D. If the candidate's performance has been satisfactory, as documented by rubric evaluations completed in Microsoft Forms by the mentor and Milligan supervisor, Milligan will recommend the candidate for the state initial practitioner's license after the evaluation process has been completed.

## **CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES: ADMINISTRATIVE LICENSURE**

This program description will be used as the governing document for the program. It will be reviewed and revised at least annually.

### **1. Program Objectives:**

- A. To provide prospective leaders with the leadership experience that is mutually planned by the school system and Milligan (CAEP 2.1).
- B. To provide multiple indicators and appropriate technology-based applications (Microsoft Forms) to establish, maintain, and refine criteria for performance evaluation and continuous improvement (CAEP 2.2).
- C. To provide candidates supervision and support to demonstrate their developing effectiveness and positive impact on all students' learning and development (CAEP 2.3).

### **2. Selection of Candidates**

- A. Milligan will recommend Ed.S./Ed.D. candidates to the school system for placement with a principal/supervisor.
- B. Candidates will have at least a Master's degree and be enrolled in Milligan's Ed.S. or Ed.D. program. Candidates will have at least six (6) hours of credit in that program.
- C. Criteria for candidates to enter clinical experience include the following:
  - 1. 3.0 overall GPA
  - 2. Completion of TBI background check
  - 3. First Aid and CPR verification (must be current)
  - 4. Overall disposition ratings at expectation or higher
  - 5. Be employed as an educator or administrator in a local school system

### **3. Candidate Benefits and Responsibilities:**

- A. Candidates will complete a minimum of 75 hours (225 hours total) in each of three (3) placements: Elementary, Secondary, District Office.
- B. Candidates will maintain professional dispositions including maintaining

confidentiality of student, mentor, and school concerns.

- C. Candidates will plan and complete assignments in coordination with their mentor.
- D. Candidates will record hours worked and submit them for approval by their mentor.
- E. Candidates should address questions and concerns regarding clinical placement activities to Milligan's director of Ed.S./Ed.D. program.

#### **4. Selection of Mentors**

- A. The Milligan coordinator Ed.D./Ed.S. will work closely with the designated administrator to determine the most appropriate mentor for each candidate.
- B. Criteria for administrative mentors include the following:
  - 1. Must have an administrative license with at least 3 years of experience as an administrator.
  - 2. Must have a proven track record as evidenced by an Academic Achievement score of 3 or higher or a Student Academic Growth score of 3 or higher on the Tennessee State Report Card.
  - 3. Must be highly competent as evidenced by the TEAM Administrator Evaluation Rubric with an overall summary score of 4 or higher.
  - 4. Must be certified and/or trained using the TEAM Administrator Evaluation Rubric (final placement only).
  - 5. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
- C. Criteria for administrative placements within the Central Office:
  - 1. Must have an administrative license with at least 3 years of experience as an administrator.
  - 2. Must be highly competent as evidenced by the TEAM Administrator Evaluation Rubric with an overall summary score of 4 or higher.
  - 3. Must be certified and/or trained using the TEAM Administrator Evaluation Rubric (final placement only).
  - 4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).

## **5. Operational Guidelines**

- A. Candidates will have a total of three (3) placements, each lasting a full semester, and each consisting of a minimum of 75 hours. One placement each will be at the Elementary, Secondary, and District Office level. An exception will be made for candidates who already hold or have held a leadership position. Placements for those candidates will be individualized to best meet their learning needs. Clinical experiences will focus on preparing candidates for implementation of the TILS standards in future roles.
- B. The program director and appropriate superintendents and/or principals will work together to determine the most appropriate mentor for each candidate. Mentors will be selected according to appropriate certification, years spent in a leadership position, and willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
- C. The principal/mentor, Milligan representative and candidate will work together to develop the plan of activities for the candidate.
- D. Responsibilities of an administrative mentor include the following:
  - 1. Supervise candidate.
  - 2. Provide opportunities for the candidate to assume leadership roles.
  - 3. Provide performance feedback in Microsoft Forms.
  - 4. Model effective leadership for candidate.
  - 5. Meet regularly with candidate to provide assistance.
  - 6. Mentors should communicate with the Milligan supervisor regarding progress and concerns giving attention to professional dispositions and behavior.
  - 7. Mentors should notify the supervisor immediately if the candidate's dispositions do not meet expectations – See Disposition Form in Evaluation Section of Handbook.
  - 8. Mentors should complete the TEAM Administrator Rubric and the Disposition Rubric in Microsoft Forms. The mentor should discuss these with the candidate, and provide both reinforcements and refinements.

## **6. Evaluation and Program Termination:**

- A. Mentors and the Milligan program director will provide frequent feedback and informal and formal evaluations to support the candidate's development.

- B. Candidate performance will be documented in Microsoft Forms.
- C. If a candidate's performance is not satisfactory, the Milligan director and mentor will develop a growth plan with a timeline for the candidate to implement given feedback. If the candidate does not meet the expectation of the growth plan, the Milligan program director will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement.
- D. EPP administrators will closely monitor evaluation results and retain clinical educators receiving positive ratings.
- E. Evaluation Schedule: Milligan candidates will be evaluated with two (2) rubrics.
  - 1. Educational Leadership Dispositions
  - 2. TEAM Administrator Evaluation Rubric – final Seminar Course
- F. The Milligan supervisor and the mentor will complete the documentation for these evaluation rubrics.
- G. Candidate evaluation rubrics will be completed and accessed in Microsoft Forms.

## **CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES: SCHOOL COUNSELING LICENSURE**

This program description will be used as the governing document for the program. It will be reviewed and revised at least annually.

### **1. Program Objectives:**

- A. To provide prospective counselors a year-long (Internship) experience for clinical preparation that is mutually planned by the school system and Milligan (CAEP 2.1). The year-long internship follows the guidelines for the duration outlined in the Educator Preparation Policy.
- B. To provide multiple indicators and appropriate technology-based applications (Microsoft Forms) to establish, maintain, and refine criteria for performance evaluation and continuous improvement (CAEP 2.2)
- C. To provide candidates with close supervision and support to ensure that candidates demonstrate their developing effectiveness and positive impact on all P-12 students' learning and development (CAEP 2.3).

### **2. Selection of Candidates:**

- A. Milligan will recommend school counselor candidates to the school system. Candidates will be students holding a Bachelor's degree and will be enrolled in a Master of Science in Counseling (School Counselor PreK-12 licensure-seeking) program.
- B. Prospective candidates will complete the application process as directed by Milligan. The information will be sent to the designated administrator of the school system and will be shared with principals and supervisors. Principals may also interview candidates and then make decisions to accept or reject them for internship placements.
- C. Criteria for candidates to enter clinical experience include the following:
  1. 3.0 overall GPA including content prerequisite courses
  2. Successful completion of the *Professional School Counselor Praxis Exam*
  3. Completion of TBI background check
  4. First Aid and CPR verification (must be current)
  5. Overall disposition ratings at expectation (score of 3 or higher)

### **3. Candidate Benefits and Responsibilities:**

- A. Candidates will complete a minimum of 100 days of internship following completion of COUN 690 (Practicum). School counseling candidates are required to complete 6 credit hours of Internship (COUN 691 School Counseling Internship).
- B. Candidates must accumulate hours at the rate of a minimum of 10 hours per week.
- C. Candidates will plan and complete assignments in coordination with their school counseling mentor.
- D. Candidates will record hours worked and submit them for approval by their school counseling mentor.
- E. Candidates are required to procure at their own expense a TBI Background Check with results reported to Milligan and shared (if necessary) with the school system in which they are placed for their clinical experience.
- G. Candidates are required by Milligan to procure at their own expense Professional Liability Insurance.
- H. Candidates will not be placed where there are family members or friends employed or where they have previously been employed.
- I. Candidates should address questions and concerns regarding clinical placement activities to the Master of Science (MSC) Practicum and Internship Experiences Coordinator (PIE).

### **4. Selection of School Counseling Mentors:**

- A. The designated district administrator and the Master of Science (MSC) Practicum and Internship Experiences Coordinator (PIE) will work closely together to determine the most appropriate school counseling mentor for each candidate.
- B. Cooperating school counseling mentors will be selected according to criteria, which include (a) counseling experience, (b) appropriate certification, (c) evaluation as a highly competent counselor, and (d) willingness to assume the roles expected of a school counseling mentor.
- C. Criteria for school counseling mentors include the following:
  - 1. Must have a professional school counseling license with at least 3 years of full-time experience in school counseling as a licensed educator.

2. Must be highly competent as evidenced by local assessment and/or state evaluation procedures with TEAM overall summary scores of 4 or higher.
3. Must be willing to assume the roles expected of a school counseling mentor as outlined in the School Counseling Internship Handbook (i.e., confidant, advocate, coach, and critic).

## **5. Operational Guidelines:**

- A. The principal (as necessary), Milligan representative, school counseling mentor, and candidate will work together to develop a plan of activities for the candidate.
- B. Responsibilities of school counseling mentor include the following:
  1. Supervise candidate planning and school counseling activities, observe lessons and meetings, and provide performance feedback.
  2. Model effective academic, social, and personal development instruction for the candidate.
  3. Meet regularly with candidates to assist in planning for school counseling services, implementing school counseling programs, and creating supportive environments.
- C. In general, candidates will work with no more than two school counseling mentors; however, if the school system and Milligan agree, modifications can be made in special situations. Candidates will be supplemental to existing staffing in the school where they are located. They will be teamed with one or more experienced counselors to facilitate the goals of the schools.
- D. Flexibility in the candidate's program will be maintained during the first semester to accommodate an adequate orientation period and allow the use of the time for enrichment experiences. Ample time should be provided for planning. Although the goal is to involve the candidate in delivering services as quickly and as thoroughly as possible, adjustments will be made to accommodate individual differences in background and training.
- E. In general, the second semester will have a more concentrated focus on counseling activities. Depending on the candidate's background and skills, the candidate will assume a full or nearly full counseling load. Candidates are expected to emulate the school counseling mentor and participate fully in the full range of school-wide activities.
- F. No candidate will be the school counselor of record for any school.
- G. School counseling mentors will be allowed to participate in some of the regularly scheduled clinical seminars conducted by Milligan.

H. Candidates will follow the same school calendar as the school counseling mentors of the assigned district.

**6. Evaluation and Program Termination:**

- A. School counseling mentors and Milligan supervisors will provide frequent feedback and informal and formal evaluations to support the candidate's development as an effective school counselor. Formal evaluation procedures are detailed in the Milligan Clinical Experience Handbook – Evaluation Section.
- B. Formal evaluation will follow the same procedure as that used for district school counselors, namely the TEAM Assessment-School Services Personnel rubric.
- C. Candidate performance will be documented and monitored. If a candidate's performance is not satisfactory, the Milligan supervisor, school counseling mentor, and as appropriate the school's administration will develop a growth plan with a timeline for the candidate to implement given feedback. If the candidate does not meet the expectation of the growth plan, the Milligan Director of the Master of Science in Counseling program will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement. These procedures are further detailed in the Milligan Clinical Experience handbook (see **Intern Removal from Placement Flow Chart**).
- D. If the candidate's performance has been satisfactory, as documented by rubric evaluations completed in Microsoft Forms by the school counseling mentors and Milligan supervisor, Milligan will recommend the candidate for the state initial practitioner's license after the evaluation process has been completed.

## **EDUCATOR PREPARATION PROVIDER/ LOCAL EDUCATION AGENCY STATE-RECOGNIZED PARTNERSHIP (ADDENDUM)**

Prompt 1: Identify mutually-agreed upon strategies to select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development.

The designated LEA administrator and the Milligan Clinical Placement Coordinator (CPC) co-select clinical mentors. Clinical mentors are co-selected according to mutually-agreed upon criteria: 1) Professional teaching license with 3 years full-time teaching experience and endorsement in the same content or closely related field; 2) Rating as a highly effective teacher (i.e. level of effectiveness overall score of 4 or higher on a state evaluation model); 3) Willingness to assume the roles expected of a mentor as defined in the Initial Licensure Handbook (ILH).

Criteria for clinical supervisors include: 1) Expertise in the grade/content for which they are assigned; 2) Successful experience with past mentoring; 3) Successful completion of TEAM evaluation training; 4) Willingness to assume the responsibilities of a supervisor as defined in the ILH.

Clinical educators are prepared through an orientation prior to the clinical experience. All clinical educators receive a comprehensive ILH, electronically available through Microsoft Forms. Primary components of the ILH and critical clinical assessments are reviewed at the orientation. Mentors are surveyed following the orientation for feedback. The clinical supervisor provides support to the mentor by conducting regular visits. During these visits, the clinical supervisor observes the mentor with teacher candidates, discusses concerns, and offers any needed support to the mentor. If the mentor has an issue or concern with the teacher candidate, the clinical supervisor takes appropriate action as outlined in the ILH. The CPC supports clinical supervisors.

If a mentor has difficulty meeting the roles, responsibilities, and expectations outlined in the ILH, additional support by the Milligan supervisor will be provided. If the clinical mentor continues to struggle after these additional supports are provided, the CPC will become involved to provide support. If mentors fail to meet the roles, responsibilities, and expectations, the CPC will assign a different mentor and not approve future experiences with this mentor. Likewise, if the Milligan supervisor is not meeting the roles, responsibilities, and expectations, the CPC will offer additional support. If the Milligan Supervisor continues to struggle, the Area Chair will meet with the supervisor to provide additional support. If expectations are still unmet, the Area Chair will remove the supervisor from supervision.

Candidates and supervisors evaluate clinical mentors after each experience; clinical supervisors are also evaluated by candidates and mentors after of each experience. EPP administrators will closely monitor evaluation results and retain clinical educators receiving positive ratings. The CPC provides mentor evaluations to districts and results regarding supervisor evaluations are shared with supervisors by the Area Chair.

Prompt 2: Identify mutually-agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

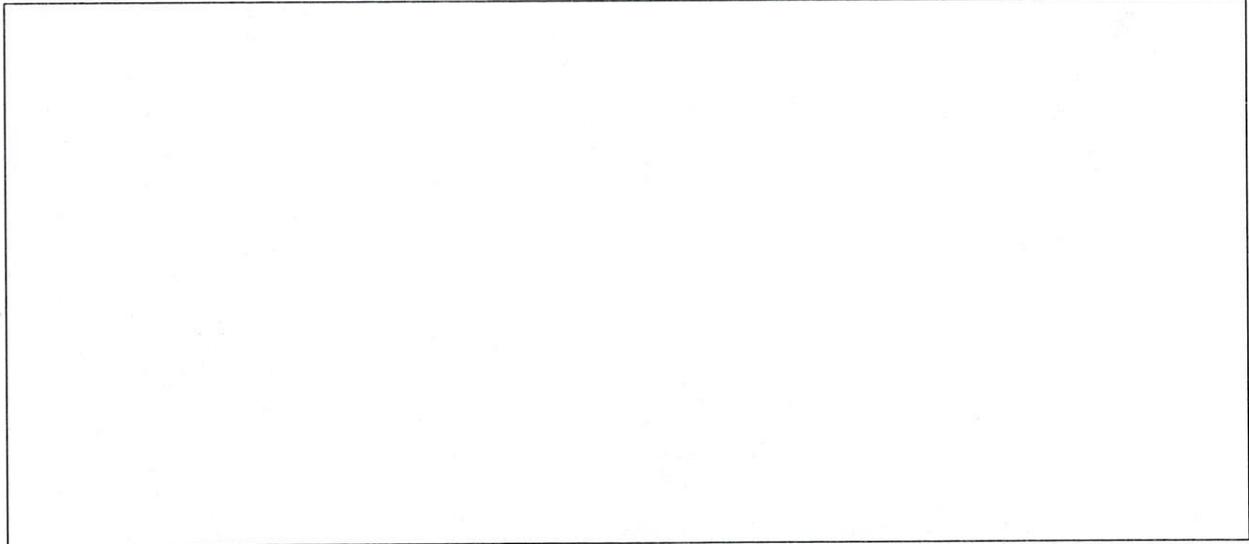
The design of the clinical experience allows candidates to demonstrate their developing effectiveness and positive impact on all students' learning and development through a series of structured experiences that follow state-approved guidelines for the duration of clinical experience (see Educator Preparation Policy). In collaboration with our partners, multiple indicators and appropriate technology-based applications are used to establish, maintain, and refine criteria for continuous improvement (CAEP, Standard 2). Initial seeking students are evaluated through The Tennessee Educator Acceleration Model (TEAM). TEAM provides candidates a coherent and consistent assessment as it is one of the approved models for educator evaluation.

Concepts and evidence-based strategies related to the practice are introduced during coursework. These concepts and strategies are reinforced during field experiences associated with key courses within each pathway. Candidate progress is monitored throughout coursework and clinical experiences. At this level candidates are expected to move from observing and assisting during the first two weeks of the experience, to co-teaching, to gradually adding responsibility until they are assuming full classroom teaching responsibilities by the end of the experience. During the first two weeks in each placement, candidates learn the cultural backgrounds of students in their classroom as well as student learning strengths and needs. This knowledge of students assists candidates with implementing culturally relevant practices as they gradually assume responsibility for classroom instruction. Candidates are expected to independently analyze instructional materials, resources, and curriculum based on this information and plan for appropriate supports for various cultural backgrounds and learning needs. Candidates work with mentor and supervisor support to move toward independence with analyzing materials and implementing these practices into each lesson.

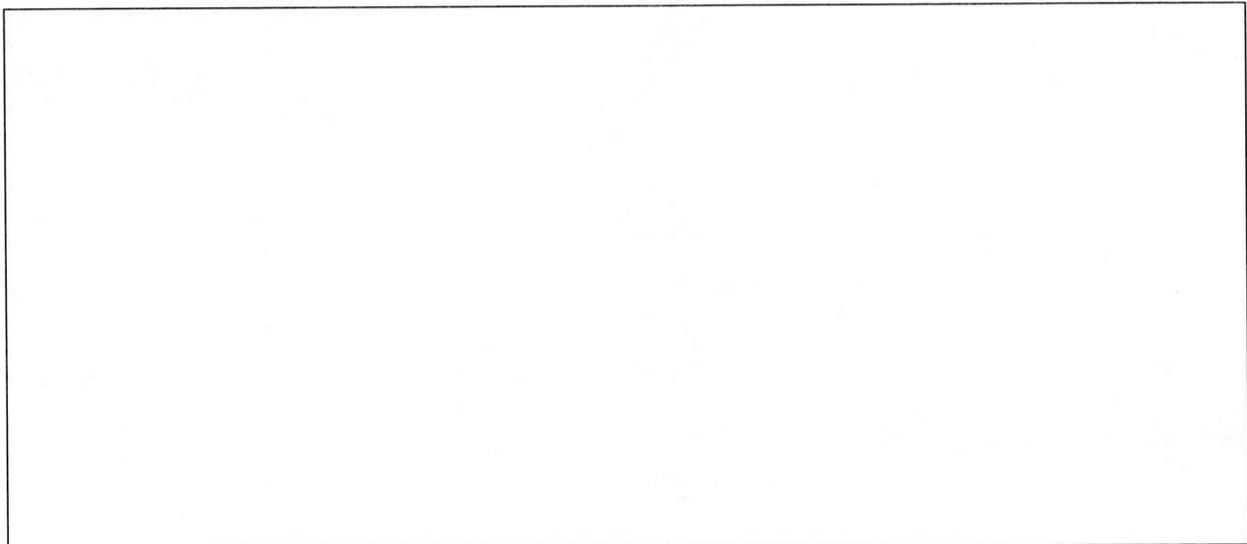
The candidates' clinical experience allows for sufficient depth and breadth through frequent observations, constructive feedback, student data, and professional seminar courses. Both the clinical supervisor and clinical mentor evaluate (or observe) candidates several times during each experience, and feedback is provided following each observation.

Candidates are required to document their positive impact on student learning through their edTPA Assessment Portfolio submission (which requires candidates to describe, analyze, and identify patterns in their P12 students' learning) and/or through TEAM evaluation scores from their clinical experiences. Candidates have sufficient clinical experiences in diverse settings through careful selection of clinical placements based on demographic information. The Milligan Educator Disposition rubric, which is aligned with The Interstate New Teacher Assessment and Support Consortium (InTASC), assesses the candidates' abilities in the following areas: (a) collaboration and professionalism, (b) feedback, (c) communication, (d) diverse learners, (e) ethical and legal practice, and (f) technology.

**Please provide your INITIAL (PreK-12) licensure needs and/or projections of needs for your school system:**

A large, empty rectangular box with a thin black border, intended for the user to provide their initial licensure needs and/or projections for the school system.

**Please provide your ADVANCED (Administration and Counseling) licensure needs and/or projections of needs for your school system:**

A large, empty rectangular box with a thin black border, intended for the user to provide their advanced licensure needs and/or projections for the school system.

The above agreement between Milligan and the school system is a description that governs the clinical experience programs. The document is annually reviewed and revised by Milligan for the operations guideline for both Milligan and the school system.

*Tausha Clay*

07/08/2021

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Dr. Tausha Clay, Milligan Coordinator of Placements

Date

*Angela Hilton Prillhart*

07/08/2021

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Dr. Hilton-Prillhart, Area Chair of Education

Date

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School System Director of Schools

Date

## **The Access Program**

### **Elizabethton and The Access Program General Outline of Expectations**

#### **The Access Program (TAP) services:**

- Presentation of content from the topics listed below on our Scope and Sequence developed by The Access Program Curriculum Specialist.
- The topics are directly correlated to help your students create their own post-secondary goals, career exploration, and/or further education needed to meet these goals.
- Each lesson will include a presentation of the topic, videos, and application activities that the students will practice in class or can practice in a real life setting. If the student is enrolled in a Work Based Learning class then a ready made opportunity is available. We provide all of the materials needed such as assessments, worksheets, activities supplies, however not specific work sites.
- We will provide assessments and results to the school system and VR if requested, career exploration to each student, creating personal SMART career goals, and how to develop post-secondary goals.
- TAP will also guide the students in soft-skills and work readiness skills, such as communication, interviewing skills, and self-advocacy skills.
- For the areas that are covered through Transition School to Work from your school system, TAP can provide support, through in class training and practice to prepare the students to use their skills in work settings.
- TAP can also assist with Project Search services if applicable.

#### **Elizabethton Service Expectations:**

- Allowing time (preferably 1 - 1 ½ hours time frame weekly or twice a month) with identified students during the school day through Resource and/or CDC or WBL classes.
- Provide a signed permission slip and the front page of the IEPs for each student participating.
- Correlation with the Special Education teachers to determine the topics they are covering so we can support or provide reinforcement with our lessons.
- Local opportunities for suggested locations for informational interviews, job shadows, business tours, and guest speakers, etc. This can support our lessons or be incorporated every other week through your program. We are doing this with one system. Every other week the

## The Access Program (TAP)

school/VR/Transition Coordinator are providing a local guest speaker, business tour, presentation on specific careers, or Skype type Q/A. The next week we provide a lesson from our Scope and Sequence.

Our goal is to provide support to the school system, teachers and students by presenting instruction and application opportunities for post-secondary goals. Since our plans are correlated with the TSW, Pre-ETS WINTAC, and Transitiontn.org we can collaborate with your teachers to help students identify and reach their personal goals.

**Confidentiality Agreement:** All employees of the The Access Program (TAP) and school system agree to full confidentiality of student information. Only the information that is required by the state for grant, invoice and audit purposes will be made available to Tennessee state. Only the first page of the IEP and the signature permission form for TAP services will be shared by the school system. TAP lesson plans, materials and information is copyrighted for their use only and may not be printed, downloaded, copied or shared in any form.

This agreement is between \_\_\_\_\_ and The Access Program (TAP) for the school year of August 2021 through August 2022 (to include any Summer Job Club camps offered).

\_\_\_\_\_  
School System Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
The Access Program - Representative

\_\_\_\_\_  
Date

**Fees:** TAP will file invoices with the State of Tennessee for instruction and services for the Pre-ETS program according to the grant awarded by the state. Should the grant be discontinued TAP and/or the school system may request a negotiation meeting to determine if services can continue with another method of payment.

## The Access Program (TAP)

### Scope and Sequence 2021-2022

#### **Fall 2021 Topics**

1. Time Management
2. Personality Assessment
3. Disability Awareness
4. Learning Style
5. Career Interest
6. Career Clusters
7. Narrowing Career Choices
8. Academic Connections for Careers
9. Communication at School and Work
10. Teamwork and Leadership
11. Critical Thinking and Problem Solving
12. Soft Skills in the Workplace
13. SMART Goals
14. Self Advocacy School and Work

#### **Spring 2022 Topics**

1. Education needs for chosen career
2. Four year plan
3. Career outlook
4. Career Expectations
5. Applying Career SMART goals
6. Applications
7. Interviews
8. Self Awareness at Work
9. Financial Literacy
10. Resumes
11. Volunteering
12. Personal Statements
13. Job Shadows Informational Interviews.
14. Summer planning



August 19, 2021

Kathleen Danuser  
Citizens Bank  
300 Broad Street  
Elizabethton, TN 37643

Dear Mrs. Danuser:

Elizabethton City Schools would like to request changes to our VISA account being used by administrators. We would like to request that the credit limit for these accounts remain at \$27,500.00. The following administrators will need to have individual cards on the account with the availability indicated. The changes are in red.

Myra Newman	\$ 4,500.00
John Hutchins	\$ 5,500.00
Travis Thompson	\$ 4,500.00 (increase)
Joey Trent	\$ 5,000.00
Richard VanHuss	\$3,000.00 (increase)
Josh Boatman	\$5,000.00
<del>Regina Wilder</del>	<del>\$ 3,000.00 (delete)</del>

Please contact Jackie Guinn at 547-8000 extension 8205 should you need any additional information.

Thank you for your assistance in this matter.

Sincerely,

Richard VanHuss  
Director of Schools



*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

## **DISTRICT: Public Plan**

### *Needs Assessment for ESSER 3.0*

*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

# DISTRICT: Elizabethton City Schools

## Public Plan - Needs Assessment for ESSER 3.0



### General Information

LEA Name	Elizabethton City Schools	Director of Schools	Mr. Richard VanHuss
Address	804 S. Watauga Ave. Elizabethton, TN 37643		
Phone #	(423) 547-8000		

### Students & Enrollment

Mission & Vision	<p>The mission of Elizabethton City Schools is the development and growth of its children in the knowledge and skills which enable them to achieve their potential as complete human beings, share in and contributing to the enjoyment and enrichment of their own lives, the lives of others, of the community, and the world.</p> <p>Vision:</p> <ul style="list-style-type: none"> <li>To maximize educational opportunities for children</li> <li>To actualize a facilities improvement and maintenance plan for Elizabethton City Schools</li> <li>To expand parenting/community education and involvement</li> <li>To build trust with funding agencies through accountable practices</li> <li>To build collaborative relationships with higher education, post-secondary institutions, and other agencies for the purpose of student and teacher education</li> <li>To improve student and staff productivity through a positive school system climate</li> <li>To have our students effectively compete in a global job market</li> </ul>			
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Grades Served	PreK-12	# of Schools	5	Total Student Enrollment	2,584
Race/Ethnicity	American Indian/Alaska Native	0.3%	Asian	1.4%	
	Black/African American	5.2%	Hispanic	3.3%	
	Native Hawaiian/Pacific Islander	0.2%	White	89.6%	
	Multiracial	5%			
Economically Disadvantaged	21.8%	English learners	0.5%		
Students with Disabilities	16.3%	Foster	0.3%		
Students Experiencing Homelessness	3%	Students in Military Families	0.5%		
Migrant	0.1%	Students with High-Speed Internet at Home	69%		

**This needs assessment for ESSER 3.0 is built to be a summary of the major elements to consider in strategic planning for effective resource allocation for those funds.** The department also encourages updates to ESSER 1.0 and 2.0 spending plans to align with needs as they are updated and develop. Local plans and those submitted through InformTN for the comprehensive district plans will likely be more detailed **and thorough, with specific call-outs by individual school need. The state template is intended to provide the public with a data snapshot to** inform community engagement related to the needs of the district that ESSER 3.0 dollars may support.

## ACADEMICS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
<b>Kindergarten</b>		
50%+ School Year Remote	Provide information on any increase in the number of students whose "firsttime" experience in a formal school setting will be 2021-2022.	According to current enrollment data and information, 50 Kindergarten students will be experiencing a formal school setting for the first time during the 2021-2022 school year.
<b>Instructional Days</b>		
Days In-Person	Total number of in-person days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	Elizabethton City Schools experienced 137 in-person instructional days for the 2020-2021 school year. 80% of the school year was considered in-person for all grades.
Days Virtual	Total number of virtual days in the 2020-21 school year (number of days and percent of the year) for elementary, middle, and high schools in your district.	Elizabethton City Schools experienced 36 virtual days for the 2020-2021 school year. 20% of the year was considered virtual for all students.
Quarantine Closures	Summarize the number of days or weeks schools were closed due to quarantine and how that varied across the district. Differentiate between elementary, middle and high schools and only provide summaries in the context of broad impact (number of students impacted, on average).	T.A. Dugger Junior High (6-8 grade) was the only school within Elizabethton City Schools to close due to quarantine. This quarantine lasted 5 days and as an alternative to in-person learning, approximately 615 students attended virtually for the 5 quarantined days.
Additional Impacts on Instructional Time	Summarize any other significant impacts on instructional time (more than 5 days). Examples may include: staffing shortages, weather or natural disasters, technology access or issues, etc.	4 day in-person/1 day virtual for all students Chromebooks did not arrive until January
Overall Impact	Summarize engagement in virtual instruction, by grade band. This should include the academic and relational experience during the 2020-21 school year.	<p>K-2: The teachers focused on Phonics, Reading practice, grammar, high frequency words, writing, and math. They made weekly interactive Google Slide presentations and/or posted a daily agenda for the students to work through. Their daily Google Meet consisted of a phonics lesson or interactive read aloud. The teachers worked hard to build those parent/student relationships with virtual students and on hybrid/virtual days with their in-person students by being available via email, text, phone, Google Classroom, and Google Meet.</p> <p>3-5: The teachers had daily on-line lessons for their students either by posting a video recording of their instruction or hosting a live Google Meet. Their lessons focused on math, ELA, social studies, and science. Everything that was happening during in-person instruction was also available digitally on Google Classroom. The teachers worked hard to build those student/parent relationships with virtual students and on hybrid/virtual days with their in-person students by being available via email, Google Classroom, and Google Meet.</p> <p>6-8: Synchronous and Asynchronous learning opportunities were provided for our virtual learners. One day of the week, Wednesday, was dedicated to virtual instruction. This provided time for our teachers to make personal connections with our students who selected to remain distance learners throughout the year and an opportunity for them to build relationships with their peers.</p>

*Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.*

		<p>9-12: First semester specific teachers were assigned to teach distance learners. This became an issue when students' needs changed throughout the semester with keeping students with their same schedules and courses. During the second semester all teachers taught both in-person students and distance students with the same class. This provided the opportunity for students to develop relationships with their peers. Synchronous and Asynchronous learning occurred throughout the year. Wednesdays were devoted to engaging all students in virtual learning and to provide dedicated time for our virtual learners.</p> <p>K-12: One issue that we faced with virtual instruction was the delay in receiving our one-to-one devices for our students. We ordered Chromebooks in July 2020 and did not receive these Chromebooks until January 2021. This delay caused difficulty in providing Synchronous and Asynchronous instruction during the first semester of school.</p>
<b>Student Achievement, Instructional Materials and Interventions</b>		
Benchmark Data	Provide the district average for beginning, middle, and end-of-year diagnostic/screener data comparisons. Provide overall data as well as by student group.	<p>enCase Benchmark Data: <b>Annual Projected % Proficient</b>  <b>3-8 Math:</b> 38%  <b>3-8 ELA:</b> 32.23%  <b>Alg I:</b> 31.05%  <b>Alg II:</b> 27.65%  <b>Geometry:</b> 19%  <b>Eng I:</b> 29.45%  <b>Eng II:</b> 31.7%</p> <p><b>Aimsweb K-2: Early Literacy Data</b> indicates students made substantial improvements throughout the year. <b>TIER II &amp; III data</b>  <b>Kindergarten:</b> Fall 61%; Winter 53%; Spring 26%  <b>First Grade:</b> Fall 51%; Winter 49%; Spring 33%  <b>Second Grade:</b> Fall 40%; Winter 34%; Spring 18%</p> <p><b>Aimsweb K-2: Early Numeracy Data</b> indicates students made substantial improvements throughout the year. <b>TIER II &amp; III data</b>  <b>Kindergarten:</b> Fall 57%; Winter 39%; Spring 22%  <b>First Grade:</b> Fall 50%; Winter 41%; Spring 32%  <b>Second Grade:</b> Fall 51%; Winter 34%; Spring 21%</p>
Literacy	Summarize the impact of early reading compared to previous years. Provide overall data as well as by student group.	<p>Early reading was impacted by the reduction of in-person instructional days available to students. For students who selected in-person instruction they were able to meet 4 days a week and then have one day of virtual learning a week. Early Literacy Aimsweb data does not indicate a significant impact on scores. Due to not administering 2020 Spring Universal Screeners it is difficult to compare the accuracy of the impact. In 2019/2020 our Winter Early Literacy Kindergarten US data indicates 71% of our students were proficient with grade level skills. In 2020/2021 our Spring Early Literacy Kindergarten US data indicates 74% of our students were proficient with grade level skills. In 2019/2020 our Winter Early Literacy First Grade US data indicated 66% proficiency and our 2020/2021 Spring Early Literacy First Grade US data indicated 67% proficiency. 2019/2020 Second Grade Winter Early Literacy data indicated 77% proficiency and 2020/2021 Spring data indicated 82% proficiency.</p>

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ACT	Summarize ACT data for your district (participation and outcomes) compared to previous years. Provide overall data and by student group.	<p>2018-2019 - ACT Average 20.7 - 53.6% of all students scored a 21 or higher. 40.7% of ED students scored a 21 or higher. 14.3% BHN students scored a 21 or higher, and 3.4% of SWD scored a 21 or higher.</p> <p>2019-2020 - ACT Average 21.9 - 44.4% of all students scored a 21 or higher. 25.7% of ED students scored a 21 or higher. 33.3% BHN students scored a 21 or higher, and .09% of SWD scored a 21 or higher.</p> <p>2020-2021 - ACT Average 20.8 - 47.5% of all students scored a 21 or higher. 29.8% of ED students scored a 21 or higher. 6.3% BHN students scored a 21 or higher, and 0% of SWD scored a 21 or higher.</p> <p>The current 3-year trend listed represents the latest available data. All students' percentage dropped during 19-20 by 9% but then increased by 3% for the 20-21 school year. ED students followed the same trend as all students with a decrease in 19-20 but a slight increase in the ED percentage by 20-21. BHN and SWD had the most significant change in that by 20-21, both had decreased in percentage - specifically with SWD having no students score a 21 or above on the ACT.</p> <p>The above 3-year trend also indicates a 99% participation rate average.</p>
Interventions (Above and Beyond RTI)	Summarize any proactive interventions included in 2020-21 to address potential concerns, as applicable.	<p>After school virtual tutoring was made available to students for both distance and traditional track students. We also partnered with Milligan University to provide Virtual tutoring for our students. This partnership supported our students and teachers, as well as, helping pre-service teachers to obtain some practicum hours.</p> <p>Virtual students were given the opportunity to come in as needed on Wednesday to get caught up and/or allow us to collect data. We facilitated this process in many different ways to ensure the family/student was comfortable with the arrangement. We made many trips delivering and picking up student work.</p>
School Activities and Enrichment	Summarize any impacts on enrichment programs, school activities, etc. during the 2020-21 school year.	<p>Our Extended School Program was able to continue throughout the year by keeping students within their schools instead of bringing them together as a district. COVID protocols were in place during the ESP times. Athletics at both the middle school and high school operated throughout the year adhering to TSSAA and CDC guidelines. School activities, family nights, field trips, etc. were greatly impacted and reduced due to the difficulty of meeting COVID guidelines. Family engagement activities were also impacted. Schools were unable to hold family engagement activities and/or events. Group work and peer-interactive lessons were constrained and absent due to social distancing restrictions and regulations. We also missed out on the valuable assistance of volunteers who are normally available due to constraints with social distancing inside our schools.</p>

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## STUDENT READINESS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
<b>Transitions and Pathways</b>		
Transitions into Middle School	Summarize challenges for students new to middle school during the 2020-21 school year.	We typically have in-person orientations for each grade level (6-8) in middle school. For the 20-21 school year, this was only done for 6th grade students and was broken down alphabetically into much smaller groups. Additionally, students who elected to participate in distance learning were experiencing middle school curriculum for the first time without having ever set foot in the building.
Transitions from Middle School	Summarize challenges related to students who are leaving middle school in Spring 2021.	Students who complete 8th grade in our school system typically participate in multiple culturally enriching activities that help develop them into more well-rounded individuals before they enter high school. These events include trips to study local history and a trip to Washington, DC to explore national landmarks and US History. These opportunities were not available during the 2020-2021 school year.
Transitions into High School	Summarize challenges for students new to high school during the 2020-21 school year.	We typically have in-person orientations for all incoming 9th-grade students and students new to the district. For the 20-21 school year, this was only done for 9th-grade students and was broken down alphabetically into much smaller groups. Additionally, students who elected to participate in distance learning were experiencing high school curriculum for the first time without having ever set foot in the building.
Graduation Rates	Summarize challenges related to students who will graduate in Spring 2021 compared to previous years.	Elizabethton High School (EHS) graduation rate for the 2020 school year was 88.9%. For the 2021 school year, EHS increased the graduation rate + 4.09% to 92.99%. This data demonstrates a significant improvement compared to previous years.
Dropout Rates and Disengagement	Summarize challenges related to expected drop-out rates credit recovery needs or engagement concerns with high school students in the 2020-21 school year compared to previous years.	Our credit recovery needs were elevated in the spring of 2021 and also this summer during summer school. Our district office funded additional seats for a capacity that was three times the normal number of students we typically serve in summer school. Ninety five percent of our students attempting to recover credit over the summer were able to do so. We were still able to achieve our AMO for graduation rate and improve from last year despite the challenges we faced but it did not come without a large need for credit recovery during the school day. Again, these opportunities were made available by increasing the amount of licenses needed for our approved credit recovery program so that the increase in student load would be manageable
CTE	Provide any decrease in the number of CTE courses, concentrators, completers, and/or inability to participate in coursework needed to fulfill concentrator/completer status due to pandemic restrictions.	In the fall of 2020 EHS did not allow Distant Learners (DL) to take higher level CTE classes. We were better prepared with Chromebook and best practices to accommodate DL students in all classrooms. Perhaps, the pandemic handcuffed our numbers in places. Course catalog description as part of our Fall 2020 re-opening: <i>Courses available for students on the Distance Learning Track are listed below. Remaining courses in the Course Catalog are available on-campus only. In the event of school closure, on-campus courses will be made available online: Online CTE and Elective Courses (based on availability and enrollment) Agriscience, Maintenance, Light, and Repair 1, Health Science, Aviation 1, Intro to Aerospace, Computer Applications, Digital Arts 1, Principles of Engineering &amp; Design, Cyclone Experience, (9th grade only) And Senior Capstone (12th grade only)</i> In the spring this was changed to allow students to take all classes in person or remote.

*Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.*

Course Availability	Provide an overview of courses that were notable to be offered during the 2020-21 school year as a result of pandemic related challenge (not including CTE, which is referenced above).	There were no courses that we could not offer as a result of the pandemic. Full-time virtual learners were given the option to only take some courses in-person because they were not able to be tailored to fit a virtual environment 5 days per week. In-person and hybrid learners were offered all courses in our catalog.
<b>Special Populations and Mental Health</b>		
Special Populations	Summarize challenges related to supporting students with disabilities, English learners, students experiencing homelessness, students in foster care, migrant students, and economically disadvantaged students during the 2020-21 school year.	The greatest challenge in supporting special populations during the 20-21 school year existed in providing services to students who either elected to remain distance learners or who were on mandatory quarantines. Academic supports could be provided virtually through platforms like Google Classroom and Canvas, but many other supports such as OT/PT and speech had to be delivered either in-home or virtually.
Mental Health, Behavioral and Other Supports, Interventions and <b>Staffing</b>	Summarize challenges related to mental and behavioral health. As applicable, include limitations related to observation and interaction with student in the virtual learning environment.	While counselors were able to utilize technology to meet with and provide support to virtual learners, these sessions were limited by what could be observed on a screen. This limited the counselors' ability to witness social interaction and process non-verbal information (i.e., body language).
School Nurses	Summarize challenges related to shortages or limitations in school nurses (or similar).	ECS has one full-time nurse at each of our five schools to serve the student population. Additionally, we employ a nurse within our SPED department and a district-wide RN. Their greatest challenges involved contact tracing, ensuring social distancing/quarantine procedures at school for symptomatic students, and general availability in the event that one or more of them had to quarantine after close contact with a positive case.

*Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.*

## EDUCATORS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Staff Retirements	Summarize differences in the number of staff retirements during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	In the 19-20 school year, we had 5 classified retirements. In the 20-21 school year we had 3. For the 19-20 school year, we had 3 certified staff retire. For the 20-21 school year, we had 6 certified employees retire. The number of certified retirements doubled but was still very small compared to the total number of certified staff we employ.
Staff Resignations	Summarize differences in the number of staff resignations which occurred during the 2020-21 school year as compared to previous years. Please differentiate between instructional staff and other staff.	In the 19-20 school year, there were 26 classified & 9 certified resignations for a total of 35 resignations. In the 20-21 school year, there were 30 classified & 8 certified resignations for a total of 38 resignations. The difference is so small that it is hard to determine what may be the cause.
Extended Quarantines	Provide the number and percent of instructional staff and non-instructional staff who faced more than two quarantine periods (10 days or longer).	Of the 227 certified staff members, only 2 staff (.09 %) faced more than 2 quarantine periods. Of the 209 classified staff, only 2 staff (.96 %) faced more than 2 quarantine periods.
Classroom Vacancies	Provide the total vacancies for the teacher of record in the district during the 2020-21 school year.	There were no vacancies for the teacher of record in ECS during the 2020-2021 school year.
Other Vacancies	Summarize any other critical vacancies that impacted the district during the 2020-21 school year.	There were no "critical" vacancies that impacted the district.

## OTHER CONSIDERATIONS

Topic	Supporting Data and Notes	Interpretation of Data and Identified Needs
Access to Technology	Provide the percent of time when students learning in a virtual environment did not have consistent access to a device. Provide this information for elementary, middle, and high school grade bands.	Prior to the pandemic, we were not a 1 to 1 district. With our ESSER 1.0 grant, we purchased 1500 Chromebooks & 200 teacher laptops. We also utilized a combination of the Remote Technology Grant and the Continuous Learning Grant to purchase the devices needed to serve students in a remote learning environment. Teacher laptops were ordered in early June and delivered in mid-July. Unfortunately, this was not the case with our Chromebooks. They were ordered in early June but were not delivered until late January/early February. Our district had some Chromebooks, so we distributed those to students who did not have access to a device. Approximately 20% of our elementary students were without a school device for almost 60% (6 months) of the school year. Approximately 15% of our junior high and 20% of our high school students were without a device for 60% (6 months) of the school year. Many of our students were using their own devices to allow us to

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		successfully navigate the challenges of remote learning. There were some students who still did not have a device. In those situations, the teachers worked on ways to provide printed material and feedback through various modes of communication.
Access to High-Speed Internet	Summarize student and staff access to high-speed internet during virtual instruction, how that changed over the year, and how that might have impacted opportunity and access.	Our hotspot devices were also delayed. We received those devices in November. We also installed outside wi-fi connections on each school campus that would allow students with no connectivity to upload and download assignments from their cars in the parking lot. All staff and students who needed high-speed internet access were provided with a hot spot by the end of November.
Facility Constraints	Summarize facility constraints that impacted instruction (ie.space concerns leading to hybrid schedules).	All three of our elementary schools were built in the late 1950's/early 1960s. Our junior high school was built in 1940. Our newest building, the high school, was built in the mid-1970s. While these buildings are well-constructed and have served the community well, they were not built with the constraints of a pandemic in mind. Many of the rooms are small and do not allow for social distancing as required during the COVID-19 pandemic. As a result, when infection rates increased in our area, we operated on a hybrid schedule. We also had remote Wednesdays throughout the school year to allow for deep cleaning halfway through each week. This also assisted administrators in minimizing the number of quarantines as a result of positive cases. Our junior high, high school, and one of our elementary schools are still on a two-pipe HVAC system, which limits the amount of fresh air that can be brought into the building. This has also been a challenge during the pandemic when fresh air is needed.

*Remember that a needs assessment is to specifically name those areas where additional support, resources, or attention would positively benefit students. That requires the identification of areas to strengthen as a result of the pandemic. The needs assessment may also include areas that were already focus areas for the district that have been exacerbated as a result of the pandemic and where additional investment may be warranted or beneficial.*

## Summary of Key Priorities

For each of the sections below, list the top 3 investments your district will make to address the data indicated above and accelerate student achievement.

### ACADEMICS

1	In consultation with our school leaders and community stakeholders, we determined our district could mitigate learning loss and accelerate student achievement by participating in the TN All Corps Tutoring program.
2	Additional interventionists at the three elementary schools will enable them to serve more students during the RTI intervention blocks to mitigate learning loss and provide additional intervention instruction.
3	Class size reduction teachers at the middle (TAD math) and high (EHS English) schools will enable teachers to accelerate academic achievement by serving fewer students per class.

### STUDENT READINESS

1	Our school leaders and stakeholders identified the need for mental health therapists to address the social, emotional, and academic needs of our students.
2	It was also determined that additional school counselors/advisors be added at the middle and high school levels for social, emotional, and academic readiness.
3	In addition, we identified the need for a school social worker to address the social, emotional, attendance, and academic needs of our students.

### EDUCATORS

1	No outstanding needs were determined as we didn't experience excessive retirements, resignations, nor extended quarantines.
2	
3	

### FOUNDATIONAL ELEMENTS

1	We determined the need to purchase devices to successfully implement remote learning (student Chromebooks, teacher laptops, hotspots/internet connectivity, & Boxlight panels).
2	It was also determined that we purchase new rooftop units for school facilities to improve fresh air circulation.
3	The completion of a new addition at T. A. Dugger Junior High School would allow smaller class sizes and improve fresh air circulation in the building.

## SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

## SUPPLEMENTAL RESPONSES *(continued)*

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***



# DISTRICT: Public Plan

## *Community Engagement Checklist*

*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

## Community Engagement Checklist

### Interim Final Requirements from the U.S. Department of Education: *LEA ARP ESSER Plan Meaningful Consultation*



“COVID-19 has had a dramatic impact on the Nation’s education system. In addition to disrupting teaching and learning, it has exacerbated existing inequities in our schools and school districts. Every aspect of student life has been impacted by the COVID-19 pandemic: students’ classes and courses of study have been interrupted and/or delayed and students’ social, emotional, and mental health have been negatively impacted by the isolation and anxiety of living through a pandemic and quarantine along with the additional associated stresses placed on their families.

As students and teachers continue to return to full-time in-person education, they will have important insights into how schools should approach prevention and mitigation of COVID-19, and into what may be needed to support student success. For this reason, in developing their ARP ESSER plans, LEAs will be required to meaningfully consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school **leaders, other educators, school staff, and their unions.** Additionally, an LEA is also required to engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA’s decisions about how to use its ARP ESSER funds will directly impact the students,

families, and stakeholders in their school district, and thus the LEA’s plans must be tailored to the **specific needs faced by students and schools** within the district. These diverse stakeholders **will have significant insight into what prevention** and mitigation strategies should be pursued **to keep students and staff safe, as well as how** the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

With regard to addressing the academic, social, emotional, and mental health needs of all students, particularly those most impacted by the pandemic, we believe that it is critical that LEAs solicit and consider the input of students and their families to identify their most pressing needs. Close coordination with Tribes is critical to **effective support for Native American students,** so LEAs need to consult Tribes, as applicable. In addition, the Department understands educators and students’ families will have important insights into and observations of students’ academic, social, emotional, and mental health needs garnered from their experiences during the COVID-19 pandemic. Stakeholders will similarly have critical insights into how best to address the academic impact of lost instructional time that LEAs are required to address with at least 20 percent of their ARP ESSER funds. For all of these reasons, through this consultation, LEAs will be better positioned to fully plan to use ARP ESSER funds to adequately respond to the needs of all students, particularly those most impacted by the COVID-19 pandemic.”

Please note who you engaged, as applicable, and the strategies used to engage those groups (ex. public meeting, request for comments, survey, etc.).

Applicable? (check if yes)	Group (as applicable)	Number Engaged	Number of Responses Received	Mode(s) of Engagement
✓	Students	2616	24	survey; student mtg
✓	Families	2616	141	survey; ECS board mtg
✓	School Board Members/Elected Officials	12	10	survey; ECS board mtg
✓	School and District Administrators	20	20	direct consultation
✓	Special Education Administrators	1	1	direct consultation
✓	Principals	5	5	direct consultation
✓	School Leaders	15	15	direct consultation
✓	Other Educators	228	82	survey
✓	School Staff	207	38	survey
✓	Civil Rights Organizations	17	17	survey
✓	Disability Rights Organizations	36	36	survey
✓	Interest Group(s): Students with Disabilities	67	67	survey
✓	Interest Group(s): English Language Learners	47	47	survey
✓	Interest Group(s): Children Experiencing Homelessness	67	67	survey
✓	Interest Group(s): Children in Foster Care	55	55	survey
✓	Interest Group(s): Migratory Students	20	20	survey
✓	Interest Group(s): Students who are Incarcerated	18	18	survey
✓	Interest Group(s): Underserved Students	16	16	survey
✓	Other: Community Members	unknown	25	survey
	Other:			

Any additional information related to the public engagement you would like to share:

**Please see supplemental responses below.**

## SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and *be sure to include which area you are adding a response to at the beginning.*

**Any additional information related to the public engagement you would like to share:**

**Our district administrative team met with school administrators after they engaged with leadership groups within their schools. These groups included assistant principals, instructional coaches, school counselors, and teachers (including those working with underrepresented student subgroups). They consulted on our plan for use of ESSER funds to meet the needs of learning loss and improve student achievement. The district team met to consider and prioritize the school leadership team requests and developed a proposal for ESSER 3.0 expenditures.**

**The ESSER 3.0 proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through a survey. We utilized social media, call reach, and news media to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. With our call reach system 4,137 calls were made to ECS families requesting them to complete the survey. Through social media (Facebook) we reached 4,372 followers informing them about the stakeholders' survey. News media (Elizabethton Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided. Throughout this process the budget and plan were shared with the school board, city council, and community stakeholders at our June, July, and August school board meetings. Our school board meetings are open to all stakeholders including parents, school staff, students, and community leaders. Community members are given the opportunity to address the board at each monthly meeting. Our school board meetings are streamed live, and recordings are posted on our YouTube channel.**



# **DISTRICT: Public Plan**

## *Safe Return to In-Person Instruction and Continuity of Services Plan*

*NOTE: If any of your answers to the following questions require additional space,  
please use the supplemental blank pages at the end of this document.*

# DISTRICT: Elizabethton City Schools

## *Safe Return to In-Person Instruction and Continuity of Services Plan*



The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a *Safe Return to In-Person Instruction and Continuity of Services Plan* that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e.,

families, students, teachers, principals, school and district administrators, school leaders, other **educators, school staff, advocacy organizations** representing student groups). The consultation process must include an opportunity for input and meaningful consideration of that input. ARPESSER plans to be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days.

Please note that LEAs need to **update** the Safe Return to In-Person Instruction and Continuity of Services Plan **at least every six months** through September 30, 2023, and must seek public input on the plan and any revisions, and must take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

Questions in this health plan were developed by the US Department of Education.

## Consultation with Stakeholders

**1** Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. **teachers, principals, school leaders, other educators, school staff, and their unions.**
- v. tribes;
- vi. **civil rights organizations (including disability rights organizations); and**
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

Our district administrative team met with school administrators after they engaged with leadership groups within their schools. These groups included principals, assistant principals, instructional coaches, school counselors, and teachers (including those working with underrepresented student subgroups). They consulted on our plan for use of ESSER funds to meet the needs of learning loss and improve student achievement. The district team met to consider and prioritize the school leadership team requests and developed a proposal for ESSER 3.0 expenditures. The ESSER 3.0 proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through a survey. We utilized social media, call reach, and news media to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. With our call reach system 4,137 calls were made to ECS families requesting them to complete the survey. Through social media (Facebook) we reached 4,372 followers informing them about the stakeholders' survey. News media (Elizabethton Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided. Throughout this process the budget and plan were shared with the school board, city council, and community stakeholders at our June, July, and August school board meetings. Our school board meetings are open to all stakeholders including parents, school staff, students, and community leaders. Community members are given the opportunity to address the board at each monthly meeting. Our school board meetings are streamed live, and recordings are posted on our YouTube channel.

Questions in this health plan were developed by the US Department of Education.

**2** Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

Our ESSER 3.0 proposed budget and plan was posted to the Elizabethton City Schools website with an opportunity for all stakeholders to provide feedback through a survey. The same proposed budget and plan were shared on our district level social media outlets to provide multiple stakeholders the opportunity to review and provide comment. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided.

**3** How did the LEA compile feedback during the open comment period for the ARP Plan?

We utilized Google Forms to develop a survey which gave us data on the number of surveys completed in total and by various subgroups including elected officials, students, parents, teachers, other educational professionals, administrators, and support staff. The survey also asked responders to indicate their interest group such as student with disability, English learner, children experiencing homelessness, children in foster care, migratory students, students who are incarcerated, underserved students, and Civil and Disability Rights Organizations. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided.

Questions in this health plan were developed by the US Department of Education.

**4** How was the input considered during the open comment period time?

Our ESSER program manager reviewed comments and suggestions after the open comment period time and compiled and color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided. Stakeholders were also given an opportunity to address the school board during our June, July, and August school board meetings.

*Safe Return to In-Person Instruction*

**5** Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding);
- hand washing and respiratory etiquette;
- cleaning and maintaining healthy facilities,
- including improving ventilation;
- contact tracing in combination with isolation and quarantine;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible; and
- appropriate accommodations for children with disabilities with respect to health and safety policies.

Elizabethton City Schools Plan for Reopening 2021-2022

Elizabethton City students will return to school August 5, 2021. Our number one priority continues to be the health and safety of our students while being able to provide appropriate academic instruction and meet students' social-emotional needs. Please note that modifications to this plan may be required based on conditions in our area and/or information from state and local health officials.

Academics

- The traditional, 5-day a week, daily instructional model provides instruction in-person while adhering to additional safety protocols. There will not be a virtual school option for students.
- Teachers will assess student's current instructional level and adjust instruction to address students' individual needs.

Health & Hygiene

- Hand sanitation stations will be available in all buildings.
- Increased cleaning and sanitation of high contact areas are a priority.
- Parents are requested to check temperatures prior to sending students on the bus or to school.
- Training for staff and students on recommended healthy routines will be provided as needed.
- Staff and students are encouraged to stay home if they are sick or running a temperature of 100.4 or greater.
- Face coverings are recommended for students and staff but are not required.

Continued page 6

Questions in this health plan were developed by the US Department of Education.

#### Facilities and Routines

- No water fountain use: students are encouraged to bring a water bottle.
- Increased cleaning and sanitation of high contact areas are a priority.
- Increased air circulation in classrooms through windows, doors, and air purifiers (as feasible and practical).
- Large group assemblies will be limited for essential purposes only and will follow guidelines (as feasible and practical).
- Only academic field trips that can be conducted safely, given current conditions, will be approved.
- Social distancing within the classroom will be prioritized (where feasible and practical); six feet may not be possible in all classrooms.
- Schools will alter arrival and departure procedures to minimize contact and congestion, as needed.
- Physical activity will be conducted outdoors whenever possible to group students safely.

#### Bus Transportation

- Bus drivers will disinfect buses routinely.
- Students will spread out as much as possible on bus to minimize contact.
- Bus unloading will be from front to back to minimize contact.
- Face coverings for students are recommended, but not mandatory.

#### Cafeteria Procedures

- Thorough hand washing and/or hand sanitizing will be completed prior to meals.
- Lunch periods will be adjusted, and seating arranged to promote student separation as much as possible.
- Student groups may eat in places other than the cafeteria (where feasible and practical) at the discretion of the school administration.
- Cleaning and disinfecting tables will be conducted between after each class is finished eating.
- Grab & Go breakfast will be provided (as feasible and practical).

#### School Clinics

- Every school in the system has a nurse on staff.
- Students who have temperature above 100.4 will be placed in a separate area with a mask. and monitored until parents arrive.
- Clinics will be thoroughly cleaned throughout the day, as needed.

#### Campus Visitors

- Visitors to buildings during normal operating hours will be limited to appointment only.
- Visitors may be asked to complete a COVID-19 symptom screening upon entry to the building.
- Lunch visitors will not be allowed until lunchroom seating returns to normal.
- Use of school facilities from outside groups will be limited depending on present conditions.
- Volunteers will be allowed in buildings with same screening as staff.

#### Student Supports

- Attendance modifications for quarantined students will be made, as necessary, to support students.
- Students will be screened as needed for mental health support and referred to School Counselors and/or Mental Health Counselors.

#### Extended Learning Programs

- Before and after school extended learning programs will continue at all elementary schools and at the junior high.
- Programs will follow all school safety guidelines.

#### Athletics

- All athletic teams will follow TSSAA mandates.
- Updates will be provided as available from TDOE, TSSAA, and TDH.

Continued page 7

Questions in this health plan were developed by the US Department of Education.

COVID-19 Procedures for Confirmed Cases

- If a positive test for COVID-19 occurs in a school with a student or staff member, the district will work with local health officials and take the lead in notification and contact tracing.
- School administrators will maintain confidentiality in accordance with ADA (American Disabilities Act) and HIPAA (Health Insurance Portability and Accountability Act of 1996).
- Students and staff who are fully vaccinated will not be required to quarantine if they are identified as a close contact.
- Potential school closure will be based on the level of risk determined by the district.
- If the need arises to close schools due to COVID-19, virtual learning will be initiated for impacted students as soon as possible.
- If a closure is needed for intensive cleaning, communication will be provided.
- The student/staff member with COVID-19 will be allowed to return to school adhering to TDH guidelines.
- It is our intent for the Health Department to help with contact tracing to minimize disruption to the school setting.
- Classroom/school/district closures will only occur if a significant need warrants the closure or if it is mandated by the state or local health officials.

*Individual school plans will include specifics that are age and space appropriate and may vary from these general district protocols. As the need lessens, these protocols will expire allowing programs and procedures to return to normal.*

## Continuity of Services Plan

### **6** How the LEA will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services.

Elizabethton City Schools will ensure the continuity of services to address academic needs by continuing to issue chromebooks to students in grades K-12, teaching TN State Standards in all courses, and utilizing our intervention blocks to account for learning loss. ESSER 3.0 funds will enable us to mitigate learning loss by hiring additional teachers to reduce class sizes, work with more students in small intervention groups, and serve additional students in grades 1-8 through TN ALL Corps tutoring.

Our social, emotional, and mental health supports will continue at each school with school counselors and a mental health counselor currently in place. It be enhanced by the addition of a mental health counselor, an additional school counselor, career advisors, and a school social worker. Students receive social and emotional health supports during guidance class, small group sessions, and individual counseling. Nurses will continue to provide direct care to students and promote a safe and healthy school environment.

Other supports for continuing services will be the availability of free breakfast and lunch. During the 2021-22 school year there will be a free breakfast and lunch program for all students.

Questions in this health plan were developed by the US Department of Education.

## SUPPLEMENTAL RESPONSES

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## SUPPLEMENTAL RESPONSES *(continued)*

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Questions in this health plan were developed by the US Department of Education.

History Log

Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	4/19/2021 8:03:29 AM	Richard Vanhuss	Status changed to 'Draft Started'.	S
	4/15/2021 10:31:13 AM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Allocations**

	(1)	ESSER 3.0	Total
<b>Original</b>		\$5,659,315.09	\$5,659,315.09
<b>Incoming Carryover</b>		\$0.00	\$0.00
<b>Outgoing Carryover</b>		\$0.00	\$0.00
<b>Reallocated</b>		\$0.00	\$0.00
<b>Additional</b>		\$0.00	\$0.00
<b>Released</b>		\$0.00	\$0.00
<b>Consortium</b>		\$0.00	\$0.00
<b>Forfeited</b>		\$0.00	\$0.00
<b>FER Released</b>		\$0.00	\$0.00
<b>Total</b>		\$5,659,315.09	\$5,659,315.09

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**LEA ID#**

101

**LEA Name**

Elizabethton City Schools

**LEA Official Address**

**Street**

804 S. Watauga Avenue

**City**

Elizabethton

**Zip Code**

37643

**Phone**

423-547-8000

**LEA Website**

ecschoools.net

**Director of Schools**

**Name**

Richard VanHuss

**Email**

richard.vanhuss@ecschoos.net

**Phone**

423-547-8000

**ESSER 3.0 Point of Contact**

**Name**

John Hutchins

**Email**

john.hutchins@ecschoos.net

**Phone**

423-547-8000

**\* Anticipated Health and Safety Plan URL/Link**

The American Rescue Plan Act (ARPA) Act funds available through this grant are one-time grant funds made available through the U.S. Department of Education. All funds should be used for the unique needs identified by LEAs during the COVID-19 pandemic. American Rescue Plan Act (ARPA) funds are intended to support the academic and non-academic needs of students and to help LEAs and schools prepare for re-entry and continuous learning for the upcoming 2021-22 school year.

Budget

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

Indirect Cost	
Total Contributing to Indirect Cost	\$5,649,315.09
Indirect Cost Rate	13.73%
Maximum Allowed for Indirect Cost	\$682,010.86

Account Number	Total
71100 - Regular Instruction Program	\$2,127,670.00
71150 - Alternative Instruction Program	\$0.00
71200 - Special Education Program	\$0.00
71300 - Vocational Education Program	\$0.00
72110 - Attendance	\$0.00
72120 - Health Services	\$0.00
72130 - Other Student Support	\$141,213.00
72210 - Support Services/Regular Instruction Program	\$115,093.00
72215 - Support Services/Alternative Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72260 - Support Services/Adult Education Program	\$0.00

72320 - Office of the Superintendent		\$0.00
72410 - Office of the Principal		\$0.00
72510 - Fiscal Services		\$0.00
72520 - Human Resources/Personnel		\$0.00
72610 - Operation of Plant		\$0.00
72620 - Maintenance of Plant		\$0.00
72710 - Transportation		\$0.00
73100 - Food Service		\$0.00
73300 - Community Services		\$0.00
73400 - Early Childhood Education		\$0.00
76100 - Regular Capital Outlay		\$3,275,339.09
99100 - Transfers Out		\$0.00
	<b>Total</b>	\$5,659,315.09
	<b>Adjusted Allocation</b>	\$5,659,315.09
	<b>Remaining</b>	\$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

71100 - Regular Instruction Program - \$2,127,670.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.</p> <p>One FTE for an ELA classroom size reduction teacher at Elizabethton High School for the 21-22 and 22-23 school years.</p> <p>One FTE for a math classroom size reduction teacher at T.A. Dugger Jr. High School for the 21-22, 22-23, and 23-24 school years.</p> <p>2.16 FTEs for four TN All-Corps tutoring teachers at four schools: East Side, Harold McCormick, West Side, and T.A. Dugger for the 21-22, 22-23, 23-24 school years.</p>
<b>Line Item Number:</b>	116 - Teachers	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$507,212.00	
<b>Line Item Total:</b>	\$507,212.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	189 - Other Salaries & Wages	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.</p>

<b>Number:</b>		
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	<p>Four FTEs for school based learning loss interventionists to instruct students in Tier II and Tier III intervention for the 21-22 and 22-23 school years with one of these FTEs continuing to be funded in the 23-24 school year.</p> <p>8.1 FTEs for fifteen TN All-Corps tutoring instructional assistants at four schools: East Side, Harold McCormick, West Side, and T.A. Dugger for the 21-22, 22-23, 23-24 school years.</p>
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$975,499.00	
<b>Line Item Total:</b>	\$975,499.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item Number:</b>	201 - Social Security	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	<p>This line item would provide the necessary funds to pay social security for our learning loss teachers, interventionists, teacher tutors, and tutoring instructional assistants.</p>
<b>Optional Program Code:</b>		
<b>Location</b>	Elizabethton (101)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$91,928.00	
<b>Line Item Total:</b>	\$91,928.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>This line item would provide the necessary funds to pay state retirement for our learning loss teachers, interventionists, teacher tutors, and tutoring instructional assistants.</p>
<b>Line Item Number:</b>	204 - State Retirement	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$149,014.00	
<b>Line Item Total:</b>	\$149,014.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	206 - Life Insurance	

<b>Number:</b>	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$2,937.00
<b>Line Item Total:</b>	\$2,937.00
<b>Account Number:</b>	71100 - Regular Instruction Program
<b>Line Item Number:</b>	207 - Medical Insurance
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location</b>	Elizabethton (101)

This line item would provide the necessary funds to pay medical insurance for our learning loss teachers, interventionists, teacher tutors, and tutoring instructional assistants.

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$349,975.00	
<b>Line Item Total:</b>	\$349,975.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>This line item would provide the necessary funds to pay dental insurance for our learning loss teachers, interventionists, teacher tutors, and tutoring instructional assistants.</p>
<b>Line Item Number:</b>	208 - Dental Insurance	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$14,106.00	
<b>Line Item Total:</b>	\$14,106.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	212 - Employer Medicare	

<b>Number:</b>	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$21,499.00
<b>Line Item Total:</b>	\$21,499.00
<b>Account Number:</b>	71100 - Regular Instruction Program
<b>Line Item Number:</b>	499 - Other Supplies and Materials
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location</b>	Elizabethton (101)

This line item is for supplies and materials for new teachers hired with ESSER 3.0 funding.

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,500.00	
<b>Line Item Total:</b>	\$5,500.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>This line item is for regular instruction equipment for new teachers hired with ESSER 3.0 funding.</p>
<b>Line Item Number:</b>	722 - Regular Instruction Equipment	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,000.00	
<b>Line Item Total:</b>	\$10,000.00	
<b>Total for 71100 - Regular Instruction Program:</b>		
<b>Total for all other Account Numbers:</b>		\$3,531,645.09

**Total for all Account Numbers:**

**Adjusted Allocation:**

**Remaining:**

\$5,659,315.09

\$5,659,315.09

\$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72130 - Other Student Support - \$141,213.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72130 - Other Student Support	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.</p> <p>One FTE for a district social worker to promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.</p>
<b>Line Item Number:</b>	130 - Social Workers	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$106,396.00	
<b>Line Item Total:</b>	\$106,396.00	
<b>Account Number:</b>	72130 - Other Student Support	<p>This line item would provide the necessary funds to pay social security for our social worker.</p>
<b>Line Item</b>	201 - Social Security	

<b>Number:</b>	
<b>Focus Area:</b>	Providing Mental Health Supports
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$6,597.00
<b>Line Item Total:</b>	\$6,597.00

<b>Account Number:</b>	72130 - Other Student Support
<b>Line Item Number:</b>	204 - State Retirement
<b>Focus Area:</b>	Providing Mental Health Supports
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location</b>	Elizabethton (101)

This line item would provide the necessary funds to pay state retirement for our social worker.

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,959.00	
<b>Line Item Total:</b>	\$10,959.00	
<b>Account Number:</b>	72130 - Other Student Support	<p>This line item would provide the necessary funds to pay life insurance for our social worker.</p>
<b>Line Item Number:</b>	206 - Life Insurance	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$180.00	
<b>Line Item Total:</b>	\$180.00	
<b>Account Number:</b>	72130 - Other Student Support	
<b>Line Item</b>	207 - Medical Insurance	

<b>Number:</b>	
<b>Focus Area:</b>	Providing Mental Health Supports
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$14,908.00
<b>Line Item Total:</b>	\$14,908.00
<b>Account Number:</b>	72130 - Other Student Support
<b>Line Item Number:</b>	208 - Dental Insurance
<b>Focus Area:</b>	Providing Mental Health Supports
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location</b>	Elizabethton (101)

This line item would provide the necessary funds to pay dental insurance for our social worker.

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$630.00	
<b>Line Item Total:</b>	\$630.00	
<b>Account Number:</b>	72130 - Other Student Support	<p>This line item would provide the necessary funds to pay employer medicare for our social worker.</p>
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,543.00	
<b>Line Item Total:</b>	\$1,543.00	
<b>Total for 72130 - Other Student Support:</b>		
<b>Total for all other Account Numbers:</b>		\$5,518,102.09

<b>Total for all Account Numbers:</b>	\$5,659,315.09
<b>Adjusted Allocation:</b>	\$5,659,315.09
<b>Remaining:</b>	\$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72210 - Support Services/Regular Instruction Program - \$115,093.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.</p> <p>0.5 FTE for Federal Programs Assistant/ESSER Grant Manager to support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and other Federal Programs Grants.</p>
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$87,045.00	
<b>Line Item Total:</b>	\$87,045.00	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	

<b>Line Item Number:</b>	201 - Social Security
<b>Focus Area:</b>	Administrative Cost (5% limit)
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$5,397.00
<b>Line Item Total:</b>	\$5,397.00

<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program
<b>Line Item Number:</b>	204 - State Retirement
<b>Focus Area:</b>	Administrative Cost (5% limit)
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	

This line item would provide the necessary funds to pay state retirement for our Federal Programs Assistant/ESSER Grant Manager.

<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$8,966.00
<b>Line Item Total:</b>	\$8,966.00
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program
<b>Line Item Number:</b>	206 - Life Insurance
<b>Focus Area:</b>	Administrative Cost (5% limit)
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$135.00
<b>Line Item Total:</b>	\$135.00
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program

This line item would provide the necessary funds to pay life insurance for our Federal Programs Assistant/ESSER Grant Manager.

This line item would provide the necessary funds to pay medical insurance for our Federal Programs Assistant/ESSER Grant

<b>Line Item Number:</b> <b>Focus Area:</b> <b>School Type:</b> <b>Optional Program Code:</b>	207 - Medical Insurance Administrative Cost (5% limit) Traditional Public School  Elizabethton (101) Quantity: 1.00 Cost: \$11,815.00 Line Item Total: \$11,815.00	Manager.
<b>Account Number:</b> <b>Line Item Number:</b> <b>Focus Area:</b> <b>School Type:</b> <b>Optional Program Code:</b>	72210 - Support Services/Regular Instruction Program 208 - Dental Insurance Administrative Cost (5% limit) Traditional Public School	This line item would provide the necessary funds to pay dental insurance for our Federal Programs Assistant/ESSER Grant Manager.

<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$473.00
<b>Line Item Total:</b>	\$473.00

<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program
<b>Line Item Number:</b>	212 - Employer Medicare
<b>Focus Area:</b>	Administrative Cost (5% limit)
<b>School Type:</b>	Traditional Public School

<b>Optional Program Code:</b>	
<b>Location Code:</b>	Elizabethton (101)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$1,262.00
<b>Line Item Total:</b>	\$1,262.00

This line item would provide the necessary funds to pay employer medicare for our Federal Programs Assistant/ESSER Grant Manager.

<b>Total for 72210 - Support Services/Regular Instruction Program:</b>	\$115,093.00
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<b>Total for all other Account Numbers:</b>	\$5,544,222.09
<b>Total for all Account Numbers:</b>	\$5,659,315.09
<b>Adjusted Allocation:</b>	\$5,659,315.09
<b>Remaining:</b>	\$0.00

Budget Detail

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

76100 - Regular Capital Outlay - \$3,275,339.09 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	76100 - Regular Capital Outlay	<p>Construct a 12-classroom addition at T. A. Dugger Junior High School. This addition will allow students to spread out in classes and increase the ability to social distance throughout the building. This addition will also include two new SPED classroom spaces to improve the delivery of services for our CDC students. The addition will also improve air quality throughout the building by increasing the flow of fresh air in the school. The original building was constructed in 1940, so this addition will also allow us to improve ADA accessibility for all students throughout the school. We will also be able to construct new single-occupancy restroom facilities which will reduce the number of students utilizing our communal restroom facilities. This construction will also increase the size of the cafeteria which will allow for increased social distancing during lunch periods.</p>
<b>Line Item Number:</b>	706 - Building Construction	
<b>Focus Area:</b>	Addressing Facility Needs and Defer...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Elizabethton (101)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,275,339.09	
<b>Line Item Total:</b>	\$3,275,339.09	
<b>Total for 76100 - Regular Capital Outlay:</b>		
<b>Total for all other Account Numbers:</b>		\$2,383,976.00

<b>Total for all Account Numbers:</b>	\$5,659,315.09
<b>Adjusted Allocation:</b>	\$5,659,315.09
<b>Remaining:</b>	\$0.00

Budget Overview

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

Indirect Cost	
Total Contributing to Indirect Cost	\$5,649,315.09
Indirect Cost Rate	13.73%
Maximum Allowed for Indirect Cost	\$682,010.86

Filter by Location: All - \$5,659,315.09 ▼

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	76100 - Regular Capital Outlay	Total
<b>Line Item Number</b>					
<b>116 - Teachers</b>	507,212.00				507,212.00
<b>130 - Social Workers</b>		106,396.00			106,396.00
<b>189 - Other Salaries &amp; Wages</b>	975,499.00	0.00	87,045.00		1,062,544.00
<b>201 - Social Security</b>	91,928.00	6,597.00	5,397.00		103,922.00
<b>204 - State Retirement</b>	149,014.00	10,959.00	8,966.00		168,939.00
<b>206 - Life Insurance</b>	2,937.00	180.00	135.00		3,252.00

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	76100 - Regular Capital Outlay	Total
Line Item Number					
207 - Medical Insurance	349,975.00	14,908.00	11,815.00		376,698.00
208 - Dental Insurance	14,106.00	630.00	473.00		15,209.00
212 - Employer Medicare	21,499.00	1,543.00	1,262.00		24,304.00
499 - Other Supplies and Materials	5,500.00	0.00	0.00		5,500.00
706 - Building Construction				3,275,339.09	3,275,339.09
722 - Regular Instruction Equipment	10,000.00				10,000.00
<b>Total</b>	<b>2,127,670.00</b>	<b>141,213.00</b>	<b>115,093.00</b>	<b>3,275,339.09</b>	<b>5,659,315.09</b>
				<b>Adjusted Allocation</b>	<b>5,659,315.09</b>
				<b>Remaining</b>	<b>0.00</b>

Spending Plan

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

After analyzing and repurposing other funding sources, justify the spending plan for the American Rescue Plan Act (ARPA) funds aligned with the needs and the comprehensive LEA-level plan. For each of the applicable focus areas below, verify the amount, and explain how each focus area addresses the needs. The amounts should not exceed the LEA's allocation.

**1. Addressing Learning Loss: Coordinators, Summer, Supplemental After School, and Tutoring**

LEAs must spend a minimum of 20% of the grant funds on **Addressing Learning Loss**.

\$ 1,131,863.02 The minimum amount required based on the LEA allocation.

\$ 2,127,670.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

Elizabethton City Schools will mitigate learning loss by adding six additional teaching positions at our five schools. This includes one ELA classroom size reduction teacher at Elizabethton High School, one math classroom size reduction teacher at T.A. Dugger Jr. High School, and four school-based learning loss interventionists to instruct students in Tier II and Tier III intervention at East Side, Harold McCormick, and West Side Elementary Schools.

The addition of two classroom size reduction teachers at EHS (English I and II) and TAD (Grades 7 and 8 math) will reduce the number of students per teacher at the two schools. This will accelerate academic achievement for all students, but especially with our underrepresented student subgroups. Classrooms with fewer students allow teachers to build meaningful relationships with their students and understand their students' specific instructional needs. This enables teachers to personalize instruction, which in turn will improve academic achievement. Student outcomes will be measured through enCASE/MasteryConnect throughout the year and with the EOC ENG I and II

assessments and the Math TCAP for 7th and 8th grades.

The addition of four elementary school-based learning loss interventionists at ESE HME, and WSE will enhance our elementary intervention program by giving us the opportunity to serve more students in our Tier II and III intervention programs at each school. They will provide targeted teaching to address learning loss for our underrepresented student subgroups and help struggling students succeed in reaching target goals. We will utilize the universal screener AIMSweb to benchmark our students three times per year. The interventionists will review AIMSweb data to develop an instructional plan for each student that supports closing learning loss gaps created by COVID-19. Students identified for Tier II and III will receive targeted and intensive interventions based on individual needs. Weekly progress monitoring will determine if a student is making progress towards his or her target goal. Benchmark data will be reviewed to determine Interventionists' effectiveness on the targeted students they serve.

The addition of four TN All-Corps tutoring teachers and fifteen tutoring instructional assistants at four schools will provide our students access to high dosage, low-ratio tutoring over a three-year period to significantly increase student achievement over the next three years. Our tutoring teachers and assistants will work with students at ESE, HME, WSE, and TAD during our structured intervention blocks during the school day. Student achievement will be measured through progress monitoring, benchmark data and TCAPs when applicable at grade level.

**2. Addressing Learning Acceleration: Summer, Supplemental After School, and Tutoring**

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**3. Addressing Facility Needs and Deferred Maintenance/Infrastructure**

\$ 3,275,339.09 Amount

The amount box auto-populates based on inputs from the Budget Page.

**NOTE:** Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

These funds will be used to construct a 12-classroom addition at T. A. Dugger Junior High School. This addition will allow students to spread out in classes and increase the ability to social distance throughout the building. This addition will also include two new SPED classroom spaces to improve the delivery of services for our CDC students. The addition will also improve air quality throughout the building by increasing the flow of fresh air in the school. The original building was constructed in 1940, so this addition will also allow us to improve ADA accessibility throughout the school. We will also be able to construct new single-occupancy restroom facilities which will also reduce the number of students utilizing our communal restroom facilities. This construction will also increase the size of the cafeteria which will allow for increased social distancing during lunch periods.

**4. Purchasing Education Technology (including hardware, software, and connectivity)**

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**5. Addressing the Unique Needs of Special Populations**

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**6. School Facility Repairs**

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

### 7. Providing Mental Health Supports

\$ 141,213.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

Elizabethton City Schools will support students' social, emotional, mental, and academic needs through hiring a full time district wide social worker. The social worker will promote and support students' academic success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators. The effectiveness of these service providers will be measured by a review of student grades, school attendance, office referrals, and referrals to outside agencies.

### 8. High Quality Instructional Materials for Math Adoption

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

**NOTE:** Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

### 9. High Quality Instructional Materials for Early Literacy

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**10. Public Health Coordination and Protocols**

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**11. Conducting Other Necessary Activities**

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**12. Indirect Cost**

\$ 0.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

**13. Administrative Cost (5% limit)**

\$ 115,093.00 Amount

The amount box auto-populates based on inputs from the Budget Page.

## Resources

[Click here to open the application guide.](#)

LEA Program Details

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Administration Cost**

**Program Administration: The reasonable and necessary costs to manage the federal grant in a compliant and effective manner.**

**The LEA is not utilizing grant funds to administer the ESSER 3.0.** Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and the other funding sources that will contribute to administrative staff salaries/benefits.

**The LEA is utilizing grant funds to administer the ESSER 3.0.**

**Systemwide Administration for ESSER 3.0 Grant Administration - Staff in this table are those who work in the central office on the direct administration of the grant.**

Systemwide Administration for LEAs Using ESSER 3.0 Funds for Direct Administration: Staff in this table are those who work in the central office on the direct administration of the grant. If the LEA is not using ESSER 3.0 funds for grant administration, do not enter staff in this table.

	Headcount	FTE
Administration	<input type="text"/>	<input type="text"/>
Resource Specialist	<input type="text"/>	<input type="text"/>
Program/Project Director	<input type="text"/>	<input type="text"/>

Other (specify) ESSER Grant Manager	1.00	0.50
Total		

Will new positions be hired with these funds?

Yes ▼

**If yes, ensure these positions are reflected above.**

Provide a brief description of the reasonable and necessary administrative activities and personnel. This includes the FTE and amount deducted from the grant.

Elizabethton City Schools will hire 0.5 FTE ESSER Grant Manager to support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and grant administration.

**Planning**

Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic?

Elizabethton City Schools faced learning loss challenges due to the COVID-19 pandemic. Student and teacher quarantines contributed to schedule disruptions which decreased the amount of time students had access to in-person instruction. Our teachers provided distance learning instruction to students, but meeting the unique needs of students in this format was challenging. We designated Wednesdays as a distance learning day for all students so teachers could plan and provide virtual lessons for full time distance learning students and provide time for deep cleaning throughout each school. Due to social distancing policies we staggered student attendance on a hybrid (A/B) schedule for the first nine weeks of school. This positively reduced the number of students at school for social distancing, but negatively impacted learning and social, and emotional needs as students were in person only two days per week. Elizabethton City Schools experienced 137 in-person instructional days for the 2020-2021 school year. 80% of the school year was considered in-person for all grades. Elizabethton City Schools experienced 36 virtual days for the 2020-2021 school year. 20% of the year was considered virtual for all students. As positive Covid

cases increased in our community and schools the lack of substitute teachers was a major challenge for all of our schools. Our school administrators utilized teacher assistants and related arts teachers to teach core subject classes. This caused cancellation of related arts classes and disruption of planning times for teachers.

Upon completion of the needs assessment we determined the following prioritized needs:

**Academic:** In consultation with our school leaders and community stakeholders, we determined our district could mitigate learning loss and accelerate student achievement by participating in the TN All Corps Tutoring program. Additional interventionists at the three elementary schools will enable them to serve more students during the RTI intervention blocks to mitigate learning loss and provide additional intervention instruction. Class size reduction teachers at the middle (TAD math) and high (EHS English) schools will enable teachers to accelerate academic achievement by serving fewer students per class.

**Student Readiness:** Our school leaders and stakeholders identified the need for mental health therapists to address the social, emotional, and academic needs of our students. It was also determined that additional school counselors/advisors be added at the middle and high school levels for social, emotional, and academic readiness. In addition we identified the need for a school social worker to address the social, emotional, attendance, and academic needs of our students.

**Educators:** No outstanding needs were determined as we didn't experience excessive retirements, resignations, nor extended quarantines.

**Foundational Elements:** We determined the need to purchase devices to successfully implement remote learning (student Chromebooks, teacher laptops, hotspots/internet connectivity, & Boxlight panels). It was also determined that we purchase new rooftop units for school facilities to improve fresh air circulation. The completion of a new addition at T. A. Dugger Junior High School would allow smaller class sizes and improve fresh air circulation in the building.

## Learning Loss

**Note: Required minimum of 20% of funds must be used to address learning loss through evidence-based interventionist that respond to students' academic, social, and emotional needs.**

\$ 1,131,863.02 **The minimum amount required based on the LEA allocation.**

Provide information on how the LEA is measuring and addressing learning loss and how ESSER 3.0 funds will support these measures. Please include an overview of the evidence-based interventions the LEA will implement to address learning for students.

Elizabethton City Schools will mitigate learning loss by adding six additional teaching positions at our five schools. This includes one ELA classroom size reduction teacher at Elizabethton High School, one math classroom size reduction teacher at T.A. Dugger Jr. High School, and four school-based learning loss interventionists to instruct students in Tier II and Tier III intervention at East Side, Harold McCormick, and West Side Elementary Schools.

The addition of two classroom size reduction teachers at EHS and TAD will reduce the number of students in our English I and II and 7th and 8th grade math classes at the two schools. This will enhance academic performance for all students, but especially with our underrepresented student subgroups. Classrooms with fewer students allow teachers to build meaningful relationships with their students and understand their students' specific instructional needs. This enables teachers to personalize instruction, which in turn will improve academic achievement. Student outcomes will be measured through enCASE/MasteryConnect throughout the year and with the EOC ENG I and II assessments and 7th and 8th grade TCAP assessments.

The addition of four elementary school-based learning loss interventionists at ESE HME, and WSE will enhance our elementary intervention program by giving us the opportunity to serve more students in our Tier II and III intervention programs at each school. They will provide targeted teaching to address learning loss for our underrepresented student subgroups and help struggling students succeed in reaching target goals. We will utilize the universal screener AIMSweb to benchmark our students three times per year. The interventionists will review AIMSweb data to develop an instructional plan for each student that supports closing learning loss gaps created by COVID-19. Students identified for Tier II and III will receive targeted and intensive interventions based on individual needs. Weekly progress monitoring will determine if a student is making progress towards his or her target goal. Benchmark data will be reviewed to determine Interventionists' effectiveness on the targeted students they serve.

The addition of four TN All-Corps tutoring teachers and fifteen tutoring instructional assistants at four schools will provide our students access to high dosage, low-ratio tutoring over a three-year period to significantly increase student achievement over the next three years. Our tutoring teachers and assistants will work with students at ESE, HME, WSE, and TAD during our structured intervention blocks during the school day. Student achievement will be measured through progress monitoring, benchmark data and TCAPs when applicable at grade level.

**Oversight Plan**

Summarize the LEA's plan for reporting, monitoring, and auditing supports and capacity related to ESSER 3.0 funds. Elizabethton City Schools will provide ongoing reports to community stakeholders regarding expenditures related to ESSER 3.0 at our monthly board meetings. Our meetings are open to all stakeholders including parents, school staff, students, and community leaders. The monthly board meetings are streamed live and a recording is posted on our YouTube channel. Our Director of Business & Fiscal Management will ensure all monitoring compliance and auditing are updated and the ESSER Grant Manager will ensure regular expenditure reporting requirements are met.

**Consultation with Stakeholders**

Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- v. Tribes;
- vi. civil rights organizations (including disability rights organizations); and

vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

\*

Our district administrative team met with school administrators after they engaged with leadership groups within their schools. These groups included principals, assistant principals, instructional coaches, school counselors, and teachers (including those working with underrepresented student subgroups). They consulted on our plan for use of ESSER funds to meet the needs of learning loss and improve student achievement. The district team met to consider and prioritize the school leadership team requests and developed a proposal for ESSER 3.0 expenditures.

The ESSER 3.0 proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through a survey. We utilized social media, call reach, and news media to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. With our call reach system 4,137 calls were made to ECS families requesting them to complete the survey. Through social media (Facebook) we reached 4,372 followers informing them about the stakeholders survey. News media (Elizabethton Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled the comments and suggestions then color coded the remarks based on category references. Next, district team leaders reviewed the comments and suggestions to consider the valuable feedback provided. Throughout this process the budget and plan were shared with the school board, city council, and community stakeholders at our June, July, and August school board meetings. Our school board meetings are open to all stakeholders including parents, school staff, students, and community leaders. Community members are given the opportunity to address the board at each monthly meeting. Our school board meetings are streamed live and a recordings are posted on our YouTube channel.

\* Provide an overview of how the public stakeholder input was considered in developing the LEA's plan for ARP ESSER funds.

The ESSER 3.0 proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through a survey. We utilized social media, call reach, and news media to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. With our call reach system 4,137 calls were made to ECS families requesting them to complete the survey. Through social media (Facebook) we reached 4,372 followers informing them about the stakeholders survey. News media (Elizabethon Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled comments and suggestions then color coded the remarks based on category references. Next, district team leaders met and reviewed the comments and suggestions to consider the valuable feedback provided.

### **Planning for the Use and Coordination of ARP ESSER Funds**

\* How will the LEA use the remaining ARP ESSER funds consistent with statutory requirements?

Elizabethon City Schools will spend ESSER funds consistently within the defined statutory requirements. Our focus areas include: Addressing Learning Loss, Mental Health Supports, Facilities, and Other Necessary Activities. We submitted information in the spending plan to support district goals and to specifically focus closing achievement gaps for all students.

\* How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

Elizabethon City Schools is attentively committed to responding to the academic, social, emotional, and mental health needs of all students due to the disproportionate impact of COVID-19. With our budgeted ESSER 3.0 funds and additional funding for participating in TN All Corps Elizabethon City Schools intends to spend at least 50% of that funding to address student learning loss. Elizabethon City Schools plans to mitigate learning loss with the addition of teachers by reducing class sizes at the middle and high schools as well as the addition of four instructional coaches at the elementary schools that will target underrepresented student subgroups in Tier II and III intervention. The addition of a district wide social worker will increase mental health and social support services for our students as well as address attendance and academic success particularly for those disproportionately impacted by

the COVID-19 pandemic. Participation in TN All-Corps tutoring will provide our students access to high dosage, low-ratio tutoring over a three-year period to significantly increase student achievement.

## **Resources**

[Click here to open the application guide.](#)

Personnel Details Systemwide

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Systemwide Instruction & Support - Staff in this table are those who are supported with one-time funds and work across multiple school sites as needed.**

Systemwide Administration for LEAs **Using ESSER 3.0 Funds for Direct Administration:** Staff in this table are those who work in the central office on the direct administration of the grant. If the LEA is not using ESSER 3.0 funds for grant administration, do not enter staff in this table.

	Headcount	FTE
Coaches / Consulting Teachers	<input type="text"/>	<input type="text"/>
Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Non-Instructional Paraprofessionals	<input type="text"/>	<input type="text"/>
Interventionists	<input type="text"/>	<input type="text"/>
Parent and Family Engagement	<input type="text"/>	<input type="text"/>
Other (specify) Social Worker	<input type="text" value="1.00"/>	<input type="text" value="1.00"/>
Other (specify) ESSER Grant Manager	<input type="text" value="1.00"/>	<input type="text" value="0.50"/>
<b>Total</b>	<input type="text" value="2.00"/>	<input type="text" value="1.50"/>

**Resources**

[Click here to open the application guide.](#)

Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Regular School-Year Staff Funded with One-Time Funds

Teachers	Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify Teacher Tutors		Other 2 - Specify Inst.Assistants		Other 3 - Specify		Other 4 - Specify		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
2	2.00		4	4.00					4	2.16	15	8.10					25	16.26
2	2.00	0	4	4.00	0	0.00	0	0.00	4	2.16	15	8.10	0	0.00	0	0.00	25	16.26

Resources

[Click here to open the application guide.](#)

Personnel Details (Summer School – K-12 School-Level)

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**



N/A

**Resources**

[Click to open the application guide.](#)

Charter Schools Program Details

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

N/A: The LEA certifies that no public charter schools are geographically located in the district.

**Resources**

[Click to open the application guide.](#)

Related Documents

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

Optional Documents		
Type	Document Template	Document/Link
Charter School Needs Assessments: Only for LEAs That Have Charter Schools within Their Boundaries	<a href="#"> <u>Charter School Needs Assessment Template</u></a>	

Assurances

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

\* The local educational agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:

**Assurances**

1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
2. **The LEA shall report spending progress and reimbursement request on a monthly basis to the Tennessee Department of Education, along with any other required documentation..**
3. The LEA must track in their standard accounting program ESSER 3.0 funds separately from ESSER 1.0 and 2.0 funds.
4. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available [here](#).
5. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and [F&A Accounts Policy 03](#).
6. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
7. Grant funds **will not** be expended in any manner other than as outlined in the budgeted section of the approved grant application. Funds **will** only be expended for allowable costs. Any changes to the original budget must be pre-approved by the department before line items are modified. The LEA acknowledges that this program is subject to funds availability and that the department reserves the right to terminate program activities and expenditures for convenience at any time.

8. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in Cash Management Improvement Act (CMIA) 7211R rule.

9. Keep such records, and provide such information to the department, as may be reasonably required for fiscal audit, data reporting, and program evaluation.

10. Program activities, expenditures, and records shall be subject to monitoring by the department. LEAs must maintain documentation of all expenditures and should submit this documentation with the final report.

11. Activities should align with the intent and purpose of the ARPA Acts as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the ARPA Act align with the ESEA, IDEA, and Perkins, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

12. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

13. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

14. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and

15. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

### **Charter Assurances (if applicable)**

The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in the ARPA grant and will allocate per-pupil funds accordingly.

1. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.

2. The charter school will comply with all requirements associated with the funding source as a condition for the state to receive any of the federal funds.

3. The charter school will maintain accurate and timely project records which document progress in implementing

this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

4. Charter schools will receive reimbursements within three business days of the LEA receiving the reimbursement request allocation from the Tennessee Department of Education.
5. Charter plans submitted to the LEA must be approved within five business days and any non-approved plan must be sent Tennessee Department of Education, Division of Federal Programs and Oversight for a third-party review.

\* **Additional Assurances -The assurances below were added to the application in May 2021, in connection with the Safe Return to In-Person Instruction and Continuity of Services Plan. Check the box to agree.**

1. LEAs must develop and make publicly available their *ARP ESSER Funding Application* no later than **Aug. 1, 2021**. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days of approval.
2. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input.
3. ESSER plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format to that parent.
4. LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services Plan* **at least every six months** through **Sept. 30, 2023**, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

**Elizabethton (101) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Checklist**

This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

**General Checklist Comment**

No comments have been made at this time

**Checklist Description** ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	<b>1. Cover Page</b>	Not Reviewed ▼
	1. Cover Page	
<input type="checkbox"/>	<b>2. Budget</b>	Not Reviewed ▼
	1. Budget	
	2. Spending Plan	
<input type="checkbox"/>	<b>3. Program Details</b>	Not Reviewed ▼
	1. Program Details	
<input type="checkbox"/>	<b>4. Personnel Details</b>	Not Reviewed ▼
	1. Systemwide	
	2. Regular School Year	
	3. Summer School	
<input type="checkbox"/>	<b>5. Charter Schools</b>	Not Reviewed ▼
	1. Charter	
	2. Related Documents	



# **DISTRICT: Public Plan**

## *Federal Relief Spending*

*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

# DISTRICT: Elizabethton City Schools Public Plan - *Federal Relief Spending*



In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

## General Information

<b>LEA Name</b>	<b>Elizabethton City Schools</b>	<b>Director of Schools</b>	<b>Mr. Richard VanHuss</b>
<b>Address</b>	<b>804 S. Watauga Ave. Elizabethton, TN 37643</b>		
<b>Phone#</b>	<b>(423) 547-8020</b>		
<b>District Website</b> <i>(where plan is posted):</i>	<b>www.ecschools.net</b>		

## Students & Enrollment

<b>Mission &amp; Vision</b>	<p>The mission of Elizabethton City Schools is the development and growth of its children in the knowledge and skills which enable them to achieve their potential as complete human beings, share in and contributing to the enjoyment and enrichment of their own lives, the lives of others, of the community, and the world.</p> <p>Vision:          To maximize educational opportunities for children          To actualize a facilities improvement and maintenance plan for Elizabethton City Schools          To expand parenting/community education and involvement          To build trust with funding agencies through accountable practices          To build collaborative relationships with higher education, post-secondary institutions, and other agencies for the purpose of student and teacher education          To improve student and staff productivity through a positive school system climate          To have our students effectively compete in a global job market</p>				
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<b>Grades Served</b>	<b>PreK-12</b>	<b># of Schools</b>	<b>5</b>	<b>Total Student Enrollment</b>	<b>2,584</b>
<b>Race/Ethnicity</b>	American Indian/Alaska Native	0.3%	Asian	1.4%	
	Black/African American	5.2%	Hispanic	3.3%	
	Native Hawaiian/Pacific Islander	0.2%	White	89.6%	
	Multiracial	5%			
Economically Disadvantaged	21.8%	English learners	0.5%		
Students with Disabilities	16.3%	Foster	0.3%		
Students Experiencing Homelessness	3%	Students in Military Families	0.5%		
Migrant	0.1%	Students with High-Speed Internet at Home	69%		

## Accountability

<b>View the District Report Card:</b>	<a href="https://reportcard.tnedu.gov/districts/101">https://reportcard.tnedu.gov/districts/101</a>
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## Funding

<b>ESSER 1.0 Allocation</b>	<b>\$ 418,556.22</b>	<b>ESSER 2.0 Allocation</b>	<b>\$ 2,519,890.05</b>	<b>ESSER 3.0 Allocation</b>	<b>\$ 5,659,315.09</b>
<b>ELC Allocation</b>	<b>\$ 0.00</b>	<b>Students Experiencing Homelessness Allocation:</b>		<b>\$ 41,916.85</b>	
<b>TOTAL ALLOCATION:</b>					<b>\$8,639,678.21</b>
<b>Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):</b>					<b>\$2,015,912.04</b>

## Summary of Requirements

	Yes	No
<b>District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?</b>	✓	
<b>Community Engagement Template submitted and posted on website?</b>	✓	
<b>Health and Safety Plan submitted and posted on website?</b>	✓	
<b>Needs Assessment submitted and posted on website?</b>	✓	
<b>Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?</b>	✓	
<b>Spending Plan submitted in ePlan and available to public?</b>	✓	

**How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss?** *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

Elizabethton City Schools will be participating in the TN ALL Corps Tutoring Program. We will also provide additional mental health and academic support to our students by adding personnel including additional school counselors, a mental health counselor, interventionists, a technology integration coach, and class-size reduction teachers. We have also partnered with Niswonger Foundation's Project On-Track Tutoring program.

# Introduction

**The federal relief funding is a significant opportunity for school districts in the state to accelerate student achievement. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.**

**The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to invest in a small number of high-impact items, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.**

**The department’s strategic plan, Best For All, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.<sup>1</sup> The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.**

**BEST FOR ALL**  
We will set all students on a path to success.

**ACADEMICS**  
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

**STUDENT READINESS**  
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

**EDUCATORS**  
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

<sup>1</sup> LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

# Summary

ACADEMICS		
Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$1,227,863.02	14.2%
Summer Programming (Supplement to State Funding)	Different Funding Source	%
Early Reading (Pre-K – 3rd) PD	\$60,000.00	0.7%
Interventionists	\$678,022.00	7.8%
Other: Online Curriculum	\$196,470.00	2.3%
Other: Benchmark Test	\$106,127.22	1.2%
Other: Canvas LMS	\$69,798.75	0.8%
Other: Technology Instructional Coach	\$197,437.00	2.3%

STUDENT READINESS		
Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	Different Funding Source	%
High School Innovation	Different Funding Source	%
Academic Advising	Different Funding Source	%
Special Populations	\$41,916.85	0.5%
Mental Health	\$100,000.00	1.2%
Other: Social Worker	\$141,212.00	1.6%

EDUCATORS		
Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$0.00	%
Grow Your Own	Different Funding Source	%
Class Size Reduction	\$317,576.00	3.7%
Other	\$0.00	%

FOUNDATIONS		
Topic	Amount Spent	Percentage of Total
Technology	\$788,358.05	9.1%
High-Speed Internet	\$49,345.00	0.6%
Academic Space: Facilities*	\$4,522,329.69	52.3%
Auditing and Reporting (1% min. recommended)	\$115,092.00	1.3%

# ACADEMICS



**All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).**

**Description of strategic allocations to accelerate Academic Achievement, including how allocations support the investments identified in the district’s needs assessment:**

Elizabethton City Schools’ goal is for every student to have access to high-quality instruction that is aligned to Tennessee State Standards which leads to mastery. To achieve this goal strategic allocations have been made to support our teachers in this endeavor. All Prek - 5 teachers and administrators attended the two-week Foundational Skills training in the summer of 2021. TDOE approved textbooks for ELA were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks. We have invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, and Class-size Reduction Teachers. A Learning Management System was purchased and implemented to support our teachers and students with our 1-to-1 technology goal and to provide virtual instruction. A standards-based benchmark progress monitoring tool was purchased to provide us with the ability to monitor students’ progress toward mastery of Tennessee State Standards. We developed Summer Programs which served 392 priority students. Elizabethton City Schools will be participating in TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

## High Dosage, Low Ratio Tutoring

*Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week*

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
<b>Kindergarten</b>		%			
<b>1<sup>st</sup> Grade</b>	45	25%	2	1:3	
<b>2<sup>nd</sup> Grade</b>	43	25%	2	1:3	
<b>3<sup>rd</sup> Grade</b>	45	25%	2	1:3	
<b>4<sup>th</sup> Grade</b>	43	25%	2	1:3	
<b>5<sup>th</sup> Grade</b>	43	25%	2	1:3	
<b>6<sup>th</sup> Grade</b>	51	25%	2	1:4	
<b>7<sup>th</sup> Grade</b>	50	25%	2	1:4	
<b>8<sup>th</sup> Grade</b>	51	25%	2	1:4	
<b>9<sup>th</sup> Grade</b>		%			
<b>10<sup>th</sup> Grade</b>		%			
<b>11<sup>th</sup> Grade</b>		%			
<b>12<sup>th</sup> Grade</b>		%			

	Yes	No
* Participating in TN ALL Corps?	✓	
* Plan to use free high school tutoring services through TDOE?	✓	

## ACADEMICS *(continued)*

### Summer Programming

**Brief Description of Summer Programming** *(Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district):*

The ECS Summer Learning Camp served approximately 220 of the district's rising first through fifth grade students who were identified as priority students. The Learning Camp was scheduled for four weeks in June for four days a week and integrated the STREAM mini-camp, therefore operating on a seven hour a day schedule. The academic focus of our Learning Camp included ELA, Math, RTI, STREAM, and Physical Activity.

The ECS Summer Bridge Camp served approximately 110 of the district's rising sixth through eighth grade students who were identified as priority students. The Bridge Camp was scheduled for four weeks in June for four days a week. Our Summer Bridge Camp operated on a six hour a day schedule and focused on ELA, Math, RTI, and Physical Activity.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services	
<b>Elementary</b>	<b>220</b>	<b>25%</b>	<b>4</b>	<b>28</b>	<b>ELA/Math/PE/RTI/STREAM</b>	
<b>Middle</b>	<b>112</b>	<b>19%</b>	<b>4</b>	<b>24</b>	<b>ELA/Math/PE/RTI</b>	
<b>High School</b>	<b>62</b>	<b>.07%</b>	<b>3</b>	<b>45</b>	<b>Credit Recovery</b>	
<b>HS Transition</b>		%				
					<b>Yes</b>   <b>No</b>	
* Applied to TDOE for transportation grant?					✓	

### Literacy

**Link to TN Foundational Literacy Skills Plan:** \_\_\_\_\_

Grade Band	Spending Amount Planned on...		Description	
	Approved Instructional Materials	Professional Development		
<b>Pre-K</b>	\$0.00	<b>\$60,000.00</b>	TDOE Foundational Skills	
<b>Elementary</b>	Different Funding Source	included in adoption	Benchmark Advanced – Professional Development is included in our adoption cost	
<b>Middle</b>	Different Funding Source	included in adoption	AmplifyELA – Professional Development is included in our adoption cost	
<b>High School</b>	Different Funding Source	included in adoption	MyPerspectives – SAVVAS Learning – Professional Development is included in our adoption cost	
			<b>Yes</b>   <b>No</b>	
* Participating in Reading 360 Summer Teacher PD (elementary)?			✓	
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?			✓	
* Participating in Reading 360 PK-12 Literacy Implementation Networks?				✓
* Participating in Reading 360 Early Reading Implementation Networks?			✓	
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?			✓	

* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?	✓	
* Provided families with information on FREE at-home decodables?	✓	
* Using the free universal screener provided to districts?	✓	
* Considering use of free TDOE supplemental instructional materials for math (elementary)?	✓	
* Considering use of free TDOE math professional development, implementation support and networks?	✓	

**Other: Academics**

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Canvas Learning Management System	<b>\$69,798.75</b>	The LMS platform will allow teachers and students to collaboratively manage learning opportunities and expectations.	Student outcomes will be measured through grades and usage of LMS.	Canvas is a learning management system that allows teachers to utilize technology to manage the learning environment/instruction for their class. The LMS provides a consistent platform for teachers and students. The LMS allows teachers to provide instruction to students in a virtual setting.
Odysseyware	<b>\$120,000.00</b>	Increase/maintain graduation rate; decrease failure rate	Student outcomes will be measured through credit opportunities and credit earned and through graduation rate	Odysseyware is an online curriculum that allows students to work on earning high school credits. Odysseyware will be utilized for credit recovery and to support students to meet graduation requirements.
Partners for Digital	<b>\$76,470.00</b>	Increase students access to high-quality instructional materials in a virtual setting	Student outcomes will be measured through AIMSweb and enCASE progress monitoring and TCAP proficiencies and growth	Partners for Digital in an online state-aligned curriculum that supports our teachers in providing state standards-aligned curriculum in a virtual setting.
enCASE Mastery/Connect	<b>\$106,127.22</b>	Increase student mastery of TN State Standards in ELA, Math, Science, and Social Studies	Student outcomes will be measured through TCAP/EOC scores through percent proficient and growth	enCASE/MasteryConnect is a TN Standards-aligned benchmark assessment that provides students' predictability for mastery of TCAP assessments. The programs may also be utilized as a formative assessment tool to monitor progress toward mastery of standards.
Instructional Technology Coach	<b>\$197,437.00</b>	Increase student participation in instruction provided through technology	Student outcomes will be measured through participation in classes/courses in a virtual setting.	The Instructional Technology Coach will support teachers in integrating technology into their instruction in order to provide instruction in a virtual setting.
Four Elementary Interventionists	<b>\$678,022.00</b>	Increase students' opportunity for ELA/Math/WE intervention	Student outcomes will be measured through enCASE/MasteryConnect and AIMSweb progress monitoring	The additional interventionists will allow our elementary schools to reduce the student to teacher ratio to allow for more intensive intervention.

# STUDENT READINESS



**Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.**

**Description of strategic allocations to support Student Readiness and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:**

Elizabethton City Schools’ goal is for every student to have access to high-quality instruction that is aligned to Tennessee State Standards which leads to mastery. To achieve this goal strategic allocations have been made to support our teachers in this endeavor. All PreK - 5 teachers and administrators attended the two-week Foundational Skills training in the summer of 2021. TDOE approved textbooks for ELA were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks. We have invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, and Class-size Reduction Teachers. A Learning Management System was purchased and implemented to support our teachers and students with our 1-to-1 technology goal and to provide virtual instruction. A standards-based benchmark progress monitoring tool was purchased to provide us with the ability to monitor students’ progress toward mastery of Tennessee State Standards. We developed Summer Programs which served 392 priority students. Elizabethton City Schools will be participating in TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

## *Middle and High School Opportunities*

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	Different funding source	ECS is participating in the AP Access for All program, has a standing partnership with Northeast State Community College to offer on-site dual enrollment courses, provides funding for students to enroll in dual enrollment courses from outside grants, and provides funding for students to pay for AP exams from other funding sources.
High School Innovation	<b>\$0.00</b>	
Academic Advising	Different funding source	ECS created two College and Career Advisor positions and an additional middle school counselor from GP funding.
Other	<b>\$</b>	

	Yes	No
* Received an Innovative High School Grant?		✓
* Using or planning to use free ACT preparation courses?		✓
* Using or planning to use free and online AP Access for All?	✓	
* Received an Early Postsecondary Expansion Grant?		✓
* Received a Middle School STEM and CTE Grant?	✓	
* Received a STEM Designation?		✓
* Participating in the free Work Keys program?	✓	
* Using or planning to use free STEAM Resource Hub?	✓	
* Received a Governor's Civics Seal Grant?		✓
* Plan to participate in computer science networks and related grants?		✓

## STUDENT READINESS *(continued)*

### Special Populations

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
<b>Economically Disadvantaged</b>	Different Funding Source	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	A mental health counselor and a school social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
<b>Students with Disabilities</b>	Different Funding Source	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	A mental health counselor and a school social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
<b>Students in Foster Care</b>	Different Funding Source	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	A mental health counselor and a school social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
<b>Students Experiencing Homelessness</b>	<b>\$41,916.85</b>	The additional funding will help students experiencing homelessness by providing additional services, removing barriers, expanding transportation, and providing continuity by keeping students in school and on-track for advancement and ultimately graduation.	The additional funding will allow our district to provide additional services for students experiencing homelessness. We will provide grade-level and subject area tutoring for qualifying students in all grade-levels. Students will also have the ability to participate in our after-school program (at no charge). The program offers enrichment and homework assistance after school until 6:00pm. This program is also available through the summer and will also be available to qualifying students at no cost. We will also look to provide social services to meet mental health concerns as well as addressing the academic side.
<b>Migrant</b>	Different Funding Source	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	A mental health counselor and a school social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
<b>Mental Health Supports</b>	<b>\$100,000.00</b>	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	The mental health counselor will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, positive behavioral support, academic support and consultation with teachers, parents, and administrators.
<b>Other: Social Worker</b>	<b>\$141,212.00</b>	The additional support provided will allow students extended social-emotional support that will enable them to experience a more positive, supportive school environment.	The social worker will promote and support students' academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators.

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		✓
* Will receive a supplemental grant for serving students experiencing homelessness?		✓
* Applied for and received the ELC grant to support health and wellness activities?		✓
* Planning to apply for mental health grants (\$100,000 - \$200,000)?	✓	
* Applied for an IDEA Partnership Grant to support students with disabilities?	✓	
* Plan to use attendance support to identify and re-engage missing students?	✓	

**Other: Student Readiness**

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			

# EDUCATORS



**Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.**

**Description of strategic allocations to Recruit, Retain and Support Educators and School Personnel, including how allocations support the investments identified in the district’s needs assessment:**

Elizabethton City Schools is in partnership with Milligan University for the Grow Your Own Grant. We will work closely with Milligan University to support three Elizabethton City Schools employees to complete their degree and certification in education. The program will begin August 2021. Employees will have two years to complete their degree and certification. Our desire is to develop high-effective educators and to employ them when degree and certification is completed. Elizabethton City Schools will mitigate learning loss by adding two classroom size reduction teachers at EHS (English) and TAD (Math). The addition of these teachers at the schools will enable us to accelerate academic achievement by serving fewer students per class.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$		
Establishing Sustainable Teacher Recruitment Models	\$	Increase selection of highly effective educators	Grow Your Own Partnership with Milligan University
Class Size Reduction	\$317,577.00	Reduce the teacher/student ratio and increase course diversification	The addition of two classroom size reduction teachers will serve students at EHS (English I & II and TAD (Grades 7 & 8 math) and provide fewer students per teacher in the specified subject/grade levels.
Other	\$		

	Yes	No
* Participating in Grow Your Own?	✓	
* Participating in Aspiring Assistant Principal Network?		✓
* Participating in Diverse Leaders Network?		✓

* Participating in Rural Principal Network?		✓
* Participating in Turnaround Principal Network?		✓
* Participating in Principal Supervisor Network?	✓	
* Participating in TASL Academies?	✓	
* Participating in TDOE Special Education and ESL additional endorsement grants?	✓	
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?	✓	
* Encouraged participation in or actively utilized Best For All Central?	✓	

**EDUCATORS** (continued)

**Other: Educators**

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

# FOUNDATIONS



**Description of strategic allocations to Strengthen Structural Expectations, including how allocations support the investments identified in the district’s needs assessment:**

All our facilities are over 45 years old, with one being 81 years old. During the mid-20th Century, schools were not built with the needs of the 21st Century classroom in mind. As a result, classrooms sizes and HVAC systems are issues we need to address. These funds will help us upgrade HVAC systems in multiple locations across the district, as well as lighting and window upgrades. Additional classroom space is needed at the junior high to accommodate the growing enrollment and increase fresh air intake into the building.

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$788,358.05	Access to this technology assisted the district in minimizing learning loss experienced during the pandemic by providing multiple ways students could stay connected with their peers and teacher during the pandemic. Without the ability to effectively reach all students remotely, student achievement would have been negatively impacted at a much greater rate than we experienced.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes.	Chromebooks, teacher laptops, document cameras, Chromebook carts, and Boxlight interactive panels were purchased. These purchases allowed for all students in the district to have access to a device to assist with in-person and remote learning. Teacher laptops allowed teachers to provide instruction in person as well as remote instruction as needed. The Boxlight panels will replace our aging Smartboards across the district and provide our teachers and students with the latest in interactive technology in the classroom. Should we have the need for remote learning, students will be able to interact with students in the classroom using their Chromebook and the Boxlight panel.
High-Speed Internet	\$100,000.00	Without the ability to effectively reach all students remotely, student achievement would have been negatively impacted at a much greater rate than we experienced.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes.	Hotspot & outdoor wi-fi access points were purchased. These purchases allowed for all students in the district to have access to high-speed internet at home and/or on school campuses.

<b>Academic Space: Facilities*</b>	<b>\$4,522,329.69</b>	Studies show that students are more alert and perform better when the learning environment is more comfortable and conducive to learning.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes. Student attendance rates will also be monitored to determine the impact on student progress.	HVAC Unit Replacements/Upgrades at multiple schools across the district. Addition at T. A. Dugger Junior High School. Classroom renovations at Harold McCormick Elementary School. Renovation includes new rooftop HVAC units, asbestos removal, windows, lighting, and floor tile.
<b>Monitoring, Auditing and Data Collection and Reporting</b>	<b>\$ 115,092.00</b>	ESSER Grants Manager who will maintain and complete budgetary requirements for ESSER funding and grant administration.	Student performance on benchmark testing, progress monitoring, and TCAP assessments will be utilized to measure student outcomes and successes. Student attendance rates will also be monitored to determine the impact on student progress.	ESSER Grants Manager will support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and grant administration.
<b>Other</b>				

	Yes	No
* Participated in the TDOE device grant program?	✓	
* Participated in the TDOE connectivity grant?	✓	
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?		✓

# OTHER

## Description of Additional Strategies designed to accelerate academic achievement:

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Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/ or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			
	\$			
	\$			

### *Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds*

**If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.**

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/ or Success will be Quantifiably Measured	Description of Services
3 Interventionists (3 <sup>rd</sup> year)	\$230,000.00	Increased student achievement in ELA, Math, and Written Expression	AIMSweb benchmark testing, progress monitoring, and TCAP results	3 elementary interventionist positions would be retained for the third year (23-24)
Social Worker (3 <sup>rd</sup> year)	\$75,000.00	Increased student achievement and attendance.	MasteryConnect benchmark testing, AIMSweb testing, TCAP results, and attendance rates	Social worker position would be retained for a third year (23-24)
ELA Class Size Reduction Teacher (3 <sup>rd</sup> year)	\$65,000.00	Increased student achievement in ELA	MasteryConnect benchmark testing, progress monitoring, and TCAP results	High School ELA Reduction Teacher position extended for a third year (23-24)
Mental Health Counselor (3 <sup>rd</sup> year)	\$40,000.00	Increased student mental wellness, achievement, and attendance.	MasteryConnect benchmark testing, AIMSweb testing, TCAP results, and attendance rates	Mental Health Counselor position would be retained for a third year (23-24)
Instructional Technology Coach (3 <sup>rd</sup> year)	\$65,000.00	Increased student achievement in ELA, Math, and Written Expression	AIMSweb benchmark testing, progress monitoring, and TCAP results	Instructional Technology Coach position would be retained for a third year (23-24)

***Monitoring, Auditing and Reporting***

**The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing, and reporting. LEAs should outline their plans for this work in the space below.**

Our district will hire an ESSER Grant Manager to provide oversight of funds and complete reports as required. This manager will also complete monitoring periodically during the grant period to ensure all funded items are implemented as designed. We will also utilize the ESSER Grant to assist in drafting and implementing a data collection and monitoring plan. The grant will also be used to assist the district in the execution of stakeholder engagement activities.

***Family and Community Engagement***

**The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.**

We will continue to share ESSER information with our community on our website and through our district newsletter. It will also be an agenda item during our August School Board Meeting and at least annually through the life of funding. As a district and through our schools we will have family and community engagement plans which include meaningful reporting on the implementation of ESSER funded programs and services and gathering of community stakeholder input.

## SUPPLEMENTAL RESPONSES

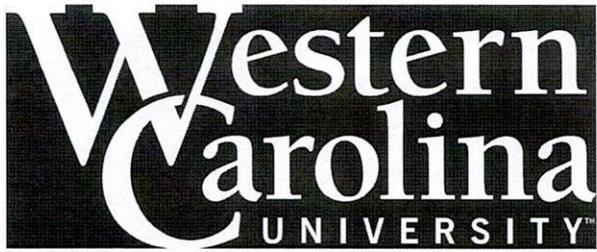
**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**

## SUPPLEMENTAL RESPONSES *(continued)*

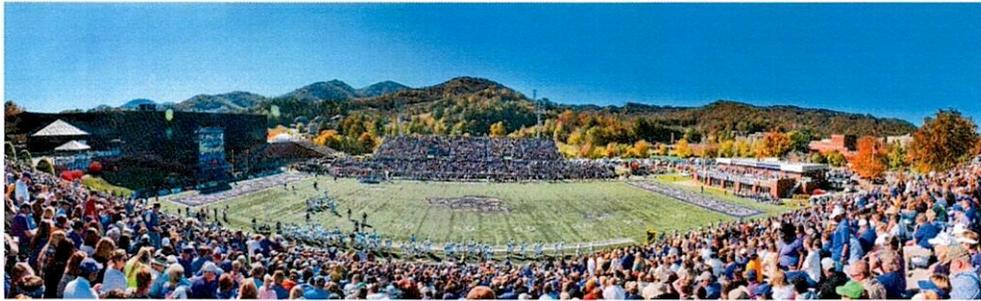
**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**

## SUPPLEMENTAL RESPONSES *(continued)*

**Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and be sure to include which area you are adding a response to at the beginning.**



[/]



## 2021 Tournament of Champions

We are excited to announce our 2021 Tournament of Champions is scheduled for Saturday October, 23rd 2021. We have an incredible adjudication panel lined up. Official registration information will be released very soon. In the mean time please mark your calendars for Saturday, October 23rd 2021. Subject to change due to Covid-19.

## Ticketing Information

For questions regarding tickets please email [potminfo@email.wcu.edu](mailto:potminfo@email.wcu.edu). [ <mailto:potminfo@email.wcu.edu> ]

## 2021 Judge Panel

Our educational mission is to provide your program a nationally renowned panel of evaluators who will offer clear, in-depth, and useful commentary. Throughout the evaluator assignment process, we consider each individual's background as an educator, creative mind, as well as their ability to provide constructive criticism, delivered in a positive manner to high school students. These individuals are selected on their ability to comment "beyond the score sheet" and deliver educational insight to your staff and students that will assist in the growth, improvement, and motivational aspects of your marching band program. We are honored as well as excited to extend you this invitation for participation in the 18th annual "Tournament of Champions." We promise to do everything in our power to offer your students, staff, and parents, a first-rate experience coupled with unparalleled educational feedback.

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

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**BIDS AND PURCHASES OVER \$10,000**

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**DEPARTMENT:** TRANSPORTATION

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**SUBJECT:** Bid Number ECSS FY2021-2022-01 for ONE (1) 66 PASSENGER SCHOOL BUS

**SUMMARY:** Bids were advertised and solicited for ONE (1) 66 PASSENGER SCHOOL BUS. Two (2) bids were received and deemed to be acceptable as per bid specifications. Bids were opened at 8:30 a.m., on Thursday, the 5th day of August 2021. Bids were as follows:

BIDDER	AMOUNT
Central States Bus Sales, Inc. Lebanon, TN	\$99,338.00
Mid-South Bus Center Murfreesboro, TN	\$95,907.00
Cumberland International Truck Sales, Inc.. Nashville, TN	No Response

**ACCOUNT**

**FUNDING:** Account codes: Transportation Equipment  
141-72710-729

**RECOMMENDATION:** Mr. Richard VanHuss, Director of Schools, and Mr. Joey Trent, Transportation Director, have reviewed the bids. It is their recommendation that the bid for the purchase of One (1) 66 Passenger School Bus be awarded to Mid-South Bus Center in the amount of \$95,907.00 based on specifications.

**NECESSARY**

**BOARD ACTION:** Motion to approve the award of bid number ECSS 2021-2022-01 for the purchase of one (1) 66 Passenger School Bus to Mid-South Bus Center in the amount of \$95,907.00.

**APPROVED BY ELIZABETHTON BOARD OF EDUCATION:**

\_\_\_\_\_  
Eddie Pless, Chairman

\_\_\_\_\_  
Richard VanHuss, Director of Schools

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

Elizabethton High School- Perc.  
 Jonathan Valentine  
 907 Jason Witten Way  
 Elizabethton, tn, 37643  
 (423) 646-7468

**AMC BID #: 002131**  
 Buyboard #619-20  
 Submitted: 2021-08-04  
 Valid Through 09/03/2021

Alamo Music Center  
 Gary Smith  
 425 N Main Ave  
 San Antonio, TX 78205  
 (210)-224-1010  
[schoolbids@alamomusic.com](mailto:schoolbids@alamomusic.com)

Line	Description	Qty	Our Bid
LINE 1	<b>Requested Item: YMRD-2400 4 1/3 Octave Intermediate Acoustalon™ Multi-Frame™ II Marimba</b> Offered Item: YMRD2400C - 4.3 octave Intermediate Acoustalon Multi-Frame II marimba; A25-C76; 1-1/2in-2-1/4in graduated bars; gas-shock height adjustment; with cover	4	\$ 20292.00
LINE 2	<b>Requested Item: 3.0 octave Intermediate Multi-Frame II vibraphone; glossy gold bars; gold resonators; F33-F69: 1-1/2in - 2-1/4in graduated bars; gas-shock height adjustment; with cover</b> Offered Item: YVRD2700GC - 3 octave Intermediate Multi-Frame II vibraphone; glossy gold bars & gold resonators; F33-F69: 1-1/2in - 2-1/4in graduated bars; gas-shock height adjustment; with cover	4	\$ 23484.00
<b>PRODUCT SUBTOTAL</b>			<b>\$ 43776.00</b>
<b>TOTAL</b>			<b>\$ 43776.00</b>

**RESOLUTION # \_\_\_\_\_**

A RESOLUTION REGARDING A LEASE PURCHASE AGREEMENT FOR THE  
PURPOSE OF PROCURING A "**VIDEO BOARD.**"

WHEREAS, Elizabethton City Schools desires to enter into that certain Lease-Purchase Agreement by and between Government Capital Corporation and Elizabethton City Schools, for the purpose of procuring a "**Video Board.**" The District desires to designate this Agreement as a "qualified tax exempt obligation" of the District for the purposes of Section 265 (b) (3) of the Internal Revenue Code of 1986, as amended. The Elizabethton City Schools desires to designate the Director of Schools as an authorized signer of the Agreement.

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF THE THE ELIZABETHTON CITY SCHOOLS:

Section 1. That the District enter into a Lease Purchase Agreement with Government Capital Corporation for the purpose of procuring a "**Video Board.**"

Section 2. That the Lease Purchase Agreement by and between the District and Government Capital Corporation is designated by the District as a "qualified tax exempt obligation" for the purposes of Section 265 (b) (3) of the Internal Revenue Code of 1986, as amended.

Section 3. That Elizabethton City Schools designates the Director of Schools as an authorized signer of the Lease Purchase Agreement by and between the Elizabethton City Schools and Government Capital Corporation.

Section 4. That should the need arise, if applicable, the District will use proceeds for reimbursement of expenditures related to the Property, within the meaning of Treasury Regulation § 1.150-2, as promulgated under the Internal Revenue Code of 1986, as amended.

This Resolution has been PASSED upon Motion made by Board Member \_\_\_\_\_ seconded by Board Member \_\_\_\_\_ by a vote of \_\_\_\_\_ to \_\_\_\_\_ and is effective this \_\_\_\_\_, 2021.

Lessee: Elizabethton City Schools

Witness Signature

\_\_\_\_\_  
Eddie Pless - Board Chair

\_\_\_\_\_  
Felecia Baird - Board Secretary



**GOVERNMENT CAPITAL**  
**CORPORATION**

August 11, 2021

**Elizabethton City Schools**

804 S. Watauga Ave.  
Elizabethton, TN 37643  
Ph 423-547-8000

Thank you for the opportunity to present proposed financing for Elizabethton City Schools. I am submitting for your review the following proposed structure:

ISSUER: Elizabethton City Schools, Tennessee  
FINANCING STRUCTURE: Tax Exempt Structure w/ \$1.00 purchase

**EQUIPMENT COST:** \$ 51,737  
TERM: 3 Payments  
INTEREST RATE: 3.05%  
PAYMENT AMOUNT: \$ 18,586.33  
PAYMENTS BEGINNING: One year from signing, annually thereafter

The above proposal is subject to audit analysis, assumes bank qualification and mutually acceptable documentation. The terms outlined herein are subject to change and rates are valid for fourteen (14) days from the date of this proposal. If funding does not occur within this time period, rates will be indexed to markets at such time. The above payment amount includes all applicable fees expressed as 0.015. These costs can include documentation fees, legal fees, issuance expenses, etc.

Our finance programs are flexible and as always, my job is to make sure you have the best possible experience every time you interact with our brand. We're always open to feedback on how to make your experience better. If you have any questions regarding other payment terms, frequencies or conditions, please do not hesitate to call.

With Best Regards,

*Jennifer Draper*

Jennifer Draper  
Client Services  
CC: Tara Clawson-Cherry  
Main: 817-421-5400

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Witness Signature

\_\_\_\_\_  
Eddie Pless - Board Chair

\_\_\_\_\_  
Felecia Baird - Board Secretary



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*Jennifer Draper*

Jennifer Draper  
Client Services  
CC: Tara Clawson-Cherry  
Main: 817-421-5400



**SCOPE OF WORK**  
**District Implementation Coach**  
 September 1, 2021 – June 30, 2023

**Organization Name:** Elizabethton City Schools

**Project Title:** District Implementation Coach

**Goal Statement:** Support Elizabethton City Schools with implementing Reading 360 Foundational Literacy and TN All Corps

<b>Objective 1:</b> Support elementary schools in the district with implementing Reading 360 Foundational Literacy with fidelity		
<b>Activities/Tasks</b>	<b>Timeline</b>	<b>Desired Outcomes</b>
<ul style="list-style-type: none"> <li>• Provide professional development in the TN Foundational Skills Curriculum Supplement (TNFSCS)</li> <li>• Sustain training with new hires</li> <li>• Provide job embedded support with TNFSCS</li> <li>• Develop district implementation plan and support school leaders and teachers with implementation of TNFSCS</li> <li>• Lead and support district with the Early Literacy Foundation Network Grant</li> <li>• Support the work with Early Literacy Foundation Network Grant to ensure implementation of strategic plan are in place</li> </ul>	September 1, 2021 – June 30, 2023	<ul style="list-style-type: none"> <li>• Increase Foundational Literacy knowledge with our educators and administrators</li> <li>• Increase student proficiency in Foundational Skills as measured by Aimsweb screeners</li> <li>• Increase 3<sup>rd</sup> grade ELA proficiency over time</li> </ul>



**SCOPE OF WORK**  
**District Implementation Coach**  
September 1, 2021 – June 30, 2023

<ul style="list-style-type: none"><li>• Monitor Aimsweb and ESGI data to ensure students are making progress with Foundational Literacy Skills</li><li>• Train administrators on “look fors” (IPG tool) during observations to ensure Foundational Literacy Standards are being taught with fidelity in the classroom.</li></ul>		
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**SCOPE OF WORK**  
**District Implementation Coach**  
 September 1, 2021 – June 30, 2023

**Objective 2:** Support schools with implementing TN All Corps to align with district goals

Activities/Tasks	Timeline	Desired Outcomes
<ul style="list-style-type: none"> <li>• Develop implementation plan for district</li> <li>• Provide professional development to TN All Corps teachers and tutors</li> <li>• Support TN All Corps teachers with identifying students to serve in High Dosage, Low Ratio tutoring</li> <li>• Support TN All Corps teachers with developing lesson plans that focus on identified ELA standards</li> <li>• Support TN All Corps teachers with developing assessments in district's benchmark assessment tool to progress monitor students who are receiving TN All Corps tutoring</li> <li>• Provide job embedded support and training to TN All Corps teachers and tutors</li> <li>• Develop a progress monitoring plan</li> <li>• Monitor progress monitoring data</li> </ul>	<p style="text-align: center;">September 1, 2021 – June 30, 2023</p>	<ul style="list-style-type: none"> <li>• Provide standards based, high dosage, low ratio ELA tutoring</li> <li>• Increase ELA proficiencies in grades 1-8</li> </ul>



**SCOPE OF WORK**  
**District Implementation Coach**  
September 1, 2021 – June 30, 2023

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term: <b>School District Records</b>	Descriptor Code: <b>1.407</b>	Issued Date: <b>06/17/21</b>
		Rescinds: <b>1.407</b>	Issued: <b>07/18/17</b>

1 The director of schools shall maintain all school district records required by law, regulation, and board  
2 policy. Any citizen of Tennessee shall be permitted during business hours to inspect public records  
3 maintained by the school district unless otherwise prohibited by law. Any citizen of Tennessee may  
4 request in writing and receive copies of open public records subject to the payment of reasonable  
5 cost.<sup>1,2,3,4</sup>

6 No records pertaining to individual students will be released for inspection by the public or any  
7 unauthorized persons. In addition, information, records, and plans related to security and safety will not  
8 be released for public inspection.<sup>5</sup>

9 All requests to inspect or receive copies of records shall be submitted to Felecia Baird (contact  
10 information is listed at the end of this policy), the district's public records request coordinator and records  
11 custodian.<sup>6</sup>

12 Prior to producing any record, the records custodian shall ensure confidential information is redacted.  
13 Original documents remain intact and confidential information in copies produced for a requestor shall  
14 be redacted. The director of schools shall develop a procedure to redact confidential information.

## 15 **REQUESTS FOR INSPECTION<sup>2</sup>**

16 Citizens requesting to inspect public records shall submit their request and a government issued photo  
17 identification card with the citizen's address to the district's public records request coordinator during  
18 normal business hours. Requests may be made in person or by telephone, fax, mail, or email. The  
19 coordinator shall submit the information to the appropriate records custodian. The records custodian  
20 will contact the citizen and indicate when the records will be available to inspect.

21 If the records cannot be made available within seven (7) business days, the records custodian shall  
22 provide a records production letter indicating the time needed to complete the request.

23 If the request to inspect is denied, the records custodian shall provide the citizen with a records request  
24 denial letter indicating the basis for the denial.

## 25 **REQUESTS FOR COPIES<sup>2</sup>**

26 Citizens requesting copies of public records shall complete and submit the Records Request Form and  
27 a government issued photo identification card with the citizen's address to the district's public records  
28 request coordinator during normal business hours. The coordinator shall submit the Records Request  
29 Form to the appropriate records custodian.

1 The records custodian shall provide an estimate of the reasonable costs to produce the requested  
2 records. The Tennessee Comptroller of the Treasury, Office of Open Records Counsel Schedule of  
3 Reasonable Charges found at <https://www.comptroller.tn.gov/openrecords/forms.asp> shall be used to  
4 determine the reasonable cost. The records custodian will provide the citizen with an invoice detailing  
5 the charges. The citizen shall pay the estimated reasonable costs by cash or check prior to the district  
6 producing the copies.

7 If the records cannot be made available within seven (7) business days, the records custodian shall  
8 provide a records production letter indicating the time needed to complete the request.

9 If the request for copies is denied, the records custodian shall provide the citizen with a records request  
10 denial letter detailing the basis for the denial.

#### 11 **FREQUENT AND MULTIPLE REQUESTS**

12 When the total number of requests for copies made by a requestor within a calendar month exceeds  
13 four (4), the requestor may be charged a fee for any and all labor that is reasonably necessary to  
14 produce copies of the requested records. Prior to charging a reasonable fee, the requestor shall be  
15 notified of this policy and provided with a Notice of Aggregation of Multiple Requestors form. The  
16 Tennessee Comptroller of the Treasury, Office of Open Records Counsel Schedule of Reasonable  
17 Charges found at <https://www.comptroller.tn.gov/openrecords/forms.asp> shall be used to determine the  
18 reasonable cost. Further, the names of persons inspecting records and the date of inspection shall be  
19 recorded.

#### 20 **DENYING REQUESTS FOR NONCOMPLIANCE<sup>7</sup>**

##### 21 *Requests to Inspect a Public Record*

22 The district shall deny a request to inspect a public record from any citizen that has:

- 23 a. made two (2) or more requests to view a public record within a six-month period; and
- 24 b. for each request failed to view the record within fifteen (15) business days of receiving  
25 notification that the record was available.  
26

27 Requests from this citizen shall be denied for up to six (6) months from the date of the second records  
28 request. The district's public records request coordinator may waive this denial if he/she determines  
29 that failure to view the record was for good cause.

##### 30 *Requests for Copies of Public Records*

31 The district shall deny a request for copies of a public record from any citizen that has:

- 32 a. been provided with an estimate of the reasonable cost to produce the requested records;
- 33 b. agrees to pay such estimated reasonable cost prior to production of the records; and
- 34 c. fails to pay the actual cost after the records have been produced.

35 Additional requests from this citizen shall be denied until the original cost is paid.

## 1 RECORDS RETENTION

2 The director of schools and/or his/her designee(s) shall retain and dispose of school district records in  
3 accordance with the following guidelines:<sup>2,4</sup>

4 **1.** The director of schools and/or his/her designee(s) will determine if a particular record is of  
5 permanent or temporary value in accordance with regulations promulgated by ~~County Public~~  
6 ~~Records Commission and the Tennessee Institute for Public Services~~ Municipal Technical  
7 Advisory Service(MTAS);<sup>8,9</sup> the Department of Education Student Membership and Attendance  
8 Procedures Manual, and Records Retention Schedule, as applicable. Temporary value records  
9 which have been kept beyond the required time may be recommended for destruction in  
10 accordance with law,<sup>10,11</sup>

**Commented [MN1]:** Per our Attorney, Debra Owen, suggestion. She stated that we fall under the City commission and do not follow the county.

11 ~~2. Temporary value records which have been kept beyond the required time may be recommended~~  
12 ~~to the Public Records Commission for destruction;~~<sup>10,11</sup>

**Commented [MN2]:** Per our Attorney, Debra Owen, suggestion to remove this

13 3. The records that the State Librarian and Archivist desire to preserve in their facilities will be  
14 transferred to the State Library and Archives. The temporary value records rejected by the State  
15 Library and Archives may be transferred to another institution or destroyed;<sup>10,11,12</sup>

16 4. Permanent records will be kept in some usable form (digital, printed, microfilm, etc.). If the  
17 director of schools desires to destroy the original permanent record, these records must be  
18 reproduced by microfilming or some other permanent reproduction method. Permission to  
19 destroy any original permanent record after microfilming follows the same procedure noted  
20 above for temporary records;<sup>9,11</sup> and

21 5. The director of schools shall establish procedures to safeguard against the unlawful destruction,  
22 removal, or loss of records.<sup>13</sup>

## 23 DISTRICT PUBLIC RECORDS REQUEST COORDINATOR<sup>14</sup>

24 Felecia Baird  
25 Administrative Asst. to the Dir. of Schools & Secretary to the Board of Education  
26 Phone: (423) 547-8000 ext. 8225  
27 Fax: (423) 547-8929  
28 Email: [felecia.baird@ecschoos.net](mailto:felecia.baird@ecschoos.net)  
29

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Legal References

1. TCA 49-2-301(b)(1)(Z)
2. TCA 10-7-503
3. TCA 10-7-506(a)
4. TCA 49-2-104
5. TCA 10-7-504(p)
6. *Policy Related to Reasonable Charges a Records Custodian May Charge for Frequent and Multiple Requests for Public Records, Tennessee Comptroller of the Treasury, available at <https://www.comptroller.tn.gov/content/dam/cot/orc/documents/oorc/policies-and-guidelines/ScheduleofReasonableCharges.pdf>; TCA 10-7-503(a)(1)(B),(C)*
7. TCA 10-7-503(a)(7)(A)(vii)
8. TCA 10-7-401
9. TCA 10-7-406
10. TCA 10-7-404
11. TCA 10-7-413
12. TCA 10-7-414
13. TCA 39-16-504
14. TCA 10-7-503(g)(1)(D)

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Cross References

Financial Reports and Records 2.701  
Personnel Records 5.114  
Student Records 6.600

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Emergency Closings</b>	Descriptor Code: <b>1.8011</b>	Issued Date: <b>05/19/20</b>
		Rescinds: <b>1.8011</b>	Issued: <b>08/24/90</b>

**Commented [MN1]:** From TSBA: Public Chapter 384 prevents local governmental entities from designating certain employees as essential. At the beginning of the pandemic, we updated our model policy to align with the need to allow some employees to be physically present in the building while others worked from home, resulting in some employees being designated as essential. Based on this new law, however, we have removed the language regarding essential employees.

1 **General**

2 The Board authorizes the Director of Schools to close schools in the event of hazardous weather, a public  
 3 health emergency, or any other emergency which presents a threat to the safety of students, staff  
 4 members, or school property.<sup>1</sup>

5 As soon as the decision to close schools is made, the Director of Schools will notify the public media  
 6 and request that an announcement be made.

7 If school is not in session or is dismissed early due to snow or inclement weather, the Director of Schools  
 8 in consultation with the principal(s) of the impacted school(s) shall determine if all scheduled activities  
 9 in which students are involved shall be postponed or cancelled.

10 **EMPLOYEE RESPONSIBILITIES**

11 In the event of an emergency that requires closure of a school building, group of schools, or the entire  
 12 district, the Director of Schools is authorized to continue to pay employees who are not able to physically  
 13 report for duty as a result. These employees shall receive their regular wages. Such payments shall not  
 14 exceed the number of days budgeted for each employee.

15 ~~During such emergencies, the Director of Schools may designate certain employees as essential. Such~~  
 16 ~~employees shall work as directed by the Director of Schools, whether that is by physical appearance at~~  
 17 ~~work or teleworking under Policy 5.1151. Essential employees must use leave to be excused from work~~  
 18 ~~absent special permission as determined by the Director of Schools/designee.~~

Legal References

1. TCA 49-6-3004(e)(1); TRR/MS 0520-01-03-.02(1)(b)

Cross References

Emergency Preparedness Plan 3.202  
 Telework During Emergencies 5.1151

Legal References

2. TCA 49-6-3004(e)(1); TRR/MS 0520-01-02-.31(1)(a)(1)(i); TCA 58-2-101; Public Acts of 2021, Chapter No. 96

Cross References

Emergency Preparedness Plan 3.202  
 Telework During Emergencies 5.1151

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Security</b>	Descriptor Code: <b>3.205</b>	Issued Date: <b>11/19/07</b>
		Rescinds: <b>3.205</b>	Issued: <b>05/15/07</b>

## General<sup>1</sup>

The Director of Schools shall establish procedures ~~as required~~ to ~~adequately~~ protect school property ~~which shall include, but not be limited to:~~

~~These procedures shall include, but not be limited to:~~

1. Closing and securing teacher work areas when ~~being~~ left unattended or at the end of the day;
2. Denying students permission to use the classrooms, laboratories, gymnasiums or other school facilities or equipment without appropriate staff supervision;
3. Controlling the issuance of ~~building keys and master keys;~~
4. Developing programs which contribute to the proper care and use of school facilities and equipment; and
5. ~~Ensuring that E~~quipment purchased with federal funds ~~shall be is~~ managed as directed by federal and state law.<sup>+2</sup>

The principal may call law enforcement officials in cases involving illegal entry, theft or vandalism.

The principal shall notify the director of schools immediately upon discovery of vandalism, theft, building damage and illegal entry.

The director of schools, or his/her representative, is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

~~SCHOOL POLICING~~ **LAW ENFORCEMENT SERVICES<sup>1</sup> (IF APPLICABLE)**

**Commented [MN1]:** From TSBA: Districts must now include cybersecurity in their safety plans. This will be included in the state-level template and districts are tasked with identifying how to keep these networks and technologies safe from cyberattacks and other cybersecurity threats and incidents. We have updated our model policy to include a provision on this topic.

1 The Board may enter into collaborative partnerships with appropriate law enforcement agencies.  
2 Partnerships may include, but not be limited to, education and recreational programs, delinquency  
3 prevention, and mentoring initiatives.

4  
5 The Board may enter into a memorandum of understanding (MOU) with a chief of a law enforcement  
6 agency to provide school policing. Any The memorandum of understanding (MOU) shall address, at a  
7 minimum, the following issues:<sup>2</sup>

- 8 1. Any School Resource Officer (SRO) assigned under a memorandum MOU must be in  
9 compliance with all laws, regulations, and rules of the Peace Officer Standards and Training  
10 Commission at the time of assignment and remain compliant throughout ~~the tenure of his or her~~  
11 ~~his/her~~ assignment;
- 12  
13 2. As a condition of assignment, any SRO ~~must~~ shall participate in forty (40) hours of basic training  
14 in school policing within twelve (12) months of assignment . Every year thereafter, the SRO  
15 shall participate in a minimum of sixteen (16) hours of training specific to school policing. All  
16 training programs shall be approved by the Peace Officers Standards and Training Commission.<sup>3</sup>  
17
- 18 3. Any SRO assigned under the memorandum MOU remains an employee of the law enforcement  
19 agency; ~~and is~~ subject to that agency's direction, control, supervision, and discipline; ~~though the~~  
20 ~~Board may agree to indemnify and reimburse the law enforcement agency for any part or all of~~  
21 ~~the increased costs incurred by the law enforcement agency as a result of the assignment of the~~  
22 ~~SROs.~~  
23
- 24 4. No ~~officer~~ SRO shall be assigned to a school, or continue in such an assignment, without the  
25 consent of the Director of Schools.  
26
- 27 5. In the event that more than one (1) SRO is assigned to a school ~~system district~~, the law  
28 enforcement agency shall designate one (1) of the SROs as the senior SRO; ~~or such other,~~  
29 ~~appropriate title.~~ The duties of the senior SRO; ~~however designated,~~ shall include, but not be  
30 limited to, the following:  
31
  - 32 a. ~~To represent and carry~~ Representing and carrying out the policies of the law enforcement  
33 agency assigning the SROs.
  - 34 b. ~~To supervise~~ Supervising the SROs in the performance of their duties;
  - 35 c. ~~To consult~~ Consulting with the Director of Schools regarding the best use of the available  
36 resources for school policing; and  
37  
38

1  
2 d. ~~To resolve~~ Resolving disputes between the SROs and students or ~~faculty staff~~ members.

- 3  
4 6. The memorandum MOU may be effective for any length of time, including continuing until  
5 terminated by the parties, and may contain any reasonable notice requirement for the termination  
6 of the memorandum MOU. However, the memorandum MOU shall contain a provision allowing  
7 the Director of Schools to suspend the active participation of the SROs in the event that the  
8 Director of Schools ~~certifies that believes that such suspension is best for~~ the health, safety or  
9 wellbeing of the students or ~~faculty staff~~ members ~~require the immediate suspension~~.

10  
11 **CYBERSECURITY<sup>4</sup>**

12 The Director of Schools/designee shall develop an administrative procedure regarding the district's  
13 cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect  
14 cyberinfrastructure against cyberattacks and other cybersecurity threats and incidents.

15  

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Legal Reference:

1. EDGAR 43 Subtitle A Part 80.32
2. Tenn. Code Ann. § 49-6-4217

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Cross References:

- Visitors to the Schools 1.501  
Care of School Property 6.311

<b>Elizabethton Board of Education</b>			
Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>New Project Planning</b>	Descriptor Code: <b>3.211</b>	Issued Date:
		Rescinds:	Issued:

- 1 **SELECTION OF ARCHITECT<sup>1</sup>**
- 2 The Board shall approve a registered architect for new projects of construction, expansion, and/or
- 3 maintenance as required by law. The Board shall execute a contract with such architect for each project.
- 4 **SELECTION OF ENGINEER<sup>1</sup>**
- 5 Following the execution of a contract for architectural services, the architect or architectural firm shall
- 6 select a registered engineer for each project.
- 7 **SITE SELECTION**
- 8 The Board shall have sole discretion with choosing sites for construction.<sup>2</sup> When determining where to
- 9 begin new projects, the Board shall consider the current and future populations of the area, transportation
- 10 routes, and accessibility to utilities.
- 11 **BUILDING ACCESSIBILITY<sup>3</sup>**
- 12 The construction, remodeling, renovation, expansion, or modification of a school building shall comply
- 13 with state and federal requirements regarding building accessibility.

**Commented [MN1]:** From TSBA: The State Board of Education revised its regulation on plans for new facilities. These plans are no longer required to be submitted to the Commissioner of Education for approval. We have removed language on this requirement from our model policy.

**Commented [MN2]:** I did not find a 3.211 Policy on our website. This may be a new policy for us.

Legal References

1. TCA 62-2-107; TRR/MS 0520-01-04-.01(2)
2. TCA 49-2-203(a)(3); *Rutherford County Board of Education v. Rutherford County Commission*, 2000 Tenn. App. LEXIS 703
3. 28 CFR § 36.201; TRR/MS 0520-01-04-.01(1)

# Elizabethton Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Access to Private Facilities</b>	Descriptor Code: <b>3.220</b>	Issued Date:
		Rescinds:	Issued:

- 1 Students, employees, or teachers may request reasonable accommodations if they desire greater **privacy** when using multi-occupancy restrooms or changing facilities located in the school building or
- 2 when using multi-occupancy sleeping quarters while attending a school-sponsored activity.<sup>1</sup>
- 3
- 4 Such requests shall be submitted in writing to the principal, and any appeals regarding the principal's
- 5 decision shall be in accordance with state law.<sup>1</sup>
- 6 The Director of Schools shall develop an administrative procedure on access to private **facilities**.

**Commented [MN1]:** From TSBA: Public Chapter 452 allows students and employees to request reasonable accommodations if greater privacy is desired in a multi-occupancy restroom, changing facilities, or sleeping quarters when attending a school-sponsored activity. This new law also makes it possible for students and employees to pursue a legal action against the school district if: (1) they enter a bathroom or changing facility; (2) they encounter a member of the opposite sex; and (3) the school district intentionally allowed that member of the opposite sex to enter the facility while others were present. While this policy is not required by law, having a policy in place on this topic is one way that the district can attempt to address this matter. We have created a model policy that aligns with this new law.

**Commented [MN2]:** New Policy

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## Legal References

1. Public Acts of 2021, Chapter No. 452

# Elizabethton Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Instructional Standards</b>	Descriptor Code: <b>4.101</b>	Issued Date:
		Rescinds:	Issued:

1 **General**

2 The Board is charged with selection of the curriculum. No subjects or topics prohibited by state or  
3 federal law shall be taught.<sup>1</sup> The Director of Schools shall develop administrative procedures to  
4 implement this policy.

5 **STATE STANDARDS<sup>2</sup>**

6 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

- 7 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with  
8 Common Core; or
- 9 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise  
10 identified as Common Core textbooks or instructional materials.  
11

12 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

13 All curriculum and instructional programming implemented in the school district shall adhere to state  
14 and federal laws. District employees shall not include or promote any concepts that would violate state  
15 law when providing instruction, using instructional or supplemental materials, or when implementing  
16 the instructional program and curriculum.<sup>1</sup>

17 The Director shall develop procedures to ensure that the district's instructional program complies with  
18 state law.

**Commented [MN1]:** From TSBA: Several recent changes to state law impact the materials and content that can be included in classroom instruction. We have created this new model policy to align with these updated state laws. Adopting this policy is not required by state law, however, doing so would allow the Board to show compliance with the new standards.

**Commented [MN2]:** New Policy

Legal References

1. Public Acts of 2021, Chapter No. 205; Public Acts of 2021, Chapter No. 281; Public Acts of 2021, Chapter No. 471; Public Acts of 2021, Chapter No. 493
2. TCA 49-1-302(a)(8); TCA 49-1-314

Cross References

- Controversial Issues 4.800  
Controversial Materials 4.801

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Summer School Summer Instructional Programs</b>	Descriptor Code: <b>4.204</b>	Issued Date: <b>03/14/06</b>
		Rescinds: <b>4.204</b>	Issued: <b>10/22/92</b>

1 ~~SUMMER SCHOOL~~

2 ~~Summer schools shall be organized and operated, subject to available funding, as a part of the public~~  
3 ~~school program, shall be under the control and management of the Board, and shall comply with rules~~  
4 ~~and regulations of the State Board of Education.<sup>4</sup>~~

5 ~~The Board shall receive annually at its regular May meeting recommendations from the director of~~  
6 ~~schools as to the implementation of a summer school program.~~

7 *General*

8 The following programs will be made available to students:<sup>1,2</sup>

- 9 1. Traditional summer school;
- 10 11 2. Learning loss bridge camps;
- 12 13 3. After-school learning mini camps (2021-2023); and
- 14 15 4. Summer learning camps (2021-2023).

16 These programs shall be organized and operated in accordance with state law as well as guidelines  
17 provided by the Tennessee Department of Education. Funding for all programming shall be provided  
18 for in the annual budget and take into account any available grants. The Board may adopt tuition rates  
19 for those students attending a traditional summer school program.<sup>3</sup>

## 20 **SUMMER PROGRAMMING<sup>2</sup>**

21 The Director of Schools shall present a recommended summer programming plan to the Board each  
22 year, no later than **the regularly scheduled May board meeting** outlining the following:

- 23 1. Courses offered;
- 24 25 2. Transportation;
- 26

**Commented [MN1]:** Title of Policy needs to change to Summer Instructional Programs

**Commented [MN2]:** From TSBA: Several changes were made during the Special Legislative Session that impact summer programming. We have updated this model policy to include the additional summer programs that will be offered to students. Certain factors, as outlined in this new state law, determine student eligibility for these programs. Boards have the discretion when determining whether to require the attendance of priority students in summer instructional programming. If the Board chooses to require the attendance of priority students, this information must be included in policy.

- 1 3. Class size ratios;
- 2
- 3 4. Budget, including staff compensation;
- 4
- 5 5. School nutrition needs;
- 6
- 7 6. Staffing;
- 8
- 9 7. Enrollment criteria; and
- 10
- 11 8. Any additional necessary information.

12 **ATTENDANCE REQUIREMENTS<sup>2</sup>**

13 Priority students, as defined by state law, shall not be required to attend summer programs unless  
14 required by state board policy.

The Director of Schools shall be responsible for developing administrative procedures regarding the attendance requirements of priority students in each program.

Legal Reference:

~~1. TRR/MS 0520-1-3-.03(7)(a)~~

Legal References

- 1. TRR/MS 0520-01-03-.03(9)
- 2. Public Acts of 2021, Special Legislative Session, Chapter No. 1
- 3. TCA 49-6-3003

Cross References

Extended Contracts 5.112

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Enrollment in College Level Courses Enrollment in Advanced Courses</b>	Descriptor Code: <b>4.205</b>	Issued Date: <b>07/21/20</b>
		Rescinds:	Issued:

## General

Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but not limited to, advanced English language arts, mathematics, or science courses.<sup>1</sup>

To enroll in these courses, students shall meet the following standards:

- Honors Courses:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher.
- Dual Credit Courses:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher.
- Industry Certification-Aligned Courses:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher in a related course(s).
- Dual Enrollment:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher.
- Advanced Placement:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher.
- College Level Exam Program:** Students must earn a passing grade in prerequisite courses and a projected TCAP score of On-Track or higher.

The principal of each school shall have the authority to require additional criteria for the enrollment in advanced courses to fit the needs of the students within the school. Students who do not meet the above criteria that wish to enroll in advanced course work may do so at the discretion of the principal/designee.

## NOTIFICATION<sup>1</sup>

Parent(s)/guardian(s) shall be provided written notification of a student's eligibility to enroll in advanced courses. The notification shall state that a student will remain enrolled in the course unless the parent/guardian timely submits a written request for removal. The Director of Schools shall determine the deadline to submit the request for removal.

**Commented [MN1]:** New Name for Policy – Enrollment in Advanced Courses

**Commented [MN2]:** We probably need to meet with Brian and Jon and maybe Chris to discuss these categories in order to insert our requirements.

**Commented [MN3]:** We probably need to meet with Brian and Jon and maybe Chris to discuss these categories in order to insert our requirements.

1 Students may also be removed from an advanced course if the student’s teacher determines that the  
2 student should be removed based on performance after thirty (30) days of instruction and the principal  
3 approves the request to remove the student.

4 **COLLEGE LEVEL COURSES<sup>2</sup>**

5 ~~Students who successfully complete college level courses aligned to a graduation requirement course  
6 shall receive high school credit.<sup>4</sup>~~

7 Students may earn credit by enrolling in a postsecondary institution and taking college level courses.  
8 Students who take and pass dual enrollment courses at a postsecondary institution shall have their  
9 postsecondary credits accepted for high school credit as a substitution for an aligned graduation  
10 requirement course.<sup>3</sup>

11 These courses may be offered at the high school,<sup>2</sup> postsecondary institution, or online. If not offered on  
12 the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to  
13 enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

14 Grades earned in such college level courses shall be used to determine class rank, grade point average,  
15 and class valedictorian or salutatorian.

16 **DUAL ENROLLMENT**

**Commented [MN4]:** This paragraph was moved to the beginning of this section instead of under the Dual Enrollment heading.

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Legal References

- 1. TRR/MS 0520-01-03-.03(8)
- 2. TRR/MS 0520-01-03-.03(8)(b)
- 3. TRR/MS 0520-01-03-.03(8)(a)

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Legal References

- 1. Public Acts of 2021, Chapter No. 170; State Board of Education Policy 3.301
- 2. TRR/MS 0520-01-03-.03(8)

# Elizabethton Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Family Life Education</b>	Descriptor Code: <b>4.213</b>	Issued Date:
		Rescinds:	Issued:

## General

A family life education program shall be implemented within the school district in compliance with state law.<sup>1</sup>

A parent/guardian who chooses not to have a student participate in the family life education program shall submit such request in writing to the principal. A student who is excused from the program shall be assigned alternative health activities and shall not be penalized academically.

## FAMILY LIFE INSTRUCTION

The curriculum for the family life education program shall, in a manner that is age-appropriate and factually and medically accurate, include the following:<sup>2</sup>

1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
2. Encourage sexual health by helping students understand how the whole person is affected by sexual activity as well as other risk behaviors;
3. Provide information about human reproduction, including conception, birth, and prenatal care, as well as the process of adoption and its benefits;
4. Provide information on the family unit and the responsibilities and consequences related to sexual activity, including the challenges of single teen parenting;
5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual activity;
6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual abuse, including such abuse that may occur in the home, and human trafficking in which a victim is the child;
7. Provide instruction on the prevention of dating violence;
8. Encourage communication between parent(s)/guardian(s) and students; and

**Commented [MN1]:** New Policy for us  
From TSBA: State law now requires that all Boards adopt a policy on family life curriculum. Previously, only districts in counties with higher teen pregnancy rates had to comply with this requirement. Because this is a new requirement for many districts, we are including our model policy below.

- 1 9. Address the legal aspects of sexual activity with emphasis on the rights of the student.
- 2 The family life education program shall be reviewed annually to ensure that the prohibited items of
- 3 instruction, as provided for in state law,<sup>3</sup> are not included in the curriculum.
- 4 **TRAINING ON INSTRUCTION**
- 5 Personnel providing family life instruction shall receive training prior to presenting such instruction.
- 6 Personnel shall conduct such instruction with maturity and discretion.

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Legal References

1. TCA 49-6-1302; Public Acts of 2021, Chapter No. 290
2. TCA 49-6-1304
3. TCA 49-6-1304(b)

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Interscholastic Athletics</b>	Descriptor Code: <b>4.301</b>	Issued Date: <b>07/18/17</b>
		Rescinds: <b>4.301</b>	Issued: <b>07/18/13</b>

## General

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunities shall be provided for members of both sexes.<sup>1</sup> Student athletes shall only be allowed to participate in athletic activities or events that align with the student's sex indicated on his/her original birth certificate.<sup>2</sup> The Director of Schools/designee shall require the parent/guardian to provide the student's original birth certificate prior to participation in any interscholastic athletics. If the original birth certificate is not available or does not indicate the student's sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of the student's sex at birth.

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. Principals shall ensure that school regulations regarding participation in a sport are reasonable. Athletic schedules shall be filed in each school principal's office. The principal ~~or his/her~~ designee **must shall** accompany an athletic team on trips. Transportation of teams to athletic games is approved by the board, provided the team's school reimburses the board for mileage.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of athletics.<sup>23</sup> The Director of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health and safety of athletes.<sup>4</sup>

## INSURANCE & PHYSICAL EXAMINATIONS

In the event that the school's insurance provider does not extend coverage to an athlete, ~~that the~~ athlete **must shall** provide proof of independently secured catastrophic coverage and liability coverage, with the school ~~system~~ district as a named insured, of not less than the limits set forth in ~~TCA § 29-20-403~~ state law<sup>5</sup>. It shall be the responsibility of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

Prior to participation in interscholastic athletics, every student **must shall** complete an annual physical examination.<sup>36</sup> The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the principal's office. ~~It shall be the responsibility of the parent(s) or guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.~~

## SCHEDULING CONFLICTS

No principal or teacher ~~of any school under the control of the board~~ shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school

**Commented [MN1]:** From TSBA: Two new laws change the requirements for student athletics. Public Chapter 40 requires Boards to adopt a policy that ensures student athlete compliance with new standards for participation in sports. This new requirement only permits members of one biological sex to compete on sex segregated athletic teams. Additionally, Public Chapter 272 includes new requirements for coaches and the safety of student athletes. In particular, coaches must now adhere to locally developed codes of conduct and undergo trainings on severe weather and other safety protocols. We have revised this policy to align with these new legal requirements.

1 day without written permission from the Board<sup>7</sup>. This does not prevent ~~the inclusion of~~ regular physical  
2 training lessons in the daily school program.<sup>4</sup>

3 Students shall not be required to attend a school athletic event, or event related to participation on a  
4 school athletic team, if the event is on an official school holiday, observed day of worship, or religious  
5 holiday. The student's parent/ ~~or legal~~ guardian shall notify the coach in writing three (3) full school  
6 days prior to the event.<sup>58</sup>

#### 7 **SEVERE WEATHER<sup>4</sup>**

8 Severe weather is any type of weather that could impede the safety of any athlete by compromising the  
9 playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder,  
10 lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be  
11 discussed with all players, coaches, and officials, if applicable.

12 All coaches who oversee or participate in outdoor training, practice, or competition shall annually  
13 complete a heat illness prevention course approved by the Tennessee Department of Health as well as  
14 receive training on activity modifications based on environmental conditions.

#### 15 **PROHIBITION AGAINST HAZING**

16 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or  
17 tolerate hazing activities.<sup>69</sup>

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#### Legal References

1. 34 CFR § 106.41
2. TRR/MS 0520-01-02-.08(1)
3. TRR/MS 0520-01-03-.08(2)(b)
4. TCA 49-6-1002
5. Public Acts of 2017, Chapter No. 260
6. TCA 49-2-120

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#### Cross References

- Attendance 6.200  
Student Insurance Program 3.601

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#### Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 et seq.
2. Public Acts of 2021, Chapter No. 40
3. TRR/MS 0520-01-02-.08(1)
4. Public Acts of 2021, Chapter No. 272
5. TCA 29-20-403
6. 20 USCA § 1232h(c); TRR/MS 0520-01-  
13-.01(1)(a)
7. TCA 49-6-1002(a)
8. TCA 49-6-1002(c)
9. TCA 49-2-120

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#### Cross References

- Special Use of School Vehicles 3.402  
Student Insurance Program 3.601  
Extracurricular Activities 4.300  
Attendance 6.200

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Graduation Requirements</b>	Descriptor Code: <b>4.605</b>	Issued Date: <b>08/20/19</b>
		Rescinds: <b>4.605</b>	Issued: <b>04/17/18</b>

**Commented [MN1]:** From TSBA: The number of credits required to graduate early under the Move On When Ready Act has been reduced to seventeen. Previously, this requirement was set at eighteen. As a result, we updated our model policy to reflect this change.

- 1 **General**
- 2 The program of studies shall include areas required by the State Board of Education.
- 3 Before high school graduation, every student shall:<sup>1</sup>
- 4 1. Achieve the specified twenty-two (22) units of credit and an additional eight (8) hours of electives
  - 5 for a total of thirty (30) credits to receive an Elizabethton High School diploma;
  - 6 2. Take the required end of course exams;
  - 7 3. Have satisfactory records of attendance and conduct;
  - 8 4. Take the ACT or SAT prior to graduation;<sup>2</sup> and
  - 9 5. Pass a United States civics test.<sup>3</sup>
- 10 Additionally, Cyclone Achievement Program (CAP) students must achieve the specified 22 units of
- 11 credit to receive a Tennessee state diploma. Credit requirements for transfer students will be reviewed
- 12 on a case-by-case basis.
- 13 **SPECIAL EDUCATION STUDENTS<sup>4</sup>**
- 14 Special education students who earn the prescribed twenty-two (22) credit minimum shall be awarded a
- 15 regular high school diploma.
- 16 Students who have received the below diplomas shall continue to make progress towards a regular high
- 17 school diploma until the end of the school year in which they turn twenty-two (22) years old.
- 18 *Special Education Diploma*
- 19 A special education diploma shall be awarded to students who have not met the requirements for a regular
- 20 high school diploma,<sup>5</sup> but have:
- 21 1. Completed four (4) years of high school;
  - 22 2. Made satisfactory progress on their IEP; and
  - 23 3. Maintained satisfactory records of attendance and conduct.
- 24 *Occupational Diploma*
- 25 Special education students who do not meet the requirements for a regular high school diploma may be
- 26 awarded an occupational diploma if the student has:<sup>1,4</sup>
- 27 1. Completed at least four (4) years of high school;

- 1 2. Made satisfactory progress on their IEP;
- 2 3. Maintained satisfactory records of attendance and conduct;
- 3 4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment
- 4 (SKEMA); and
- 5 5. Has two (2) years of paid or non-paid work experience.

6 The decision to attain an occupational diploma shall be made at the conclusion of the student's 10<sup>th</sup> grade  
7 year or two (2) academic years prior to the expected graduation date.

#### 8 *Alternate Academic Diploma*

9 Special education students who do not meet the requirements for a regular high school diploma may be  
10 awarded an alternate academic diploma if the student has:<sup>4</sup>

- 11 1. Completed at least four (4) years of high school;
- 12 2. Participated in the high school alternate assessments;
- 13 3. Earned the prescribed twenty-two (22) credit minimum;
- 14 4. Made satisfactory progress on their IEP;
- 15 5. Maintained satisfactory records of attendance and conduct; and
- 16 6. Completed a transition assessment that measures postsecondary education and training,  
17 employment, independent living, and community involvement.

#### 18 **STUDENT LOAD**

19 All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum  
20 of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal  
21 this requirement to the director of schools and then to the board.<sup>6</sup>

#### 22 **EARLY GRADUATION<sup>7</sup>**

23 High school students shall be permitted to complete an early graduation program. Students intending to  
24 graduate early shall inform the school principal of this intent prior to the beginning of 9<sup>th</sup> grade or as  
25 soon thereafter as the intent is known.

26 In order to graduate early, students must meet the following requirements:

- 27 1. Earn the required ~~eighteen (18) credits~~ **seventeen (17) credits**;
- 28 2. Achieve a benchmark score for each required end-of-course exam;
- 29 3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
- 30 4. Meet the minimum ACT or SAT benchmark score;
- 31 5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
- 32 6. Complete at least two (2) types of the following courses:
  - 33 a. AP;
  - 34 b. IB;
  - 35 c. Dual enrollment; or
  - 36 d. Dual credit.

- 1 The director of schools shall develop administrative procedures to ensure that the early graduation
- 2 program is conducted in accordance with state law.

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**Legal References**

1. TCA 49-6-6001; State Board of Education Policy 2.103
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; Public Acts of 2019, Chapter No. 442; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06(1)(a); State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.06(1)(a)(7)
7. TCA 49-6-8303; State Board of Education Policy 2.103

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**Legal References**

1. TCA 49-6-6001; State Board of Education Policy 2.103; TRR/MS 0520-01-03-.06
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06; State Board of Education Policy 2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.06
7. TCA 49-6-8103; State Board of Education Policy 2.103; Public Acts of 2021, Chapter No. 493

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**Cross-References**

- Basic Curriculum Program 4.201  
Alternative Credit Options 4.209  
Honor Roll, Awards, & Class Ranking 4.602

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**Cross References**

- Class Size Ratios 4.201  
Alternative Credit Options 4.209  
Honor Roll, Awards, & Class Ranking 4.602

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Testing Programs</b>	Descriptor Code: <b>4.700</b>	Issued Date: <b>12/17/20</b>
		Rescinds: <b>4.700</b>	Issued: <b>10/23/18</b>

## 1 **General**

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and  
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in each instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;<sup>1</sup>
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.<sup>2</sup>

21 The Director of Schools shall be responsible for planning and implementing the program which includes:

- 22 1. Determining specific purposes for each test;
- 23
- 24 2. Selecting the appropriate test to be given;
- 25
- 26 3. Establishing procedures for administering the tests;
- 27
- 28 4. Making provisions for interpreting and disseminating the results;
- 29
- 30 5. Maintaining testing information in a consistent and confidential manner; and
- 31
- 32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special  
33 learning program might be necessary.

**Commented [MN1]:** From TSBA: Districts must now provide students with information on available career and technical education opportunities after aptitude assessment are administered. We have updated our model policy to reflect this requirement.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published  
2 by the State Department of Education.<sup>3</sup>

### 3 **WEIGHTING TCAP SCORES**

4 TNReady<sup>4</sup> and EOC<sup>5</sup> scores will be included in students' final grades as follows:

- 5 a) Grades 3-5 - 0%
- 6 b) Grades 6-8 - 15%
- 7 c) Grades 9-12 - 15%

8 For the 2020-2021 school year, EOC and TNReady scores for grades 6-12 will only count if the test  
9 score will help with the student's final grade. No student grades will be negatively impacted by these  
10 scores.

11 The TNReady and EOC will be calculated into the last grading period of the course.

12 ~~All student scores will be calculated using the target grade method.~~

13 **The Elizabethton City School System shall use the following methodology: target score method**

14 The Director of Schools may exclude these scores from students' final grades if results are not received  
15 by the district at least five (5) instructional days before the end of the course.<sup>4,5</sup>

### 16 **INTEREST INVENTORIES AND CAREER ASSESSMENTS<sup>6</sup>**

17 **Interest inventories shall be made available to middle schoolers and 9<sup>th</sup> graders. These will include**  
18 **assessments such as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College**  
19 **Board Career Finder.**

20 **Career aptitude assessments shall be administered to 8<sup>th</sup> graders in order to inform the student's high**  
21 **school plan of study. Upon receiving the results from these assessments, the school shall provide students**  
22 **with information on any available career and technical education opportunities in which the student is**  
23 **eligible to participate in.**

### 24 **TESTING INFORMATION AND PARENTAL CONSENT**

25 Any test directly concerned with measuring student ability or achievement through individual or group  
26 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee  
27 of the system without first obtaining written consent of the parent(s) or guardian(s).<sup>2</sup>

28 Results of all group tests shall be recorded on students' permanent records and shall be made available  
29 to appropriate personnel in accordance with established procedures.<sup>6,7</sup>

30 No later than July 31<sup>st</sup> of each year, the board shall publish on its website information related to state  
31 and board mandated tests that will be administered during the school year. The information shall  
32 include:<sup>7,8</sup>

- 1 1. The name of the test;
- 2
- 3 2. The purpose and use of the test;
- 4
- 5 3. The grade or class in which the test will be administered;
- 6
- 7 4. The tentative date or dates that the test will be administered;
- 8
- 9 5. The time and manner in which parent(s)/guardian(s) and students will be notified of the results
- 10 of the test;
- 11
- 12 6. How parent(s)/guardian(s) can access the questions and answers on their student's state-
- 13 required tests; and
- 14
- 15 7. If a board mandated test, how the test complements and enhances student instruction and
- 16 learning and how it serves a purpose distinct from state-required tests.
- 17 Testing information shall also be placed in student handbooks or other school publications that are
- 18 provided to parent(s)/guardians(s) on an annual basis.

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**Legal References**

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(7); TRR/MS 0520-01-03-.06(1)(b)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(11)(e); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 10-7-504(a)(4)(A)
7. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

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**Legal References**

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(11)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(11)(e); State Board of Education Policy 2.103; TCA 49-1-617

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**Cross-References**

- Student Surveys, Analyses, and Evaluations 6.4001  
Student Records 6.600

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**Cross References**

- Student Surveys, Analyses, and Evaluations 6.4001  
Student Records 6.600

6. TCA 49-6-412; Public Acts of 2021, Chapter No. 271
7. TCA 10-7-504(a)(4)(A)
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Application and Employment</b>	Descriptor Code: <b>5.106</b>	Issued Date: <b>04/21/20</b>
		Rescinds: <b>5.106</b>	Issued: <b>08/21/18</b>

1 **Application**

2 An individual desiring a position shall make application to the Director of Schools on forms developed  
 3 by his/her office. To ensure the safety and welfare of students and staff, the district shall require  
 4 criminal history background checks and fingerprinting of applicants for teaching positions and any  
 5 other positions that require proximity to children.<sup>1</sup> If applying for a teaching position, the Director of  
 6 Schools shall also check the applicant’s license status in the State Board of Education’s database to  
 7 determine if there is a hold on that applicant’s license, and if so, the reasoning behind the hold.<sup>2</sup>

8 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall  
 9 also constitute a Class A misdemeanor which must be reported to the District Attorney General for  
 10 prosecution.<sup>3</sup>

11 Any costs incurred to perform these background checks and fingerprinting shall be paid by the  
 12 applicant.

13 *Professional Employees*

14 The application shall include a transcript of credits earned at the colleges or universities attended along  
 15 with reference information from persons such as previous employers, college professors and  
 16 supervisors of student teachers. Other information shall include whether such applicant has been  
 17 dismissed for cause from a school ~~system~~-district.<sup>5</sup> If previously employed in a local board of  
 18 education, the applicant shall provide evidence of acceptable resignation.

19 No person shall be employed:

- 20 1. Who does not hold a valid license to teach **or a temporary permit to teach** from the State  
 21 Board of Education;<sup>6</sup>
- 22 2. Who has been identified by the Department of Children’s Services as a perpetrator of child  
 23 abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate  
 24 threat to the health, safety, or welfare of children;<sup>7</sup>
- 25 3. Who is listed on the state’s abuse of vulnerable persons registry maintained by the  
 26 Department of Health;<sup>7</sup>
- 27 4. Who does not present a physician's certificate showing a satisfactory health record or has  
 28 any contagious or communicable disease in such form that might endanger the health of  
 29 school children;<sup>8</sup>
- 30 5. Who refuses to take and subscribe to an oath to support the Constitution of the State of  
 31 Tennessee and of the United States of America;<sup>9</sup> ~~or~~
- 32 6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals  
 33 from employment for cause; **or**

**Commented [MN1]:** From TSBA: Public Chapter 211 allows the Director of Schools to hire individuals with a teaching permit if a teacher with a valid license is not available. We have updated our model policy 5.106 to clarify that this is an option. This legal change also impacts policy 5.802 as the Director of Schools would be required to report potential misconduct by these individuals to the State Board of Education in the same manner that is done for licensed teachers.

1 7. Who does not receive a satisfactory background check.<sup>10</sup>

2 *Support Employees*

3 No person shall be employed ~~as a support employee~~:

- 4 1. Who has any contagious or communicable disease in such form that might endanger the
- 5 health of ~~the school~~ children;<sup>8</sup>
- 6 2. Who has been identified by the Department of Children's Services as a perpetrator of
- 7 child abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an
- 8 immediate threat to the health, safety, or welfare of children;<sup>7</sup>
- 9 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the
- 10 Department of Health;<sup>7</sup>
- 11 4. Who has not complied with the Immigration Reform and Control Act of 1986;<sup>11</sup> ~~or~~
- 12 5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals
- 13 from employment for cause; or
- 14 6. Who does not receive a satisfactory background check.<sup>10</sup>

15 **Employment**

16 *Professional Employees*

17 After checking references and receiving written recommendations, the Director of Schools shall hire

18 and assign qualified applicants.

19 *Initial Employment for Professional Employees*

20 ~~Upon initial employment~~, The Director of Schools shall notify such person, in writing, of the offer and

21 conditions of employment. Upon receipt of employment notification, such person shall ~~have fourteen~~

22 ~~(14) days to accept or reject, in writing, the offered employment.~~<sup>1</sup> ~~respond within the timeline~~

23 ~~established by state law.~~<sup>12</sup> From the date of the written acceptance, such person is considered to be

24 under employment with the ~~system~~ ~~district~~ and is subject to all rights, privileges and duties.

25 *Support Employees*

26 After checking references and receiving written recommendations from principals and/or supervisors,

27 the director of schools shall hire and assign qualified applicants.

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**Legal References**

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406 (a)(2)(A)
4. TCA 49-5-413(e)
5. TCA 49-2-131
6. TCA 49-5-403; TCA 49-5-101
7. TCA 49-5-413(e)
8. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
9. TCA 49-5-405
10. TCA 49-5-413(a), (f)
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359

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**Legal References**

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406(a)(2)(A)
4. TCA 49-5-413(c)
5. TCA 49-2-131
6. TCA 49-5-403; TCA 49-5-101; Public Acts of 2021, Chapter No. 211
7. TCA 49-5-413(e)
8. TCA 49-5-404
9. TCA 49-5-405
10. TCA 49-5-413(a), (f)
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359, 8 USCA § 1101 *et seq.*
12. TCA 49-5-406(b)

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**Cross References**

Orientation and Probation 5.107  
Compensation Guides & Contracts 5.110  
Background Investigations 5.118  
Recommendations and File Transfers 5.203  
Qualifications and Duties of the Director of Schools 5.802

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**Cross References**

Orientation and Probation 5.107  
Compensation Guides & Contracts 5.110  
Background Investigations 5.118  
Recommendations and File Transfers 5.203  
Interim Employees 5.700  
Qualifications and Duties of the Director of Schools 5.802

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Qualifications and Duties of the Director of Schools</b>	Descriptor Code: <b>5.802</b>	Issued Date: <b>08/21/18</b>
		Rescinds: <b>5.802</b>	Issued: <b>04/17/18</b>

1 **QUALIFICATIONS**

- 2 1. A professional educator's license  
3 2. A master's degree in education with a preference for a doctorate degree  
4 ~~3. Three (3) years of successful experience in the classroom and two (2) years minimum school~~  
5 ~~administration experience~~ **Three (3) years of successful experience in school administration**  
6 4. Such other qualifications as the board deems desirable

7 **REPORTS TO:** The Board of Education

8 **SUPERVISES:** All administrative and supervisory personnel in the district

9 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational  
10 programs and services

11 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the director of schools shall  
12 extend to all activities of the district, to all phases of the educational program, to all aspects of the  
13 financial operation, to all facility management, and to the conduct of such other duties as may be  
14 assigned by the board. The Director of Schools may delegate these duties together with appropriate  
15 authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of  
16 accountability.

17 **ESSENTIAL FUNCTIONS**

18 *General Administrative*

- 19 1. Provides leadership in identification of priorities and assures that all activities reflect those  
20 board-established priorities.  
21 2. Prepares and recommends short and long-range plans for board approval and implements those  
22 plans when approved.  
23 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters  
24 requiring board action, including all facts, information, options, and reports needed to assure  
25 informed decisions. Provides advice and counsel to the board on matters before it.  
26 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record  
27 of the proceedings of all meetings of the Board and of its official acts.

**Commented [MN1]:** From TSBA: Public Chapter 211 allows the Director of Schools to hire individuals with a teaching permit if a teacher with a valid license is not available. We have updated our model policy 5.106 to clarify that this is an option. This legal change also impacts policy 5.802 as the Director of Schools would be required to report potential misconduct by these individuals to the State Board of Education in the same manner that is done for licensed teachers.

- 1 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.  
2 Recommends policies or courses of staff action.
- 3 6. Develops administrative procedures to implement board policy or for the items deemed  
4 necessary for the efficient operation of the schools and disseminates these procedures to  
5 appropriate staff.
- 6 7. Keeps the Board informed regarding development in other districts or at state and national levels  
7 that would be helpful to the district.
- 8 8. Ensures that all local, state, and federal standards for the health and safety of the students and  
9 staff are maintained and that required reports are maintained.
- 10 9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and  
11 the rules and regulations of the State Board of Education.<sup>1</sup>

#### 12 *Financial Management*

- 13 1. Provides direction to and supervision of school business functions. Encourages development and  
14 implementation of sound business practices. Continually assesses business practices to achieve  
15 efficiency.
- 16 2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget  
17 to the appropriate local funding body for adoption.
- 18 3. Makes appropriate written reports for the Board detailing all receipts and expenditures of the  
19 **public** school, funds and submits them to the local funding body.
- 20 4. Ensures that funds are spent prudently by providing adequate control and accounting of the  
21 district's financial and physical resources.

#### 22 *Personnel Administration*

- 23 1. Establishes lines of authority which shall be approved by the Board and shown on the **system**  
24 **district** organization chart. Lines of authority shall not restrict the practical working relationships  
25 of all staff members at all levels.
- 26 2. Employs such personnel as may be necessary within the limits of budgetary provisions and  
27 recommends to the Board teachers who are eligible for tenure.
- 28 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-  
29 professional positions.
- 30 4. Assigns and transfers employees as the interest of the district may dictate and reports such action  
31 to the Board for information and record.
- 32 5. Holds meetings of teachers and other employees as necessary for the discussion of matters  
33 concerning the welfare and improvement of the schools.

- 1 6. Communicates directly, or through delegation, all actions of the Board relating to personnel  
2 matters to all and receives employees' communications to be made to the Board.
- 3 7. Evaluates principals annually.
- 4 8. Informs the Office of Educator Licensing of licensed educators who have a temporary teaching  
5 permit who have been suspended or dismissed, or who have resigned, following allegations of  
6 conduct, including sexual misconduct, which, if substantiated, would warrant consideration for  
7 license suspension or revocation, or formal reprimand or who have been convicted of a felony.  
8 The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation  
9 or of receiving knowledge of the felony conviction.<sup>2</sup>

#### 10 *Instructional Leadership*

- 11 1. Serves as the chief school executive. Ensures the development and maintenance of a positive  
12 educational program designed to meet the needs of the community and to carry out the policies  
13 of the Board. Ensures that a system of thorough and efficient education, as defined by state law,  
14 is available to all students.
- 15 2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major  
16 changes in tests and time schedules to be used in the schools.
- 17 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 18 4. Develops guidelines and direction for monitoring the effectiveness of existing and new  
19 programs.
- 20 5. Conducts a periodic audit of the total school program and advises the Board of recommendations  
21 for the educational advancement of the schools.
- 22 6. Seeks out available sources for grant funding to support programs and projects.
- 23 7. Ensures that the goals of the school system district are adequately reflected in its educational  
24 program and operations.

#### 25 *Community/Public Relations*

- 26 1. Promotes community support of the schools. Interprets district programs and services, reports,  
27 plans, events, and activities of interest and solicits community opinions regarding school and  
28 educational issues.
- 29 2. Identifies available community resources and links to social service agencies that support  
30 education and healthy child development.
- 31 3. Develops strategies to promote parental involvement in their student's education and provides  
32 opportunities for parent-teacher interaction.
- 33 4. Maintains contact and good relations with local media. ~~Acts as the board's spokesperson.~~

- 1        5. Ensures that the district interests will be represented in meetings and activities of municipal and  
2        other governmental agencies.
- 3        6. Represents the school district and its interests in community organizations, activities, and  
4        projects.
- 5        **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board  
6        and the Director of Schools. Salary to be determined by the Board.
- 7        **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law  
8        and the Board's policy on evaluation of the Director of Schools.
- 9        **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and  
10       level of work being performed by the person assigned to this position. They are not intended to be a  
11       complete list of responsibilities, duties, and skills required of personnel so assigned.

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**Legal References**

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); Public Acts of 2018, Chapter No. 935

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**Cross References**

Executive Committee 1.301  
Administrative Procedures 1.601  
Administrative Committees 1.602  
Administrative Reports 1.603  
School District Planning 1.701  
Job Descriptions 5.103  
Application and Employment 5.106  
Evaluation of the Director of Schools 5.803

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually in January</b>	Descriptor Term:  <b>Teacher Tenure</b>	Descriptor Code: <b>5.117</b>	Issued Date: <b>10/24/17</b>
		Rescinds: <b>5.117</b>	Issued: <b>09/18/14</b>

**Commented [MN1]:** From TSBA: Due to the cancellation of TNReady tests during the pandemic, there are no teacher evaluation scores from the 2019-2020 school year. Public Chapter 2 from the Special Legislative Session clarifies that the two most recent evaluation scores can be used when determining tenure.

1 **General**  
 2 To attain tenure status,<sup>1</sup> a teacher must: (1) meet tenure eligibility requirements; (2) be renewed and  
 3 recommended by the director of schools;<sup>1</sup> and (3) receive a majority vote of the Board.

4 **TENURE ELIGIBILITY<sup>2</sup>**

- 5 A teacher that meets the following requirements is eligible for tenure:
- 6 1. Has a degree from an approved four-year college or any career and technical teacher who has  
 7 the equivalent amount of training established and is licensed by the state board of education;
  - 8 2. Holds a valid teacher license issued by the State Board of Education, based on training  
 9 covering the subjects or grades taught;
  - 10 3. Has completed a probationary period of five (5) school years or not less than forty-five (45)  
 11 months within the last seven-year period, the last two (2) years being employed in a regular  
 12 teaching position rather than an interim teaching position; and
  - 13 4. Has received evaluations demonstrating an overall performance effectiveness level of “above  
 14 expectations” or “significantly above expectations” as provided in the evaluation guidelines  
 15 adopted by the State Board of Education, during the last two (2) years of the probationary  
 16 period.  
 17  
 18  
 19

20 If a teacher has met all other requirements for tenure eligibility but has not acquired an official  
 21 evaluation score during the last one (1) or two (2) years of the probationary period due to allowable  
 22 circumstances outlined in state law, he/she may utilize the most recent two (2) years of available  
 23 evaluation scores achieved during the probationary period to become eligible for tenure.<sup>3</sup>

24 **ACQUISITION OF TENURE STATUS**

25 Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for  
 26 tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.<sup>4</sup>

27 The following additional guidelines shall apply:

- 28 1. The Director of Schools will recommend persons teachers eligible for tenure at a board meeting in  
 29 ample time to provide send notice of non-renewal to each teacher not recommended for tenure  
 30 within five (5) business days following the last instructional day for the school year.<sup>45</sup>  
 31

- 1 2. The decision to grant tenure is solely within the discretion of the Board.<sup>56</sup> Only those teachers who  
2 receive a majority vote of the membership of the Board will be granted tenure.<sup>67</sup>  
3
- 4 3. A teacher who is eligible for tenure, but tenure is denied by the Board, shall not be rehired beyond  
5 the current contract year.<sup>74</sup>  
6

#### 7 **TEACHER RETURNING TO EMPLOYMENT**

8 A teacher who has acquired tenure status in the school system district and later resigns shall serve a two-  
9 year probationary period upon reemployment, unless the probationary period is waived by the Board  
10 upon request of the Director of Schools. Upon completion of the two-year period, the teacher shall either  
11 be recommended by the Director of Schools for tenure or non-renewed. If tenure is denied by the Board,  
12 the teacher shall be dismissed.<sup>78</sup>

#### 13 **TEACHER TRANSFERRING FROM ANOTHER SCHOOL SYSTEM<sup>8</sup>**

14 A teacher employed by Elizabethton City Schools who is transferring from another LEA in this state  
15 shall serve the regular five-year (5-year) probationary period unless the board, upon the recommendation  
16 of the director of schools, waives or shortens the probationary period and grants tenure status to the  
17 teacher. The probationary period may not be waived or shortened unless:

- 18 (1) the teacher acquired tenure in a prior school system in this state;  
19 (2) the teacher served at least five (5) years as a teacher in a prior school system in this state  
20 without attaining tenure; or  
21 (3) the teacher served fewer than five (5) years in a prior school system in this state but has  
22 completed at least five (5) total years of service when service in both LEAs is combined.

23 All tenure decisions made ~~for transferring teacher are subject to other requirements for attaining tenure~~  
24 ~~status, including but not limited to,~~ under this section are subject to the requirements concerning  
25 overall teacher performance effectiveness levels.

#### 26 **TEACHER RETURNING TO PROBATIONARY STATUS<sup>910</sup>**

27 Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall  
28 performance effectiveness level of “below expectations” or “significantly below expectations” shall be  
29 returned to probationary status by the Director of Schools until the teacher has received two (2)  
30 consecutive years of evaluations demonstrating an overall performance effectiveness level of “above  
31 expectations” or “significantly above expectations.”

32 When a teacher who has returned to probationary status has received two (2) consecutive years of  
33 evaluations demonstrating an overall performance effectiveness level of “above expectations” or  
34 “significantly above expectations,” the teacher is again eligible for tenure and shall be either  
35 recommended by the Director of Schools for tenure or nonrenewed; provided, however, that the teacher  
36 shall be dismissed if tenure is denied by the Board.<sup>4</sup>

- 1 This section does not apply to teachers who acquired tenure prior to July 1, 2011.

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**Legal References**

1. TCA 49-5-503; TCA 49-5-504(b)
2. TCA 49-5-503
3. TCA 49-5-504(b)
4. TCA 49-5-409
5. TCA 49-2-203(a)(1)
6. TCA 49-2-202(g)
7. TCA 49-5-504(d)
8. TCA 49-5-509
9. TCA 49-5-504(e), (f)

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**Legal References**

1. TCA 49-5-501(11)(A)
2. TCA 49-5-503
3. Public Acts of 2021, Special Legislative Session  
Chapter No. 2
4. TCA 49-5-504(b)
5. TCA 49-5-409(b); Public Acts of 2021, Chapter  
No. 378
6. TCA 49-2-203(a)(1)
7. TCA 49-2-202(g)
8. TCA 49-5-504(d)
9. TCA 49-5-509
10. TCA 49-5-504(e), (f)

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**Cross References**

- Separation Practices for Tenured Teachers 5.200  
Separation Practices for Non-Tenured Teachers 5.201

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Separation Practices for Tenured Teachers</b>	Descriptor Code: <b>5.200</b>	Issued Date: <b>08/20/19</b>
		Rescinds: <b>5.200</b>	Issued: <b>07/18/17</b>

## 1 **SUSPENSION PENDING AN INVESTIGATION<sup>1</sup>**

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending  
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under  
4 investigation is not the subject of an ongoing criminal investigation or a Department of Children's  
5 Services investigation, and if no charges for dismissal have been made, a suspension pending  
6 investigation shall not exceed ninety (90) days in duration. Under no circumstances shall the Director of  
7 Schools suspend a teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for  
8 the period of suspension.

## 9 **SUSPENSION OF THREE DAYS OR LESS<sup>2,3</sup>**

10 The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,  
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided  
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;  
13 (2) given an opportunity to respond to the Director of Schools at a conference, if requested within five  
14 (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be  
15 represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall a Director of Schools suspend a tenured teacher with pay. If reinstated,  
17 the tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay  
18 is deemed to be an appropriate penalty.

## 19 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS<sup>4</sup>**

20 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than  
21 three (3) days, the charges shall be made in writing, specifically stating the offenses that are charged,  
22 and shall be signed by the party or parties making the charges.

23 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension  
24 greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice  
25 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the  
26 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

27 A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after  
28 receipt of notice give written notice to the Director of Schools of his/her request for a hearing.

29 The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from  
30 the list maintained by the Board.

**Commented [MN1]:** From TSBA: Previously, state law gave the Commissioner of Education the authority to suspend a teacher's license if he/she broke a contract with a local board of education. Under this new change to state law, this authority now rests with the State Board of Education. We have updated this policy to reflect that change.

1 The Board shall maintain a list of qualified individuals who have indicated a willingness to act as  
2 impartial hearing officers as defined under Tennessee law.

3 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the  
4 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of  
5 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following  
6 receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any  
7 prehearing conference may be conducted by telephone if each participant has an opportunity to  
8 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered  
9 to issue appropriate orders and to regulate the conduct of the proceedings.

10 Either party may appeal to the Board an adverse ruling by giving written notice of appeal within ten (10)  
11 working days of the hearing officer's delivery of the hearing officer's written findings and conclusions.  
12 The Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence,  
13 documentary or otherwise, and transmit the same to the Board within twenty (20) days of the receipt of  
14 the notice of appeal.

15 The Board shall hear the appeal on the record, and no new evidence may be submitted by either party.  
16 The appealing party may appear before the board to argue why the adverse ruling should be overturned.  
17 In no event should such argument last more than fifteen (15) minutes; unless the Board **should** vote **s**  
18 to extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain  
19 the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or  
20 reverse the decision. The Board shall render its decision within ten (10) working days after the  
21 conclusion of the hearing. In the event **that** the decision of the Board is appealed to the chancery court,  
22 the Board shall transmit the entire record prepared by the Director of Schools and reviewed by the Board  
23 to the chancery court for its review.

#### 24 **RESIGNATION**

25 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the  
26 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable  
27 extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days'  
28 notice requirement and permit a teacher to resign in good standing.<sup>5</sup>

29 The conditions under which it is permissible to break a contract with the board are as follows:<sup>6</sup>

- 30 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified  
31 statement of a physician approved by the board; **or**
- 32 2.
- 33 3. The release by the Board of the teacher from the contract **which that** the teacher has entered into  
34 with the Board.

35 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the  
36 date of return if the teacher does not intend to return to the position from which he/she has taken leave.  
37 Failure to render such notice may be considered a breach of contract.<sup>7</sup>

1 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with  
2 the State Board of Education and request the suspension of a teacher's license. After the State Board of  
3 Education has provided the teacher an opportunity for defense during a hearing, the ~~Commissioner of~~  
4 ~~Education~~ State Board of Education may suspend the license for no less than thirty (30) days and no  
5 more than three hundred sixty-five (365) days.<sup>8</sup>

## 6 RETIREMENT

7 Retirement is a termination of services under conditions that will allow the teacher to draw benefits from  
8 retirement plans and/or Social Security benefits. Teachers eligible for retirement benefits may elect to  
9 retire at any age according to the provisions of the retirement system.

10 Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the  
11 responsibility of the retiring teacher to provide verification of eligibility in writing from Tennessee  
12 Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring  
13 teacher to file for benefits.

14 Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per year without  
15 loss of retirement benefits. Retired teachers may substitute teach for additional days if the Director of  
16 Schools certifies in writing to the Division of Retirement that no other qualified personnel are available  
17 to substitute teach.<sup>9</sup>

18 The Director of Schools may employ teachers retired for at least one year for full-time employment as a  
19 kindergarten through twelfth (K-12) grade teacher on a year-to-year basis. Retirement benefits will not  
20 be lost or suspended under certain conditions, which include, but are not limited to the following:<sup>10</sup>

- 21 1. The Director of Schools of the employing system shall certify in writing that no other qualified  
22 individuals are available to fill the position;
- 23 2. The Commissioner of Education must certify that the employing school system district serves an  
24 area that lacks qualified teachers to serve in the position to be filled;
- 25 3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
- 26 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or  
27 receive medical insurance coverage; and
- 28 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the  
29 Board for teachers with no experience filling similar positions, nor more than eighty-five  
30 percent (85%) of the rate of compensation set by Board for teachers with comparable training  
31 and years of experience filling similar positions.

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Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511—513
5. TCA 49-5-508(a)
6. TCA 49-5-508(e)
7. TCA 49-5-706
8. TCA 49-5-411(b); Public Acts of 2019, Chapter No. 248
9. TCA 8-36-805
10. TCA 8-36-821

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Cross-References

- Public Hearings 1.401
- Recommendations and File Transfers 5.203

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511—513
5. TCA 49-5-508(a)
6. TCA 49-5-508(c)
7. TCA 49-5-706
8. TCA 49-5-411(b); Public Acts of 2021, Chapter No. 493
9. TCA 8-36-805
10. TCA 8-36-821

Cross References

- Public Hearings 1.401
- Teacher Tenure 5.117
- Recommendations and File Transfers 5.203

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Separation Practices for Non- Tenured Teachers</b>	Descriptor Code: <b>5.201</b>	Issued Date: <b>08/20/19</b>
		Rescinds: <b>5.201</b>	Issued: <b>07/18/17</b>

## 1 SUSPENSION PENDING AN INVESTIGATION<sup>1</sup>

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending  
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation  
4 is not the subject of an ongoing criminal investigation or a department of Children's Services  
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall  
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend  
7 a non-tenured teacher with pay. If vindicated or reinstated, the non-tenured teacher shall be paid full  
8 salary for the period of suspension.

## 9 SUSPENSION OF THREE DAYS OR LESS<sup>2</sup>

10 A Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,  
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided  
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;  
13 (2) given an opportunity to respond to the Director of Schools at a recorded conference, if requested  
14 within five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties  
15 may be represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay. If  
17 reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension  
18 without pay is deemed to be an appropriate penalty.

## 19 DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS<sup>2</sup>

20 The Director of Schools may dismiss or suspend for more than three (3) days any non-tenured teacher  
21 during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect  
22 of duty after giving the non-tenured teacher, in writing, due notice of the charges.

23 The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing  
24 before an impartial hearing officer.

25 The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will  
26 hear the case and the teacher shall have the right to:

- 27 1. Be represented by counsel;
- 28 2. Call and subpoena witnesses;
- 29 3. Examine all witnesses; and
- 30 4. Require that all testimony be given under oath.

**Commented [MN1]:** From TSBA: We have also updated model policy 5.201 based on the previously mentioned changes:  
(1) to the way that notice of nonrenewal is provided to teachers; and (2) the fact that the authority for suspending a license now rests with the State Board of Education.

1 Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the  
2 affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal  
3 the decision to the Board within ten (10) working days of the hearing officer rendering the written  
4 decision to the teacher. Written notice of appeal to the Board shall be given to the Director of Schools.  
5 Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the  
6 proceedings, including all transcripts and evidence, documentary, ~~and other evidence presented or~~  
7 ~~otherwise~~, and provide the Board a copy of the same.

8 The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in  
9 the same manner as the non-tenured teacher.

10 The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may  
11 appear in person or be represented by counsel and argue why the decision should be modified or reversed.  
12 The Board shall take one of the following actions:

- 13 1. Sustain the decision;
- 14 2. Send the record back if additional evidence is necessary; or
- 15 3. Revise the penalty or reverse the decision.

16 Before any decision to dismiss is made, a majority of the membership of the Board shall concur in  
17 sustaining the charges. The Board shall render a decision on the appeal within ten (10) working days  
18 after the conclusion of the hearing.

19 Within twenty (20) working days after receipt of notice of the decision of the Board, either party may  
20 appeal to the chancery court in the county where the school system is located. The Board shall provide  
21 the entire record of the hearing to the court.

## 22 NONRENEWAL

23 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of  
24 employment enjoyed by tenured teachers except that they have no claim upon continuing employment  
25 or tenure protections.

26 The principal is responsible for discussing deficiencies as part of the evaluation process with the non-  
27 tenured teacher and providing assistance for overcoming these deficiencies.

28 The Director of Schools is under no obligation to re-employ non-tenured teachers at the end of their  
29 contract period. If the Director of Schools determines not to renew the contract of a non-tenured teacher,<sup>1</sup>  
30 the following action shall be taken:

- 31 1. The Board shall be notified at the next regular board meeting; and
- 32 2. Written notice of non-renewal shall be ~~hand delivered or~~ sent to the teacher by ~~registered certified~~  
33 mail ~~or overnight carrier, or by email so that it will be received by the teacher~~ within five (5)  
34 business days following the last instructional day for the school year.<sup>3</sup>

**1 RESIGNATION**

2 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the  
3 effective date of the resignation.<sup>4</sup> The Board may waive the thirty (30) days-notice requirement and  
4 permit a teacher to resign in good standing.

5 The conditions under which it is permissible to break a contract with the Board are as follows:<sup>5</sup>

- 6 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified  
7 statement of a physician approved by the board; ~~and or~~
- 8 2. The drafting of a teacher into military service by a selective service board; and
- 9 3. The release by the Board of the teacher from the contract which the teacher has entered into with  
10 the Board.

11 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the  
12 date of return if the teacher does not intend to return to the position from which he/she has taken leave.  
13 Failure to render such notice may be considered a breach of contract.<sup>6</sup>

14 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with  
15 the State Board of Education and request the suspension of a teacher's license. After the State Board of  
16 Education has provided the teacher an opportunity for defense during a hearing, the ~~Commissioner of~~  
17 ~~Education- State Board of Education~~ may suspend the license for no less than thirty (30) days and no  
18 more than three hundred sixty-five (365) days.<sup>7</sup>

**19 RETIREMENT**

20 Retirement ~~shall mean a~~ ~~is a~~ termination of services under conditions which will allow the teacher to  
21 draw benefits from retirement plans and/or social Security benefits.

22 Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the  
23 retirement system. Central office personnel shall assist teachers in securing retirement benefits; however,  
24 it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from  
25 the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility  
26 of the retiring teacher to file for benefits.

27 Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per year without  
28 loss of retirement benefits. Retired teachers may substitute teach for additional days if the Director of  
29 Schools certifies in writing to the Division of Retirement that no other qualified personnel are available  
30 to substitute teach.<sup>8</sup>

31 The Director of Schools may employ teachers retired for at least one (1) year for full-time employment  
32 as a Kindergarten through twelfth grade (K-12) teacher on a year-to-year basis. Retirement benefits will  
33 not be lost or suspended under certain conditions, which include, but are not limited to, the following<sup>9</sup>

- 34 1. The Director of Schools of the employing district shall certify in writing that no other qualified  
35 individuals are available to fill the position;
- 36 2. The Commissioner of Education ~~must~~ ~~shall~~ certify that the employing school ~~system~~ ~~district~~  
37 serves an area that lacks qualified teachers to serve in the position to be filled;

- 1 3. The retired teacher ~~must~~ shall hold a valid license and shall not be entitled to tenure status;
- 2 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave or
- 3 receive medical insurance coverage; and
- 4 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the
- 5 Board for teachers with no experience filling similar positions, nor more than eighty-five percent
- 6 (85%) of the rate of compensation set by Board for teachers with comparable training and years
- 7 of experience filling similar positions.

8 *(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and*

9 *does NOT follow the suspension/dismissal ~~procedures~~ guidelines outlined in this policy. Rather,*

10 *nonrenewal of non-tenured teachers after the contract year follows the nonrenewal ~~procedures~~*

11 *guidelines outlined in this policy.)*

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Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(GG); TCA 49-5-512(d)
3. TCA 49-5-409
4. TCA 49-5-508
5. TCA 49-5-411(a)
6. TCA 49-5-706
7. TCA 49-5-411(b)(4); Public Acts of 2019, Chapter No. 248
8. TCA 8-36-805
9. TCA 8-36-821

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Cross-References

- Public Hearings 1.401  
 Recommendations and File Transfers 5.203

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Legal References

10. TCA 49-5-511(a)(3)
11. TCA 49-2-301(b)(1)(EE); TCA 49-5-512
12. TCA 49-5-409; Public Acts of 2021, Chapter No. 378
13. TCA 49-5-508
14. TCA 49-5-411(a)
15. TCA 49-5-706
16. TCA 49-5-411(b); Public Acts of 2021, Chapter No. 493
17. TCA 8-36-805
18. TCA 8-36-821

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Cross References

- Public Hearings 1.401  
 Teacher Tenure 5.117  
 Recommendations and File Transfers 5.203

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Home Schools</b>	Descriptor Code: <b>6.202</b>	Issued Date: <b>02/17/06</b>
		Rescinds:	Issued:

**General**

A “home school”<sup>22</sup> is a school conducted by parent(s)/guardian(s) or legal guardians for their own children. Home schools which teach K-12 where the parent(s)/guardian(s) are associated with an organization that conducts church-related schools<sup>1</sup> ~~(as defined by §49-50-801) which are supervised by such organization and which administer standardized achievement tests at the same time tests are given in their regular day schools~~ are exempt from the following provisions; but ~~must shall~~ follow procedures issued by the State Department of Education.<sup>1</sup>

A parent/guardian wishing to conduct a home school shall meet the following requirements:<sup>2</sup>

1. Provide notice to the Director of Schools ~~by August 1~~ before the commencement of each school year of the intent to conduct a home school;
2. Submit to the Director of Schools the name, number, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, qualifications of the parent/teacher, ~~whether a college preparatory or general course of education will be taught in grades 9-12, and a description of the courses to be taught each year;~~
3. Maintain attendance records, subject to inspection ~~of the local~~ **by the** Director of Schools;
4. Submit attendance records to the Director of Schools at the end of each school year;
5. Provide instruction for at least four (4) hours per day for the same number of instructional days as are required by state law<sup>3</sup> ~~for public schools;~~
6. Possess a high school diploma or GED or **HiSET**;<sup>4</sup> ~~in order to conduct classes in grades K-8 and possess at least a baccalaureate degree in order to conduct classes in grades 9-12, or proper State Department of Education exemption; documentation that verifies appropriate diploma/certificate/degree must be on file with the Elizabethton City Schools;~~

**Commented [MN1]:** From TSBA: In order to conduct a home school, parents must meet certain criteria. Previously, this included having a high school diploma or a GED. A change to state law, however, now includes parents with High School Equivalency Test (HiSET) in this category. This updated model policy includes this additional qualification option.

- 1 7. Parents shall upon request furnish documentation verifying custody/guardianship of child being  
2 home schooled;
- 3
- 4 8. Cooperate in the administration to home school students of appropriate tests by the  
5 Commissioner of Education, ~~his/her~~ /designee or by a professional testing service **in grades**  
6 **five (5), seven (7), and nine (9)**;
- 7
- 8 9. Take actions according to state law if home school student falls behind appropriate grade level;
- 9
- 10 10. Submit proof to the Director of Schools that the home school student has been vaccinated as  
11 required by law;<sup>5</sup>
- 12
- 13 11. Submit proof to the Director of Schools that other health services and examinations as required  
14 by **state** law have been received by the home school student; and
- 15
- 16 12. In the event of illness or inadequacy of the home school parent-teacher to teach a specific  
17 subject, employ a tutor having the same qualifications as required of parent/teacher.

18 If one or more of these requirements are not met, the Board authorizes the Director of Schools to take  
19 formal action to bring the child into compliance with the compulsory attendance law (until the child has  
20 reached age **seventeen (17)**, either in the home school or in a public, private, or church-related school).

#### 21 **FACILITIES USE**

22  
23 ~~It shall be the policy of this Board that public~~ School facilities shall be available for home school  
24 instruction only when *all* of the following conditions exist:

- 25 1. Special needs courses are being taught which require services unavailable to the home school  
26 student;
- 27
- 28 2. These services cannot be provided through any means other than the public schools;
- 29
- 30 3. Requests for services are made known by the home school parent when notice is given to the  
31 Director of Schools of the intent to conduct a home school;
- 32
- 33 4. The Director of Schools investigates request and make recommendations to the Board;
- 34

- 1 5. No overcrowding, additional expenses, including providing transportation, or other special  
2 situations which interfere with the normal operation of the school ~~system~~ district shall be  
3 incurred; and
- 4
- 5 6. Approval by the Board on a case-by-case basis.
- 6

#### 7 **RECORD ACCESS**

8

9 The Director of Schools, through the Attendance Supervisor, shall have the attendance records of the  
10 home school inspected at least two (2) times each school year in order to provide assistance in  
11 implementing the compulsory attendance law.

#### 12 **STUDENT PERFORMANCE<sup>6</sup>**

13

14 ~~If a home school student falls more than one (1) year behind his appropriate grade level in his/her~~  
15 ~~comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have taught~~  
16 ~~the child at his/her grade level determines through appropriate means that the student is not learning~~  
17 ~~disabled, the director of schools shall require the parents to enroll the child in a public, private or church-~~  
18 ~~related school.~~

19 **The Director of Schools shall develop administrative procedures regarding necessary consultations with**  
20 **home school parents in regard to student performance.**

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#### Legal References

1. TCA 49-6-3050

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#### Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)
3. TCA 49-6-3004(a)
4. Public Acts of 2021, Chapter No. 493
5. TCA 49-6-5001
6. TCA 49-6-3050(b)(6)

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#### Cross References

- Compulsory Attendance Ages 6.201**

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>11/19/19</b>
		Rescinds: <b>6.300</b>	Issued: <b>08/21/18</b>

The Board delegates to the Director of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school.<sup>1</sup> Codes of conduct for students in prekindergarten or kindergarten shall utilize alternative disciplinary practices such as RTI<sup>2</sup>B. Exclusionary discipline shall only be used as a measure of last resort.<sup>2</sup> The development of each code shall involve principals and staff members of each level and shall be ~~consistent with the relevant policies as adopted by the board.~~<sup>1</sup> based on evidence-based behaviors supports and interventions.<sup>3</sup>

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.<sup>24</sup> These misbehaviors apply to student conduct on school buses, on school property, and while students are on school sponsored outings. Staff members have the authority to enforce the code of conduct<sup>3</sup> and shall ensure that disciplinary measures are implemented in a manner that:<sup>35</sup>

1. Balances accountability with an understanding of traumatic behavior;
2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
4. Creates consistent rules and consequences; and
5. Models respectful, non-violent relationships.

In order to ensure that these goals are accomplished, the school district shall utilize the following trauma-informed discipline practices: RTI<sup>2</sup>B. Principals shall use appropriate discipline management techniques when enforcing the code of conduct.

## MISBEHAVIORS: Level I

This level includes minor misbehavior on the part of the student which impedes orderly classroom guidelines or interferes with the orderly operation of the school, but which can usually be handled by an individual staff member.

*Examples* (not an exclusive listing):

- Classroom disturbances

**Commented [MN1]:** From TSBA: Public Chapter 77 establishes guidelines for principals and teachers to follow when disciplining students as well as a process for the removal of a student from a teacher's classroom. It also includes an appeal process that a teacher can utilize if the principal denies the teacher's removal request. This new law, the Teacher Discipline Act, impacts several of our model policies that are required by state law. This law is effective January 1, 2022 but we are providing these in advance of that date.

- Classroom tardiness

- Cheating and lying
- Abusive language
- Failure to do assignments or carry out directions
- Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment <sup>46</sup>
- Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and/or hazing)

*Disciplinary Procedures:*

- The staff member intervenes immediately.
- The staff member determine what offense was committed and its severity.
- The staff member determines who committed the offense and if he/she understands the nature of the offense.
- The staff member employs appropriate disciplinary options.
- The record of the offense and disciplinary action shall be maintained by staff member.

*Disciplinary Options:*

- Verbal reprimand
- Special Assignment
- Restricting activities
- Counseling
- Withdrawal of privileges
- Issuance of demerits
- Strict supervised study
- Detention
- Corporal punishment
- In-school suspension
- RTI<sup>2</sup>B

## **MISBEHAVIORS: Level II**

This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences serious enough to require corrective action on the part of administrative personnel.

*Examples* (not an exclusive listing):

- Continuation of unmodified Level I misbehaviors
- Using forged notes or excuses
- Disruptive classroom behavior

1            *Disciplinary Procedures:*

- 2            • The student is referred to principal for appropriate disciplinary action.  
3            • The principal meets with student and staff member.  
4            • The principal hears accusation made by staff member and allows the student the  
5            opportunity to explain his/her conduct.  
6            • The principal takes appropriate disciplinary action and notifies the staff member of  
7            action.  
8            • The record of offense and disciplinary action shall be maintained by principal.

9            *Disciplinary Options:*

- 10           • Teacher/schedule change  
11           • Peer counseling  
12           • Referral to outside agency  
13           • In-school suspension  
14           • Transfer  
15           • Detention  
16           • Suspension from school-sponsored activities or from riding school bus  
17           • Out-of-school suspension  
18           • RTI<sup>2</sup>B  
19

20    **MISBEHAVIORS: Level III**

21    This level includes acts directly against persons or property but whose consequences do not seriously  
22    endanger the health or safety of others in the school.

23           *Examples* (not an exclusive listing):

- 24           • Continuation of unmodified Level I and II misbehaviors  
25           • Fighting  
26           • Vandalism (minor)  
27           • Use, possession, sale, distribution, and/or being under the influence of tobacco, or  
28           alcohol  
29           • Use, possession, sale, or distribution of drug paraphernalia  
30           • Use, sale, distribution, and/or being under the influence of drugs  
31           • Stealing  
32           • Threats to others  
33           • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,  
34           cyber-bullying, and/or hazing)

35           *Disciplinary Procedures:*

- 1 • The student is referred to principal for appropriate disciplinary action.
- 2 • The principal meets with student and staff member.
- 3 • The principal hears accusation and allows the student the opportunity to explain his/her
- 4 conduct.
- 5 • The principal takes appropriate disciplinary action and notifies the staff member of the
- 6 action.
- 7 • The principal may refer incident to Director of Schools and make recommendations for
- 8 consequences.
- 9 • The record of offense and disciplinary action shall be maintained by principal.

10 *Disciplinary Options:*

- 11 • In-school suspension
- 12 • Detention
- 13 • Restitution from loss, damage or stolen property
- 14 • Out-of-school suspension
- 15 • Social adjustment classes
- 16 • Transfer
- 17 • RTI<sup>2</sup>B

18 **MISBEHAVIORS: Level IV**

19 This level of misbehavior includes acts which result in violence to another's person or property or  
20 which pose a threat to the safety of others in the school. These acts are so serious that they usually  
21 require administrative actions which result in the immediate removal of the student from the school,  
22 the intervention of law enforcement authorities, and/or action by the Board.

23 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school  
24 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or  
25 death to another person.<sup>57</sup>

26 *Examples (not an exclusive listing):*

- 27 • Continuation of unmodified Level I, II and III misbehaviors
- 28 • Death threat
- 29 • Extortion
- 30 • Bomb threat
- 31 • Possession, use, and/or transfer of dangerous weapons
- 32 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
- 33 employee of the school, or a school resource officer\*
- 34 • Aggravated assault\*
- 35 • Vandalism
- 36 • Theft, possession, and/or sale of stolen property
- 37 • Arson
- 38 • Possession of unauthorized substances (e.g. any controlled substance, controlled
- 39 substance analogue, or legend drug)\*

- 1 • Use or transfer of unauthorized substances
- 2 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 3 cyber-bullying, and/or hazing)
- 4 • Electronic threat to cause bodily injury or death to another student or school employee

5 *Disciplinary Procedures:*

- 6 • The principal confers with appropriate staff members and with the student.
- 7 • The principal hears accusations and allows the student the opportunity to explain his/her
- 8 conduct.
- 9 • The parent(s)/guardian(s) are notified.
- 10 • Law enforcement officials are contacted.
- 11 • The incident is reported and recommendations made to the Director of Schools.
- 12 • **The principal notifies the staff members of the resolution.**
- 13 • If the student's placement is to be changed, adequate notice of the charges shall be
- 14 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 15 hearing.

16 *Disciplinary Options*

- 17 • Other hearing authority or Board action which results in appropriate placement
- 18 • RTI<sup>2</sup>B

19

20 \*Designates zero tolerance offenses

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Legal References

1. TCA 49-6-4005; TCA 49-6-3024
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. Public Acts of 2019, Chapter No. 421
4. TCA 49-6-4009
5. TCA 49-6-4008

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Cross-References

- 
- Traffic and Parking Controls 3.403
  - Procedural Due Process 6.302
  - Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
  - Bus Safety and Conduct 6.308
  - Zero Tolerance Offenses 6.309
  - Dress Code 6.310
  - Detention 6.315
  - Suspension 6.316
  - Safe Relocation of Students 6.4081

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Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. Public Acts of 2021, Chapter No. 77
4. TCA 49-6-4002
5. TCA 49-6-4109

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Cross References

- 
- Traffic and Parking Controls 3.403
  - Procedural Due Process 6.302
  - Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
  - Title IX & Sexual Harassment 6.3041

- 6. TCA 49-6-4009
- 7. TCA 49-6-4008

- Interference/Disruption of School Activities 6.306
- Bus Safety and Conduct 6.308
- Zero Tolerance Offenses 6.309
- Dress Code 6.310
- Corporal Punishment 6.314
- Detention 6.315
- Suspension 6.316
- Safe Relocation of Students 6.4081

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Interference/Disruption of School Activities</b>	Descriptor Code: <b>6.306</b>	Issued Date: <b>01/16/14</b>
		Rescinds: <b>6.306</b>	Issued: <b>08/16/01</b>

## General

A student shall not engage in conduct which causes the disruption or interference with the operation of the school while on school property, in school vehicles or buses, or at school-sponsored events, whether on or off campus. The student shall not urge other students to engage in such conduct.

Employees are authorized to take reasonable measures to establish appropriate school behavior and have the authority to control the conduct of any student while under the supervision of the school district.<sup>1</sup>

A student may receive disciplinary action ranging from verbal reprimand to suspension and/or expulsion depending on the severity of the offense and the student's prior record.<sup>2</sup>

~~The Board of Education believes that acceptable behavior is an essential ingredient of effective education programs. It expects students to conduct themselves in such a manner as to reflect favorably upon themselves, their families, their community, and their school.~~

~~Teachers and administrators shall be responsible for creating and implementing programs favorable to the development of self-discipline and self-direction. School personnel shall plan carefully to insure active interest in class work and the total school program including the teaching of good behavior and the accepted goals of the school. The use of all personnel provided by the schools shall be maximized to assist in the development of personal value judgments, the teaching of school and civic responsibilities, and human relations.~~

~~To this end, the staff is authorized to take reasonable measures to establish appropriate school behavior.<sup>1</sup> Any professional employee shall have the authority to control the conduct of any student while under the supervision of the school system. This authority shall extend to all activities of the school, including all games and public performances of athletic teams and other school groups, trips, excursions and all other activities under school sponsorship and direction.~~

~~Such measures may include the use of reasonable force to restrain or correct students and maintain order.~~

**Commented [MN1]:** From TSBA: Public Chapter 77 establishes guidelines for principals and teachers to follow when disciplining students as well as a process for the removal of a student from a teacher's classroom. It also includes an appeal process that a teacher can utilize if the principal denies the teacher's removal request. This new law, the Teacher Discipline Act, impacts several of our model policies that are required by state law. This law is effective January 1, 2022 but we are providing these in advance of that date.

**Commented [MN2]:** Significant changes to this policy.

~~1 Students are expected to conform to the rules and regulations of the schools and apply themselves to the  
2 learning process.~~

~~3 A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or  
4 any other conduct which causes the disruption, interference or obstruction of any school purpose while  
5 on school property, in school vehicles or buses, or at any school-sponsored activity, function or event,  
6 whether on or off campus. Neither shall s/he urge other students to engage in such conduct which causes  
7 disruption, interference or obstruction of any school purpose.~~

~~8 Harassment, intimidation and other conduct that may be considered "bullying" will not be tolerated.  
9 Students shall not engage in conduct that has the effect of unreasonably interfering with another student's  
10 academic development or that creates a hostile or offensive learning environment.~~

~~11 While not intended to be exclusive, the following acts illustrate the kind of offenses encompassed here.~~

~~12 No student shall:~~

- ~~13 1. Occupy any school building, gymnasium, school grounds, properties or any part thereof with intent  
14 to deprive others of its use or where the effect is to deprive others of its use;~~
- ~~15 2. Block the entrance or exit of any school building or property or any corridor or room so as to  
16 deprive others of access thereto;~~
- ~~17 3. Prevent or attempt to prevent the convening or the continued functioning of any school, class,  
18 activity or lawful meeting or assembly on the school campus;~~
- ~~19 4. Prevent student(s) from attending a class or activity;~~
- ~~20 5. Except under the direction of the principal, block normal pedestrian or vehicular traffic on a school  
21 campus or adjacent grounds;~~
- ~~22 6. Set fire to otherwise damage or attempt to damage any school property;~~
- ~~23 7. Cause or attempt to cause damage to private property either on the school grounds, or during an  
24 activity, function, or event off school grounds;~~
- ~~25 8. Cause or attempt to cause physical injury or behave in such a way as could reasonably cause  
26 physical injury to a student or school employee;~~
- ~~27 9. Possess, handle, transmit, use, or attempt to use any fireworks, explosives, dangerous weapon or  
28 other object that reasonably can be considered a dangerous weapon;~~
- ~~29 10. Possess, use, sell, purchase, barter, distribute, or be under the influence of any illegal drug or  
30 alcoholic beverage;~~
- ~~31 11. Dress or groom in a manner likely to cause disruption or interference with the operation of the  
32 school;~~
- ~~33 12. Use tobacco while on school property or while participating in a school-sponsored event, while on  
34 school buses to and from school, or on school buses to and from school-sponsored events;~~
- ~~35 13. Lie, cheat, steal or attempt to steal school property, or steal or attempt to steal private property  
36 either on school grounds, or during an activity, function, or event off school grounds;~~
- ~~37 14. Engage in immoral or disruptive conduct or use obscene language;~~

- 1 ~~15.— Continuously and intentionally make noise or act in any other manner so as to interfere with the~~  
2 ~~teacher's ability to conduct class;~~  
3 ~~16.— Refuse to identify himself upon request of any teacher, principal, director of schools, bus driver,~~  
4 ~~or other school personnel;~~  
5 ~~17.— Fail to comply with reasonable directions or commands of teachers, principals, school bus drivers,~~  
6 ~~or other school personnel; or~~  
7 ~~18.— Willfully and/or persistently violate the rules of the Board.~~

8 ~~A student found guilty of misbehavior, including but not limited to violation of one of these acts, may~~  
9 ~~receive punishment ranging from verbal reprimand to suspension and/or expulsion dependent on the~~  
10 ~~severity of the offense and the offender's prior record<sup>2</sup>~~  
11

## 12 **REMOVAL OF STUDENT<sup>3</sup>**

13 If a student repeatedly or substantially interferes with the learning environment, the teacher may  
14 submit a written request along with the required documentation to the principal/designee to remove the  
15 student from the teacher's classroom. The student will be given notice of the rationale for the request  
16 as well as the opportunity to offer an explanation.

17 The principal/designee will investigate the request and make a decision regarding the student's  
18 placement. The principal will notify the teacher as to his/her decision.

19 If a teacher abuses or overuses the student removal process, the principal/designee shall address the  
20 abuse or overuse with the teacher and may require the teacher to complete additional professional  
21 development to improve the teacher's classroom management skills.

### 22 *Appeal Process*

23 If the teacher's request for removal is denied, he/she may file an appeal with the Director of  
24 Schools/designee. He/she will review the teacher's request for removal as well as the decision of the  
25 principal/designee and make a determination as to the student's placement.  
26

#### Legal References:

- 1.— TCA 49-6-4102  
2.— TCA 49-6-3401

#### Legal References

1. TCA 49-6-4102  
2. TCA 49-6-3401  
3. Public Acts of 2021, Chapter No. 77

#### Cross References

Code of Conduct 6.300  
Suspension 6.316  
Safe Relocation of Students 6.4081



# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Safe Relocation of Students</b>	Descriptor Code: <b>6.4081</b>	Issued Date: <b>09/20/12</b>
		Rescinds:	Issued:

1 ~~Employees~~ Teachers who are directly responsible for a student's education or other employees who  
2 otherwise interact ~~within the scope of their assigned duties~~ with students on a professional basis may  
3 relocate a student from the student's present location to another location when such relocation is  
4 necessary for the student's safety or the safety of others.<sup>1</sup> If relocation is necessary, the process will  
5 comply with all special education laws. Such employees may also intervene in a physical altercation  
6 between two (2) or more students or between a student and ~~an LEA~~ a district employee. Reasonable or  
7 justifiable force may be used to physically relocate or intervene in a conflict if a student is unwilling to  
8 cooperate.<sup>2</sup> If an employee is unable to resolve the matter with the use of reasonable or justifiable force  
9 as required, the student shall be allowed to remain in place until such a time as local law enforcement  
10 officers or school resource officers can be summoned to relocate the student or take the student into  
11 custody until such a time as a parent or /guardian can retrieve the student.

12 In the event that physical relocation becomes necessary, the teacher employee shall immediately file a  
13 brief report of the incident with the building principal. If the student's behavior constitutes a violation of  
14 the Board's zero tolerance policy, ~~then~~ the report shall be placed in the student's permanent record.  
15 Otherwise, the report shall be kept in the student's discipline record; and not become a part of that  
16 student's permanent record. The principal ~~or the principal's~~ /designee shall notify the teacher involved  
17 of the actions taken to address the behavior of the relocated student. |

18 The Director of Schools shall ~~create~~ develop administrative procedures regarding the safe relocation of  
19 students to implement this policy consistent with state law. Each building principal shall fully support  
20 the employees' authority to relocate a student and ensure appropriate implementation and reporting.  
21 ~~under this policy and fully implement the policy and procedures of the system.~~

#### Legal References:

1. Tenn. Code Ann. § 49-6-4018
2. Tenn. Code Ann. § 39-11-603, 609-614, 621-622

#### Legal References

#### Cross References

**Commented [MN1]:** From TSBA: Public Chapter 77 establishes guidelines for principals and teachers to follow when disciplining students as well as a process for the removal of a student from a teacher's classroom. It also includes an appeal process that a teacher can utilize if the principal denies the teacher's removal request. This new law, the Teacher Discipline Act, impacts several of our model policies that are required by state law. This law is effective January 1, 2022 but we are providing these in advance of that date.

<Policy Title>

<Descriptor Code>

1. Public Acts of 2021, Chapter No. 77
2. TCA 39-11-603; TCA 39-11-609 to 614

Code of Conduct 6.300  
Interference/Disruption of School Activities 6.306  
Zero Tolerance Offenses 6.309  
Special Education Students 6.500

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Alternative School Programs</b> <b>Alternative Education</b>	Descriptor Code: <b>6.319</b>	Issued Date: <b>07/21/20</b>
		Rescinds: <b>6.319</b>	Issued: <b>04/11/18</b>

Commented [MN1]: Name change: Alternative Education

## General<sup>1</sup>

The Board shall operate an alternative program for students in grades seven through twelve (7-12) who have been suspended or expelled from regular school programs.

An alternative program is a short-term intervention program designed to provide educational services outside the regular school program for students who have been suspended or expelled. Alternative programs may be located within the regular school or be a self-contained program within a school. Alternative programs shall include, but are not limited to, the following: in-school suspension.

The alternative programs shall be operated in accordance with state laws and the rules of the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with the instructional programs at the student's home regular school or be a self-contained program within a school. The Director of Schools shall develop procedures that provide appropriate educational opportunities for all students assigned to the alternative program. These educational opportunities shall adhere to Tennessee's academic standards.<sup>2</sup>

## ASSIGNMENT

Students who have been suspended for more than ten (10) days or expelled shall be assigned to the alternative ~~school or~~ program if there is staff and space available.<sup>3</sup> Availability of staff and space shall be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall make this determination by evaluating factors including, but not limited to, the following:

1. Level of supervision available;
2. Safety considerations; and
3. Type of infraction.

The Director of Schools/designee is not required to assign a student to the alternative program if the student committed one of the following:

1. A zero tolerance offense;<sup>4</sup> or
2. An offense of violence or threatened violence, or an offense that threatened the safety of other students at the school, if the location of the alternative school or program is on the same grounds as the school from which the student was disciplined.<sup>5</sup>

Commented [MN2]: From TSBA: Public Chapter 229 creates another exception regarding assignment to an alternative school or program. Now, a Director of Schools is not required to assign a student to the alternative school or program if: (1) the student committed an offense of violence or threatened violence or an offense that threatened the safety of other students in the school; and (2) the location of the alternative school or program is on the same grounds from which the student was disciplined. We have updated our model policy to include this exception.

1 ~~Students who have committed zero tolerance offenses are not required to be assigned to alternative~~  
2 ~~schools or programs.~~<sup>4</sup>

3 Consideration to assign these students to the alternative program will be determined by the Director of  
4 Schools/designee on a case-by-case basis.

5 Prior to the assignment of the student to an alternative program, the Director of Schools/designee shall  
6 provide written notice to the student's parent/guardian stating the reason for the student's placement.<sup>56</sup>

7 Placement in an alternative education setting shall be reserved for students who significantly disrupt  
8 the educational process. If a student has an active Individualized Education Plan, a 504 plan, or is  
9 suspected of having a disability, all state and federal laws, rules, and regulations related to special  
10 education shall be followed. The Director of Schools/designee shall develop procedures regarding  
11 placement of students in the program, taking into consideration the impact of exclusionary discipline  
12 practices.<sup>67</sup>

13 The Director of Schools/designee shall monitor and regularly evaluate the academic progress of each  
14 student enrolled in an alternative ~~education~~ program.

#### 15 **REMOVAL**<sup>78</sup>

16 A student may be removed from the alternative ~~school or~~ program if:

- 17 1. He/she violates the rules of the alternative ~~school or~~ program; or
- 18 2. He/she is not benefitting from the assignment and all interventions have been exhausted  
19 unsuccessfully.

#### 21 **ADDITIONAL OFFENSES**<sup>8</sup>

22 Any new disciplinary offense committed during a student's original suspension or expulsion period  
23 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
24 original suspension or expulsion.

#### 25 **ADDITIONAL OFFENSES**<sup>9</sup>

26 Any new disciplinary offense committed during a student's original suspension or expulsion period  
27 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
28 original suspension or expulsion.

#### 29 **TRANSITION PLANS**<sup>910</sup>

30 The Director of Schools/designee shall develop procedures regarding the implementation of transition  
31 plans for the integration of students entering and exiting the program.

**Legal References**

1. TCA 49-6-3402(a); Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09
2. TRR/MS 0520-01-02-.09(9)(a)
3. Public Acts of 2020, Chapter No. 603
4. Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09(6)(a)
5. TRR/MS 0520-01-02-.09(9)(i)
6. TRR/MS 0520-01-02-.09(9)(h)
7. Public Acts of 2020, Chapter No. 603
8. TRR/MS 0520-01-02-.09(9)(g)(2)
9. TRR/MS 0520-01-02-.09(m)

**Legal References**

1. TCA 49-6-3402; TRR/MS 0520-01-02-.09
2. TRR/MS 0520-01-02-.09(9)(a)
3. TCA 49-6-3402(c)(1)(A)
4. TRR/MS 0520-01-02-.09(6)(a); TCA 49-6-3402(c)(1)(B)
5. Public Acts of 2021, Chapter No. 229
6. TRR/MS 0520-01-02-.09(9)(i)
7. TRR/MS 0520-01-02-.09(9)(h)
8. TCA 49-6-3402(c)(2)(A)
9. TRR/MS 0520-01-02-.09(9)(g)(2)
10. TRR/MS 0520-01-02-.09(9)(m)

**Cross-References**

Special Education 4.202  
Suspension 6.316  
Student Disciplinary Hearing Authority 6.317  
Special Education Students 6.500

**Cross References**

Special Education 4.202  
Suspension 6.316  
Student Disciplinary Hearing Authority 6.317  
Special Education Students 6.500

<b>Elizabethton City Board of Education</b>			
Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Physical Examinations and Immunizations</b>	Descriptor Code: <b>6.402</b>	Issued Date: <b>01/21/21</b>
		Rescinds: <b>6.402</b>	Issued: <b>02/17/05</b>

1 **PHYSICAL EXAMINATIONS**<sup>1</sup>

2 The principal shall ensure that there is a complete physical examination of each student prior to:<sup>2</sup>

- 3 1. Entering school for the first time<sup>2</sup>; and
- 4
- 5 2. Participation as a member of any athletic team or in any other strenuous physical activity
- 6 program.<sup>3</sup>

7 Cost of the examination shall be covered by the parent/guardian of the student. These records shall be  
8 on file in the principal's office.

9 Screening tests as required by the Tennessee Department of Education and the Department of Health  
10 will be conducted. Parent(s)/Guardian(s) will receive written notice of any screening result that indicates  
11 a condition that might interfere with a student's progress. The school district will not conduct physical  
12 examinations of a student without parental consent ~~to do so~~ or by court order, unless the **immediate**  
13 health or safety of the student or others is in question.<sup>4</sup>

14 **IMMUNIZATIONS**

15 Students will not be permitted to attend school without proof of immunization as determined by the  
16 Commissioner of Health unless circumstances outlined in state or federal law prevent a student from  
17 producing such records.<sup>2,5</sup> It is the responsibility of the parent(s)/guardian(s) to have their children  
18 immunized and to provide such proof to the principal of the school which the student is to attend.<sup>5,4</sup>

19 Exceptions will be granted to any student whose parent/guardian files with school authorities a signed,  
20 written statement that such measures conflict with one of the following:

- 21 1. His/her religious tenets and practices if in the absence of an epidemic or immediate threat of an  
22 epidemic;<sup>6</sup> ~~or~~ **except in the event of a COVID-19 or any variant outbreak;**<sup>5</sup> or
- 23
- 24 2. Due to medical reasons if the student has a written statement from his/her doctor excusing  
25 him/her from the immunization.<sup>7,6</sup>

**Commented [MN1]:** From TSBA: State law now includes an additional vaccine exemption. If in the future any COVID-19 or variant vaccine is required for students, an exemption will be granted for individuals whose religious tenets and practices conflict with vaccination. We have updated our model policy to include this additional exemption.

- 1 The Director of Schools shall ensure that appropriate immunization records are maintained for each
- 2 student.

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**Legal References**

1. 20 USCA § 1232h(e)
2. TRR/MS 0520-01-03-08(2)(a)
3. TRR/MS 0520-01-03-08(2)(b)
4. Tennessee School Health Screening Guidelines;  
[https://www.tn.gov/content/dam/tn/education/esh/esh\\_school\\_health\\_screening\\_guidelines.pdf](https://www.tn.gov/content/dam/tn/education/esh/esh_school_health_screening_guidelines.pdf)
5. TCA 49-6-5001(a),(e)
6. TCA 49-6-5001(b)(2)
7. TCA 49-6-5001(e)(2)

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**Cross References**

Promoting Student Welfare 6.400

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**Legal References**

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-01-13-01(1)(a)
3. Tennessee School Health Screening Guidelines,  
[https://www.tn.gov/content/dam/tn/education/csh/csh\\_school\\_health\\_screening\\_guidelines.pdf](https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_screening_guidelines.pdf); 20 USCA § 1232h(c)(2)(C)
4. TCA 49-6-5001(a),(c)
5. TCA 49-6-5001(b)(2); Public Acts of 2021, Chapter No. 513
6. TCA 49-6-5001(c)(2)

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**Cross References**

Promoting Student Welfare 6.400

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Homebound Instruction</b>	Descriptor Code: <b>4.206</b>	Issued Date: <b>10/23/18</b>
		Rescinds: <b>4.206</b>	Issued: <b>04/17/18</b>

**Commented [MN1]:** From TSBA: A change to State Board of Education Regulation 0520-01-13-.01 clarifies that students receiving homebound instruction may receive instruction remotely if they are quarantining due to COVID-19. We have updated our model policy to reflect this option.

1 The homebound instruction program is for students who because of a medical condition are unable to  
2 attend the regular instructional program.<sup>1</sup> The homebound instruction program shall consist of three (3)  
3 hours of instruction per week while school is in session for a period of time determined, on a case-by-  
4 case basis, by the district.

5 To qualify for this program, a student shall have a medical condition that will require the student to be  
6 absent for a minimum of ten (10) consecutive instructional days, or for an aggregate of at least ten (10)  
7 instructional days for a student who has a chronic medical condition. The student shall be certified by a  
8 his/her treating physician as having a medical condition that prevents him/her from attending the  
9 regular classes instructional program. The services provided to the homebound student shall reflect the  
10 student's capabilities and be determined by the homebound instructor, after consultation with  
11 appropriate professional staff of the student's assigned school.

12 Recertification shall be obtained after the expiration of each period of homebound instruction if the  
13 student's treating physician certifies, in writing, that the student has a medical condition that prevents  
14 him/her from returning to the regular classes instructional program.

## 15 COVID-19 QUARANTINE<sup>2</sup>

16 Students on homebound instruction who are temporarily quarantined due to a positive COVID-19 test  
17 result or possible exposure to COVID-19 may participate in remote instruction during the period of  
18 quarantine only.

### Legal References

1. TCA 49-10-1101; Public Acts of 2018, Chapter No. 625, TRR/MS 0520-01-02-10

### Legal References

2. TCA 49-10-1101; TRR/MS 0520-01-02-10
3. TRR/MS 0520-01-13-.01(d)(1)

### Cross-References

- Student Communicable Diseases 6.403  
Acquired Immune Deficiency Syndrome 6.404

### Cross References

- Alternative Credit Options 4.209  
Virtual Education Program 4.212  
Student Communicable Diseases 6.403  
Acquired Immune Deficiency Syndrome 6.404

# Elizabethton City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Attendance</b>	Descriptor Code: <b>6.200</b>	Issued Date: <b>08/20/19</b>
		Rescinds: <b>6.200</b>	Issued: <b>10/23/18</b>

1 Attendance is a key factor in student achievement and therefore, students are expected to be present each  
2 day school is in session.

3 The Director of Schools/designee shall ~~develop appropriate administrative procedures to implement this~~  
4 ~~policy~~ ensure that this policy is posted in each school building and disseminated to all students,  
5 parents(s)/guardian(s), teachers, and administrative staff.

6 The Attendance Supervisor shall oversee the entire attendance program which shall include:<sup>1</sup>

- 7 1. All accounting and reporting procedures and their dissemination;
- 8 2. Alternative program options for students who severely fail to meet minimum attendance  
9 requirements;
- 10 3. Ensuring that all school age children attend school;
- 11 4. Providing documentation of enrollment status upon request for students applying for new or  
12 reinstatement of driver's permit or license; and
- 13 5. Notifying the Department of Safety whenever a student with a driver's permit or license  
14 withdraws from school **or fails to maintain satisfactory academic progress.**<sup>2</sup>  
15

16 Student attendance records shall be given the same level of confidentiality as other student records. Only  
17 authorized school officials with legitimate educational purposes may have access to student information  
18 without the consent of the student or parent(s)/guardian(s).<sup>3</sup>

19 Absences shall be classified as either excused or unexcused as determined by the principal/designee.  
20 Excused absences shall include:<sup>4</sup>

- 21 1. Personal illness/injury;
- 22 2. Illness of immediate family member;
- 23 3. Death in the family;
- 24 4. Extreme weather conditions;
- 25 5. Religious observances;<sup>5</sup>  
26  
27  
28  
29  
30

**Commented [MN1]:** From TSBA: Public Chapter 223 changes the tiers of the progressive truancy plan. Under this new law, Tier I applies to all students. We have updated this policy to align with these changes.

- 1 6. Pregnancy;
- 2
- 3 7. School endorsed activities;
- 4
- 5 8. Summons, subpoena, or court order; or
- 6
- 7 9. Circumstances which in the judgment of the principal create emergencies over which the
- 8 student has no control.

9 The principal shall be responsible for ensuring that:<sup>6</sup>

- 10 1. Attendance is checked and reported daily for each class;
- 11
- 12 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent
- 13 for the majority of the day;
- 14
- 15 3. All student absences are verified;
- 16
- 17 4. Written excuses are submitted for absences and tardiness;
- 18
- 19 5. System-wide procedures for accounting and reporting are followed.

## 17 TRUANCY

### 18 *General*

19 Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that  
20 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled  
21 school day in order to be counted present. Students may attend part-time days, alternating days, or for a  
22 specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be  
23 considered present for school attendance purposes. If a student is required to participate in a remedial  
24 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)  
25 and the school system district provides transportation, unexcused absences from these programs shall be  
26 reported in the same manner.<sup>7</sup>

27 A students student who are is absent five (5) days without adequate excuse shall be reported to the  
28 Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the  
29 student's absence. If a parent/guardian does not provide documentation within adequate time excusing  
30 those absences, or request an attendance hearing, then the Director of Schools shall implement the  
31 progressive truancy intervention plan described below prior to referral to juvenile court.

### 32 *Progressive Truancy Intervention Plan*<sup>8</sup>

33 ~~Prior to referral to juvenile court, the following progressive truancy intervention plan will be~~  
34 ~~implemented.~~

35 ~~Students with three (3) unexcused absences shall be subject to the progressive truancy intervention~~  
36 ~~framework outlined below.~~

**1 Tier I**

2 Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide  
3 prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are  
4 not limited to, RTI<sup>2</sup>-B supports.

5

**6 TIER IA—Prevention—Includes all students in the school:**

- 7 • Recognize Good and Improved Attendance by way of recognition, rewards, and  
8 celebrations
- 9 • Engaging students and parents in learning opportunities and with a welcoming  
10 environment
- 11 • Monitoring daily attendance and analyzing data
- 12 • School Attendance Team in place that meets regularly to review attendance data and  
13 coordinate efforts to reduce Chronic Absenteeism

**14 TIER IB—Provided for students who accumulate at least 3 unexcused absences and up to 9 unexcused  
15 absences:**

- 16 • 3 Unexcused Days Letter (as courtesy)
- 17 • At Risk Cohort Meeting with guidance counselor or school administrator
- 18 • Conference to include Parent/guardian and student
- 19 • Attendance Contract signed by parent/guardian and student
- 20 • Reported to Elizabethton City Schools Truancy Board
- 21 • Each block of 5 Unexcused Absences—Truancy Letter will be generated

**22 Tier II**

23 Provided for students who accumulate at least 10 unexcused absences and up to 14 unexcused  
24 absences:

- 25 • Truancy Letter generated
- 26 • Possible Department of Children Services (DCS) Referral
- 27 • At Risk Cohort Meeting with guidance counselor or school administrator
- 28 • Individual Assessment by guidance counselor or school administrator
- 29 • New Attendance Contract signed parent/guardian and student
- 30 • Scheduled to report in front of Elizabethton City Schools Truancy Board

31 Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5)  
32 unexcused absences, but before referral to juvenile court, and includes the following:

- 33 I. A conference with the student and the student's parent(s)/guardian(s);

34

1 2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s),  
2 and the Attendance Supervisor/designee. The contract shall include:

- 3
- 4 a. A specific description of the school's attendance expectations for the student;
  - 5 b. The period for which the contract is effective; and
  - 6 c. Penalties for additional absences and alleged school offenses, including additional  
7 disciplinary action and potential referral to juvenile court.
- 8

9 3. Regularly scheduled follow-up meetings to discuss the student's progress; and

10 4. A school employee shall conduct an individualized assessment detailing the reasons a student  
11 has been absent from school. The employee may refer the student to counseling, community-  
12 based services, or other services to address the student's attendance problems.  
13

### 14 Tier III

15 ~~Provided for students who accumulate 15 unexcused absences and up to 19 unexcused absences:~~

- 16
- 17 • ~~Scheduled to report back in front of Elizabethton City Schools Truancy Board~~
  - 18 • ~~At-Risk Cohort Meeting with guidance counselor or school administrator~~
  - 19 • ~~Individual Assessment by guidance counselor or school administrator~~

20 ~~A Juvenile Court referral will be made when our three-tiered system has been exhausted and~~  
21 ~~improvement has not been documented.~~

22 Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III shall  
23 consist of the following interventions: Scheduled to report back in front of Elizabethton City Schools  
24 Truancy Board, At Risk Cohort Meeting with school counselor or school administrator, Individual  
25 Assessment by school counselor or school administrator and/or possible Department of Children  
26 Services referral. The interventions shall address students' needs in an age-appropriate manner.  
27 Finalized plans shall be approved by the Director of Schools/designee.

### 28 NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY<sup>9</sup>

29 A principal/designee may excuse a student to participate in non-school sponsored extracurricular  
30 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)  
31 absences each school year. No later than seven (7) business days prior to the student's absence, the  
32 student shall provide documentation to the school as proof of the student's participation along with a  
33 written request for the excused absence from the student's parent/guardian. The request shall include  
34 the following:

- 35 1. Student's name and personal identification number;
- 36
- 37 2. Student's grade;
- 38

- 1 3. The dates of the student's absence;
- 2
- 3 4. The reason for the student's absence; and
- 4
- 5 5. The signatures of the student and parent/guardian.

#### 6 **RELEASED TIME COURSE<sup>10</sup>**

7 A principal/designee may excuse a student to attend a course in religious moral instruction for up to  
8 one (1) class period per school day. Students shall not be excused during any class which requires an  
9 examination for state or federal accountability purposes.

10 The student shall submit a written consent form signed by the student's parent/guardian prior to  
11 participation in the released time course. The principal/designee shall document the approval in  
12 writing. The student shall provide documentation to the principal/designee as proof of the student's  
13 participation in the released time course.

14 The district shall not be responsible for transporting students to and from the place of instruction.

15 Upon submission of the student's transcript from the entity that provided the released time course, the  
16 student may be awarded one-half (1/2) unit of elective credit. The Director of Schools shall develop  
17 procedures with secular criteria for determining whether credit shall be awarded.

#### 18 **MAKE-UP WORK**

19 Students shall be allowed to complete make-up work for excused absences. Parents and students  
20 should refer to their child's school handbook for procedures on requesting and completing make-up  
21 work.

#### 22 **STATE-MANDATED TESTS/END OF COURSE EXAMS**

23 Students who are absent the day of the scheduled ~~End-of-Course Exams~~ end-of-course (EOC) exams  
24 ~~must~~ shall present a signed doctor's excuse or ~~must~~ have been given an excused release by the principal  
25 prior to testing to receive an excused absence. Students who have excused absences will be allowed to  
26 take a make-up exam. Excused students will receive an incomplete in the course until they have taken  
27 the End of Course Exam.

28 Students who have an unexcused absence shall receive a failing grade on the ~~course~~ EOC exam which  
29 shall be averaged into their final grade.

#### 30 **CREDIT/PROMOTION DENIAL**

31 Credit/promotion denial determinations may include student attendance, however, student attendance  
32 may not be the sole criterion.<sup>11</sup> If attendance is a factor, prior to credit/promotion denial, the following  
33 shall occur:

- 34
- 35 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of  
36 credit/promotion denial due to excessive absenteeism; and

2. Procedures in due process ~~will be made~~ **are** available to the student when credit or promotion is denied.

#### DRIVER'S LICENSE REVOCATION<sup>2</sup>

A student who has more ~~More~~ than ten (10) consecutive or fifteen (15) ~~reported~~ unexcused absences by a student during any semester **or fails to maintain satisfactory academic progress shall be renders-a student** ineligible to retain a driver's permit or license, ~~or to obtain such if of age.~~

In order to qualify for reclaiming a driver's permit or license, **the student shall return to school and must** make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period **or become eighteen (18) years of age.**

#### ATTENDANCE HEARING<sup>12</sup>

Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or **his/her** ~~their~~ parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of Schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the Board shall be final.

~~The director of schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parents, teachers and administrative staff.~~

#### Legal References

- 1- FRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
- 2- TCA 49-6-3017(e)
- 3- 20 USCA § 1232g

#### Cross-References

- School Calendar 1.800  
 Extracurricular Activities 4.300  
 Interscholastic Athletics 4.301

- |   |   |
|---|---|
| 4. TRR/MS 0520-01-02-17(1)(e)                             | Field Trips/Excursions/Competitions 4.302                   |
| 5. TCA 49-6-2904(b)(5)                                    | Reporting Student Progress 4.601                            |
| 6. TCA 49-6-3007  | Promotion and Retention 4.603                               |
| 7. TCA 49-6-3021  | Recognition of Religious Beliefs, Customs, & Holidays 4.803 |
| 8. TCA 49-6-3007; TCA 49-6-3009                           | Voluntary Pre-K Attendance 6.2011                           |
| 9. TCA 49-6-3022  | Students in Foster Care 6.505                               |
| 10. TCA 49-2-130; Public Acts of 2019,<br>Chapter No. 272 | Students from Military Families 6.506                       |
| 11. TCA 49-2-203(b)(7); TCA 49-6-3002(b)                  | Student Records 6.600                                       |
| 12. TRR/MS 0520-01-02-17                                  |   |

#### Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c)
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-17(5); State Board of  
Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009; Public  
Acts of 2021, Chapter No. 223
9. TCA 49-6-3022
10. TCA 49-2-130
11. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
12. TRR/MS 0520-01-02-17(7)

#### Cross References

- School Calendar 1.800
- Extracurricular Activities 4.300
- Interscholastic Athletics 4.301
- Field Trips/Excursions/Competitions 4.302
- Reporting Student Progress 4.601
- Promotion and Retention 4.603
- Recognition of Religious Beliefs, Customs, & Holidays 4.803
- Voluntary Pre-K Attendance 6.2011
- Homeless Students 6.503
- Students in Foster Care 6.505
- Students from Military Families 6.506
- Student Records 6.600

August 6, 2021

To the Elizabethton City Schools  
Board of Education  
Mr. Richard VanHuss, Director of Schools  
Beth Wilson, Director of Business and Fiscal Management

We are engaged to audit the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Elizabethton City Schools including the School Activity Funds for the year-ended June 30, 2021. Professional standards require that we provide you with the following information related to our audits. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

**Our Responsibility under U.S. Generally Accepted Auditing Standards, Government Auditing Standards and the Uniform Guidance**

As stated in our engagement letter dated October 21, 2020, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider the Elizabethton City Schools and School Activity Fund's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We will also consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the Elizabethton City Schools and School Activity Fund's financial statements are free of material misstatement, we will perform tests of their compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit.

Also, in accordance with the Uniform Guidance, we will examine, on a test basis, evidence about the Elizabethton City School's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on the Elizabethton City School's compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination of the Elizabethton City School's compliance with those requirements.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to RSI, which supplements the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

We have been engaged to report on supplementary information, which accompany the financial statements but are not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

We have not been engaged to report on the introductory section which accompany the financial statements but is not RSI. Our responsibility with respect to this other information in documents containing the audited financial statements and auditors' report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether this other information is properly stated. This other information will not be audited and we will not express an opinion or provide any assurance on it.

### **Planned Scope and Timing of the Audit**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audits will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

We expect to begin our audit of the Activity Funds in June and the Board of Education Funds in September and issue our reports by December 31, 2021. Kevin R. Peters is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of the Board of Education and management of the Elizabethton City Schools and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*Blackburn, Childers + Steagall, PLC*

BLACKBURN, CHILDERS AND STEAGALL, PLC  
Johnson City, Tennessee