

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Tuesday, November 16, 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 Tuesday, November 16, 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. No citizens asked to appear before the Board.

6. SPECIAL RECOGNITION

A. Recognition of EHS Junior Gabriel Short who has been selected through competitive auditions to represent EHS and TMEA in the NAFME NATIONAL HIGH SCHOOL HONOR CHOIR 2022.

B. Recognition of the Cross Country, Soccer, and Golf Teams at EHS.

C. Recognition of Carson Peters for his appearance and selection by Blake Shelton on The Voice.

7. CONSENT AGENDA

A. Minutes of Regular meeting: October 21, 2021.

B. Approve General Purpose Fund Financial Statement, October 31, 2021.

C. Approve Federal Projects Fund Financial Statement, October 31, 2021.

D. Approve School Nutrition Fund Financial Statement, October 31, 2021.

E. Approve second reading of Board Policy 5.3052 COVID-19 Leave.

F. Approve second reading of revised Board Policy 6.500 Special Education Students.

G. Approve second reading of revised Board Policy 4.201 Class Size Ratios.

H. Approve second reading of revised Board Policy 5.302, Sick Leave.

I. Approve second reading of revised Board Policy 6.600, Student Records.

J. Approve second reading of revised Board Policy 5.701, Substitute Teachers.

K. Approve second reading of deletion of Board Policy 6.603, Student Records/Use of Records.

L. Approve rescinding Board Policy 1.8011.3, Employee Designations During Emergency Closure.

M. Approve the FY22 Consolidated Application Approval for IDEA/ESEA School Year 2021-2022.

N. Approve the Homeless 2.0 application for the 2022 Fiscal Year.

O. Approve the TN All Corps application.

P. Approve the ESSER 3.0 application.

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.

Q. Approve a State-Recognized Partnership Agreement between Elizabethton City Schools and The University of Tennessee, Knoxville for the 2021-2022 School Year.

R. Approve an Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of three Riso machines that no longer work.

S. Approve an Equipment Disposal Request from Brian Culbert, CTE Director for the disposal of 11 computers and 30 monitors that are not usable to be recycled by the Technology Department.

T. Approve an Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of an RCA TV, Sanyo TV, black TV cart, four drawer filing cabinet, and a broken teacher desk to be thrown away.

U. Approve an Equipment Disposal Request from Brian Culbert, CTE Director for the disposal of two Brother copiers, one Samsung Coper, one Laminator and one Insignia television set, to be recycled by the Technology Department.

V. Approve Lindsey Kyker, Teacher at TAD, to conduct a comparative study of students' scores in 8th grade Algebra 1, using data from Mrs. Anderson's Algebra 1 students, including Benchmark 1 and 2 scores and Semester 1 grades, for graduate work at Milligan University.

W. Approve Lisa Horan, Instructional Assistant at Harold McCormick, to conduct research in obtaining her Master's Degree at Milligan University in the Grown Your Own program.

X. Approve travel for Richard VanHuss, Director of Schools to attend the 2021 TSBA Leadership Conference and Convention in Nashville, Tennessee, November 18-21, 2021.

8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

A. Personnel Report

a. **NEW:** Amy Hayden, Educational Asst. to the Teacher at TAD, effective October 26, 2021; Ella Barnes, ESP Student Leader (Systemwide), effective October 14, 2021, Jennifer Campbell, Cafeteria Personnel at TAD, effective November 5, 2021.

TRANSFER: Lela Fasciano, from Substitute Teacher to Cafeteria Personnel at EHS, effective November 2, 2021; Sheena Gardner, Cafeteria Manager at ESE, effective November 5, 2021.

ADDITIONAL POSITION: Jessica Ridley, Asst. Girl's Basketball Coach at TAD, effective October 29, 2021.

REHIRE: Victoria Silvestri, Teacher at ESE, effective November 1, 2021.

RESIGNATIONS: Lena Peters, P/T Cook at TAD, effective November 4, 2021; Glinia Creasey, Cafeteria Manager at ESE, effective November 8, 2021.

B. Director's Update

a. Accountability report and discussion.

C. Board Member Reports

D. City Council Liaison's Report

E. Student Liaison's Report

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9. REGULAR AGENDA

- A. Approve first reading of revised Board Policy 4.212, Virtual Education Program.
- B. Approve Auditing Contracts with Blackburn, Childers & Steagall, PLC for the 2022 Fiscal Year for the Elizabethton Board of Education in the amount of \$21,200.00 and School Activity Funds in the amount of \$15,300.00.
- C. Approve Reedy & Sykes Contract to complete architecture design for the baseball hitting facility.
- D. Approve the Director of Schools to enter into contract negotiations with Ricoh for copier services across the district, pending any required governmental approval.
- E. Approve adding an Assistant Wrestling Coach for T. A. Dugger Jr. High School.
- F. Discussion and approval of new EHS Teachers Memorial Scholarship by Margaret Houghland.
- G. Discussion of COVID-19 Protocols.

10. FOR YOUR INFORMATION

11. NEXT REGULARLY SCHEDULED BOARD MEETING

- A. The next regularly scheduled Board Meeting will be held on Thursday, December 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.

12. 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, October 21, 2021 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, October 21, 2021, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:24 PM.

Phil Isaacs: Absent
Danny O'Quinn: Present
Eddie Pless: Present
Jamie Schaff: Present
Mike Wilson: Present

CALL TO ORDER

Mr. Pless called the Board Meeting to Order.

MOMENT OF SILENCE

Mr. VanHuss lead the meeting in a moment of silence.

PLEDGE TO THE FLAG

Mr. VanHuss lead the meeting in the 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: Absent
Danny O'Quinn: aye
Eddie Pless: aye
Jamie Schaff: aye
Mike Wilson: aye
aye: 4, nay: 0, Absent: 1

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve Items A, G, H, I, J, K and L on the Regular Agenda be combined. Also that Items C, D, and E on the Regular Agenda be combined. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Mr. O'Quinn asked that Items A and G-L on the Regular Agenda be combined. He also asked that Items C, D, & E on the Regular Agenda be combined.

TIME FOR CITIZENS TO SPEAK

No citizens asked to appear before the Board.

SPECIAL RECOGNITION

CONSENT AGENDA

Minutes of Regular Meeting: September 16, 2021.

Approve General Purpose Fund Financial Statement, September 30, 2021.

Approve Federal Projects Fund Financial Statement, September 30, 2021.

Approve School Nutrition Fund Financial Statement, September 30, 2021.

Approve the issuance of credit accounts for each school for the purpose of making purchases due to many vendors not accepting Purchase Orders.

Approve the 2021 Tennessee Department of Education Local Education Agency Compliance Report for the 2021-2022 School Year.

Approve a Services Agreement between Elizabethton City Schools and Frontier Health for School Based Student Assistance Counseling at Elizabethton High School and T. A. Dugger Jr. High School.

Approve a Services Agreement between Elizabethton City Schools and Frontier Health for School Based Student Assistance Counseling at East Side Elementary School, Harold McCormick Elementary School and West Side Elementary School.

Approve an Educator Preparation Provider/Local Education Agency State-Recognized Partnership Agreement between Elizabethton City Schools and East Tennessee State University for the 2021-2022 School Year.

Approve an Educator Preparation Provider/Local Education Agency State-Recognized Partnership Agreement between Elizabethton City Schools and Tusculum University College of Education for the 2021-2022 School Year.

Approve an Educator Preparation Provider/Local Education Agency Primary Partnership Agreement between Elizabethton City Schools and Milligan University for the 2021-2022 School Year.

Approve ESSER 1.0 Plan and Budget for the 2021-2022 school year.

Approve ESSER 2.0 Plan and Budget for the 2021-2022 school year.

Approve a trash dumpster Rental Agreement with the City of Elizabethton at a cost of \$40.00 per month, per unit.

Approve Janey Woo to conduct an impact evaluation of XQ high schools across the country, including Elizabethton High School to collect de-identified student records and conducting interviews and focus groups with EHS staff.

Approve an Equipment Disposal Request from Jordan Carder, ESP Director for the disposal of BrainChild Equipment to be donated.

Approve an Equipment Disposal Request from Jordan Carder, ESP Director, for the disposal of a Dell Laptop computer to be recycled by the Technology Department.

Approve an Equipment Disposal Request from Mr. VanHuss for the disposal of extra Board Room chairs.

Approve an Equipment Disposal Request from Dr. Jon Minton, Principal at EHS, for the disposal of 16 student desks, 2 teacher desks, a television, VCR, black metal desk, plastic chairs, black rolling desk chair, orange metal chair and 126 library books to be thrown away.

Approve an Equipment Disposal Request from Mr. Joey Trent, Technology Coordinator for the disposal of various laptops to be recycled.

Approve an Equipment Disposal Request from Mr. Travis Hurley, Principal at East Side Elementary School for the disposal of Dell monitors from the Library, to be recycled by the Technology Department.

REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

Personnel Report

NEW: Brandi Adams, Asst. to the Teacher at ESE, effective September 27, 2021; Denise Kind, Project On Track Tutor at HME, effective September 8, 2021; Taylor Bartlett, Swimming Instructor at EHS, effective September 13, 2021; Adrianna Smith, Educational Asst. to the Teacher at EHS, effective September 21, 2021; Brianna Coley, Swim Instructor at EHS, effective September 6, 2021; Kelly Julian, Educational Asst. to the Teacher at HME, effective September 23, 2021; Ashley Lyons, ESP Student Leader, System-wide, effective September 29, 2021; Bailey Tyree, ESP Student Leader, System-wide, effective October 5, 2021; Kelsie Winters, Asst. Girl's Basketball Coach at TAD, effective October 4, 2021; Willis Taylor, Custodian at ESE, effective October 8, 2021; Hannah Reece, Educational Asst. to the Teacher at HME, effective October 18, 2021.

RESIGNED: Hannah Derrick, ESP Student Leader System-wide, effective September 20, 2021; Rachel Darnell, Learning Leader at ESE, effective September 8, 2021; Cassidee Ray, ESP Student Leader, Systemwide, effective September 28, 2021; Brandi Adams, Educational Asst. to the Teacher at ESE, effective September 29, 2021; Summer Fleenor, Teacher at ESE, effective October 29, 2021.

TRANSFERS: Kayla Adams, from PT Educational Asst. at TAD to FT Instructional Asst. @ ESE, effective September 20, 2021.

LEAVE OF ABSENCE: Glinia Creasey, Cafeteria Manager at ESE, effective August 23, 2021, through September 17, 2021; Charles Dugger, Teacher at EHS, effective August 5, 2021, through September 1, 2021; Janith Johnson, Custodial Personnel at WSE, effective October 11, 2021 through October 22, 2021; Sarah Heatherly, Teacher at EHS, effective November 29, 2021 through May 25, 2022, Regina Isaacs, SNP Coordinator, effective September 24, 2021 through October 24, 2021.

Director's Update

ESSER budgets approved. ESSER 3.0 Budget and Grant Applications receiving feedback and hopeful for approval in a couple of weeks. Thanks to Mr. Culbert and Mr. Edmonds for work on the Aviation Pathways approval. Thanks to Board

Members for helping with input on 5-year plan. Congrats to Naval Cadet Program. Color Guard for first time at Rhea County Football game. Raised colors at school earlier that day. Thanks to Ryan Presnell and Mr. Thompson for all their hard work. Waverly Wishes: we adopted two teachers. Have been collecting money to replace items lost in their classrooms. Raised over \$2,000.00. Money will be divided between the two teachers. Chelsie Isaacs, Nicole Moore, Marsha Taylor have worked on this, and we're thankful for their help. One student raised \$450.00 on his own. He will be recognized later. Congratulations to Betsy Band on their successes! Grand Champions at three competitions. Thursday, November 4th Band Concert at EHS Stadium in new uniforms. Maggie is part of the band and very excited as well. Also, girls soccer playing regional championship tonight. Caleb Tipton competed in state golf tournament. TAD cross-country team qualified. Had nine students from West Side to qualify for the elementary State Cross Country Meet. Tomorrow regional PD Day Learning Together across First Core Region of NE Tennessee. Sessions at six different locations. We are hosting Benchmarks at EHS. Over 400 teachers. We have several teachers presenting at different locations as well. Thanks to Dr. Newman for arranging everything. Principals Appreciation Month this month. Proud of the ones we have. Supervisors have a token of appreciation for them. Dustin Hensley is at National Association of School Librarians St. Lake City, Utah. Lots of great things going on here. Carson Peters moved passed challenge round. Wishing him well.

Board Member Reports

Board Chair Workshop attended by Mr. Pless. Appreciate the community we're in. Good information from TSBA. State Conference next month.

City Council Liaison's Report

Shout out and thank you to everyone who participated in the Covered Bridge Days.

Student Liaison's Report

Survey results from XQ. Most answers excellent. One of the questions was how do you feel you fit in at the school. A lot of students said they didn't feel like they fit in. Trying to get feedback from students. Hoping to talk to Dr. Minton soon and get the ball rolling.

REGULAR AGENDA

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve the ARP Grant. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Approve first reading of proposed Board Policy 5.3052 COVID-19 Leave.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve first reading of proposed Board Policy 5.3052 COVID-19 Leave. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

Eight days of leave for individuals who have a positive Covid test. Not a family member or close contact. Allow retro to July 1st and in effect until June 30, 2022, or if federal or state governments put policies in place. 8 days of leave.

Approve the American Relief Project (ARP) IDEA application which will fund the creation of six (6) full-time interim SPED assistant positions for the duration of the grant funding along with the purchase of fifteen (15) touchscreen Chromebooks for SPED classroom use.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve the American Relief Project (ARP) IDEA application which will fund the creation of six (6) full-time interim SPED assistant positions for the duration of the grant funding along with the purchase of fifteen (15) touchscreen Chromebooks for SPED classroom use. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

This is a part of the Covid Federal Relief Fund. Best use of funds to hire additional educational assistants and purchase Chromebooks. Once grant is approved positions will be hired. We will keep these positions until the grant funding runs out.

Positions will be spread out between schools. Anticipate that part-time assistants may want to apply.

Approve a contract with Thomas Weems, Architect, for design work on renovations to Harold McCormick Elementary School.

Motion was made by Jamie Schaff, second by Danny O'Quinn to approve a contract with Thomas Weems, Architect, for design work on renovations to Harold McCormick Elementary School. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items C, D, and E have been combined.

C: Long time coming for Harold McCormick. No new construction due to unavailability and construction costs. Take funds from 3.0 along with 2.0 funds and do asbestos removal, window replacement, unit replacement, floor tile and lighting. Mr. Weems will put project out for bid. Hoping to only displace two classrooms at a time. Building in good shape. Electrical updates as well.

Approve a contract with Thomas Weems, Architect, for design work on additional parking at East Side Elementary School.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve first reading of proposed Board Policy 5.3052 COVID-19 Leave. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items C, D, and E have been combined.

Pick up and drop off is difficult due to traffic around the schools. Take the front lawn area put another drive in parallel to Siam Road and provide additional parking and extra drive allowing cars to be in the pick-up line and reduce cars backed up on Siam Road. Look at half cent sales tax in city fund and possibly general purpose funding to cover. Impact to school will be minimal.

Approve a contract with Thomas Weems, Architect, for conceptual design and planning on various capital projects for Elizabethton City Schools.

Motion was made by Jamie Schaff, second by Danny O'Quinn to approve a contract with Thomas Weems, Architect, for conceptual design and planning on various capital projects for Elizabethton City Schools. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items C, D, and E have been combined.

Renovating restrooms at EHS and lighting fields at TAD and EHS. Also, the drive area behind EHS. Several projects; need to see what the costs would be so we can choose the ones we want to work on.

Approve a part-time floating cook position to rotate between school cafeterias as needed.

Motion was made by Danny O'Quinn, second by Mike Wilson to approve a floating cook position. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Food Service funded through Federal Government. Program runs lean. Cafeterias are short-staffed. This person would float from one school to another, wherever the need is greatest.

Approve revised Board Policy 4.201 Class Size Ratios, with mark-ups.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve revised Board Policy 4.201 Class Size Ratios, with mark-ups. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

TSBA recommendation to focus on class size. No classrooms go over those class size ratios.

Approve revised Board Policy 6.500, Special Education Students, with mark-ups.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve revised Board Policy 6.500, Special Education Students, with mark-ups. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

Reflect changes in isolation and restraint regulations. Housekeeping changes.

Approve revised Board Policy 5.302, Sick Leave, with mark-ups.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve revised Board Policy 5.302, Sick Leave, with mark-ups. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

Sick Leave Policy: Maternity leave only used during physical disability period. No longer part of State Law. Removed from this policy as it is already in Policy 5.305.

Approve revised Board Policy 6.600 Student Records, with mark-ups.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve revised Board Policy 6.600 Student Records, with mark-ups.to approve Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

This Policy defines what constitutes student records and also the keeping of those records.

Approve revised Board Policy 5.701 Substitute Teachers, with mark-ups.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve revised Board Policy 5.701, Substitute Teachers. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

This Policy changes the wording in who Mr. VanHuss reports substitute teacher hours to.

Approve deletion of Board Policy 6.603 Student Records/Use of Records.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve deletion of Board Policy 6.603 Student Records/Use of Records. Motion carried.

Phil Isaacs: Absent

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, Absent: 1

Regular Agenda Items A, G, H, I, J, K, and L have been combined.

This Policy is being replaced by Policy 6.600.

FOR YOUR INFORMATION

NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, November 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.

ADJOURN

Chairman of the Board
Schools

Director of

		2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22	
<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>	
141 R 40110	000	CURRENT PROPERTY TAX	3,325,000.00	3,325,000.00	0.00	0.00	3,325,000.00	0.00
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	83,000.00	83,000.00	5,705.65	6.87	77,294.35	-39,875.82
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	18,500.00	18,500.00	4,676.76	25.28	13,823.24	476.56
141 R 40140	000	INTEREST AND PENALTY	24,000.00	24,000.00	5,041.56	21.01	18,958.44	771.33
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	62,500.00	62,500.00	0.00	0.00	62,500.00	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	4,000.00	4,000.00	0.00	0.00	4,000.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	2,700,000.00	2,700,000.00	235,146.99	8.71	2,464,853.01	-216,142.23
141 R 40275	000	MIXED DRINK TAX	18,000.00	18,000.00	5,089.99	28.28	12,910.01	3,363.86
141 R 40320	000	BANK EXCISE TAX	30,550.00	30,550.00	0.00	0.00	30,550.00	0.00
141 R 41110	000	MARRIAGE LICENSES	600.00	600.00	150.75	25.13	449.25	46.90
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	300,000.00	300,000.00	200,385.92	66.80	99,614.08	169,371.04
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	222,552.00	222,552.00	59,909.06	26.92	162,642.94	14,609.56
141 R 44110	000	INVESTMENT INCOME	10,000.00	10,000.00	1,240.79	12.41	8,759.21	275.75
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	-661,138.11	0.00	661,138.11	-517,340.09
141 R 44990	000	OTHER LOCAL REVENUES	200.00	200.00	1,047.34	523.67	-847.34	0.00
141 R 46511	000	BASIC EDUCATION PROGRAM	15,199,000.00	15,199,000.00	4,569,600.00	30.07	10,629,400.00	1,523,200.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	404,779.00	404,779.00	97,979.40	24.21	306,799.60	34,469.48
141 R 46550	000	DRIVER EDUCATION	6,500.00	6,500.00	0.00	0.00	6,500.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	92,000.00	92,000.00	3,921.65	4.26	88,078.35	3,921.65
141 R 46610	000	CAREER LADDER PROGRAM	41,359.00	41,359.00	0.00	0.00	41,359.00	0.00
141 R 46980	000	OTHER STATE GRANTS	160,560.00	160,560.00	0.00	0.00	160,560.00	0.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 48610	000	DONATIONS	25,200.00	25,200.00	5,280.02	20.95	19,919.98	5,267.68
141 R 49800	000	OPERATING TRANSFERS	30,882.00	30,882.00	0.00	0.00	30,882.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	800,000.00	33.33	1,600,000.00	200,000.00
Grand Revenue Totals			25,273,932.00	25,273,932.00	5,334,037.77	21.10	19,939,894.23	1,182,415.67

Number of Accounts: 34

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

		2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
141 E 71100	REGULAR INSTRUCTION PROGRAM	11,389,838.00	11,389,838.00	2,507,577.85	22.02	8,882,260.15	1,003,649.56
141 E 71200	SPECIAL EDUCATION PROGRAM	2,065,538.00	2,065,538.00	378,118.45	18.31	1,686,547.56	185,980.14
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,075,195.00	1,075,195.00	198,535.26	18.47	872,204.91	87,364.36
141 E 71400	STUDENT BODY EDUCATION PROGRAM	363,460.00	363,460.00	157,673.07	43.38	205,786.93	64,976.06
141 E 72110	ATTENDANCE	96,240.00	96,240.00	33,642.09	34.96	62,597.91	5,302.67
141 E 72120	HEALTH SERVICES	378,352.00	378,352.00	68,520.40	18.11	308,714.44	30,657.17
141 E 72130	OTHER STUDENT SUPPORT	1,109,378.00	1,109,378.00	259,714.27	23.41	847,263.73	126,614.57
141 E 72210	REGULAR INSTRUCTION PROGRAM	980,138.00	980,138.00	320,072.36	32.66	656,997.97	79,356.82
141 E 72220	SPECIAL EDUCATION PROGRAM	358,159.00	358,159.00	92,201.92	25.74	263,447.96	31,962.14
141 E 72230	VOCATIONAL EDUCATION PROGRAM	152,998.00	152,998.00	45,397.68	29.67	107,600.32	12,185.25
141 E 72250	TECHNOLOGY	619,790.00	619,790.00	154,850.38	24.98	369,469.14	51,589.74
141 E 72310	BOARD OF EDUCATION	499,485.00	499,485.00	288,044.85	57.67	202,841.31	26,413.31
141 E 72320	OFFICE OF THE SUPERINTENDENT	367,418.00	367,418.00	126,258.45	34.36	228,167.64	33,753.13
141 E 72410	OFFICE OF THE PRINCIPAL	1,655,558.00	1,655,558.00	399,410.78	24.13	1,256,147.22	116,013.97
141 E 72510	FISCAL SERVICES	366,770.00	366,770.00	131,769.87	35.93	230,072.83	25,441.29
141 E 72610	OPERATION OF PLANT	1,574,160.00	1,574,160.00	575,563.33	36.56	992,196.06	125,152.78
141 E 72620	MAINTENANCE OF PLANT	884,780.00	884,780.00	334,638.68	37.82	355,314.44	97,916.06
141 E 72710	TRANSPORTATION	590,030.00	590,030.00	136,685.79	23.17	302,474.27	40,263.65
141 E 73100	FOOD SERVICE	27,314.00	27,314.00	0.00	0.00	27,314.00	0.00
141 E 73300	COMMUNITY SERVICES	221,552.00	221,552.00	54,707.73	24.69	164,893.30	-3,364.84
141 E 73400	EARLY CHILDHOOD EDUCATION	404,779.00	404,779.00	98,684.17	24.38	305,848.73	33,729.47
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	112,563.40	122.35	-385,346.40	0.00
141 E 99100	OPERATING TRANSFERS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
Grand Expense Totals		25,273,932.00	25,273,932.00	6,474,630.78	25.62	17,943,814.42	2,174,957.30

Number of Accounts: 518

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

		2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22	
<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	135,456.00	135,456.00	35,052.26	25.88	100,403.74	8,848.54
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	12,000.00	12,000.00	3,199.47	26.66	8,800.53	807.68
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	43,355.00	43,355.00	15,097.42	34.82	28,257.58	9,836.57
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	576,045.00	576,045.00	96,448.15	16.74	479,596.85	47,979.63
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	15,299.00	15,299.00	0.00	0.00	15,299.00	0.00
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	625,023.00	625,023.00	124,364.19	19.90	500,658.81	62,452.67
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	60,113.00	60,113.00	11,980.27	19.93	48,132.73	6,016.20
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	89,668.00	89,668.00	11,965.76	13.34	77,702.24	4,848.08
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	43,390.00	43,390.00	6,368.71	14.68	37,021.29	0.00
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	145,334.00	33,821.48	23.27	111,512.52	33,821.48
142 R 47143	890	SPECIAL EDUCATION - GRANTS TO	40,000.00	40,000.00	12,070.76	30.18	27,929.24	5,723.88
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
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
142 R 47301	CRS	ESSER-CARES ACT	0.00	0.00	70,051.52	0.00	-70,051.52	46,387.66
142 R 47309	LSG	Literacy Stipend Grant	0.00	0.00	98,000.00	0.00	-98,000.00	98,000.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	27,175.00	27,175.00	9,593.98	35.30	17,581.02	1,793.98
Grand Revenue Totals			5,988,237.00	5,988,237.00	528,013.97	8.82	5,460,223.03	326,516.37

Number of Accounts: 16

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

		2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
142 E 71100	REGULAR INSTRUCTION PROGRAM	1,429,294.00	1,429,294.00	171,230.47	11.98	1,162,247.49	96,537.22
142 E 71200	SPECIAL EDUCATION PROGRAM	591,344.00	591,344.00	96,448.15	16.31	494,895.85	47,979.63
142 E 71300	VOCATIONAL EDUCATION PROGRAM	26,157.00	26,157.00	15,079.33	57.65	10,077.67	2,930.06
142 E 72120	HEALTH SERVICES	40,000.00	40,000.00	24,000.00	60.00	16,000.00	8,000.00
142 E 72130	OTHER STUDENT SUPPORT	96,889.00	96,889.00	24,472.19	25.26	57,778.17	7,405.57
142 E 72210	REGULAR INSTRUCTION PROGRAM	320,904.00	320,904.00	59,662.59	18.59	261,041.41	16,861.79
142 E 72220	SPECIAL EDUCATION PROGRAM	40,000.00	40,000.00	11,447.76	28.62	28,552.24	5,100.88
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,948.00	1,948.00	275.35	14.14	1,484.26	0.00
142 E 72250	TECHNOLOGY	68,985.00	68,985.00	16,612.66	24.08	52,372.34	5,753.56
142 E 72410	OFFICE OF THE PRINCIPAL	0.00	0.00	4,514.89	0.00	-4,514.89	1,498.53
142 E 73300	COMMUNITY SERVICES	142,834.00	142,834.00	41,521.50	29.07	101,312.50	28,778.09
142 E 76100	REGULAR CAPITAL OUTLAY	3,200,000.00	3,200,000.00	0.00	0.00	3,185,262.94	0.00
142 E 99100	OPERATING TRANSFERS	29,882.00	29,882.00	0.00	0.00	29,882.00	0.00
Grand Expense Totals		5,988,237.00	5,988,237.00	465,264.89	7.77	5,396,391.98	220,845.33

Number of Accounts: 157

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

			2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22
<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 43522	000	LUNCH PAYMENTS - ADULTS	21,825.00	21,825.00	3,084.55	14.13	18,740.45	1,102.85
143 R 43525	000	A LA CARTE SALES	30,750.00	30,750.00	8,323.20	27.07	22,426.80	2,175.07
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,000.00	13,000.00	2,160.13	16.62	10,839.87	2,160.13
143 R 44110	000	INVESTMENT INCOME	2,000.00	2,000.00	180.25	9.01	1,819.75	10.95
143 R 46520	000	SCHOOL FOOD SERVICE	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	615,000.00	615,000.00	352,005.78	57.24	262,994.22	248,994.55
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	21,864.36	23.38	71,635.64	12,946.13
143 R 47113	000	USDA BREAKFAST	370,000.00	370,000.00	151,879.63	41.05	218,120.37	100,992.07
143 R 47114	000	USDA - ESP SNACK PROGRAM	18,000.00	18,000.00	58,482.14	324.90	-40,482.14	4,805.00
143 R 47115	000	USDA FOOD SERVICE EQUIPMENT GR	0.00	0.00	0.00	0.00	0.00	0.00
Grand Revenue Totals			1,174,075.00	1,174,075.00	597,980.04	50.93	576,094.96	373,186.75

Number of Accounts: 36

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

		2021-22	2021-22	2021-22	2021-22	Unencumbered	October 2021-22
	<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	1,174,075.00	1,174,075.00	398,437.62	33.94	775,637.38	114,622.41
<hr/> Grand Expense Totals		1,174,075.00	1,174,075.00	398,437.62	33.94	775,637.38	114,622.41

Number of Accounts: 83

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

Elizabethton City Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: COVID-19 Leave	Descriptor Code: 5.3052	Issued Date: DRAFT
		Rescinds:	Issued:

1 Employees are entitled to up to 8 days of paid COVID sick leave if they are unable to work because
2 the employee is subject to a Federal, State, or local isolation order related to COVID-19. This leave
3 may be taken retroactively back to July 1, 2021.

4
5 To demonstrate eligibility for the leave, the employee shall be required to provide proof of a positive
6 COVID-19 test or other suitable documentation for the circumstances. Employees should seek
7 clarification from the human resources/insurance administrative assistant (ext. 8207) if they have
8 questions regarding the total amount of leave available to them.

9 This paid leave is in addition to any paid leave that an employee may already be entitled to (e.g.,
10 existing sick leave). Employees are not required to exhaust any other paid leave benefit to utilize this
11 new category of paid sick leave.

12 Employees will only be permitted up to 8 days of their regular pay per school year for any leave taken
13 under this policy.

14 This policy will be in effect until June 30, 2022, unless the Board takes action to extend it. If the state
15 or Federal Government issues a mandate for COVID-19 related leave after adoption of this local
16 COVID-19 leave policy, such mandated leave will replace this policy entirely and this policy
17 simultaneously will expire.

Elizabethton City Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Special Education Students	Descriptor Code: 6.500	Issued Date: 05/26/10
		Rescinds: 6.500	Issued: 07/12/90

1 Special education students between the ages of three (3) and twenty-one (21), inclusive, shall receive the
2 benefit of a free appropriate public education. These students shall be educated with the general student
3 population to the maximum extent appropriate and should be placed in separate or special classes only
4 when the severity of the disabled is such that education in regular classes, even with the use of
5 supplementary aids and services, cannot be achieved satisfactorily.¹

6 Eligibility standards and options of service for special education services will be based upon the criteria
7 for specified in state regulations.²

8 Students receiving special education services shall not be restrained, except as permitted by law and
9 regulations.^{3,4} The Director of Schools shall develop administrative procedures to govern the following:

- 10 1. Personnel authorized to use isolation and restraint;
11
12 2. Training requirements for personnel working with special education students; and
13
14 3. Incident reporting procedures.⁴
15

Legal References

1. TCA 49-10-103(c)
2. TRR/MS 0520-01-09-.01
3. TCA 49-10-1301 *et seq.*
4. TRR/MS 0520-01-09-.23

Cross References

- Special Education 4.202
Compulsory Attendance Ages 6.201
Alternative Education 6.319
Safe Relocation of Students 6.4081

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Click here to enter the policy title. Class Size Ratios	Descriptor Code: 4.201	Issued Date: 10/16/08
		Rescinds: 4.201	Issued: 06/14/01

Commented [MN1]: New name for policy

1 *General*¹

2 Pupil-teacher ratios shall not exceed the averages outlined in state law. Further, class sizes shall not
3 exceed the maximum allowed by state law.

4 **WAIVERS**

5 The Director of Schools/designee may seek a waiver from the Commissioner of Education to extend
6 the career and technical education (CTE) classes in grades nine through twelve (9-12) as long as these
7 class sizes do not exceed the maximum.

8 If a natural disaster results in the enrollment of displaced students, the Commissioner of Education
9 may grant a waiver from the maximum class sizes.

10 The Director of Schools shall apply for additional waivers as needed in compliance with state law.

11

Legal References

1. TCA 49-1-104; TRR/MS 0520-01-02-31(4)

Cross References

Graduation Requirements 4.605
Waivers of Statute, Rules, and Regulations 4.607
Religious Content of Courses 4.804
Student Goals 6.100
Student Concerns 6.305

Elizabethton City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date: 04/15/21
		Rescinds: 5.302	Issued: 08/20/15

1 **PROFESSIONAL PERSONNEL**

2 The time allowed for sick leave for professional personnel shall be one (1) day for each month employed
3 during the school year and shall accumulate for an unlimited number of days.¹

4 Sick leave shall be defined as: illness of a teacher from natural causes or accident, quarantine, or illness
5 or death of a member of the immediate family of a teacher, including the teacher's wife or husband,
6 parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-
7 in-law, son-in-law, brother-in-law, and sister-in-law.²

8 A signed statement listing the cause of absence shall be provided by the employee on forms furnished
9 by the director of schools and shall promptly be given to the immediate supervisor in support of all
10 claims for sick leave pay. A falsified statement shall be grounds for dismissal.

11 Medical certification may be required in support of any claim for sick leave and may be required in
12 support of any claim for sick leave pay for absences of five (5) or more consecutive days. Such medical
13 certification may be provided by a physician, physician's assistant or nurse practitioner.

14 The principal shall notify the director of schools' office at once if an employee is sick beyond the limit
15 of his sick leave accumulation. The substitute teacher, beyond this point, must have a certificate or
16 permit and must be paid according to the state salary scale.

17 Permanent, cumulative sick leave records for each active professional employee shall be kept in the
18 director of schools' office.

19 A teacher, upon employment, may transfer his accumulated sick leave from another Tennessee school
20 system provided that the director of schools of the system in which the accumulated leave was held
21 provides notarized verification.¹

22 **SUPPORT PERSONNEL**

23 Persons employed in support positions shall accrue sick leave at the rate of one (1) day per month. No
24 sick leave is allowed for bus drivers.

25 The immediate supervisor may require medical certification stating the reason for the absence for any
26 absence within the sick leave regulation. Frequent and misuse of sick leave by an individual are
27 sufficient grounds for requiring medical certification. Such medical certification may be provided by a
28 physician, physician's assistant or nurse practitioner.

29 **FAMILY MEDICAL LEAVE ACT**

Commented [MN1]: From TSBA: Policy 5.302 – Page 1, line 22, states that sick leave for maternity purposes may be taken during the period of physical disability only. However, this is no longer the case due to a change in state law – teachers can use sick leave for maternity leave purposes if pregnancy is verified by a physician and are no longer limited to taking this leave only during the period of physical disability. To be in compliance with state law as well as reduce redundancy throughout board policy, we recommend removing this paragraph from this board policy. Information regarding maternity leave can be found in board policy 5.305.

- 1 Employees are required to substitute sick leave for FMLA leave so that the leaves run concurrently.

Legal References

1. TCA 49-5-710(a)(1)
2. TRR/MS 0520-01-02-.04(2)
3. TCA 49-5-710(a)(5)
4. TCA 49-5-811
5. TCA 49-5-803
6. TCA 49-5-804; TCA 49-5-805
7. TCA 49-5-807
8. TCA 49-5-806
9. TCA 49-5-801 *et seq.*

Cross References

- Workers' Compensation 3.602
- Orientation and Probation 5.107
- Short Term Leaves of Absence 5.300
- Family and Medical Leave 5.305
- Physical Assault Leave 5.307

Elizabethton City Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Student Records	Descriptor Code: 6.600	Issued Date: 09/18/14
		Rescinds: 6.600	Issued: 07/12/90

1 A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health
2 record, attendance record, and scholarship record; shall be kept current; and shall accompany the student
3 through his/her school career.¹

4 The name used on the record of the student entering the school system must be the same as that shown
5 on the birth certificate, unless evidence is presented that such name has been legally changed. If the
6 parent/guardian does not have, or cannot obtain a birth certificate, then the name used on the records of
7 such student will be as shown on documents which are acceptable as proof of date of birth.

8 The name used on the records of a student entering the school district from another school shall be the
9 same as that shown on records from the school previously attended unless evidence is presented that
10 such name has been legally changed as prescribed by law.

11 When a student transfers to another school within the school district or to a school outside the school
12 district, copies of the student's records, including the student's disciplinary records, shall be sent to the
13 transfer school.³

14 When a student transfers to a school outside the system, copies of the student's records, including the
15 student's disciplinary records, shall be sent to the transfer school.³

16 All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).³

17 ACCESS TO STUDENT RECORDS

18 Student records shall be confidential. Authorized school officials shall have access to and permit access
19 to student education records for legitimate educational purposes.⁴ A legitimate educational interest is the
20 official's need to know information in order to:

- 21 1. Perform required administrative tasks;
- 22 2. Perform a supervisory or instructional task directly related to the student's education; and
- 23 3. Perform a service or benefit for the student or the student's family such as health care, counseling,
24 student job placement, or student financial aid.

25 Authorized school officials may release information from or permit access to a student's education record
26 without the parent(s)/guardian(s) or eligible student's* prior written consent in the following instances:

- 27 1. To comply with a judicial order or lawfully issued subpoena. The school district will make a
28 reasonable effort to notify the student's parent(s)/guardian(s) or the eligible student before

- 1 making a disclosure;⁵
- 2
- 3 2. If the disclosure is an item of directory information;⁶
- 4
- 5 3. To comply with the requirements of child abuse reports to the extent known by the school
- 6 officials including the name, address, and age of the student; the name and address of the
- 7 person responsible for the care of the student; and the facts requiring the report;⁷
- 8
- 9 4. When certain federal and state officials need information in order to audit or enforce legal
- 10 conditions related to federal- or state-supported education programs in the school district;⁸
- 11
- 12 5. When the school district has entered into a contract for an organization to conduct scientific
- 13 research on the school district's behalf to develop tests or improve instruction, provided that the
- 14 studies are conducted in a manner which will not permit the disclosure of personal
- 15 identification of students and their parent(s)/guardian(s) by individuals other than to
- 16 representatives of the organization, and that the information will be destroyed when no longer
- 17 needed for the purpose for which the study was conducted;⁹
- 18
- 19 6. To appropriate officials if the parent(s)/guardian(s) claim the student as a dependent as defined
- 20 by the Internal Revenue Code;¹⁰
- 21
- 22 7. To accrediting organizations to carry out their accrediting functions;¹¹
- 23
- 24 8. To officials of another school, school system, or postsecondary institution when a student seeks
- 25 or intends to enroll in another school district or a postsecondary institution.
- 26 Parent(s)/guardian(s) of the student shall be notified of the transfer and shall have the right to
- 27 obtain copies of the record transferred as well as an opportunity to challenge the content of the
- 28 record;¹²
- 29
- 30 9. To financial institutions or government agencies that provide or may provide financial aid to a
- 31 student in order to establish eligibility, to determine the amount of financial aid, to establish
- 32 conditions for the receipt of financial aid, and to enforce financial aid agreements;¹³
- 33
- 34 10. To the appropriate officials in connection with a health or safety emergency if knowledge of
- 35 the information is necessary to protect the health or safety of the student or others;¹⁴
- 36
- 37 11. To the Attorney General/designee for official purposes related to the investigation or
- 38 prosecution of an act of domestic or international terrorism. An educational agency that, in
- 39 good faith, produces education records in accordance with an order shall not be liable to any
- 40 person for that production;¹⁵
- 41
- 42 12. To any agency caseworker or other representative of a state or local child welfare agency or
- 43 tribal organization authorized to access the student's educational records when such agencies or
- 44 organizations are legally responsible for the care and protection of the student;¹⁶
- 45

1 13. To the Secretary of Agriculture/designee for purposes of conducting program monitoring,
2 evaluations, and performance measurements, provided that the data collected will be protected
3 in a manner which will not permit the disclosure of personal identification of students and their
4 parent(s)/guardian(s) by individuals other than to representatives of the organization, and that
5 the information will be destroyed when no longer needed for the purpose for which it was
6 conducted;¹⁷ and

7
8 14. To state and local authorities to whom information is specifically allowed to be reported or
9 disclosed by state law that concerns the juvenile justice system and the system's ability to
10 effectively serve, prior to adjudication, the student whose records were released.¹⁸

11 *Consent to Disclose Records*¹⁹

12 Authorized school officials may release information from a student's education record if the student's
13 parent(s)/guardian(s) or the eligible student gives written consent for the disclosure. The written consent
14 shall include:

- 15 1. Specification of the records to be released;
- 16 17 2. Reasons for the disclosure;
- 18 19 3. Person, organization, or class of persons or organizations to whom the disclosure is to be made;
- 20 21 4. Signature of the parent(s)/guardian(s) or eligible student; and
- 22 23 5. Date of the consent, and if appropriate, a date when the consent is to be terminated.

24 The student's parent(s)/guardian(s) or the eligible student may obtain a copy of any records disclosed
25 under this provision.

26 **RECORDKEEPING**

27 The school district will maintain an accurate record of all requests to disclose information from or to
28 permit access to a student's education records. The school district will maintain an accurate record of
29 information it discloses and access it permits. The district will maintain this record as long as it maintains
30 the student's education record.²⁰

31 The record will include at least:²⁰

- 32 1. Name of the person or agency that makes the request;
- 33 34 2. Interest the person or agency has in the information;
- 35 36 3. Date the person or agency makes the request; and
- 37 38 4. Whether the request is granted, and if it is, the date access is permitted, or the disclosure is made.

1 * The student becomes an "eligible student" when he/she reaches age eighteen (18) or enrolls in a post-
 2 secondary school, at which time all of the above rights become the student's right.²¹

3

Legal References

1. 20 USCA § 1232g; TRR/MS 0520-01-02-.31(2)
2. TCA 49-6-3001(c)(1)
3. TCA 49-1-701 *et seq.*; 20 USCA § 1232g
4. TCA 10-7-504(a)(4); 20 USCA § 1232g
5. 20 USCA § 1232g(b)(2)(B); 20 USCA § 1232g(b)(1)(J)
6. 20 USCA § 1232g(b)(2); TCA 10-7-504(a)(4)(A)
7. TCA 37-1-403
8. 20 USCA § 1232g(b)(3), (5); 20 USCA § 1232g(b)(1)(C)
9. 20 USCA § 1232g(b)(1)(F)
10. 20 USCA § 1232g(b)(1)(H)
11. 20 USCA § 1232g(b)(1)(G)
12. 20 USCA § 1232g(b)(1)(B)
13. 20 USCA § 1232g(b)(1)(D)
14. 20 USCA § 1232g(b)(1)(I)
15. 20 USCA § 1232g(j); USA Patriot Act of 2001 § 507
16. 20 USCA § 1232g(b)(1)(L)
17. 20 USCA § 1232g(b)(1)(K)
18. 20 USCA § 1232g(b)(1)(E)
19. 34 CFR § 99.30; 20 USCA § 1232g(b)(2)(A)
20. 34 CFR § 99.32(a)
21. 34 CFR §§ 99.3, 99.5; TCA 49-1-704

Cross References

- School District Records 1.407
- Promotion and Retention 4.603
- Testing Programs 4.700
- Attendance 6.200
- Withdrawals 6.207
- Child Custody/Parental Access 6.209
- Bus Safety and Conduct 6.308
- Corporal Punishment 6.314
- Disciplinary Hearing Authority 6.317
- Admission of Suspended/Expelled Students 6.318
- Acquired Immune Deficiency Syndrome 6.404
- Reporting Child Abuse 6.409
- Media Access to Students 6.604

Elizabethton City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Substitute Teachers	Descriptor Code: 5.701	Issued Date: 07/18/17
		Rescinds: 5.701	Issued: 12/11/12

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies.^{1,2}
2 Substitute teachers may be employed and paid directly by the board of education or by a third-party
3 public or private employer through an agreement between such third party employer and the board of
4 education.

5 Substitute teachers employed by third party entities shall be subject to the same unemployment benefit
6 eligibility conditions as substitute teachers employed directly by the board of education.²

7 APPLICATION/QUALIFICATIONS

8 Criminal history record checks and fingerprinting of applicants for substitute teaching are required.³

9 Applicants with revoked licenses or certificates according to the Department of Education shall not be
10 hired.⁴

11 Qualifications for substitute teachers shall be determined by the director of schools in compliance with
12 state laws and regulations.

13 A list of substitute teacher(s) will be prepared by the Director of Schools who will maintain file(s) which
14 may include transcripts, credentials, recommendations, and other pertinent information.

15 COMPENSATION

16 If employed directly by the board of education, the compensation of substitute teachers shall be
17 determined annually by the board.

18 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same
19 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired
20 after July 1, 2011 through July 1, 2016.⁵

21 CERTIFICATION

22 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a
23 substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be taught.⁶
24 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to
25 the state salary schedule.¹

26 Retired teachers may substitute one-hundred twenty (120) days per year without loss of retirement ben-
27 efits¹ and may substitute for additional days if the director of schools certifies in writing to the Division
28 of Retirement that no other qualified personnel are available to substitute teach.⁷

Commented [MN1]: From TSBA: Policy 5.701 – Recommend updating language on pg. 1, lines 27-28 regarding certification for retired teachers. Current policy language states that the “State Board of Education” certifies, however, this is now the “Division of Retirement.” Recommend updating this for clarity.

1 EMERGENCY NEEDS

2 All teacher aides, secretaries, and clerks are approved substitute teachers for use in emergency situations.
3 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being
4 unable to arrive on time or remain for the full day.

5 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would
6 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay
7 for both positions at the same time.

8 TRAINING AND ORIENTATION

9 The director of schools shall be responsible for ensuring that there are appropriate training and
10 development programs for substitute teachers.

11 RESPONSIBILITIES

12 Substitute teachers shall assume the same responsibilities as the regular teacher, including, but not
13 limited to, bus duty and playground supervision.

14 RE-EMPLOYMENT/TERMINATION

15 On an annual basis, the director of schools, with input from the principals, shall determine which
16 substitute teachers performed at an acceptable level. Substitute teachers who performed below an
17 acceptable level shall not be re-employed.

18 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying
19 the principal and/or third party employer if they wish to terminate their service as substitutes.

Legal References

Cross References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(15)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. TCA 8-36-805

Background Investigations 5.118

Elizabethton City Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Student Records Use of Records	Descriptor Code: 6.603	Issued Date: 12/15/05
		Rescinds:	Issued:

1 Authorized school officials will have access to and permit access to student education records for
2 legitimate educational purposes.¹ A “legitimate educational interest” is the official’s need to know
3 information in order to:

- 4 1. Perform required administrative tasks;
- 5
- 6 2. Perform a supervisory or instructional task directly related to the student’s education;
- 7
- 8 3. Perform a service or benefit for the student or the student’s family such as health care, counseling,
9 student job placement, or student financial aid.

10 Authorized school officials may release information from or permit access to a student’s education
11 record without the parent(s) or eligible student’s (as defined by policy 6.601) prior written consent in the
12 following instances:

- 13 1. To comply with a judicial order or lawfully issued subpoena. The school system will make a
14 reasonable effort to notify the student’s parent(s) or the eligible student before making a
15 disclosure;
- 16
- 17 2. If the disclosure is an item of directory information;
- 18
- 19 3. To comply with the requirements of child abuse reports to the extent known by the school
20 officials including the name, address and age of the child, the name and address of the person
21 responsible for the care of the child, and the facts requiring the report;²
- 22
- 23 4. When certain federal and state officials need information in order to audit or enforce legal
24 conditions related to federally-supported education programs in the school system;
- 25
- 26 5. When the school system has entered into a contract or written agreement for an organization to
27 conduct scientific research on the system’s behalf to develop tests or improve instruction,
28 provided that the studies are conducted in a manner which will not permit the personal

Commented [MN1]: From TSBA: Policy 6.600 – We have updated our model policy to include a more comprehensive list of the use of student records that aligns with state law. Additionally, we recommend deletion of policy 6.603 for clarity as model policy 6.600 covers the use of student records.

1 identification of students and their parents by individuals other than representatives of the
2 organization and the information will be destroyed when no longer needed for the purpose for
3 which the study was conducted;³

4
5 6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal
6 Revenue Code of 1954;⁴

7
8 7. To accrediting organizations to carry out their accrediting functions;

9
10 8. When a student seeks or intends to enroll in another school district or a post-secondary school.
11 Parent(s) of students or eligible students have a right to obtain copies of records transferred under
12 this provision;⁵

13 9. To financial institutions or government agencies that provide or may provide financial aid to a
14 student in order to establish eligibility, to determine the amount of financial aid, to establish
15 conditions for the receipt of financial aid and to enforce financial aid agreements.

16
17 10. To make the needed disclosure in a health or safety emergency when warranted by the
18 seriousness, of the threat to the student of other persons, when the information is necessary and
19 needed to meet the emergency, when time is an important and limiting factor and when the
20 persons to whom the information is to be disclosed are qualified and in a position to deal with
21 the emergency.

22
23 11. To the Attorney General or his designee for official purposes related to the investigation or
24 prosecution of an act of domestic or international terrorism. An educational agency that, in good
25 faith, produces education records in accordance with an order issued under this Act shall not be
26 liable to any person for that production.⁶

27 Authorized school officials may release information from a student's education record if the student's
28 parent(s) or the eligible student gives written consent for the disclosure. The written consent must
29 include:

- 30 1. A specification of the records to be released;
- 31 2. The reasons for the disclosure;
- 32 3. The person, organization, or class of persons or organizations to whom the disclosure is to be
33 made;
- 34 4. The signature of the parent(s) or eligible student;
- 35 5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The
36 student's parent(s) or the eligible student may obtain a copy of any records disclosed under this
37 provision.

- 1 The school system will maintain an accurate record of all requests to disclose information from or to
- 2 permit access to a student's education records. The system will maintain an accurate record of
- 3 information it discloses and access it permits. The system will maintain this record as long as it maintains
- 4 the student's education record.

- 5 The record will include at least:
 - 6 1. The name of the person or agency that makes the request;
 - 7 2. The interest the person or agency has in the information;
 - 8 3. The date the person or agency makes the request; and
 - 9 4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.

Legal References:

1. USCA 20-1232g; TCA 10-7-503; TCA 10-7-504
2. TCA 37-1-403
3. TRR/MS 0520-1-3-.09(5)(e)(7)
4. 1979 Internal Revenue Code (1954 Amendment), Sections 151 and 170
5. TRR/MS 0520-1-3-.03(11)(e)
6. USA Patriot Act of 2001 § 507

Elizabethton City Board of Education

Employee Designations During Emergency Closure

1.8011.3

1 *General*

2 In the event of an emergency that requires closure of a school building, group of schools, or the **entire**
3 district, the Director of Schools is authorized to continue to pay employees who are not able to physically
4 report for duty as a result of the ongoing emergency. ~~During such emergencies, the Director of Schools~~
5 ~~may designate certain employees as essential.~~

6 ~~Such~~ Employees shall work as directed by the Director of Schools, whether that is by physical
7 appearance at work or teleworking ~~under Policy 5.1151.~~

8 **CUSTODIAL STAFF**

9 During school district closures related to quarantine efforts, all custodial staff, including ten- and eleven-
10 month employees, ~~are deemed essential. All custodial staff must~~ **may be required to** report to their
11 assigned buildings for work unless approved for leave or directed otherwise by their supervisor. Building
12 assignments may fluctuate to meet needs **of the district.**

13 **FOOD SERVICE WORKERS**

14 ~~In order to operate community feed sites~~ **During school district closures related to an emergency,** certain
15 food service workers may be ~~deemed essential by the Director of Schools~~ **required to report to their**
16 **assigned buildings for work unless approved for leave or directed otherwise by their supervisor.** ~~If~~
17 ~~deemed essential, the employee must report to any community feed site assigned to that employee.~~
18 Assigned locations may ~~fluctuate to meet needs~~ **vary to meet changing needs of the district.**

19 **LEAVE REQUESTS FOR ESSENTIAL STAFF**

20 If an employee has exhausted his/her leave, the employee must obtain approval from Director of Schools
21 before being allowed to take any specially approved paid leave during an emergency closure.

22 Failure to report without approved leave will result in disciplinary measures up to and including
23 termination.

Commented [MN1]: From TSBA: Policy 1.8011.3 – Public Chapter 384 prevents local governmental entities from designating certain employees as essential. I recommend that the Board revise the language found in this policy or remove it completely from the policy manual based on this new state law. We maintain this information in an administrative procedure – see the revised version attached.

FY22 Consolidated Application Approval for IDEA/ESEA
School Year 2021-22

LEA # 101

LEA Name (Legal Name of Agency): ELIZABETHTON CITY SCHOOLS

LEA # <u>101</u>	LEA Name (Legal Name of Agency): ELIZABETHTON CITY SCHOOLS
LEA Legal Making Address	
Street Address: <u>804 S. WATAUGA AVENUE</u>	
City: <u>ELIZABETHTON</u>	State: <u>TENNESSEE</u> Zip: <u>37643</u>

Consolidated Project begins July 1, 2021 and ends June 30, 2022.

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

The Board of Education has reviewed and approved this project year application for filing.

This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

11/18/2021
Board Meeting Date

Director of Schools (Signature)

RICHARD VANHUSS
Director of Schools (Print Name)

11/18/2021
Date Signed

Board of Education Official (Signature)

CHARLES EDWARD "EDDIE" PLESS
Board of Education Official (Print Name)

11/18/2021
Date Signed



ePlan Home
Administer
Search
Inbox
Planning
Monitoring
Funding
Data and Information
Reimbursement Requests
Project Summary
LEA Document Library
Address Book
TDOE Resources
Help for Current Page
Contact TDOE
ePlan Sign Out

Hutchins, John

Production

Session Timeout
00:28:30

Consolidated Checklist

Elizabethton (101) Public District - FY 2022 - Consolidated - Rev 1 - Consolidated Checklist

Go To

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

Please remember to upload a new MOU if services and timelines are changing for the 21-22 school year.

Preston Gonter 5/13/2021 3:12:14 PM

Checklist Description (Collapse All Expand All)

<p>1. Allocations</p> <p>1. ESEA Consolidated Administration</p> <p>2. School-wide Pool</p> <p>Comment History</p>	OK	Debby Thompson	11/1/2021 3:56:12 AM
<p>2. Cover Page and Contacts</p> <p>1. Cover Page</p> <p>Comment History</p>	OK	Debby Thompson	11/1/2021 3:56:12 AM
<p>3. ESEA Requirements</p> <p>1. Consolidated Administration</p> <p>2. Administration</p> <p>3. State or Local Funds</p> <p>Comment History</p>	OK	Debby Thompson	11/1/2021 3:56:12 AM
<p>4. Consolidated Administration</p> <p>1. Budget & Budget Narratives</p> <p>2. Program Details</p> <p>Comment History</p>	OK	Debby Thompson	11/1/2021 3:56:12 AM
<p>5. Title I-A</p> <p>1. Budget & Budget Narratives</p> <p>2. Program Details</p> <p>3. Student Eligibility (Targeted Assistance Programs)</p> <p>4. Personnel Details</p> <p>5. Preschool Counts</p> <p>6. School Eligibility</p> <p>7. District Set Asides & Overview</p> <p>8. Allocation Designations</p> <p>9. PPA List</p>	OK	Debby Thompson	11/1/2021 3:56:12 AM

10. Related Documents

<p> Comment History</p> <p> 6. Title I Supplement Not Supplant</p> <p>1. Review of Methodology</p>	OK	Dustin Winstead	6/7/2021 10:04:00 AM
<p> Comment History</p> <p> 7. Homeless Students</p> <p>1. Homeless Students</p>	OK	Vanessa Waters	6/8/2021 8:25:21 AM
<p> Comment History</p> <p> 8. Foster Care Students</p> <p>1. Foster Care Students</p>	OK	Jackie Jacobson	6/4/2021 9:03:02 AM
<p> Comment History</p> <p> 9. Title I CSR Teachers</p> <p>1. If the LEA has indicated a number for # of CSR Teachers on the Program Details page.</p>	Not Applicable	Henry LaFollette	5/27/2021 3:45:05 PM
<p> 10. Title I-A Neglected</p> <p>1. Budget & Budget Narratives</p> <p>2. Services to Children in Neglected Facilities</p>	OK	Jackie Jacobson	10/25/2021 6:56:25 AM
<p> Comment History</p> <p> 11. Title I, Part C</p> <p>1. Budget & Budget Narratives</p> <p>2. Program Details</p> <p>3. Personnel Details</p>	Not Applicable	Henry LaFollette	5/27/2021 3:52:38 PM
<p> 12. Title II-A</p> <p>1. Budget & Budget Narratives</p> <p>2. Program Details</p> <p>3. Personnel Details</p> <p>4. Related Documents</p>	OK	Brinn Obermiller	10/27/2021 6:29:57 AM
<p> Comment History</p> <p> 13. Title II-A CSR Teachers</p> <p>1. If the LEA has indicated a number for # of CSR Teachers on the Program Details page.</p>	Not Applicable	Henry LaFollette	5/27/2021 3:45:05 PM
<p> 14. English Learner Requirements</p> <p>1. Program Details - include comparing the ratio to the EL October Count number</p> <p>2. Consortia Budget Review</p> <p>3. Program Details - Title III</p> <p>4. Personnel Details</p> <p>5. Related Documents</p> <p>6. Other</p>	OK	Jan Lanier	10/24/2021 3:22:59 PM
<p> Comment History</p> <p> 15. Title III Consortium</p> <p>1. Budget & Budget Narratives</p>	Not Applicable	Henry LaFollette	10/11/2021 8:06:39 AM
<p> 16. Title III</p> <p>1. Budget & Budget Narratives</p>	Not Applicable	Henry LaFollette	5/27/2021 3:52:38 PM
<p> 17. Non-public/Private Schools page</p> <p>1. Non-public/Private Schools</p>	OK	Danny Bounds	6/7/2021 2:00:39 PM

- 2. Program Details
- 3. Related Documents

Comment History

18. IDEA Requirements

OK

Brett Printz

10/27/2021 10:41:35 AM

- 1. System-Wide Personnel Page
- 2. Personnel Details (6-21)
- 3. Personnel Details (3-5)
- 4. Shared Program Details
- 5. Shared Related Documents
- 6. Private School Details (IDEA)

Comment History

19. IDEA Part B

OK

Brett Printz

10/27/2021 10:41:35 AM

- 1. Budget & Budget Narratives
- 2. Equipment Purchases
- 3. Permissive Use of Funds
- 4. Adjustment to Local Effort
- 5. School-wide Program
- 6. Coordinated Early Intervention Services
- 7. CCEIS Mandatory
- 8. Non-supplanting/Maintenance of Effort

Comment History

20. IDEA Preschool

OK

Brett Printz

10/27/2021 10:41:35 AM

- 1. Budget & Budget Narratives
- 2. Equipment Purchases
- 3. Permissive Use of Funds
- 4. Adjustment to Local Effort
- 5. School-wide Program
- 6. Coordinated Early Intervention Services

Comment History

Go To

History Log

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/25/2021 3:53:18 PM	Vanessa Waters	Status changed to 'TDOE ARP Homeless 2.0 Director Approved'.	S
	10/21/2021 7:19:43 AM	Henry LaFollette	Status changed to 'TDOE ARP Homeless 2.0 Consultant Approved'.	S
	10/18/2021 2:26:52 PM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	10/18/2021 2:26:52 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/18/2021 9:05:12 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/18/2021 8:53:30 AM	John Hutchins	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/7/2021 3:27:01 PM	Vanessa Waters	Status changed to 'TDOE ARP Homeless 2.0 Director Returned Not Approved'.	S
	10/4/2021 2:11:27 PM	Henry LaFollette	Status changed to 'TDOE ARP Homeless 2.0 Consultant Approved'.	S
<input type="checkbox"/>	10/1/2021 10:49:50 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting. "	C
	10/1/2021 10:49:50 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/1/2021 9:34:20 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/1/2021 9:17:35 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	10/1/2021 8:35:08 AM	Henry LaFollette	Status changed to 'TDOE ARP Homeless 2.0 Consultant Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/28/2021 10:46:33 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education has reviewed and approved this application and this action is recorded in the official minutes of the local educational agency's board meeting."	C
	9/28/2021 10:46:33 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/28/2021 9:21:59 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/28/2021 9:14:10 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	9/10/2021 12:50:24 PM	John Hutchins	Status changed to 'Draft Started'.	S
	9/11/2021 10:11:55 AM	Maryanne Durski	Status changed to 'Not Started'.	S

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - History Log

* LEA ID#	101	* LEA Name	Elizabethton City School
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LEA Official Address

* Street	804 S. Watauga Ave.	* City	Elizabethton	* Zip Code	37643
* Phone	423-547-8000	* LEA Website	ec schools.net		

Director of Schools

* Name	Richard VanHuss	* Email	richard.vanhuss@ecschools.net	* Phone	423-547-8000
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McKinney-Vento Liaison Point of Contact

* Name	Hayley Bishop	* Email	hayley.bishop@ecschools.net	* Phone	423-707-4856
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Allocations

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - Allocations

	(1)	ARP Homeless 2.0	Total
Original		\$41,916.85	\$41,916.85
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$41,916.85	\$41,916.85

Budget

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Account Number	Total
71100 - Regular Instruction Program	\$28,846.85
72120 - Health Services	\$0.00
72130 - Other Student Support	\$9,000.00
72210 - Support Services/Regular Instruction Program	\$0.00
72610 - Operation of Plant	\$0.00
72710 - Transportation	\$4,070.00
73100 - Food Service	\$0.00
99100 - Transfers Out	\$0.00
Total	\$41,916.85
Adjusted Allocation	\$41,916.85
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

71100 - Regular Instruction Program - \$28,846.85

Budget Detail

Narrative Description

Account Number: 71100 - Regular Instruction Program

Line Item Number: 189 - Other Salaries & Wages

Use of Funds: Providing Academic Supports

Optional Program Code: Elizabethton (101)

Quantity: 1.00

Cost: \$10,000.00

Line Item Total: \$10,000.00

Stipends for 5 teachers (at .13 FTE each - .65 FTE Total) providing before and after school tutoring services at each school (ESE, HME, WSE, TAD, & EHS). Five teachers at \$2,000.00 (\$10,000 total)

Social Security for each Homeless tutor at ESE, HME, WSE, TAD, & EHS (\$620.00).

Account Number: 71100 - Regular Instruction Program

Line Item Number: 201 - Social Security

Use of Funds: Providing Academic Supports

Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$620.00	
Line Item Total:	\$620.00	
Account Number:	71100 - Regular Instruction Program	State retirement for each of the five tutors, one at each school - ESE, HME, WSE, TAD, & EHS (\$1,030.00).
Line Item Number:	204 - State Retirement	
Use of Funds:	Providing Academic Supports	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$1,030.00	
Line Item Total:	\$1,030.00	
Account Number:	71100 - Regular Instruction Program	Employer Medicare for 5 teachers serving as tutors before or after school in each school - ESE, HME, WSE, TAD, & EHS (\$145.00).

Line Item Number:	212 - Employer Medicare	
Use of Funds:	Providing Academic Supports	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$145.00	
Line Item Total:	\$145.00	
Account Number:	71100 - Regular Instruction Program	<p>Employer Medicare for Bus Drivers providing transportation, for students identified as being homeless, to and from school, from tutoring, to doctor, dentist, health department, and optometry visits (\$51.85).</p>
Line Item Number:	212 - Employer Medicare	
Use of Funds:	Providing Academic Supports	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$51.85	

Line Item Total:	\$51.85	
Account Number:	71100 - Regular Instruction Program	<p>DUAL ENROLLMENT OPPORTUNITIES: Dual Enrollment courses will be contracted with local colleges and universities so our homeless students will not be stigmatized by not having the funds to enroll and attain college credits will attending our high school (\$5,000.00).</p> <p>ECS EXTENDED SCHOOL PROGRAM: Students meeting eligibility requirements will be provided the opportunity to participate in our extended school program through the rest of the school year and into the summer. Tutoring and enrichment activities and field trips are part of the program, which they might not otherwise afford.(\$5,000.00).</p>
Line Item Number:	399 - Other Contracted Services	
Use of Funds:	Providing Academic Supports	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Account Number:	71100 - Regular Instruction Program	<p>Funds to purchase school supplies, dual enrollment textbooks, glasses, and other materials for students to participate in school (\$7,000)</p>
Line Item Number:	499 - Other Supplies and Materials	
Use of Funds:	Providing Academic Supports	
Optional Program Code:		

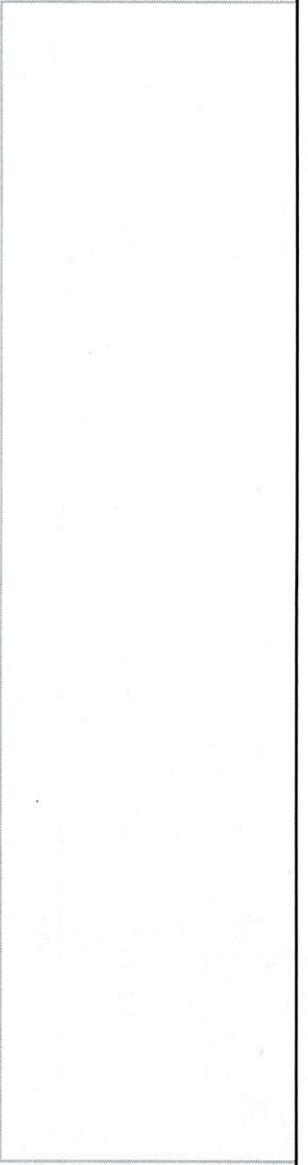
Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$7,000.00

Line Item Total: \$7,000.00



Total for 71100 - Regular Instruction Program: \$28,846.85

Total for all other Account Numbers: \$13,070.00

Total for all Account Numbers: \$41,916.85

Adjusted Allocation: \$41,916.85

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

72130 - Other Student Support - \$9,000.00 ▼

Budget Detail

Narrative Description

Account Number: 72130 - Other Student Support

Supplement for Homeless Liaison to provide program administration of ARP Homeless 2.0 grant funds. The stipend (\$1,715.00) will be for the liaison (.033 FTE).

Line Item Number: 189 - Other Salaries & Wages

Use of Funds: LEA Program Administration

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,715.00

Line Item Total: \$1,715.00

Account Number: 72130 - Other Student Support

Line Item Number: 201 - Social Security

Social Security for the Homeless Liaison for program administration (\$106.00).

Use of Funds: LEA Program Administration

Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$106.00	
Line Item Total:	\$106.00	
Account Number:	72130 - Other Student Support	State Retirement for our Homeless Liaison to provide program administration (\$154.00).
Line Item Number:	204 - State Retirement	
Use of Funds:	LEA Program Administration	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$154.00	
Line Item Total:	\$154.00	
Account Number:	72130 - Other Student Support	Employer Medicare for the Homeless Liaison to provide program administration (425.00).

Line Item Number:	212 - Employer Medicare	
Use of Funds:	LEA Program Administration	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$25.00	
Line Item Total:	\$25.00	
Account Number:	72130 - Other Student Support	Funds to pay for Emergency temporary housing (hotel) for families experiencing homelessness (\$7,000.00).
Line Item Number:	599 - Other Charges	
Use of Funds:	Providing Short-Term Housing Suppor...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$7,000.00	

Line Item Total: \$7,000.00

Total for 72130 - Other Student Support: \$9,000.00

Total for all other Account Numbers: \$32,916.85

Total for all Account Numbers: \$41,916.85

Adjusted Allocation: \$41,916.85

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

72710 - Transportation - \$4,070.00 ▼

Budget Detail		Narrative Description
Account Number:	72710 - Transportation	Transportation, for students identified as being homeless, to and from school, from tutoring, to doctor, dentist, health department, and optometry visits (\$3,515.00).
Line Item Number:	146 - Bus Drivers	
Use of Funds:	Providing Transportation	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$3,515.00	
Line Item Total:	\$3,515.00	
Account Number:	72710 - Transportation	Social Security for Bus drivers providing transportation, for students identified as being homeless, to and from school, from tutoring, to doctor, dentist, health department, and optometry visits (\$220.00).
Line Item Number:	201 - Social Security	
Use of Funds:	Providing Transportation	

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$220.00

Line Item Total: \$220.00

Account Number: 72710 - Transportation

Line Item Number: 204 - State Retirement

Use of Funds: Providing Transportation

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$335.00

Line Item Total: \$335.00

State Retirement for bus drivers providing transportation, for students identified as being homeless, to and from school, from tutoring, to doctor, dentist, health department, and optometry visits (\$335.00).

Total for 72710 - Transportation: \$4,070.00

Total for all other Account Numbers: \$37,846.85

Total for all Account Numbers: \$41,916.85

Adjusted Allocation: \$41,916.85

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Filter by Location: All - \$41,916.85 ▼

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72710 - Transportation	Total
Line Item Number				
146 - Bus Drivers			3,515.00	3,515.00
189 - Other Salaries & Wages	10,000.00	1,715.00	0.00	11,715.00
201 - Social Security	620.00	106.00	220.00	946.00
204 - State Retirement	1,030.00	154.00	335.00	1,519.00
212 - Employer Medicare	196.85	25.00	0.00	221.85
399 - Other Contracted Services	10,000.00	0.00	0.00	10,000.00
499 - Other Supplies and Materials	7,000.00	0.00	0.00	7,000.00
599 - Other Charges	0.00	7,000.00	0.00	7,000.00
Total	28,846.85	9,000.00	4,070.00	41,916.85

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72710 - Transportation	Total
Line Item Number			Adjusted Allocation	41,916.85
			Remaining	0.00

Elizabethton (101) Public District - FY 2022 - ARRP Homeless 2.0 - Rev 0 - ARRP Homeless 2.0

*** ARRP Homeless 2.0 Budget Options**

- LEA generated \$5,000 or more and will function as a Stand-Alone System (LEA will continue to the Consortia Budget Review page and select the N/A - LEA is not joining a consortium and then enter a budget on the Budget page)
- LEA will act as the Fiscal Agent for other LEAs (Fiscal Agent will enter ARRP Homeless 2.0 budget that includes consortia members in ePlan on the Budget page.)
- LEA does not generate at \$5,000 and will join consortia to utilize ARRP Homeless 2.0 funds. (Consortia member will enter their budget on the Consortia Budget Review page.)
- LEA is releasing ALL generated ARRP Homeless 2.0 funds. (LEA will only complete the cover page of the ARRP Homeless 2.0 application.)

List consortia members if applicable.

NOT APPLICABLE

Resources

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

Elizabethton (101) Public District - FY 2022 - ARRP Homeless 2.0 - Rev 0 - ARRP Homeless 2.0

Note that consortia budgets will not auto-populate on the Spending Plan page.

N/A - LEA is not joining a consortium

Consortium Member Budget - Only LEAs who receive an allocation less than \$5,000 and will participate in consortia should complete this page.

71100: Regular Instructional Education Select...	Budget Tag Select...	Amount \$ 0.00	Narrative Description
Sub-Total: 71100 Subtotal Regular Instructional Education			
72130: Support Services / Other Student Support Select...	Budget Tag Select...	Amount \$ 0.00	Narrative Description
Sub-Total: 72130 Support Services / Other Student Support			
72210: Regular Instructional Program Support Services Select...	Budget Tag Select...	Amount \$ 0.00	Narrative Description
Sub-Total: 72210 Regular Instructional Program Support Services			
72710: Support Services / Transportation Select...	Budget Tag Select...	Amount \$	Narrative Description

Sub-Total: 72710 Support Services / Transportation		\$	0.00	
Grand Total		\$	0.00	
Allocation		\$	0.00	
Remaining		\$	0.00	

Resources

[Click here to open the Technical Application Guide.](#)

LEA Program Administration

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

The LEA is utilizing grant funds to administer the ARP Homeless 2.0. (LEAs may reserve up to 5% of the total allocation for grant administration purposes.) Complete the table and narrative prompt below.

The LEA is not utilizing grant funds to administer the ARP Homeless 2.0. Provide information 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 below. No additional information is required on this page...

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

	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) Homeless Liaison	<input type="text" value="1.00"/>	<input type="text" value="0.03"/>
Total	<input type="text" value="1.00"/>	<input type="text" value="0.03"/>

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

The Homeless Liaison receives a stipend as a Title I setaside to currently administer the Homeless program. The additional \$2,000.00 from ARP 2.0 will be used to administer the grant-funded programs associated with the ARP 2.0 funds. Funds will be used to provide subject and/or grade-level tutoring at all schools. Transportation to and from school along with transportation from tutoring after school will be scheduled by the liaison as well. Dual enrollment opportunities will be afforded to Homeless students, at no cost, which will include books. Lastly, our liaison will secure emergency, temporary housing for families qualified as homeless.

Resources

[Click here to open the Funding Application Guide.](#)

Personnel Details (Systemwide)

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

	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)	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

Resources

[Click here to open the Funding Application Guide.](#)

Regular School-Year - Staff in this table are funded with ARP Homeless 2.0 and work in schools during the regular school year.

School Name	LEA ID - School Number	Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify Tutors		Other 2 - Specify		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	Headcount	FTE
		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.65	0	0.00	0	0.00	0	0.00	5	0.65
Total		0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.65	0	0.00	0	0.00	0	0.00	5	0.65

Resources

[Click here to open the Funding Application Guide.](#)

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

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

+ N/A

Resources

[Click here to open the Funding Application Guide.](#)

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Planning

* (1) Reflect on the challenges that the LEA's homeless program faced during the COVID-19 pandemic. In the response, consider challenges around identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance, etc. (2) How were these challenges determined? What data was used and what stakeholders were involved? (3) What prioritized educational, social, emotional, and/or mental health needs of homeless children and youths served by the LEA were identified by these challenges?

Challenges:

Identifying students was a challenge as some opted for virtual learning and teachers working with in-person learning and covering virtual learning as well. Student and staff illness presented issues with continuity. fewer students rode buses because of the inability to social distance from each other. Parents were trying to find a way to work and stay home with students that were virtual or quarantined. Some may have lost jobs as a result. Those participating in extra curricular activity saw most of their games/matches cancelled, which had an emotional impact on many. Surveys and information pertaining to the school day, Health and Safety, choice of in-person or virtual learning, health guidelines, virtual instruction and going one-to-one in the middle of the year. Parents and Healthcare workers (Carter County Health Department) were used extensively. Counselors were working overtime to try and meet the needs of students that saw their world turned upside down. Dealing with the difficulties of school and possible sick or infected family members or friends battling sickness and death. As a result of countless calls from the commissioner of education, the health department, discussions with other superintendents, parents, teachers, and students, it was determined to contract for a second mental Health Coach (ESSER 1.0 & 2.0), hire a Sociologist (ESSER 3.0), two Graduation Coaches, TN All Corp Teachers and Assistants (ESSER 3.0), and Project On-Track tutors. These hires will benefit the social, mental, and academic needs of all students in the district along with our homeless population.

Services

* Describe how the supplemental **educational programs and services** provided with these funds will meet the identified needs of the LEA's students in transition. (i.e., tutoring, extended school programming, etc.)

Hiring a tutor for homeless students in each building will provide specific assistance in areas needed as identified by the classroom teacher(s) and shared with our homeless liaison. They will work in concert with other teachers hired using ESSER 2.0 funds so students can not only get grade-level support but also subject specific assistance. One area of need that will have a profound impact on homeless students is the need to enroll and take dual enrollment classes. Many of our students enroll and earn college credit. In the past, when we had the MV grant, we offered dual enrollment classes. We found many homeless students were not enrolled due to the lack of funds, or transportation. We will address both if funds are received. Transportation from tutoring to the students home will also be a big help for many and will be a huge benefit for the homeless students as several had no way home in the late afternoon and would not stay after school.

* Describe how the supplemental **wrap-around services and supports** provided with these funds will meet the identified needs of the LEA's students in transition (i.e., mental health supports, access to social workers, community-based supports, etc.)?

Having additional transportation will allow us to transport Homeless students to the health department for treatment, vaccines, and dental procedures they might not normal receive. Filling prescriptions for glasses will be easier and is also appreciated. Transportation provided to and from a local hotel will be available as an emergency temporary housing solution for those needing continuity of services. Contracted mental health services will be provide throughout the system along with opportunities for our social worker to step in and attempt to make a difference in a child's life.

Use of Funds

For each of the allowable uses of funds below: (1) describe the proposed activities and use of funds, (2) explain how each activity addresses an established need and (3) how the effectiveness of each activity will be assessed.

1. Staffing Supports

\$ Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

2. Providing Communication Supports

\$ 0.00 Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

3. Providing Counseling and Social Work Service Supports

\$ 0.00 Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

4. Providing Wrap Around Supports

\$ 0.00 Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

5. Providing Academic Supports

\$ 28,846.85 Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

Students will have the benefit of having a teacher in each building designated to tutor homeless students before or after school. These tutors differ from other school tutors as they only serve our qualifying homeless students (before and after school). These homeless students will benefit from having bus transportation to school and home (in the afternoon), which is something we do not offer to other students beyond the regular school day. While transportation is provided to everyone at the beginning and end of the day, these students will be provided transportation to arrive before school begins for tutoring, or after their tutoring concludes later in the afternoon. High school students will also have an opportunity to sign up and complete dual enrollment classes to earn high school and college credit. Books and supplies will also be provided. Lastly, students K-8 will have the opportunity to stay after school in the Extended School Program (ESP) and receive a snack, & homework assistance.

6. Providing Early Childhood Education Supports

\$ Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

7. Providing Transportation

\$ Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

Transportation will be provided to and from school when needed, to appointments with the Health Department, Optometrist, and home from tutoring (as needed). Also to and from a local motel should their be an emergency.

8. Providing Short-Term Housing Supports

\$ Amount

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

Describe the proposed activities and use of funds. Explain how each activity addresses an established need and how the effectiveness of each activity will be assessed.

Emergency, short-term housing at a local motel for up to 3 nights will be secured by our homeless liaison to ensure continuity of services.

9. LEA Program Administration

\$ Amount

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

Timeline

* Describe the timeline for ARP Homeless 2.0 implementation. Include a general timeline for all aspects of the grant, including planning, hiring of staff, ordering supplies/materials, establishing services for students, etc.

Planning:

This has been going on since the announcement of the grant and will continue throughout the process.

Staffing:

Once the grant is approved, we will post the before/after school tutoring positions (5) and the bus driver position as well. The plan is to have them up and running within 10 days of the position posting. Available to start November 1.

Ordering Supplies and Materials:

Once all of our tutors are onboard, we will look to purchase school supplies for students. The Special Pops liaison will gather sit down with the Federal Programs Director to determine who might be in need of Dual Enrollment classes for the second semester. Graduation Coaches, Social Worker, Guidance counselors. The special pops liaison will work with the schools nurses to identify students in need of social/emotional health.

Funding Coordination

* Check the boxes to indicate which funding sources will be coordinated with ARP Homeless 2.0 funds

Title I, Part A Homeless Set-Aside

McKinney-Vento Subgrant

ESSER 1.0

ESSER 2.0

ESSER 3.0

ARP Homeless 1.0

Other Funding Source

If **Other** is checked, what is the funding source.

GP funding has been used for transportation.

* Describe how educational and wrap-around services/purchases (1) coordinate with and (2) supplement the programs and services provided under other programs, including the Title I, Part A homeless set-aside, the McKinney-Vento subgrant, and ESSER 1.0, 2.0, and 3.0 as indicated above.

Tutoring services will be offered specifically to Homeless students with one tutor hired in each building. These tutors will work with other tutors hired with ESSER 2.0 funds, to ensure grade-level, and subject-levels are met. Transportation will be available to and from school (GP Funds), as well as from tutoring (ARP 2.0 funds). Social, mental, and emotional needs will be addressed by the new system Sociologist (ESSER 3.0) and with graduation coaches and interventionists (ESSER 3.0), and the mental health coaches contracted using ESSER 2.0 funds. Transportation will also be provided to and from school to a local motel for up to 3 days and nights as an emergency service for homeless students. The funds are from ARP 2.0.

Resources

[Click here to open the Funding Application Guide.](#)

Assurances

Elizabethton (101) Public District - FY 2022 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

Assurances

1. Activities must align with the intent and purpose of the American Resource Plan Act for Homeless Children and Youth (ARP).
2. Funds will be administered in a manner consistent with all the requirements of the Education for Homeless Children and Youths (EHCY) program.
3. ARP Homeless 2.0 funds must be administered by the LEA established Homeless Children Liaison.
4. The LEA(s) assures that the combined fiscal effort per student, or the aggregate expenditures of that agency and the state with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.
5. The LEA shall report spending progress and reimbursement request on a quarterly basis to the Tennessee Department of Education.
6. The LEA will use funds received under the grant to supplement, not supplant, funds used before the award of the grant for purposes of providing services to homeless children and youth, including the McKinney-Vento subgrant, and ESSER 1.0, 2.0, and 3.0.
7. 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.
8. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.

9. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State before line items are modified.
10. The LEA acknowledges that this program is subject to funds availability and that the State reserves the right to terminate program activities and expenditures for convenience at any time.
11. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation ARP section.
12. 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
13. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

History Log

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/8/2021 3:07:33 PM	Kenecia Sullivan	Status changed to 'TDOE TN ALL Corps Director Approved'.	S
<input type="checkbox"/>	11/8/2021 12:12:12 PM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	11/8/2021 12:12:12 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	11/8/2021 12:04:01 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	11/8/2021 11:34:21 AM	Richard Vanhuss	Status changed to 'Draft Completed'.	S
	11/8/2021 10:52:28 AM	Kenecia Sullivan	Status changed to 'TDOE TN ALL Corps Director Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	11/1/2021 7:28:43 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	11/1/2021 7:28:43 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	11/1/2021 7:23:46 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/29/2021 5:41:53 PM	Richard Vanhuss	Status changed to 'Draft Completed'.	S
	10/29/2021 4:50:43 PM	Kenechia Sullivan	Status changed to 'TDOE TN ALL Corps Director Returned Not Approved'.	S
<input type="checkbox"/>	10/29/2021 7:23:09 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	10/29/2021 7:23:09 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/29/2021 7:22:17 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/29/2021 7:20:24 AM	Richard Vanhuss	Status changed to 'Draft Completed'.	S
	9/30/2021 9:04:59 AM	Richard Vanhuss	Status changed to 'Draft Started'.	S
	9/29/2021 8:00:59 AM	Maryanne Durski	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - Allocations

	(1)	TN ALL Corps	Total
Original		\$304,500.00	\$304,500.00
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$304,500.00	\$304,500.00

Cover Page

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

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

www.ecschools.net

Director of Schools

Name

Richard VanHuss

Email

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Phone

423-547-8000

TN ALL Corps Point of Contact

Name

Dr. Myra Newman

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Phone

423-547-8000

Budget

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

Account Number	Total
71100 - Regular Instruction Program	\$304,500.00
71200 - Special Education Program	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72250 - Education Technology	\$0.00
72310 - Board of Education	\$0.00
72410 - Office of the Principal	\$0.00
72610 - Operation of Plant	\$0.00
72710 - Transportation	\$0.00
73100 - Food Service	\$0.00
73300 - Community Services	\$0.00
76100 - Regular Capital Outlay	\$0.00
Total	\$304,500.00
Adjusted Allocation	\$304,500.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

71100 - Regular Instruction Program - \$304,500.00 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Four (4) TN All Corp Teacher positions for each school to operate in-school tutoring program
Line Item Number:	116 - Certified Teachers	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corp	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$83,085.00	
Line Item Total:	\$83,085.00	
Account Number:	71100 - Regular Instruction Program	
Line Item Number:	163 - Educational Assistants	

Focus Area:	Tutor Stipends/Salaries
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$103,943.00
Line Item Total:	\$103,943.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	201 - Social Security
Focus Area:	Tutor Stipends/Salaries
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)

Social Security for TN All Corp teachers (4) and instructional assistants (10)

Quantity:	1.00	
Cost:	\$11,596.00	
Line Item Total:	\$11,596.00	
Account Number:	71100 - Regular Instruction Program	State Retirement for TN All Corp teachers (4) and instructional assistants (10)
Line Item Number:	204 - State Retirement	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corp	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$17,363.00	
Line Item Total:	\$17,363.00	
Account Number:	71100 - Regular Instruction Program	Life Insurance for TN All Corp teachers (4) and instructional assistants (10)
Line Item Number:	206 - Life Insurance	

Focus Area:	Tutor Stipends/Salaries
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$405.00
Line Item Total:	\$405.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	207 - Medical Insurance
Focus Area:	Tutor Stipends/Salaries
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)

Medical Insurance for TN All Corp teachers (4) and instructional assistants (10)

Quantity:	1.00	
Cost:	\$48,842.00	
Line Item Total:	\$48,842.00	
Account Number:	71100 - Regular Instruction Program	Dental Insurance for TN All Corp teachers (4) and instructional assistants (10)
Line Item Number:	208 - Dental Insurance	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corp	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$2,048.00	
Line Item Total:	\$2,048.00	
Account Number:	71100 - Regular Instruction Program	Medicare for TN All Corp teachers (4) and instructional assistants (10)
Line Item Number:	212 - Employer Medicare	

Focus Area:	Tutor Stipends/Salaries
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$2,712.00
Line Item Total:	\$2,712.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	499 - Other Supplies and Materials
Focus Area:	Instructional Materials and Supplie...
School Type:	Traditional Public School
Optional Program Code:	TN All Corp
Location Code:	Elizabethton (101)
	Supplies and materials for TN All Corp in-school tutoring program (i.e., paper, copies, consumables, etc.)

Quantity: 1.00

Cost: \$34,506.00

Line Item Total: \$34,506.00

Total for 71100 - Regular Instruction Program: \$304,500.00

Total for all other Account Numbers: \$0.00

Total for all Account Numbers: \$304,500.00

Adjusted Allocation: \$304,500.00

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

Filter by Location: All - \$304,500.00 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	Total
116 - Certified Teachers		83,085.00	83,085.00
163 - Educational Assistants		103,943.00	103,943.00
201 - Social Security		11,596.00	11,596.00
204 - State Retirement		17,363.00	17,363.00
206 - Life Insurance		405.00	405.00
207 - Medical Insurance		48,842.00	48,842.00
208 - Dental Insurance		2,048.00	2,048.00
212 - Employer Medicare		2,712.00	2,712.00
499 - Other Supplies and Materials		34,506.00	34,506.00
Total		304,500.00	304,500.00
		Adjusted Allocation	304,500.00
		Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

Program Details

a) Projected number of students to be served:

Grade	FY22			FY23			FY24		
	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served
1	170	54	31.76 %			0.00 %			0.00 %
2	178	54	30.34 %			0.00 %			0.00 %
3	177	54	30.51 %			0.00 %			0.00 %
4	183	54	29.51 %			0.00 %			0.00 %
5	176	54	30.68 %			0.00 %			0.00 %
Total	884	270	30.54 %	0	0	0.00 %	0	0	0.00 %

b) Optional: Projected number of students to be served 6-8:

	FY22	FY23	FY24

Grade	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served
6	209	55	26.32 %			0.00 %			0.00 %			0.00 %
7	203	60	29.56 %			0.00 %			0.00 %			0.00 %
8	204	50	24.51 %			0.00 %			0.00 %			0.00 %
Total	616	165	26.79 %	0	0	0.00 %	0	0	0.00 %	0	0	0.00 %

Participating Schools

c) In the table below, select the schools that will participate in TN ALL Corps (including charter schools, if applicable).

School Name
East Side Elementary - 101-0010 ▼
Harold McCormick Elementary - 101-0020 ▼
West Side Elementary - 101-0030 ▼
T A Dugger Junior High School - 101-0025 ▼

d) Please select the tutoring model(s) your district plans to implement (multiple select):

RTI² tutoring push-in model

- Before/after school
- Extended day master schedule
- Undecided
- Other

e) Please select the staffing model(s) your district plans to use (multiple select):

- Existing teachers/educational assistants
- Hiring additional teachers
- Hiring a combination of teachers/educational assistants
- Undecided
- Other

f) Does your district intend to partner with a community organization/vendor for the TN ALL Corps program, or administer the program itself?

Our district will administer TN ALL Corps with our own staff

Matching Funds - Please list the full three year match amount and upload the corresponding three year budget spreadsheet in the LEA Document Library.

Match Amount \$ 1,116,570.00	Source ESSER 3.0	Check box to indicate uploaded local match budget is in the 2022 LEA Document Library. <input checked="" type="checkbox"/>	If any of the line items in the ESSER 3.0 budget include TN ALL Corps expenses as well as non-TN ALL CORPS expenses, please check this box and refer to the Technical Application Guide for instructions on identifying these expenses in the spreadsheet. <input type="checkbox"/>	Check this box if you do not need the full \$1,500 per student for TN ALL Corps and are using some or all of your local match funds for other small group supports. <input type="checkbox"/>
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g) Projected start date (month and year) for TN ALL Corps:

Month

September ▼

Year

2021 ▼

Project Narrative

1. Describe how your tutoring structures and staffing models (examples of these models can be found in the TN ALL Corps guidance document) will ensure all students receive tutoring at least 2-3 times per week, in 30-45 minute sessions, in ratios of no more than 1:3 in grades 1-5, and no more than 1:4 if electing to serve students in grades 6-8. (500 words maximum)

Each elementary school has one certified teacher and two instructional assistants to serve the identified students in grades 1-5. Ratios are 1:3 and tutoring sessions consist of two 45-minute periods per week. These sessions occur during each grade level RTI block. The junior high has one certified teacher and four instructional assistants to serve the identified students in grades 6-8. Ratios are 1:4 and tutoring sessions consist of two 45-minute periods per week. Since there isn't a designated RTI block that involves all students at a grade level, students are being pulled from exploratory classes twice a week for the tutoring sessions.

2. Describe your plans for sharing the TN ALL Corps opportunity with families as well as the student recruitment and retention efforts you will put in place.(500 words maximum)

We have already begun the tutoring process in our schools. We shared information about the program via a parent letter. The building administrators and teachers were available to answer any questions parents/guardians had regarding the structure and goals of the program. The responses have been very positive. We have faced some challenges in working around student schedules at the junior high. We continue to look for creative ways to minimize interruptions to exploratory class schedules. Our Family Engagement Coordinator for the system is also working on a Tuffy "PEP" Talk on the topic of TN ALL Corps. Tuffy "PEP" talks are short informative videos on school and district information that is important for parents. These videos are shared through our weekly newsletters and placed on our district website. Our goal is to communicate with parents of identified students at the same rate we currently do with students receiving TIERed intervention. Scheduling TN ALL Corps tutoring during the school day provides us with access to indetified students with limited restrictions such as transportation.

3. Describe your plans for monitoring student progress with tutoring and how you will adapt tutoring services to ensure all students meet their academic outcomes.(500 words maximum)

Our goal is to utilize our current formative assessment benchmarking tool, MasteryConnect, to create progress monitoring assessments that align with identified ELA standards students are receiving tutoring on. Once the state assessment tool is available we will evaluate the tools and determine which tool best meets the needs to support our progress monitoring goals. Our plan is to progress monitor students on a bi-weekly basis. Progress monitoring data will inform our tutoring instruction by helping us determine if additional time is needed on a standard or if a different strategy is needed on a certian standards to support mastery. The ultimate goal is for students to be proficient on ELA grade level standards before state assessment.

Resources

[Click here to open the Technical Application Guide.](#)

Assurance

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

*** The undersigned authorized representative hereby applies for the program funds requested in the application on behalf of the identified LEA (Grantee). These Assurances, together with all application information submitted by the LEA, constitute the "Grant Contract."**

The Grantee hereby agrees to the following Assurances:

1. Administration of the program, activities, and services covered by this Grant Contract shall be in accordance with all applicable state and federal statutes, regulations, and the approved application.
2. The Grantee shall make a good faith effort (as demonstrated by communication, recruitment, and retention plans) to serve at least 15% of students in grades 1st through 5th by the start of the 2023-24 school year, or in any individual year before that time.
3. The Grantee shall maintain tutor ratios of no more than 1:3 in grades 1-5, and no more than 1:4 in grades 6-8 if the district chooses to serve students in 6th, 7th, and/or 8th grade.
4. The Grantee shall provide tutor sessions that last between 30 and 45 minutes and occur for the same students 2-3 times per week.
5. The Grantee shall provide tutoring to individual students for a full school year. The Grantee shall not exit a student from tutoring mid-year unless they leave the LEA or public charter school.
6. The Grantee shall provide tutoring content that focuses on ELA or math for individual students for the entire semester. The Grantee may change the subject area focus after each semester.
7. The Grantee shall use its own documented procurement procedures in the event of contracted services, which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law and regulations.

8.	The Grantee agrees to contribute \$800 per student, per year for all participating students to be eligible to receive funds under this grant.
9.	The Grantee shall administer the State-provided placement assessment to participating students, and complete progress monitoring for the duration of its tutoring support using the online assessment component of the free math and reading online program provided by the Tennessee Department of Education ("TDOE").
10.	If the Grantee is an LEA that authorizes charter schools, the LEA shall coordinate with its charter schools to ensure that its charter schools are provided the opportunity to participate in TN ALL Corps to the same extent as the LEA's other public schools.
11.	The Grantee shall use fiscal control and fund accounting procedures and shall ensure proper disbursement of, and accounting for federal funds received and distributed under this program.
12.	The Grantee shall adopt and use proper methods of administering such program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
13.	The Grantee shall administer such funds and property to the extent required by authorizing statutes.
14.	The Grantee shall maintain on-site documentation for all reimbursement requests for a period of five (5) years following the end of the Grant Contract period. The Grantee shall provide such documentation to the State as requested.

ESSER Assurances

1.	The Grantee 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 Grantee shall report spending progress and reimbursement request on a monthly basis to the TDOE, along with any other required documentation.
3.	The Grantee shall track in its 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 Contract 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 TDOE. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available here .
5.	Expenditures shall be in compliance with the standard accounting procedures and guidelines established by the TDOE, federal legislation, and F&A Accounts Policy 03.
6.	Recognize that State approval of an application does not relieve the Grantee of its responsibility to comply with all applicable program and fiscal requirements.
7.	Grant funds shall not be expended in any manner other than as outlined in the budgeted section of the approved grant application. Funds shall only be expended for allowable costs. Any changes to the original budget must be pre-approved by the TDOE before line items are modified. The Grantee acknowledges that this program is subject to funds availability and that the TDOE 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 TDOE, 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 TDOE. Grantees shall maintain documentation of all expenditures and shall submit this documentation with the final report.
11.	Activities shall align with the intent and purpose of the CRRSA and CARES Acts as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the CARES 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 shall 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 Tennessee Department of Education | Technical Application Guide: ESSER Fund 3.0 22 | May 2021
- 15. All regulations, guidelines, and standards issued by the TDOE and U.S. Department of Education.

State of Tennessee Assurances

* The LEA agrees to the State of Tennessee Assurances and has sent **Attachment A** to cpo.auditnotice@tn.gov.
[Click here to download the State of Tennessee Assurances.](#)

Related Documents

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps

Required Documents

This page is currently not accepting Related Documents.

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - Contacts

Required Contacts

This page is currently not accepting Contacts.

Elizabethton (101) Public District - FY 2022 - TN ALL Corps - Rev 0 - TN ALL Corps 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"/>	1. Cover Page	OK	Kenecia Sullivan	10/29/2021 4:50:30 PM
	1. Cover Page			
<input type="checkbox"/>	2. Budget	OK	Kenecia Sullivan	11/8/2021 3:05:35 PM
	1. Budget			
<input type="checkbox"/>	3. Program Details	OK	Kenecia Sullivan	11/8/2021 10:51:23 AM
	1. Program Details			
	2. Local Match			
<input type="checkbox"/>	4. Assurances	OK	Kenecia Sullivan	10/29/2021 4:50:30 PM
	1. Assurances			

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
	11/11/2021 5:21:30 AM	Debby Thompson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Director Approved'.	S
	11/10/2021 2:26:23 PM	Jerri Beth Nave	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Approved'.	S
<input type="checkbox"/>	10/28/2021 4:06:30 PM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	10/28/2021 4:06:30 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/28/2021 4:04:50 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/28/2021 4:03:27 PM	Richard Vanhuss	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/27/2021 11:15:30 AM	Jerri Beth Nave	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	8/20/2021 9:51:11 AM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/20/2021 9:51:11 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	8/20/2021 9:49:31 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	8/20/2021 9:39:53 AM	Marsha Taylor	Status changed to 'Draft Completed'.	S
	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
Original		\$5,659,315.09	\$5,659,315.09
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$5,659,315.09	\$5,659,315.09

Cover Page

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@ecschoools.net

Phone

423-547-8000

ESSER 3.0 Point of Contact

Name

John Hutchins

Email

john.hutchins@ecschoools.net

Phone

423-547-8000

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

<https://www.ecschoools.net/Content2/806>

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
	Total
	\$5,659,315.09
	Adjusted Allocation
	\$5,659,315.09
	Remaining
	\$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
Account Number:	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>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>
Line Item Number:	116 - Teachers	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$741,561.00	
Line Item Total:	\$741,561.00	
Account Number:	71100 - Regular Instruction Program	
Line Item	116 - Teachers	<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>

Number:		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.
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$272,160.00	
Line Item Total:	\$272,160.00	
Account Number:	71100 - Regular Instruction Program	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. 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.
Line Item Number:	163 - Educational Assistants	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location	Elizabethton (101)	

Code:		
Quantity:	1.00	
Cost:	\$468,990.00	
Line Item Total:	\$468,990.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay social security for our learning loss teachers and interventionists.
Line Item Number:	201 - Social Security	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$45,977.00	
Line Item Total:	\$45,977.00	
Account Number:	71100 - Regular Instruction Program	
Line Item	201 - Social Security	

Number:		
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$45,951.00	
Line Item Total:	\$45,951.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay state retirement for our learning loss teachers and interventionists.
Line Item Number:	204 - State Retirement	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location	Elizabethton (101)	

Code:		
Quantity:	1.00	
Cost:	\$76,381.00	
Line Item Total:	\$76,381.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay state retirement for our learning loss teacher tutors and tutoring instructional assistants.
Line Item Number:	204 - State Retirement	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$72,633.00	
Line Item Total:	\$72,633.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay life insurance for our learning loss teacher tutors and tutoring instructional assistants.
Line Item	206 - Life Insurance	

Number:		
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$1,677.00	
Line Item Total:	\$1,677.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay life insurance for our learning loss teachers and interventionists.
Line Item Number:	206 - Life Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location	Elizabethton (101)	

Code:		
Quantity:	1.00	
Cost:	\$1,260.00	
Line Item Total:	\$1,260.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay medical insurance for our learning loss teacher tutors and tutoring instructional assistants.
Line Item Number:	207 - Medical Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$234,717.00	
Line Item Total:	\$234,717.00	
Account Number:	71100 - Regular Instruction Program	
Line Item	207 - Medical Insurance	

Number:		
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$115,258.00	
Line Item Total:	\$115,258.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay dental insurance for our learning loss teacher tutors and tutoring instructional assistants.
Line Item Number:	208 - Dental Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location	Elizabethton (101)	

Code:		
Quantity:	1.00	
Cost:	\$9,696.00	
Line Item Total:	\$9,696.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay dental insurance for our learning loss teachers and interventionists.
Line Item Number:	208 - Dental Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$4,410.00	
Line Item Total:	\$4,410.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay employer medicare for our learning loss teachers and interventionists.
Line Item	212 - Employer Medicare	

Number:		
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$10,753.00	
Line Item Total:	\$10,753.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay employer medicare for our learning loss teacher tutors and tutoring instructional assistants.
Line Item Number:	212 - Employer Medicare	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:	TN All Corps	
Location	Elizabethton (101)	

Code:		
Quantity:	1.00	
Cost:	\$10,746.00	
Line Item Total:	\$10,746.00	
Account Number:	71100 - Regular Instruction Program	<p>This line item is for supplies and materials such as software, copy paper and toner, and office supplies for teachers and students.</p>
Line Item Number:	499 - Other Supplies and Materials	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$5,500.00	
Line Item Total:	\$5,500.00	
Account Number:	71100 - Regular Instruction Program	
Line Item	722 - Regular Instruction Equipment	

Number:		8 printers @ \$200 each - \$1,600
Focus Area:	Addressing Learning Loss: Coordinat...	1 docking station @ \$400 each
School Type:	Traditional Public School	Total = \$10,000
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	

Total for 71100 - Regular Instruction Program:	\$2,127,670.00
Total for all other Account Numbers:	\$3,531,645.09
Total for all Account Numbers:	\$5,659,315.09
Adjusted Allocation:	\$5,659,315.09
Remaining:	\$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
Account Number:	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>
Line Item Number:	130 - Social Workers	
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$106,396.00	
Line Item Total:	\$106,396.00	
Account Number:	72130 - Other Student Support	
Line Item	201 - Social Security	

Number:		
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$6,597.00	
Line Item Total:	\$6,597.00	
Account Number:	72130 - Other Student Support	This line item would provide the necessary funds to pay state retirement for our social worker.
Line Item Number:	204 - State Retirement	
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional Program Code:		
Location	Elizabethton (101)	

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

Number:		
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$14,908.00	
Line Item Total:	\$14,908.00	
Account Number:	72130 - Other Student Support	This line item would provide the necessary funds to pay dental insurance for our social worker.
Line Item Number:	208 - Dental Insurance	
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional Program Code:		
Location	Elizabethton (101)	

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

Total for all Account Numbers:

\$5,659,315.09

Adjusted Allocation:

\$5,659,315.09

Remaining:

\$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
Account Number:	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 for SY 21-22, 22-23, and 23-24.</p>
Line Item Number:	189 - Other Salaries & Wages	
Focus Area:	Administrative Cost (5% limit)	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$87,045.00	
Line Item Total:	\$87,045.00	
Account Number:	72210 - Support Services/Regular Instruction Program	

Line Item Number:	201 - Social Security	
Focus Area:	Administrative Cost (5% limit)	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$5,397.00	
Line Item Total:	\$5,397.00	
Account Number:	72210 - Support Services/Regular Instruction Program	
Line Item Number:	204 - State Retirement	
Focus Area:	Administrative Cost (5% limit)	
School Type:	Traditional Public School	
Optional Program Code:		

Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$8,966.00	
Line Item Total:	\$8,966.00	
Account Number:	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.
Line Item Number:	206 - Life Insurance	
Focus Area:	Administrative Cost (5% limit)	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$135.00	
Line Item Total:	\$135.00	
Account Number:	72210 - Support Services/Regular Instruction Program	This line item would provide the necessary funds to pay medical insurance for our Federal Programs Assistant/ESSER Grant

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

Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$473.00	
Line Item Total:	\$473.00	
Account Number:	72210 - Support Services/Regular Instruction Program	This line item would provide the necessary funds to pay employer medicare for our Federal Programs Assistant/ESSER Grant Manager.
Line Item Number:	212 - Employer Medicare	
Focus Area:	Administrative Cost (5% limit)	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$1,262.00	
Line Item Total:	\$1,262.00	
Total for 72210 - Support Services/Regular Instruction Program:		

Total for all other Account Numbers:	\$5,544,222.09
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Total for all Account Numbers:	\$5,659,315.09
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Adjusted Allocation:	\$5,659,315.09
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Remaining:	\$0.00
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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
Account Number:	76100 - Regular Capital Outlay	Asbestos Removal, HVAC, Windows, Lighting, Electrical, Plumbing, Floor Tile Upgrades, and Architectural Fees at Harold McCormick Elementary School HME is in need of many upgrades, including energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs some electrical, lighting and plumbing upgrades. This work has been delayed by the costly nature of removing encapsulated asbestos from the building. This has created a deferred maintenance issue in several systems throughout the school. This project would allow us to improve the energy efficiency of the building, improve the overall learning environment, and improve the indoor air quality of the facility.
Line Item Number:	706 - Building Construction	
Focus Area:	Addressing Facility Needs and Defer...	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$3,275,339.09	
Line Item Total:	\$3,275,339.09	
Total for 76100 - Regular Capital Outlay:		
Total for all other Account Numbers:		\$2,383,976.00

Total for all Account Numbers:

\$5,659,315.09

Adjusted Allocation:

\$5,659,315.09

Remaining:

\$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

Indirect Cost Rate

Maximum Allowed for Indirect Cost

Filter by Location:

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	76100 - Regular Capital Outlay	Total
116 - Teachers	1,013,721.00				1,013,721.00
130 - Social Workers		106,396.00			106,396.00
163 - Educational Assistants	468,990.00		0.00		468,990.00
189 - Other Salaries & Wages	0.00	0.00	87,045.00		87,045.00
201 - Social Security	91,928.00	6,597.00	5,397.00		103,922.00

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	76100 - Regular Capital Outlay	Total
Line Item Number					
204 - State Retirement	149,014.00	10,959.00	8,966.00		168,939.00
206 - Life Insurance	2,937.00	180.00	135.00		3,252.00
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
Total	2,127,670.00	141,213.00	115,093.00	3,275,339.09	5,659,315.09
				Adjusted Allocation	5,659,315.09
				Remaining	0.00

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. Teacher effectiveness and 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. Administrative surveys will also be utilized to measure teacher effectiveness.

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 and TCAP data will be reviewed to determine Interventionists' effectiveness on the targeted students they serve. Administrative surveys will also be utilized to measure teacher effectiveness.

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. Administrative surveys will also be utilized to measure teacher and TA effectiveness.

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

\$ 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

\$ 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.

Asbestos Removal, HVAC, Windows, Lighting, Electrical, Plumbing, Floor Tile Upgrades, and Architectural Fees at Harold McCormick Elementary School
HME is in need of many upgrades, including energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs some electrical, lighting and plumbing upgrades. This work has been delayed by the costly nature of removing encapsulated asbestos from the building. This has created a deferred maintenance issue in several systems throughout the school. This project would allow us to improve the energy efficiency of the building, improve the overall learning environment, and improve the indoor air quality of the facility. The effectiveness of these activities can be measured by staff and student survey responses, as well as student and staff attendance rates before and after the renovations. We can also evaluate energy costs and fresh air intake before and after the renovation.

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

\$ 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 our social worker will be measured by a review of student grades, school attendance, office referrals, and referrals to outside agencies. Teacher and administrative surveys will also be utilized to measure the social worker's effectiveness.

8. High Quality Instructional Materials for Math Adoption

\$ 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

\$ 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

\$ 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

\$ 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

\$ 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 at a cost of \$115,093 to support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and grant administration. The grant manager position will be funded for SY 21-22, 22-23, and 23-24.

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: Based on our needs assessment we did not experience excessive retirements, resignations, nor extended quarantines due to the pandemic. However, we will closely monitor our educator needs due to planned retirements over the next few years. We will collaborate with Milligan University on the Grow Your Own grant to develop ECS employees (i.e. teacher assistants) as highly effective educators to employ when the degree and certification are complete. Class size reduction teachers at the middle and high schools will enable teachers to accelerate academic achievement by serving few students per class.

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 (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 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?

Elizabethton 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?

Elizabethton 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 Elizabethton City Schools intends to spend at least 50% of that funding to address student learning loss. Elizabethton 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 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.

	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"/>
Total	<input type="text" value="1.00"/>	<input type="text" value="1.00"/>

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	Headcount	FTE
2	2.00			4	4.00					4	2.16	15	8.10					25	16.26
2	2.00	0	0.00	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	 Charter School Needs Assessment Template	

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.

Elementary and Secondary School Emergency Relief (ESSER) 3.0 Checklist

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			
Needs director approval on Pre-approval request		Jerri Beth Nave	11/10/2021 2:26:11 PM

Checklist Description (Collapse All) Expand All			
<input type="checkbox"/> 1. Cover Page	OK	Debby Thompson	11/11/2021 5:21:22 AM
1. Cover Page			
<input type="checkbox"/> 2. Budget	OK	Debby Thompson	11/11/2021 5:21:22 AM
1. Budget			
2. Spending Plan			
<input type="checkbox"/> 3. Program Details	OK	Debby Thompson	11/11/2021 5:21:22 AM
1. Program Details			
<input type="checkbox"/> 4. Personnel Details	OK	Debby Thompson	11/11/2021 5:21:22 AM
1. Systemwide			
2. Regular School Year			
3. Summer School			
<input type="checkbox"/> 5. Charter Schools	Not Applicable	Jerri Beth Nave	10/27/2021 11:15:24 AM
1. Charter			
2. Related Documents			



Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

Educator Preparation Provider (EPP)	The University of Tennessee, Knoxville (UTK)
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Local Education Agency (LEA)	Elizabethton City Schools
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Term of Agreement	November 1, 2021-October 31, 2022
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EPP Contact/Designee	
Name: David Cihak	Title: Associate Dean, Professional Licensure Director, Bailey Graduate School of Education
Email Address: dcihak@utk.edu	Phone Number: 865-974-9598

LEA Contact/Designee	
Name: Richard VanHuss	Title: Director
Email Address: richard.vanhuss@ecschoools.net	Phone Number: 423-547-8000

Prompt 1: Identify the collaboratively-developed **recruitment and selection strategies and goals.** (500 words)

Elizabethton City Schools (the LEA) and UTK maintain the shared goal to recruit and select candidates into professional education who represent the diversity of P-12 students in Tennessee and who are willing to be prepared to meet the diverse learning needs of Tennessee's P-12 students (high needs endorsement areas).

The LEA and UTK additionally maintain the shared goal to recruit and select candidates with the dispositions towards teaching in the district long-term, as well as the dispositions towards receiving dual licensure (in order to be a versatile teacher able to meet the staffing needs of the district as well as a highly prepared teacher ready to meet the learning needs of all students).

To achieve these goals, LEA and UTK have collaboratively developed the below strategies:

1. UTK's Job-Embedded programs are 100% online and accessible to non-certified staff and community members who hold a Bachelor's degree. LEA can continue to refer interested candidates to UTK's JEP programs. More information is available here: <https://cehhsadvising.utk.edu/job-embedded-practitioner-licensure/>
2. UTK continues to operate "Grow Your Own" programs that allow LEA paraprofessionals to work towards teacher licensure. LEA will continue to inform UTK if they would like to collaborate on a GYO pathway and/or to secure funding for these candidates.



Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

3. To allow existing teachers to add additional endorsements, UTK now operates 100% online Graduate Certificate Programs designed to result in additional endorsements. More information is available here: <https://tpte.utk.edu/additional-endorsements-and-graduate-certificates/> The LEA will continue to communicate with UTK if a cohort of additional endorsements are needed, to explore partnership opportunities in meeting the additional endorsement needs of the LEA.
4. UTK will continue to distribute LEA hiring needs (Job postings, Job Fair information, etc) to our teacher candidates. LEA can continue to send these announcements to osbe@utk.edu
5. LEA will continue to invite UTK participation in school-based job fairs, career days, and Teaching as a Profession courses as deemed appropriate by the LEA in order to best ensure a recruitment pipeline into professional education.

Prompt 2: Identify how entities will collaborate 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 learning and development. **(500 words)**

The MOU between LEA and UTK details how high quality clinical educators (both EPP and school-based) are selected, prepared, evaluated, supported, and retained. This MOU was initiated on March 1, 2020 and is valid until February 29, 2024. There are no changes to the co-created criteria for clinical educators outlined in the MOU at this time.

TO BE COMPLETED BY LEA (IF APPLICABLE)

<i>If there have been any changes to the named parties as identified on the MOU, please list the name, title, and contact information for both the new contact and the previous contact.</i>	
Previous Contact	New Contact
Name:	Name:
Title:	Title:
Contact Information:	Contact Information:

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Riso RZ 220 UT
Riso RZ 220 U 013281
Riso RZ 220 U 008093

INVENTORY TAG NUMBER: NA

METHOD OF SALE/DISPOSAL: disposal

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS Teachers Lounge

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 10/27/21
Principal

AUTHORIZED BY: [Signature] DATE: 10/27/21
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:

11 Computers

30 Monitors

INVENTORY
TAG NUMBER:

See Attached

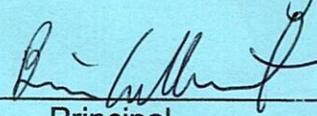
METHOD OF
SALE/DISPOSAL:

Dispose

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

CTE Storage

SALE/DISPOSAL
AUTHORIZED BY:


Principal

DATE: 10/21/21

AUTHORIZED BY:

Director of Schools

DATE: _____

AUTHORIZED BY:

Board Chairman

DATE: _____

ETSU PASTA PROGRAM

907415
9077395
T55311
907281
T55538
907382
T55321
907008
T54876
T55337
907098

SERVICE TAG #

DLY7QW1
6HS3QW1
66NJ7X1
6GP1QW1
66RG7Y1
2W54QW1
66SH7Y1
2XG3QW1
3WZ1FX1
66BJ7Y1
6GX10W1

MONITORS

30 NOT USABLE PER TECH DEPT

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: * TV RCA CS13C21L5
- * TV Sanyo Voo304465067658
- * Black TV Cart
- * 4 Drawer Filing Cabinet
- * Braille Teacher Desk 05039

INVENTORY TAG NUMBER: 05039

METHOD OF SALE/DISPOSAL: Trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 11/26/21
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: Brother Copier - printer 06203
Samsung Copier - printer 06389
Brother Copier - printer NA Tag
Laminator NA - Tag
Insignia TV

INVENTORY TAG NUMBER: 06203 - 06389

METHOD OF SALE/DISPOSAL: Maintenance

SCHOOL/BUILDING WHERE ITEM IS HOUSED CTE Hallway

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 11/9/21
Principal

AUTHORIZED BY: [Signature] DATE: 11/10/21
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman



MILLIGAN

UNIVERSITY

Date: October 20, 2021

Principal Investigator: **Lindsey Kyker**, Graduate Student, Milligan University
From: The Institutional Review Board (IRB) at Milligan University
Project: *A Comparative Study of Students' Scores in Eighth-grade Algebra 1 for Students Who Participated in a Seventh-grade Rigorous Preparation Program and Those Who Did Not Participate at a Selected Junior High School in Tennessee*
IRB Tracking Number: **2021-13**
Submission type: Expedited Review (**Initial** Approval)

On behalf of the Milligan University Institutional Review Board (IRB), we are writing to inform you that the above-mentioned study has been initially approved as expedited. You have yet to fulfill the IRB requirements for Milligan University for this study.

Final approval is contingent upon documentation from ALL institutions or organizations that you will use in your study. Please secure documentation of approval from the institutions or organizations that have the responsibility for your proposed study participants and forward these approvals to the Milligan IRB Committee.

If any cooperating institutions have questions or concerns about your study approval, please feel free to direct them to me, Trini Rangel, by email at IRB@milligan.edu or by phone at 423.461.8725.

Sincerely, and on behalf of the IRB Committee,

Trini Rangel, Ph.D.
Chair, Institutional Review Board
Milligan University
IRB@milligan.edu



MILLIGAN UNIVERSITY
Research Study Plan and Informed Consent

Research Project Overview:	
Study/Project Title:	A Comparative Study of Students' Scores in Eighth-grade Algebra 1 for Students Who Participated in a Seventh-grade Rigorous Preparation Program and Those Who Did Not Participate at a Selected Junior High School in Tennessee
Principal Investigator:	Lindsey Kyker Email: LAKyker@my.milligan.edu Phone: (423) 767-0923 Relation to Milligan: Graduate Student
Faculty Advisor¹:	Patrick Kariuki Email: pnkariuki@milligan.edu Phone: (423) 461-8744
Research Assistant(s)/Co-Investigator(s):	Name(s): N/A Email(s): N/A
Outside Collaborations:	N/A
Proposed Study Start:	October 2021, upon IRB approval
Proposed Study End:	April 2022
Funding:	N/A

¹ For principal investigators who are students

Study/Project Purpose:

The purpose of this study is to compare students who participated in a rigorous seventh-grade Algebra 1 preparation program to those who did not participate at a selected junior high school in Tennessee. This comparison includes several measures of achievement including semester 1 eighth-grade Algebra 1 grades, Algebra 1 benchmark 1 scores (administered in September and October), Algebra 1 benchmark 2 scores (administered in December), and subscores on Algebra 1 benchmarks 1 and 2. The goal is to determine if there is a significant difference in the two groups in order to inform if the rigorous preparation program should be continued in its current form.

At a specific junior high school in Tennessee, seventh grade students are offered the opportunity to take Algebra 1 their eighth-grade year if they meet specific conditions. The student's seventh-grade math grades, scores on a series of four tests which compare their performance to other seventh-grade students interested in the program, and math teacher recommendations are all considered when determining if a student will be a good fit for eighth-grade Algebra 1. Some seventh-grade students who are applying for eighth-grade Algebra 1 are given the additional requirement of completing a rigorous preparation program which includes a series of challenge questions which promote higher-order thinking skills. While students do receive extensive feedback, the challenge questions are ungraded and do not factor into a student's math grade.

The goal of the rigorous preparation program is to offer students rigorous questions which help them develop their critical thinking skills. The hope is that through engaging in these types of questions, students will be more prepared to take eighth-grade Algebra 1. Another major goal of the preparation program is to provide students with detailed feedback on their responses to higher-order questions so they can continue to develop their problem-solving approaches and thinking skills. The question remains if this

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Research Study Plan and Informed Consent

preparation program, which includes challenge question sets and takes considerable time and effort both for students and teachers, makes a difference in students' scores when they enter eighth-grade Algebra 1.

Research questions:

RQ1. Is there a significant difference between students' semester one grades in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ2. Is there a significant difference between students' benchmark scores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ3: Is there a significant difference between students' benchmark quantities subscores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ4: Is there a significant difference between students' benchmark expressions and equations subscores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ5: Is there a significant difference between students' benchmark linear functions subscores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ6: Is there a significant difference between students' benchmark modeling linear functions subscores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

RQ7: Is there a significant difference between students' benchmark quadratic and polynomial functions subscores in 8th grade Algebra 1 for those who participated in a rigorous 7th grade Algebra 1 preparation program and those who did not participate at a selected junior high school in Tennessee?

Research Methods:

Archival for Secondary Data Analysis

The proposed study will be a comparative study involving two groups: eighth-grade Algebra 1 students who participated in a rigorous preparation program their seventh-grade year and those who did not. Students will participate in Algebra 1 as normal. The investigator will work with the Algebra 1 teacher to gather semester 1 grades and benchmark 1 and 2 scores, including subscores for both benchmarks.

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The school system involved in the proposed study uses the Skyward program to store student grades. This program will be used to export students' eighth-grade Algebra 1 semester 1 grades. Additionally, students take benchmarks 1 and 2 through the Mastery Connect platform. The benchmarks are CASE Assessments that are used by several school districts within the Comprehensive Educational Resources (CER) consortium. The benchmarks are aligned to Tennessee Algebra 1 standards and district pacing guides. Benchmarks 1 and 2 collectively assess the following five subtopics: quantities, expressions and equations, linear functions, modeling linear functions, and quadratic and polynomial functions. The investigator will not use any self-developed instruments in this proposed study.

Research Plan, Procedures, and Methods:

Before beginning this study and collecting data, the investigator will seek approval from the Milligan University IRB and then the school district. Once permission has been given, the investigator will be able to export the necessary grade and benchmark data. Students will participate in the eighth-grade Algebra 1 course as usual and receive grades which are stored in Skyward. At the end of the semester (December 17), participating students' grades will be exported from Skyward. Benchmarks 1 and 2 are administered by the school district during the fall semester through the Mastery Connect platform. At the end of the fall semester, participating students' benchmark scores, including subscores, will be exported so they can be used for data analyses. All data will be collected and stored electronically.

October 2021 – The investigator submits her research proposal to Milligan University IRB for approval.

October 2021 - Upon approval from Milligan University IRB, the investigator will seek approval from the school system to collect the necessary grade and benchmark data. She will submit her research proposal to be added to the school system's school board meeting agenda for approval.

October-November 2021 – The investigator will write Chapters 1, 2, and 3 of the thesis project.

December 17, 2021 – This is the end of the semester 1 grading period for the selected school district. All data will be collected including semester 1 grades, benchmark scores, and benchmark subscores (quantities, expressions and equations, linear functions, modeling linear functions, and quadratic and polynomial functions) for students participating in the proposed study.

January-April 2022 – The investigator will analyze collected data and write Chapters 4 and 5 of the thesis project.

April 2022 – This is the anticipated end of the proposed research.

Study Participant Recruitment:

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The participants included in the sample are twenty-one eighth-grade Algebra 1 students who attend a selected junior high school in Tennessee. Ten out of the twenty-one students participated in a rigorous seventh-grade Algebra 1 preparation program while the remaining eleven did not. Because there is only one eighth-grade Algebra 1 class at this junior high school, all students will be used as part of the sample. The investigator will seek permission from Milligan University IRB and the board of education for the school system. Once permission is granted, the investigator will provide a written consent form which informs the parents of the students in eighth-grade Algebra 1 about participation in the study. The form will state that participation is voluntary and that a participant can decide to withdraw consent at any time during the study.

Benefits:

There are no direct benefits for the participants in this study. However, the results of the study could inform future teaching practices which could benefit future students who will take eighth-grade Algebra 1. These benefits are not guaranteed.

Risks:

The participants may experience stress related to taking benchmarks or performing well in class to earn a particular grade. However, these would likely occur in the absence of the study as the study is only collecting data that is already collected by the school district. Efforts will be made to make sure all data remains confidential and is stored in a secure location.

Informed Consent

Participation in this study is voluntary.

Research participants will be informed of the nature of their participation in this research study by a written consent form. This form will be given to the eighth-grade Algebra 1 teacher to pass out to students so they can take it home to their parents or guardians. The consent form will describe the purpose of the study, how student data will be used, how student data will be stored in order to ensure confidentiality, and their rights during and after the study. Participants will be informed that participation is voluntary and that parents may withdraw consent at any time. Since the research participants are minors, the informed consent letter will be sent home with students for their parents or guardians to read. The investigator's contact information will be listed on the form if parents should have any questions or concerns that need to be addressed. Parents who are willing for their child to participate will sign the consent letter and return it to their child's teacher. A copy of the informed consent letter is attached in Appendix A.

An *Informed Consent* form for this study:

- Is described in **Appendix A**
- Is not required (*NOTE: This selection is infrequent for research conducted at Milligan.*)

Privacy and Confidentiality of Data:

Describe how the study participants' privacy will be maintained before, during and after the study:

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- The data collected on students' semester 1 grades and benchmark data will not be anonymous. Personal Identifying Information (PII) in the form of students' first and last names will be collected and connected to the research data in order to note which students participated in the rigorous Algebra 1 preparation program during seventh grade and which students did not. However, all published data will have no identifiable information associated with it.
- The PII will be stored in a secure electronic location which is password protected so that students' semester 1 grades and benchmark scores remain confidential.
- After students' grades and benchmark scores have been identified as being associated with a student who participated in the rigorous seventh-grade Algebra 1 preparation program or one who did not, the name will no longer be associated with the grade or score for the data analysis.

Research data shall be maintained at all times in a secure manner by the Principal Investigator on a password protected Milligan network drive, or Milligan account within research/archival software (such as Qualtrics, Sharepoint). The research data will be maintained by the Milligan Investigator (or designee) for 3 years, at which time the digital (and any related physical data) will be securely destroyed per the *Human Research Protections Program* policies. The culminating research report shall be archived in a central location on Sharepoint maintained by the IRB and the Office of Institutional Research and Effectiveness (IRE). The Principal Investigator will retain a personal copy of the culminating research report/document.

The research data and/or specimens from this study:

- Will not be used for any other studies
- May be stored for use in secondary research (broad consent to store will be obtained)
- May be used in secondary research (broad consent to use will be obtained)

Results and Reports:

The findings from this research will be used and disseminated as follows:

The findings from this research will be published in the investigator's Master's thesis which will be available in the Milligan University digital repository managed by the Milligan University library. If a research participant requests to be informed or have access to the findings, they will be directed to a copy of the findings found in the thesis.

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Appendix A – Informed Consent Form

MILLIGAN UNIVERSITY
Research Participant Informed Consent Form

Invitation to Participate

You are invited to participate in a Milligan University sponsored research study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether or not participate.

This research study is recruiting 8th-grade Algebra 1 students in Elizabethton City Schools to participate in this study. The expected duration for participation is through the end of the fall 2021 semester.

This study is being conducted by Lindsey Kyker (the Principal Investigator). The Principal Investigator is associated with Milligan as a graduate student. You may already know the researcher as a teacher at T. A. Dugger Jr. High School, but this study is separate from that role.

Research Objective/Purpose:

The purpose of this research study is to compare students' semester 1 grades, benchmark scores, and benchmark subscores in eighth-grade Algebra 1 to determine if there is a significant difference between students who participated in a rigorous preparation program in 7th grade (i.e. completed challenge question sets and received feedback) and those who did not.

Procedures:

The procedures used for this research study are described below.

- Participate in 8th-grade Algebra 1 as normal
- At the end of the fall 2021 semester, the researcher will collect semester 1 grades and benchmark scores for 8th-grade Algebra 1 participants

Additional Considerations:

- The participants in this study make up a small sample that is limited to the only 8th-grade Algebra 1 class in Elizabethton City Schools.

Voluntary Nature of the Study:

Participation in this study is voluntary. Any decision to not participate in this study will have no penalty or loss of benefits that you would otherwise be entitled if you were not invited to participate. Additionally, you may discontinue participation in this study at any time, without penalty or loss of benefits that you would otherwise be entitled if you were not invited to participate.

Risks and Benefits of Being in the Study:

Risks: Participation in this research study involves the following minimal risk.
-stress related to taking benchmarks or performing well in class

Benefits: Participation in this research study involves the following potential benefits. These benefits, however, are not guaranteed.
There are no specific benefits to the participant beyond their general role in research.

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Compensation:

This research study:

- Does not involve any compensation.
 Does involve compensation as described below:

Click or tap here to enter text.

Privacy:

By participating in this research study:

- Your personal identifying information will be **maintained confidentially** and will not be used in association with any other research project. Your study-related research data will be used and reported as an aggregate only and will not be individually identifiable.
- Your responses to the survey will be **completely anonymous** and no personal identifying information will be associated with your responses. Your survey responses will be used and reported as an aggregate only.
- Your responses to the survey/interview will be **maintained confidentially** as follows: Click or tap here to enter text.

Research data for this study will be maintained securely by the Milligan Investigator (or Milligan designee) for a period of 3 years, at which time it will be securely discarded.

Secondary Research

(NOTE: Research conducted by Milligan Investigators typically does not involve future, secondary research initiatives.)

This research study:

Does not involve storage or use of the research data (or specimens) for future, secondary research.

May involve storage and/or use of the research data (or specimens) for future, secondary research.

- Your personal identifying information will be maintained as described in the "Privacy" section.
- Data/specimens will be stored and used within <#> years.
- The future, secondary research will be limited to describe the type of research that is anticipated and permitted for this future, secondary research.
- By initialing/dating in the space provided, you give broad consent to for the storage and/or future use of the studies research data and/or specimens: Initials: _____ Date: _____

Research Participant's Rights and Responsibilities

As a research participant the following rights and responsibilities apply:

- If applicable, significant new findings developed during the course of this research, which may relate to your willingness to continue participation in the study will be provided to you during the course of the study by the Principal Investigator.
- To withdrawal from the research study while it is still in-progress, contact the Principal Investigator to ensure orderly termination of your participation.
- For a summary of the findings or conclusions from this research study, you may contact the Principal Investigator.
- For questions about this research study, your rights and responsibilities, or a research-related injury, you may contact the Principal Investigator and/or Milligan's Institutional Review Board.

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Contacts:

Principal Investigator:
Lindsey Kyker, Graduate Student
LAKyker@my.milligan.edu
(423) 767-0923

Faculty Advisor:
Patrick Kariuki, Professor of Education
pnkariuki@milligan.edu
(423) 461-8744

Milligan Institutional Review Board:
IRB@Milligan.edu

Office of IRE:
Brenda Bourn
bsbourn@milligan.edu
423-461-8414

Statement of Consent:

I have read and understand the Informed Consent information presented for participation in this research study.

- This study **does not** require written consent. As applicable to the study:
- By clicking the provided **link or "I consent" button**, I am 18 years or older and I agree to participate in this research study.
 - By **replying "I consent" via email** to the Investigator, I am 18 years or older and I agree to participate in this research study.
- This study **requires** written consent. By **signing below**, I (or my minor child) agree to participate in this research study.

Participant's Name (Printed): _____

Participant's Signature: _____ **Date:** _____

Parent/Guardian (Printed): _____

Parent/Guardian Signature: _____ **Date:** _____

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Research Study Plan and Informed Consent

Research Project Overview:	
Study/Project Title:	An Investigation of Teachers, Parents, and Students Perception and Practical Implications of Play at a Selected Elementary School
Principal Investigator:	Lisa Horan Email: ljhoran@my.milligan.edu Phone: (423) 278-0298 Relation to Milligan: Graduate Student
Faculty Advisor ¹ :	Dr. Patrick Karuki Email: pnkariuki@milligan.edu Phone: (423) 461-8774
Research Assistant(s)/Co-Investigator(s):	Not Applicable
Outside Collaborations:	none
Proposed Study Start:	November 2021
Proposed Study End:	January 2022
Funding:	none

¹ For principal investigators who are students

Study/Project Purpose:

The purpose of this study was to reveal the perceptions of teachers, parents, and students about play time at school and the effects that it has on academic achievement and focus. This qualitative study will focus on the answer to the question of what are the perceptions of teachers, parents and students on the practical implication of play at a selected elementary school.

Research Methods:

- Anonymous Survey
- Field Observation

Research Plan, Procedures, and Methods:

- Observations of the students will be conducted within the classroom about on task time before and after play activities.
 - These observations will be conducted twice on each student participant over a 2 month period.
 - Each observation will be timed out at 30 minutes, 15 minutes before recess and 15 minutes after recess.
 - The observation tool that will be used is attached. The same tool will be used before and after recess. The same tool will be used for all students participating in the study.
- Students, teachers, and parent participants will also be invited to complete a questionnaire answering questions about their perceptions about play activities in relation to academic achievement. This survey is an eight question google form that should only take 5-10 minutes to complete.
 - This will be a one time questionnaire

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- Parent and Teacher questionnaire:
<https://docs.google.com/forms/d/1CWut27gB7gttPDwBRzg3kKMLq8ohfJ1nS1TIWp9gA0/edit>
- Student questionnaire:
https://docs.google.com/forms/d/e/1FAIpQLSdAvjAfhw9oWUGn1yQaVacW5ZSyvi6jh4hmeeCy8LBjdZ7oaA/viewform?usp=pp_url
- Participants will not be exposed to interventions or treatments intended to permanently change a participant's physical or mental status or wellbeing.
- Participants will not be exposed to psychological interventions, such as deception or contrived social situations.
- There is no biomedical or behavioral-health research,
- There will be no procedures for follow-up and/or debriefing, since the study does not involve deception or intervention.
- There are no procedures to address any adverse effects from participation in the study, since there are no anticipated adverse effects.
- Verbal permission has already been given by the administration of Harold McCormick Elementary school. Formal written and signed consent will be given upon final approval.

Study Participant Recruitment:

- There will be 8 students, 2 teachers, and 2 parent participants.
- The students' ages will range from 5-12 years old, there will be 6 Causasian children, 3 male, 3 female, 1 male African-American child, and 1 female Hispanic child. The teachers are both Causasian, one male (35) and one female (46), the parents are both Causasian females, ages 32 and 47.
- Participants will be selected purposefully based on their willingness to participate.
- Children will be recruited for participation in this study.
- Students will be engaged in one interview and answer one questionnaire. They will be observed two times within a 2 month period to see on task behavior. The teachers will be interviewed once and answer the questionnaire once. Parents will answer the questionnaire one time.
- There will be no compensation or gifts given in exchange for participation

Benefits:

As educators, there is a constant search for strategies in order to improve academic achievement. If teachers can improve their students' academic performance with simple solutions such as play activity breaks throughout the day, it should be done. Keeping students engaged, focused, and ready is essential for the academic process. Past research has shown that attention and students' approaches to learning are all important predictors for educational achievement. The benefits are not guaranteed but this research will also do no harm. There will be no incentives used to encourage participation.

Risks:

- There are only minimal risks, no greater than any risks encountered in ordinary daily life, anticipated for the participants of this research.

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- In order to minimize any social or emotional risk involved in sharing personal experiences, anonymity will be protected. Participation is completely voluntary and participants may remove themselves from the study at any point in time, for any reason.
- There are no additional costs to the participants of this study.

Informed Consent

Participation in this study is voluntary.

Informed consent will be obtained by parents/guardians of the students participating in the study. Within the consent form, all participants will understand their rights during and after the study, and their right to withdraw from the study at any time. Data management will be handled in a matter that is safe and ethical. Students will be interviewed and observed during designated time within the classroom. The interviews will be conducted before and after play activities. The observations will be conducted at the same time as well. All paperwork, including observations and recording sheets will be stored digitally, after being transcribed. After transcription, the paper copies will be destroyed after 3 years of completion of the researcher's thesis.

An *Informed Consent* form for this study:

- ✓ Is described in **Appendix A**
- Is not required (*NOTE: This selection is infrequent for research conducted at Milligan.*)

Privacy and Confidentiality of Data:

Participants' Personal Identifying Information (PII) will not be collected and connected to their research data.

Research data shall be maintained at all times in a secure manner by the Principal Investigator on a password protected Milligan network drive, or Milligan account within research/archival software (such as Qualtrics, Sharepoint). The research data will be maintained by the Milligan Investigator (or designee) for 3 years, at which time the digital (and any related physical data) will be securely destroyed per the *Human Research Protections Program* policies. The culminating research report shall be archived in a central location on Sharepoint maintained by the IRB and the Office of Institutional Research and Effectiveness (IRE). The Principal Investigator will retain a personal copy of the culminating research report/document.

The research data and/or specimens from this study:

- ✓ Will not be used for any other studies
- May be stored for use in secondary research (broad consent to store will be obtained)
- May be used in secondary research (broad consent to use will be obtained)

Results and Reports:

The findings from this research will be used and disseminated as follows:

- The results of this study will be used by the researcher to complete Milligan University's Graduate program thesis requirements.
- The results will be published through Milligan University and available through their catalogue.
- Should participants request results, the researcher will provide a link to the thesis project and publication via email. The school administration will also be emailed all of the results in order to disseminate the research when requested by participants.

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Appendix A – Informed Consent Form

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Research Participant Informed Consent Form

Invitation to Participate

You are invited to participate in a Milligan University sponsored research study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether or not to participate.

This research study is recruiting students, parents, and educators as the participants who meet the requirements for the study to participate in this study. The expected duration for student participation is 2 observations in two months, and for students, parents, and educators, one interview and one questionnaire over a two month period.

This study is being conducted by Lisa Horan (the Principal Investigator). The Principal Investigator is associated with Milligan as a graduate student. You may already know the researcher as an Instructional Assistant at Elizabethton City Schools, but this study is separate from that role.

Research Objective/Purpose:

The purpose of this research study is to reveal the perceptions of teachers, parents, and students about play time at school and the effects that it has on academic achievement and focus.

Procedures:

- Students
 - Students will fill out a questionnaire, with assistance reading if needed, one time, taking 5-10 minutes.
 - Students will be observed in their classroom settings two times for 15 minutes before recess and 15 minutes after recess within two months to observe their on-task time before and after play activities.
- Parents
 - Parents will fill out a questionnaire one time, taking 5-10 minutes
- Teachers
 - Teachers will fill out a questionnaire one time, taking 5-10 minutes
- The results will be compiled into a bar graph that shows the commonalities of answers in the interviews and questionnaires. The information from the on-task tally chart will also be compiled into a bar graph to show commonalities.

Additional Considerations:

- The anticipated risks of participation in this study are minimal. Any other major risks are currently unforeseeable.
- The researcher is not using a standard procedure widely adopted for diagnosis, treatment, research methods, or otherwise. This research is not experimental in nature.
- Participants involved in the research may be terminated without regard to the participant’s (or their legal representative’s) consent if the participant causes physical or emotional harm to themselves or other participants in the research study.
- There are no additional costs to the participant that may result from their participation.
- There are no consequences should a participant decide to withdraw from the research.

Voluntary Nature of the Study:

Participation in this study is voluntary. Any decision to not participate in this study will have no penalty or loss of benefits that you would otherwise be entitled to if you were not invited to

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participate. Additionally, you may discontinue participation in this study at any time, without penalty or loss of benefits that you would otherwise be entitled to if you were not invited to participate.

Risks and Benefits of Being in the Study:

Risks: Participation in this research study involves the following risks or minimal risks.

- Possible anxiety due to being observed, interviewed, or during questionnaire answering
- Possible stress due to being observed, interviewed, or during questionnaire answering

Benefits: Participation in this research study involves the following benefits or potential benefits.

These benefits, however, are not guaranteed.

- Students may gain useful insight on how their behaviors change before and after play activities and can use this information to improve academic functions. .
- Parents may gain useful insight on how their student's respond to play activities and understand that these can help their students in their academic functions.
- Teachers and Administrators may gain useful insight into how their students can benefit from play activities and implement strategies to insert more play opportunities for their students in the school routine.

Compensation:

This research study:

- ✓ Does not involve any compensation.
- Does involve compensation as described below:

Privacy:

By participating in this research study:

- ✓ Your personal identifying information will be **maintained confidentially** and will not be used in association with any other research project. Your study-related research data will be used and reported as an aggregate only and will not be individually identifiable.
- ✓ Your responses to the survey will be **completely anonymous** and no personal identifying information will be associated with your responses. Your survey responses will be used and reported as an aggregate only.
- ✓ Your responses to the survey/interview will be **maintained confidentially** as follows:

Research data for this study will be maintained securely by the Milligan Investigator (or Milligan designee) for a period of 3 years, at which time it will be securely discarded.

Secondary Research

This research study:

- ✓ **Does not involve** storage or use of the research data (or specimens) for future, secondary research.
- May involve** storage and/or use of the research data (or specimens) for future, secondary research.
 - Your personal identifying information will be maintained as described in the "Privacy" section.
 - Data/specimens will be stored and used within <#> years.
 - The future, secondary research will be limited to describe the type of research that is anticipated and permitted for this future, secondary research.

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- By initialing/dating in the space provided, you give broad consent to for the storage and/or future use of the studies research data and/or specimens: Initials: _____ Date: _____

Research Participant's Rights and Responsibilities

As a research participant the following rights and responsibilities apply:

- If applicable, significant new findings developed during the course of this research, which may relate to your willingness to continue participation in the study will be provided to you during the course of the study by the Principal Investigator.
- To withdrawal from the research study while it is still in-progress, contact the Principal Investigator to ensure orderly termination of your participation.
- For a summary of the findings or conclusions from this research study, you may contact the Principal Investigator.
- For questions about this research study, your rights and responsibilities, or a research-related injury, you may contact the Principal Investigator and/or Milligan's Institutional Review Board.

Contacts:

Principal Investigator:

Lisa Horan, Graduate Student
ljhoran@my.milligan.edu
(423) 278-0298

Faculty Advisor:

Dr. Patrick Karuki, Advisor
Email: pnkariuki@milligan.edu
Phone: (423) 461-8774

Milligan Institutional Review Board:

IRB@Milligan.edu

Office of IRE:

Brenda Bourn
bsbourn@milligan.edu
423-461-8414

Statement of Consent:

I have read and understand the Informed Consent information presented for participation in this research study.

- This study **does not** require written consent. As applicable to the study:
- By clicking the provided **link or "I consent" button**, I am 18 years or older and I agree to participate in this research study.
 - By **replying "I consent" via email** to the Investigator, I am 18 years or older and I agree to participate in this research study.
- This study **requires** written consent. By **signing below**, I (or my minor child) agree to participate in this research study.

Participant's Name (Printed): _____

Participant's Signature: _____ **Date:** _____

Parent/Guardian (Printed): _____

Parent/Guardian Signature: _____ **Date:** _____

Behavior Checklist

Student Name: _____ **Teacher:** _____

Please mark the frequency that the following behaviors are displayed in your class.

	Almost Never	Occasionally	Frequently
Hyperactive			
Out of seat			
Constant movement in desk			
Can't remain in line to and from classes			
Constant verbal behavior			
Has nervous muscle twitches, eye-blinking, nail-biting, etc.			

Withdrawn			
Listless, tired.....			
Seems generally unhappy.....			
Stares blankly into space.....			
Rarely asks for assistance even when work is too difficult.....			
Does not attempt work.....			
Apprehensive about committing self to a response.....			
Weeps or cries without provocation.....			
Avoids calling attention to self.....			

Poor Attention / Concentration			
Does not follow oral lessons.....			
Does not follow lessons on board or visual materials.....			
Rarely completes any assignments.....			
Daydreams.....			
Demands individual explanation of assignments.....			
Easily distracted from task by ordinary classroom stimuli (minor movement, noises)...			

Aggressive			
Attacks other children by hitting, shoving, etc.....			
Verbally attacks and provokes other children.....			
Steals.....			
Explosive or angry when things do not go own way.....			
Argues with the teacher over behavior.....			
Destructive of others' belongings and schoolwork.....			
Strikes back with angry behavior to teasing.....			

Please mark the frequency that the following behaviors are displayed in your class.

Almost Never	Occasionally	Frequently
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Disruptive			
Demands attention of any sort from teacher and peers.....			
Doesn't follow class or school rules (quiet, on time, etc.).....			
Interrupts lessons by antics (verbal or physical).....			
Tells bizarre stories.....			
Does not conform to limits on own without control from others.....			

Uncooperative			
Blames others for own mistakes.....			
Will not follow routines.....			
Works only when threatened with punishment.....			
Defiant of teacher's requests.....			
Argues with peers over minor situations.....			
Must have last word in arguments.....			

Manipulative			
Wants excessive visits to nurse.....			
Wants excessive visits to the bathroom.....			
Works only when given individual help.....			
Blames mistakes on anything but self (directions, size of book, etc.).....			
Constantly puts self down or criticizes own work.....			
Tries to keep you off task by talking about other things, etc.			
Approaches new tasks, situations with "I can't do it." or "It's too hard."			

Inappropriate Social Behavior			
Comments that no one likes him / her.....			
Has no friends at school.....			
Does not like to go out for recess.....			
Does not initiate play or talk with peers.....			
Is avoided by peers at school.....			
Personal appearance is lacking in cleanliness, order.....			
Does not function in group or class discussions.....			
Ridicules peers, torments younger or smaller students.....			
Exhibits inappropriate behaviors in public (nose-picking, self-stimulation, etc.).....			

Please write positive behaviors or behavior strengths that the student displays.

Any Additional Comments:

Click here to choose a school board.

Monitoring: Review: Annually, in November	Descriptor Term: Virtual Education Program	Descriptor Code: 4.212	Issued Date:
		Rescinds:	Issued:

- 1 **General**
- 2 The Elizabethton City Schools virtual education program is a course or series of courses offered by a
3 school district to provide students a broader range of educational opportunities through the use of
4 technology. Utilizing this program is temporary and shall not replace a student's regular instructional
5 program.¹
- 6 Class size ratios for the virtual education program shall comply with the requirements as outlined in
7 state law.²
- 8 Virtual education programs³ shall be made available to students for the following purposes:
- 9 1. Academic remediation, **enrichment**, or providing students access to a wider range of **courses**;
 - 10 2. Continuity of educational service for students who are homebound;⁴
 - 11 3. Continuity of educational service for students who are quarantining;⁵ and
 - 12 13 4. Continuity of educational service for students enrolled in an alternative school.⁶

16 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

17 Students shall be eligible to utilize a virtual education program if participating in one of the above
18 educational opportunities. The following factors shall also be taken into consideration when
19 determining eligibility:

- 20 1. Attendance;
- 21 22 2. Grades;
- 23 24 3. Technology survey
- 25

26 **ATTENDANCE**

27 Student attendance in the virtual education program shall adhere to the general requirements of board
28 policy 6.200 and any relevant administrative procedures.

Commented [MN1]: New Policy

Commented [MN2]: From TSBA: Updated State Board of Education Regulation 0520-01-03-.05 differentiates between virtual schools and virtual education programs. While students in virtual schools utilize technology for remote instruction on an ongoing basis, students in virtual programs only receive remote instruction for a limited period of time for a particular qualifying reason. Students may utilize virtual education programs for a variety of reasons including academic remediation or enrichment, continuity of educational service for homebound students or students who are quarantined, or students enrolled in an alternative school. In order to utilize virtual programs, State Board of Education regulations require that a local board of education adopt a policy on these programs. We have created this model policy to align with that requirement and recommend that Boards revise the language to fit their particular needs.

Commented [MN3]: Not sure about the enrichment part of this one...

Remediation could be for credit recovery
Access to wider range of courses (AP, or Foreign Language, etc.)

1 Methods of confirming student attendance shall include two or more of the following:

- 2 1. Students participating in a phone call with a teacher, with parent/guardian support as
3 appropriate for the age of the student;
- 4
- 5 2. Students participating in synchronous virtual instruction;
- 6
- 7 3. Students completing work in a learning management system; or
- 8
- 9 4. Students submitting work via hard-copy or virtual formats
- 10

11 **REMOVAL FROM VIRTUAL EDUCATION PROGRAM**

12 A student may be removed from the virtual education program or denied future enrollment in a virtual
13 education program based on disciplinary issues, attendance issues, or poor academic performance.

14 Before a student is removed based on poor academic performance, the following interventions shall
15 occur:

- 16 1. Notification of parent/guardian;
- 17
- 18 2. One-on-one assessment conducted by the principal/designee regarding any learning needs and
19 academic performance
- 20

Legal References

1. TRR/MS 0520-01-03-.05(2)
2. TCA 49-1-104(h); State Board of Education Policy 3.206
3. TCA 49-16-101; TRR/MS 0520-01-03-.05(2)(a)
4. TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07
5. TRR/MS 0520-01-13-.01(1)(d)(1)
6. TRR/MS 0520-01-02-.09

Cross References

Homebound Instruction 4.206
Credit Recovery 4.210
Alternative Education 6.319

November 1, 2021

Mr. Eddie Pless, Chair
Mr. Richard VanHuss, Director of Schools, and the
Elizabethton City Schools Board of Education
804 South Watauga Avenue
Elizabethton, TN 37643-4207

We are pleased to confirm our understanding of the services we are to provide the Elizabethton City Schools, Board of Education (Board) for the year ended June 30, 2022.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information including the disclosures, which collectively comprise the basic financial statements of the Board as of and for the year ended June 30, 2022. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the Board's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Board's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Schedule of Changes in Net Pension Liability and Related Ratios – TCRS – Agency Plan, Schedule of Contributions – TCRS – Agency Plan, Schedule of Proportionate Share of Net Pension Liability (Asset) – TCRS Plans, Schedule of Contributions – TCRS Plans
3. Schedule of Changes in Total OPEB Liability and Related Ratios

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1. Schedule of expenditures of federal and state awards.

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditors' report will not provide an opinion or any assurance on that other information:

1. List of Elected and Appointed Officials

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatement, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement of a reasonable user made based on the financial statements. The objective also includes reporting on:

- Internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and Government Auditing Standards. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include the tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1. Revenue recognition, 2. Override of controls

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Audit Procedures – Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Board of Education's compliance with the provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of the tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect of each of the Board of Education's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of those procedures will be to express an opinion on the Board of Education's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal and state awards, related notes and government wide adjusting entries of the Elizabethton City Schools in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards.

The other services are limited to the financial statements, schedule of expenditures of federal and state awards, and related notes and government wide adjusting entries services previously described.

We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review on the date of field work, estimated to be October 25, 2022.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID 19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditure of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information.

You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal and state awards, related notes, government wide adjusting entries, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal and state awards, related notes and government wide adjusting entries and that you have reviewed and approved the financial statements, schedule of expenditures of federal and state awards, related notes and government wide adjusting entries prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electric submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' report or nine months after the end of the audit period.

We will provide copies of our reports to the Board of Education and State of Tennessee Comptroller's Office; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

The audit documentation for this engagement is the property of Blackburn, Childers & Steagall, PLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to any cognizant or oversight agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Blackburn, Childers & Steagall, PLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Department of Education. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit approximately May and June 2022 and to issue our reports no later than December 31, 2022. Kevin R. Peters, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not to exceed \$21,200. The fee is comprised of \$14,100 for the general purpose and federal projects funds, \$7,100 for child nutrition services. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2021 peer review report accompanies this letter.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to Board of Directors of Elizabethton City Schools Board of Education. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the Elizabethton City Schools Board of Education and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

BLACKBURN, CHILDERS & STEAGALL, PLC



Kevin R. Peters, CPA
Member of the Firm

RESPONSE:

This letter correctly sets forth the understanding of the Elizabethton City Schools Board of Education.

By: _____

Title: _____

Date: _____



Guidance You
Can Count On.

REPORT ON THE FIRM'S SYSTEM OF QUALITY CONTROL

To the Partners of Blackburn, Childers & Steagall, PLC
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Blackburn, Childers & Steagall, PLC (the firm) in effect for the year ended December 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act; audits of employee benefit plans, and an examination of service organizations [SOC 2 engagement].

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Blackburn, Childers & Steagall, PLC in effect for the year ended December 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. Blackburn, Childers & Steagall, PLC. has received a peer review rating of pass.

Smith, Elliott, Kearns & Company, LLC

Hagerstown, Maryland
June 10, 2021

November 1, 2021

Mr. Eddie Pless, Board Chair,
Mr. Richard VanHuss, Director of Schools, and the
Elizabethton City Schools Board of Education
Internal School Funds
804 South Watauga Avenue
Elizabethton, Tennessee 37643

We are pleased to confirm our understanding of the services we are to provide the Elizabethton City Schools for the year ended June 30, 2022.

Audit Scope and Objectives

We will audit the combined financial statements – regulatory basis, including the disclosures which collectively comprise the basic financial statements of Elizabethton City Schools’ Internal Funds and the individual school financial statements – regulatory basis, presented as supplementary as of and for the year ended June 30, 2022.

We have also been engaged to report on supplementary information other than RSI that accompanies Internal School Fund’s financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditors’ report on the financial statements:

1. Schedule of Interfund and Interaccount Transfers by Internal School Fund
2. Schedule of Surety Bond Coverage
3. Schedule of Salary Supplements

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditors’ report will not provide an opinion or any assurance on that other information:

1. Directory of School Officials

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with the *Tennessee Internal School Uniform Accounting Policy Manual*, a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America (GAAP) and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *Tennessee Internal School Uniform Accounting Policy Manual* and will include tests of the accounting records of the Internal School Funds and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements.

However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1. Segregation of duties,
2. Significant volume of cash transactions,
3. Override of controls.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Audit Procedures – Internal Control

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Internal School Funds' compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will also assist in preparing the financial statements and related notes of the Internal School Fund's in conformity with the *Tennessee Internal School Uniform Accounting Policy Manual* based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with the aforementioned regulatory basis of accounting. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the aforementioned regulatory basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with this regulatory basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

In the event we are requested by you, or are required by government regulations, subpoena or other legal process, to produce documents or our personnel as witnesses with respect to our engagements for you, you will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expense, as well as the fees and expenses of our counsel, incurred in responding to such requests.

We understand that your employees will prepare all cash or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the Elizabethton City Schools Department of Education and the State of Tennessee Comptroller's Office; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Blackburn, Childers & Steagall, PLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to regulatory agencies or their designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities.

We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Blackburn, Childers & Steagall, PLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the regulatory agencies. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit in June 2022, and to issue our report no later than December 31, 2022. Kevin R. Peters is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$15,300. Note that our fees for the audit of the General Purpose, Federal, and Child Nutrition Funds are included in a separate engagement letter. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit.

If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2021 peer review report accompanies this letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Reporting

We will issue a written report upon completion of our audit of Elizabethton City Schools' Internal Fund's financial statements. Our report will be addressed to the Director and Board members of Elizabethton Board of Education. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Internal School Funds are subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

We appreciate the opportunity to be of service to the Elizabethton City Schools Board of Education and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

BLACKBURN, CHILDERS & STEAGALL, PLC



Kevin R. Peters, CPA
Member of the Firm

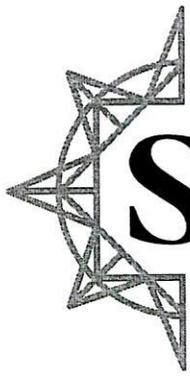
RESPONSE:

This letter correctly sets forth the understanding of the Elizabethton City Schools Board of Education.

By: _____

Title: _____

Date: _____



SEK

CPAs & ADVISORS

Guidance You
Can Count On.

REPORT ON THE FIRM'S SYSTEM OF QUALITY CONTROL

To the Partners of Blackburn, Childers & Steagall, PLC
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Blackburn, Childers & Steagall, PLC (the firm) in effect for the year ended December 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act; audits of employee benefit plans, and an examination of service organizations [SOC 2 engagement].

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Blackburn, Childers & Steagall, PLC in effect for the year ended December 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. Blackburn, Childers & Steagall, PLC. has received a peer review rating of pass.

Smith Elliott Kearns & Company, LLC

Hagerstown, Maryland
June 10, 2021



Reedy & Sykes

Architecture and Design

November 12, 2021

Mr. Richard VanHuss,
Director of Schools
Elizabethton City Schools
804 South Watauga Avenue
Elizabethton, TN 37643

Re: Baseball Training Facility for:
Elizabethton City Schools
Elizabethton, TN
Architect's Project Number: C01821

Dear Mr. VanHuss:

We are pleased to be selected as Architect for the above referenced Project for Elizabethton City Schools (Owner/Client). It is our understanding that we will provide architectural engineering services to produce construction documents for the purpose of creating a new batting training facility. Our proposed professional services are the following:

1. **PRELIMINARY DESIGN:** Conceptual Design Studies and Presentations of various aspects of a Project based on previous conferences with Owner/Client; Coordination of Consultants.
2. **DESIGN DEVELOPMENT:** More complete development of that Design and Preparation of Drawings and other Documents that fix and describe the size and character of the entire Project; Coordination with Consultants.
3. **CONSTRUCTION DOCUMENTS:** The Drawings, Specifications and other Documents setting forth in detail the requirements for Construction of the entire Project.
4. **BIDDING OR NEGOTIATIONS:** Following the Owner's Approval of the Construction Documents, Assistance is provided in obtaining Bids or Negotiated Proposals and in awarding and preparing Construction Contracts.

- 5. **CONSTRUCTION CONTRACT ADMINISTRATION:** Administration of the Construction Contract which includes Construction Observation, Shop Drawing Review, Change Orders, Testing and Inspection Coordination, Project Close-out.

Our professional fee for this Project will be **\$24,800.00**. Payment of fee is to be made on a monthly basis, in proportion to services performed through the last working day of each month. Payment is expected by the twentieth of the following month. If the Architect's Services or the scope of the Project is changed materially, the Owner/Client will consider, but is not required to agree to, an equitable adjustment to the amounts of compensation. The total payments of the completion of each phase of our work corresponds to the following percentages of the basic fee:

Preliminary Design	18%	\$4,464.00
Design Development	22%	\$5,456.00
Construction Documents	40%	\$9,920.00
Bidding or Negotiations	5%	\$1,240.00
Construction Contract Administration	15%	\$3,720.00

The following consultants will be utilized. Any change to or substitution for the identified consultants must be authorized in writing by the Owner/Client:

As Consulting Engineer, **RON CARTER** with **WEST, WELCH, REED ENGINEERS INC.** in Knoxville, Tennessee, will oversee the Electrical Engineering Work.

As Consulting Engineer, **KEN STUCKWISH** with **WEST, WELCH, REED ENGINEERS INC.** in Knoxville, Tennessee, will oversee the Mechanical Engineering Work.

As Consulting Engineer, **STEVE WILSON** with **SPODEN & WILSON CONSULTING ENGINEERS** in Kingsport, Tennessee, will oversee the Structural Engineering Work.

Reimbursable expenses, for which you will be billed at cost, include blueprints and reproductions, the cost of all fees for government agencies, travel (\$0.30 per mile) and long distance telephone calls outside the Tri-Cities Area if required. Owner/Client will be notified in advance of any reimbursable expenses and shall retain the right to reject such expenses. Items that are specifically excluded from the scope of our services are as follows: 1) the cost of special testing and inspections required by governing agencies; 2) the cost of a survey of the property; and 3) a soils investigation report. Architect shall notify Owner/Client of any special testing and inspection requirements of governing agencies and all other regulatory requirements

governing the Project. Further, Architect shall advise Owner/Client in advance of any property survey, soils testing report or other test(s) necessary to complete the Project.

Additional work that is over and above our normal services, as described above and for which we shall be entitled to extra fees, include the following:

- A. Providing interior design or decorating services.
- B. Preparing extensive drawings for alternative bids.
- C. Revising or modifying the initially executed contract when required by changes to prior approvals or instructions.
- D. Making major revisions to contract documents made necessary by the default of a contractor or by major defects in the contractor's work.
- E. Contracting the services of a professional artist for an architectural rendering.
- F. Detailed presentation model.

None of the above will be undertaken without your full written authorization. For additional services, authorized by you, the fee will be as follows:

Architect's time	\$ 150.00/HR
Designer's time	\$ 100.00/HR
Interior Designer's time	\$ 70.00/HR
Intern Architect's time	\$ 70.00/HR
Clerical time	\$ 50.00/HR

Basic services by consulting engineers shall not be charged as additional fees. In the event there are additional services, defined as those services over and above normal services that are specifically listed above, by our consulting engineers shall be undertaken only with full written authorization of the Owner/Client. When authorized, their services will be charged as a multiple of 1.10 times the amount billed to us for such services.

Our firm's principals are licensed to practice architecture in the state of Tennessee and we stand professionally liable for work performed by our office. Also, our consulting engineers are licensed in the state of Tennessee and will be separately professionally liable for their work. With a complete set of contract documents, you, as an owner, are protected from omissions and errors in performance of the contract documents, and you will certainly be free to call on us at any time, and from time to time, throughout the term of our contract. We pride ourselves on having close working relationships with our clients.

This Agreement may be terminated by either party upon seven days' written notice should the other party fail substantially to perform in accordance with its terms through no fault of the party initiating the termination. This Agreement may be

terminated by the Owner upon at least seven days' written notice to the Architect in the event that the Project is permanently abandoned. In the event of termination not the fault of the Architect, the Architect shall be compensated for all services performed to termination date, together with Reimbursable Expenses then due.

Drawings and Specifications as instruments of service are and shall remain the property of the Architect whether the Project for which they are made is executed or not. The Owner shall be permitted to retain copies, including reproducible copies, of Drawings and Specifications for information and reference in connection with the Owner's use and occupancy of the Project. The Drawings and Specifications shall not be used by the Owner on other projects, for additions to this Project, or for completion of this Project by others provided the Architect is not in default under this Agreement, except by agreement in writing and with appropriate compensation to the Architect.

We appreciate this opportunity to work with you and know the results of our joint effort will satisfy your needs in a successful and creative manner. If the foregoing meets your approval, please sign and return one copy of this agreement and this will be our approval to proceed with the work.

Please let us know if we can furnish any further information to you at this point. We look forward to hearing from you.

Very truly yours,
REEDY & SYKES



Robert E. Reedy, AIA, LEED AP BD+C
Partner

RER:jdc

Confirmed and accepted:

BY: _____

DATE: _____

Brief overview of results from Printer/Copier RFP

	Ricoh	Kingsport Imaging	NovaTech
Met requirements of RFP	Yes	Yes	No
Equipment	New	New	Used – 5yrs+
Monthly cost	5507.10	5415.96	5500.00
Rebates	\$31,150	0	0
BW Cost	.004-.008	.0085-.02	Not specified
Color cost	.035-.05	.065-.075	Not specified
Toner, Parts, Labor, Staples	All included	All included	All included
Papercut/Uniflow for follow me printing	Papercut included-5 years support with software assurance	Uniflow included-5 years support with software assurance	Existing Papercut is to be used. Current version in operation is not current. No new upgrades are included in proposal
Terms/Pricing increase	Fixed cost for 60 months. No increase over term of contract	Fixed cost for 60 months. No increase over term of contract	Same terms as last contract/ No guarantee of fixed cost over term of contract
Previous history	None	None	Service repair work has been outstanding. Billing has been subpar throughout the previous contract

Richard VanHuss

Subject: FW: Information you requested

From: Eddie Morrell
Sent: Thursday, October 21, 2021 10:59 AM
To: Travis Williams
Subject: Information you requested

Coach,

We currently have 20 wrestlers on the Junior High roster. This roster marks the second consecutive year of 15+ wrestlers at TA Dugger. We have one coach, Travis Pennell, who is doing an excellent job. It is time to add a second wrestling coach at TAD. The reasons for adding a coach are as follows:

- Safety of the athlete - it is extremely difficult for one coach to effectively watch 20 athletes, especially in Wrestling where much of the work is done with the athletes in pairs with their hands on each other. Another coach adds another set of eyes and an equitable distribution of responsibility for athlete safety.
- Retention of the athlete - Having two coaches gives the opportunity for athletes to experience different coaching styles and not become bored with the day-to-day work the sport demands. Identification with a coach leads to the athlete staying in the program longer, thereby developing a stronger program at the Junior High and High School level.
- Distribution of / collaboration on administrative duties - Two coaches affords the opportunity for a distribution of administrative tasks, which leads to coach retention and development.

Thank you for the opportunity to provide information in hopes of continuing to build our wrestling program.

Eddie