

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Tuesday, September 13, 2022, @ 5:30 PM

Board Members

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

The Elizabethton Board of Education will meet on Tuesday, September 13, 2022, 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 have asked to appear before the Board.
- 6. SPECIAL RECOGNITION**
- 7. CONSENT AGENDA**
 - A. Minutes of Regular Meeting: August 18, 2022.
 - B. Approve General Purpose Fund Financial Statement, August 31, 2022.
 - C. Approve Federal Projects Fund Financial Statement, August 31, 2022.
 - D. Approve School Nutrition Fund Financial Statement, August 31, 2022.
 - E. Approve The Access Program (TAP) for the 2022-2023 school year.
 - F. Approve the Elizabethton (101) Public District, FY 2023 TN All Corps application.
 - G. Approve the 2023 Early Literacy Network Grant Application, Year 2.
 - H. Approve the Coordinated School Health Budget for Fiscal Year 2023.
 - I. Approve the 2022-2023 Initial Licensure Clinical Practice and Partnership Guidelines MOU with Milligan University and Elizabethton City Schools.
 - J. Approve Educator Preparation Provider/Local Education Agency State-Recognized Partnership Agreement between Austin Peay State University and Elizabethton City Schools for the 2022-2023 school year.
 - K. Approve the Tusculum University Partnership Agreement for the 2022-2023 school year.
 - L. Approve the Best for All District Grant Application for FY 2023.
 - M. Approve the ESSER 3.0 Public Plan for Remaining Funds for the 2022-2023 school year.
 - N. Approve the 2023 ESSER 2.0 Funding Application for the 2022-2023 school year.

O. Approve the ESSER Planning Grant Application (Year 2) for the 2022-2023 school year.

P. Approve FY 2023 Fiscal Pre-Monitoring Supports Grant Application.

Q. Approve the FY2023 Resilient School Community Grant Application.

R. Approve Letters of Engagement with Blackburn, Childers, and Steagall, PLC for services provided to Elizabethton City Schools Board of Education (Board) for the year ended June 30, 2023.

S. Approve Letters of Engagement with Blackburn, Childers and Steagall, PLC for services provided to Elizabethton City Schools for the year ended June 30, 2023.

T. Approve an Equipment Disposal Request from Eric Wampler, Principal at Harold McCormick Elementary for the disposal of out of date textbooks and VHS tapes.

U. Approve FFA students at EHS to travel to Indianapolis, Indiana for the National FFA Convention to be held October 26 through October 29, 2022. Please see attached documentation for details.

8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

A. Personnel Report

a. NEW: Carmen Chimeno, ESP Student Leader, Systemwide, effective August 18, 2022; Holli Tipton, ESP Student Leader, Systemwide, effective August 18, 2022; Rebecca Dunkelberger, Project On-Track Teacher at TAD, effective August 17, 2022; Juanita Coley, Educational Assistant at WSE, effective August 16, 2022; Elizabeth Mindemann, Educational Assistant at HME, effective August 3, 2022; Jennica Norman, Teacher at TAD, effective August 10, 2022; Brandi Parsons, Instructional Assistant-Full-time Sub at ESE, effective August 23, 2022; Sara Perry, Cafeteria Personnel at TAD, effective August 31, 2022; Seanna Larkins, ESP Student Leader, Systemwide, effective August 24, 2022; Anderson Hallman, Community Involvement Lifeguard at EHS, effective August 29, 2022; Haley Overbay, ESP Student Leader, Systemwide, effective September 1, 2022.

ADDITIONAL POSITION: Elizabeth Austin, ESP Student Leader, Systemwide, effective August 26, 2022.

TRANSFERS: Heather Dugan, from EHS, to TNAC Instructional Assistant, effective August 18, 2022; Ivan Sanders from Substitute Teacher to Instructional Assistant-Full-time Substitute at EHS, effective August 15, 2022; Mindy Salyer, from TNAC Instructional Assistant, to Project on Track Math Teacher at ESE, effective August 11, 2022; Martha Campbell, from TNAC Interventionist, to Teacher at WSE, effective August 23, 2022, through December 16, 2022; Susan Frickel, from WSE to Educational Assistant at TAD, effective August 23, 2022; Craig Wilcox, Instructional Assistant at EHS, Part-time to Full-time, effective August 29, 2022; Roberta Naholowaa, TNAC ELA Teacher at TAD, effective August 30, 2022; Leanna Murdock, 6th grade ELA Teacher at TAD, effective August 30, 2022; Renee Hughes, Cafeteria Personnel at EHS, from part-time to full-time, effective September 6, 2022.

LEAVE OF ABSENCE: Jancey Bennett, August 8, 2022 through 1/2/2023 (TBD); Stephanie Shouse, August 24, 2022, through September 7, 2022; Bethany Hawkins from August 22, 2022, through December 16, 2022; Cathy Sanders from November 22, 2022, through January 3, 2023;

RESIGNATIONS: Mary Price, Cafeteria Personnel at EHS, effective August 23, 2022; Terry Moore, Assistant Football Coach at EHS, effective August 25, 2022; Seidena Malone, Cafeteria Personnel at EHS, effective August 19, 2022; Ashley Taylor, Cafeteria Personnel at EHS, effective August 26, 2022.

OTHER: Rebecca Dunkelberger, Project On-Track Math Teacher, effective August 18, 2022, Retracted acceptance of position.

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

9. REGULAR AGENDA

- A. Consideration of Disciplinary Hearing Authority Appeal to the Elizabethton City Schools Board of Education, Case No. 001-08-192022.
- B. Approve Elizabethton City Schools Board of Education Resolution regarding requested amendments to the Third Grade Retention law.
- C. Approve Elizabethton City Schools Board of Education Resolution in support of the system's professional educators.
- D. Approve creation of one part-time teacher assistant position at Harold McCormick Elementary to cover special education student need for the 2022-2023 school year.

10. FOR YOUR INFORMATION

11. NEXT REGULARLY SCHEDULED BOARD MEETING

- A. The next regularly scheduled Board Meeting will be held on Thursday, the 13th day of October 2022, 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

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, August 18, 2022 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, August 18, 2022, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:21 PM.

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

CALL TO ORDER

MOMENT OF SILENCE

PLEDGE TO THE FLAG

APPROVE CONSENT AGENDA AND REGULAR AGENDA

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

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

aye: 5, nay: 0

TIME FOR CITIZENS TO SPEAK

SPECIAL RECOGNITION

Recognition of Meg Foster, Tennessee Teacher of the Year Finalist.

Meg Foster chosen as 9-12 District Region. She's advanced from Regional and is now one of the nine State finalists. Invited to go to Nashville for ceremony where Tennessee Teacher of the Year is determined.

CONSENT AGENDA

Minutes of Regular Meeting: July 21, 2022.

Approve General Purpose Fund Financial Statement, June 30, 2022, and July 31, 2022.

Approve Federal Projects Fund Financial Statement, June 30, 2022, and July 31, 2022.

Approve School Nutrition Fund Financial Statement, June 30, 2022, and July 31, 2022.

Approve 2021-2022 Year End Reserves.

Approve signature card changes to Elizabethton City School accounts held at Citizens Bank.

Approve School Year 2022-2023 Agreement to Administer the School Nutrition Program(s).

Approve ECS Reopening Plan for the 2022-2023 school year.

Approve the Six-Month ECS Health and Safety Plan for the 2022-2023 school year.

Approve second reading of updated Board Policy 1.102, Board Members.

Approve second reading of updated Board Policy 1.105, School Board Legislative Involvement.

Approve second reading of Board Policy 1.204, Board Member Development Opportunities.

Approve second reading of Board Policy 4.101, Instructional Standards.

Approve second reading of Board Policy 4.210, Credit Recovery.

Approve second reading of Board Policy 4.402, Reconsideration of Textbooks and Instructional Materials.

Approve second reading of Board Policy 4.403, Library Materials.

Approve second reading of Board Policy 4.406, Use of the Internet.

Approve second reading of Board Policy 4.600, Grading System.

Approve second reading of Board Policy 4.602, Honor Roll, Awards, & Class Ranking.

Approve second reading of Board Policy 5.106, Application and Employment.

Approve second reading of Board Policy 6.317, Student Disciplinary Hearing Authority.

Approve an Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary for the disposal of a filing cabinet that's broken and missing a key, to be trashed or recycled.

Approve an Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary for the disposal of a kitchen play center w/broken doors that was donated to a local church.

Approve an Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary for the disposal of two blue student chairs. The legs are broken and cannot be repaired and are to be thrown away.

Approve an Equipment Disposal Request from Beth Wilson, Finance Director at Central Office for the disposal of an OKI C532 Color/Black & White Printer, to be disposed of by the Technology Department.

Approve an Equipment Disposal Request from Beth Wilson, Finance Director at Central Office for the disposal of an HP Printer to be disposed of by the Technology Department.

Approve an Equipment Disposal Request from Beth Wilson, Finance Director at Central Office for the disposal of a Sharp Copier (MX-M623N) to be disposed of by the Technology Department.

Approve an Equipment Disposal Request from Joey Trent, Director of Technology, for the disposal of an APC-5MX1500RM2V VPS (battery back-up), to be recycled by the Technology Department.

Approve an Equipment Disposal Request from Jon Minton, Principal at EHS, for the disposal of various items to be discarded. (Please see attached documentation for details.)

Approve an Equipment Disposal Request from Brian Culbert, CTE Director, for the disposal of books in the CTE Stem room to be discarded.

Approve an Equipment Disposal Request from John Wright, Principal at WS, for the disposal of a metal shelf unit to be thrown away.

Approve an Equipment Disposal Request from John Wright, Principal at WSE for the disposal of a broken red chair.

Approve an Equipment Disposal Request from John Wright, Principal at WSE for the disposal of old books to be discarded.

Approve an Equipment Disposal Request from John Wright, Principal at WSE, for the disposal of outdated books to be thrown away.

Approve an Equipment Disposal Request from Chris Berry for the disposal of broken chairs and shredder to be discarded.

Approve an Equipment Disposal Request from Chris Berry, Principal at T. A. Dugger Jr. High for the disposal of old books to be discarded.

Approve an Equipment Disposal Request from Mr. Josh Boatman, Special Education Director for the disposal of several large special education aids that are no longer usable. Please see attached documentation for a detailed list.

Approve travel for Director of Schools to Nashville for Teacher of the Year, Meg Foster's recognition on August 25, 2022.

Approve travel by National Naval Defense Cadet Corp classes to travel to Kings Mountain National Military Park on November 28-29, 2022.

REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

Personnel Report

NEW HIRES: Amelia (Millie) Pierce, ESP Student Leader- Systemwide, effective August 4, 2022; Jeff Bohlke, Instructional Assistant at EHS, effective August 2, 2022; Bo Toft, Educational Assistant at HME, effective August 2, 2022; Mary Price, Cafeteria Personnel at EHS, effective August 3, 2022; Ashley Taylor, Cook at EHS, effective August 3, 2022; Vickie Livingston, SPED Teacher at HME, effective August 1, 2022; Scarlett Miller, Cafeteria Personnel at EHS, effective July 27, 2022; Hazel "Karen" Arnold, Cafeteria Personnel at TAD, effective July 27, 2022; Renee Hughes, Cafeteria Personnel at EHS, effective July 25, 2022; Doug Schulz, Boy's Head Soccer Coach at EHS, effective July 14, 2022; Austen Lopez, Educational Assistant at HME, effective July 21, 2022; Jennifer Sansom, Educational Assistant at EHS, effective August 9, 2020; Alexis Cook, Educational Assistant at HME, effective August 9, 2022.

ADDITIONAL POSITION: Mindy Salyer, ESP Student Leader, effective August 1, 2022; Abby Baker, ESP Student Leader, effective August 1, 2022; Molly Schell, ESP Student Leader (System-wide), effective August 1, 2022; Ellie Phillips, Assistant Cross Country Coach at EHS, effective July 28, 2022; Kinsey Baines, Cheerleading Coach at TAD, effective July 19, 2022; Leah Moore Assistant Volleyball Coach at TAD, effective July 19, 2022; Marianne Isbister, ESP Student Leader (System-wide), effective August 9, 2020; Michael Freeman, Educational Assistant at WSE, effective August 10, 2022; Brett Deaton, ESP Student Leader (System-wide), effective August 10, 2022; Tammy Gilbert, ESP Student Leader (System-wide), effective August 4, 2022.

TRANSFERRALS: Jasmine Miller, Teacher at East Side, effective August 1, 2022; Mindy Salyer, TN All Corp Instructional Assistant at ESE, effective July 27, 2022; Bonnie White, SPED Assistant to the Teacher at WS, effective August 2, 2022; Dustin Duncan, College & Career Advisor at EHS, effective August 1, 2022 (Dustin will also continue his duties of Community Partnership Director); Brandon Blevins, Math Interventionist Assistant at EHS, effective August 9, 2022; Dolly Ruddlesden, Substitute Cook (System-wide), effective July 19, 2022;

RESIGNED: April Shumate, Instructional Assistant at EHS, effective July 29, 2022; Abigail Carver, Educational Assistant at EHS, effective July 28, 2022; Adam Copeland, College & Career Advisor at EHS, effective July 20, 2022; Molly Schell, Instructional Assistant-FT Sub at ESE, effective August 9, 2022.

LEAVE OF ABSENCE: Lou Ann Mollish, Cafeteria Personnel at EHS, from August 3, 2022 through October 31, 2022;

NAME CHANGE: Sara (Penley) Tynes, Teacher at WSE, from Penley to Tynes; Hannah (Bowers) Starkey, Teacher at ESE, from Bowers to Starkey.

REHIRE: Charlotte Bennett, Custodian at WSE, effective July 14, 2022.

Director's Update

It's been a great week and a half. 2,800 students, largest enrollment in 30 years. EHS around 900 students. Record enrollment! Appreciate all that worked in Back to School Bash and Opening In-Service. Spoke at Kiwanis and appreciate that opportunity. New laws and legislation at the Summer Law Conference. Also met with Senator Marsha Blackburn today. We appreciate her support. Extra Curricular activities have kicked off. EHS vs. Science Hill tomorrow night. September meeting date moved from Thursday the 15th to Tuesday the 13th. Will discuss later in the meeting.

Board Member Reports

TSBA best organizations to present timely information on the forefront.

City Council Liaison's Report

Mr. Simerly: Carter Compassion Center almost ready for roof and opening. Located in old Chamber building. Good place for students if they need volunteer hours, we have licensed social worker and several others working at the Compassion Center. Reach out to Brandon Young or Mr. Simerly. Covered Bridge Days September 23rd and 25th. Greg Workman has worked to get performers there. Trick or Treat October 31st 3:00 - 4:30 downtown, December 10th at 6:00 p.m. Christmas Parade. It's the job the teachers are doing, everyone behind the scenes doing the work. Congratulations on doing such a good job.

Student Liaison's Report

SGA held Senior sunrise. Student body has expressed the desire to paint their parking spot. Dress Code: Crack down on dress code. Embarrassed by teachers calling them out in the hallway.

REGULAR AGENDA

Ratify Memorandum of Understanding between Niswonger Foundation and Elizabethton City Schools to provide Project On-Track math tutoring for students in grades 1-8.

Motion was made by Danny O'Quinn, second by Mike Wilson to ratify Memorandum of Understanding between Niswonger Foundation and Elizabethton City Schools to provide Project On-Track math tutoring for students in grades 1-8.

Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: aye
Eddie Pless: aye
Jamie Schaff: aye
Mike Wilson: aye

aye: 5, nay: 0

Time was of the essence. Informed of this grant opportunity in the amount of \$280,000.00 from Niswonger per year to work on tutoring. These funds will help pay for four teachers, one teacher at each elementary and one at TAD.

Ratify the creation of four (4) teacher positions to provide math tutoring services for 1st-8th grade students.

Motion was made by Danny O'Quinn, second by Mike Wilson to ratify the creation of four (4) teacher positions to provide math tutoring services for 1st-8th grade students. Motion carried.

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

aye: 5, nay: 0

Motion was made by Jamie Schaff, second by Danny O'Quinn to approve creating a full-time Teacher Assistant position for EHS, paid for using XQ Grant Funds for the 2022-2023 school year. Motion carried.

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

aye: 5, nay: 0

Please see 9.A. discussion.

Approve creating full-time Teacher Assistant position for EHS, paid for using XQ Grant funds for the 2022-2023 school year.

Motion was made by Jamie Schaff, second by Danny O'Quinn to approve creating full-time Teacher Assistant position for EHS, paid for using XQ Grant funds for the 2022-2023 school year. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Teacher Assistant position assist Mr. Presnell in operating the cadet program to be funded by extra XQ Grant funds. Numbers growing. Recognized across the region at how quickly they've grown. Will help with drills, etc.

Mr. Wilson: Wasn't high on the program at the beginning, but couldn't have been more wrong.

This program has filled the gap for a lot of students. Great opportunity for students.

Group of cadets working at Back to School Bash. Incredibly good workers, self-motivated and self-directed.

FOR YOUR INFORMATION

NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Tuesday, the 13th day of September 2022, 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.

Mr. Pless asked if anyone had a problem with moving the September Board Meeting from Thursday, September 15 to Tuesday, September 13th. Everyone agreed that the meeting should be moved from Thursday, September 15 to Tuesday, September 13th.

ADJOURN

Motion was made by Danny O'Quinn Motion to Adjourn Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Chairman of the Board

Director of Schools

		2022-23	2022-23	2022-23	2022-23	Unencumbered	August 2022-23	
<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	3,350,000.00	3,350,000.00	0.00	0.00	3,350,000.00	0.00
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	83,000.00	83,000.00	10,765.14	12.97	72,234.86	10,765.14
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	1,333.82	5.80	21,666.18	1,333.82
141 R 40140	000	INTEREST AND PENALTY	26,000.00	26,000.00	1,130.00	4.35	24,870.00	1,130.00
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	58,000.00	58,000.00	0.00	0.00	58,000.00	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	2,500.00	2,500.00	0.00	0.00	2,500.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	3,450,000.00	3,450,000.00	316,158.30	9.16	3,133,841.70	316,158.30
141 R 40275	000	MIXED DRINK TAX	18,000.00	18,000.00	1,888.13	10.49	16,111.87	1,888.13
141 R 40320	000	BANK EXCISE TAX	18,500.00	18,500.00	0.00	0.00	18,500.00	0.00
141 R 41110	000	MARRIAGE LICENSES	600.00	600.00	72.94	12.16	527.06	72.94
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	335,000.00	335,000.00	88,287.98	26.35	246,712.02	88,287.98
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	46,514.76	20.90	176,037.24	33,222.99
141 R 44110	000	INVESTMENT INCOME	7,500.00	7,500.00	2,064.09	27.52	5,435.91	2,064.09
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	114.99	0.00	-114.99	-3,623.71
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	7,511.45	751.15	-6,511.45	7,500.00
141 R 46511	000	BASIC EDUCATION PROGRAM	16,263,000.00	16,263,000.00	1,624,700.00	9.99	14,638,300.00	1,624,700.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	0.00	0.00	415,390.00	0.00
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	0.00	0.00	92,000.00	0.00
141 R 46610	000	CAREER LADDER PROGRAM	32,619.00	32,619.00	0.00	0.00	32,619.00	0.00
141 R 46980	000	OTHER STATE GRANTS	98,122.00	98,122.00	0.00	0.00	98,122.00	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	26,400.00	26,400.00	8,873.06	33.61	17,526.94	3,553.06
141 R 49800	000	OPERATING TRANSFERS	50,035.00	50,035.00	0.00	0.00	50,035.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	400,000.00	16.67	2,000,000.00	200,000.00
Grand Revenue Totals			27,094,468.00	27,094,468.00	2,509,414.66	9.26	24,585,053.34	2,287,052.74

Number of Accounts: 37

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

Acct	2022-23	2022-23	2022-23	2022-23	Unencumbered	August 2022-23	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity	
141 E 71100 --- ---	REGULAR INSTRUCTION PROGRAM	12,075,014.00	12,075,014.00	349,936.80	2.90	11,692,727.20	312,238.30
141 E 71200 --- ---	SPECIAL EDUCATION PROGRAM	2,274,763.00	2,274,763.00	3,373.55	0.15	2,267,530.16	2,285.36
141 E 71300 --- ---	VOCATIONAL EDUCATION PROGRAM	1,139,290.00	1,139,290.00	13,266.16	1.16	1,111,074.42	7,555.92
141 E 71400 --- ---	STUDENT BODY EDUCATION PROGRAM	405,985.00	405,985.00	58,332.33	14.37	343,745.60	43,670.07
141 E 72110 --- ---	ATTENDANCE	100,395.00	100,395.00	24,550.40	24.45	75,344.60	19,023.87
141 E 72120 --- ---	HEALTH SERVICES	409,925.00	409,925.00	10,364.78	2.53	396,450.22	6,995.16
141 E 72130 --- ---	OTHER STUDENT SUPPORT	1,191,301.00	1,191,301.00	57,143.88	4.80	1,130,257.12	53,143.88
141 E 72210 --- ---	REGULAR INSTRUCTION PROGRAM	1,159,122.00	1,159,122.00	139,931.07	12.07	998,514.93	91,433.20
141 E 72220 --- ---	SPECIAL EDUCATION PROGRAM	333,140.00	333,140.00	24,346.64	7.31	308,793.36	11,961.53
141 E 72230 --- ---	VOCATIONAL EDUCATION PROGRAM	161,694.00	161,694.00	21,284.20	13.16	140,409.80	11,299.22
141 E 72250 --- ---	TECHNOLOGY	652,540.00	652,540.00	113,687.17	17.42	505,536.64	81,105.00
141 E 72310 --- ---	BOARD OF EDUCATION	537,860.00	537,860.00	257,188.24	47.82	259,731.04	20,171.48
141 E 72320 --- ---	OFFICE OF THE SUPERINTENDENT	388,079.00	388,079.00	77,817.50	20.05	289,636.00	36,894.89
141 E 72410 --- ---	OFFICE OF THE PRINCIPAL	1,777,952.00	1,777,952.00	210,479.96	11.84	1,567,472.04	142,421.33
141 E 72510 --- ---	FISCAL SERVICES	391,655.00	391,655.00	89,775.05	22.92	297,599.03	31,877.97
141 E 72610 --- ---	OPERATION OF PLANT	1,747,036.00	1,747,036.00	363,602.03	20.81	1,377,933.97	176,182.85
141 E 72620 --- ---	MAINTENANCE OF PLANT	949,185.00	949,185.00	205,491.23	21.65	411,768.59	154,658.09
141 E 72710 --- ---	TRANSPORTATION	639,445.00	639,445.00	151,061.19	23.62	446,194.01	67,421.64
141 E 73100 --- ---	FOOD SERVICE	30,145.00	30,145.00	4,110.74	13.64	26,034.26	2,079.98
141 E 73300 --- ---	COMMUNITY SERVICES	221,552.00	221,552.00	33,861.34	15.28	172,319.45	27,193.78
141 E 73400 --- ---	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	17,890.53	4.31	397,499.47	10,444.23
141 E 76100 --- ---	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	584,388.50	635.20	-513,138.50	228,229.00
141 E 99100 --- ---	OPERATING TRANSFERS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
Grand Expense Totals		27,094,468.00	27,094,468.00	2,811,883.29	10.38	23,704,433.41	1,538,286.75

Number of Accounts: 491

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

			2022-23	2022-23	2022-23	2022-23	Unencumbered	August 2022-23
<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	88,564.00	88,564.00	15,544.80	17.55	73,019.20	15,544.80
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	4,000.00	4,000.00	887.64	22.19	3,112.36	887.64
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	35,330.00	35,330.00	1,114.42	3.15	34,215.58	1,114.42
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	649,927.00	649,927.00	0.00	0.00	649,927.00	0.00
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	15,530.00	15,530.00	0.00	0.00	15,530.00	0.00
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	586,098.00	586,098.00	3,173.89	0.54	582,924.11	3,173.89
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	53,791.00	53,791.00	291.31	0.54	53,499.69	291.31
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	73,929.00	73,929.00	3,832.16	5.18	70,096.84	3,832.16
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	47,784.00	47,784.00	3,782.26	7.92	44,001.74	3,782.26
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	145,334.00	0.00	0.00	145,334.00	0.00
142 R 47401	930	ESSER 3.0	435,467.00	435,467.00	0.00	0.00	435,467.00	0.00
142 R 47307	931	ESSER 2.0	73,030.00	73,030.00	0.00	0.00	73,030.00	0.00
142 R 47307	932	ESSER 2.0	1,696,069.00	1,696,069.00	0.00	0.00	1,696,069.00	0.00
142 R 47401	933	ESSER 3.0	2,903,925.00	2,903,925.00	0.00	0.00	2,903,925.00	0.00
142 R 47307	934	ESSER 2.0	200,000.00	200,000.00	0.00	0.00	200,000.00	0.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	35,402.00	35,402.00	0.00	0.00	35,402.00	0.00
Grand Revenue Totals			7,044,180.00	7,044,180.00	28,626.48	0.41	7,015,553.52	28,626.48

Number of Accounts: 16

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

	Acct	2022-23	2022-23	2022-23	2022-23	Unencumbered	August 2022-23
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
142 E 71100	REGULAR INSTRUCTION PROGRAM	2,226,253.00	2,226,253.00	38,968.57	1.75	2,178,983.68	20,457.02
142 E 71200	SPECIAL EDUCATION PROGRAM	665,457.00	665,457.00	860.00	0.13	664,597.00	-3,158.56
142 E 71300	VOCATIONAL EDUCATION PROGRAM	20,830.00	20,830.00	1,472.00	7.07	19,358.00	1,472.00
142 E 72120	HEALTH SERVICES	50,000.00	50,000.00	0.00	0.00	50,000.00	0.00
142 E 72130	OTHER STUDENT SUPPORT	174,161.00	174,161.00	13,782.12	7.91	143,499.88	9,385.30
142 E 72210	REGULAR INSTRUCTION PROGRAM	370,906.00	370,906.00	23,729.80	6.40	343,017.36	13,186.17
142 E 72220	SPECIAL EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	-400.47
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,500.00	1,500.00	1,248.81	83.25	251.19	1,248.81
142 E 72250	TECHNOLOGY	142,204.00	142,204.00	5,521.64	3.88	69,818.36	4,865.08
142 E 73300	COMMUNITY SERVICES	142,834.00	142,834.00	17,730.65	12.41	125,103.35	-6,273.47
142 E 76100	REGULAR CAPITAL OUTLAY	3,200,000.00	3,200,000.00	8,299.50	0.26	2,838,526.50	4,350.50
142 E 99100	OPERATING TRANSFERS	50,035.00	50,035.00	0.00	0.00	50,035.00	0.00
Grand Expense Totals		7,044,180.00	7,044,180.00	111,613.09	1.58	6,483,190.32	45,132.38

Number of Accounts: 159

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

The Access Program

Elizabethton and The Access Program General Outline of Expectations

The Access Program (TAP) services:

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

Elizabethton Service Expectations:

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

The Access Program (TAP)

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

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

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

This agreement is between _____ and The Access Program (TAP) for the school year of August 2022 through August 2023 (to include any Summer Job Club camps offered).

School System Representative

Date

The Access Program - Representative

Date

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

The Access Program (TAP)

Scope and Sequence 2022

Fall 2022 Topics

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

Spring 2023 Topics

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

Allocations

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - Allocations

	(1)	TN ALL Corps	Total
Original		\$277,200.00	\$277,200.00
Incoming Carryover		\$46,405.80	\$46,405.80
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		\$323,605.80	\$323,605.80

Cover Page

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

LEA ID#

101

LEA Name

Elizabethton City Schools

LEA Official Address

Street

804 S Watauga Ave

City

Elizabethton

Zip Code

37643

Phone

423-547-8000

LEA Website

<https://www.ecschools.net/>

Director of Schools

Name

Richard VanHuss

Email

richard.vanhuss@ecschools.net

Phone

423-547-8000

TN ALL Corps Point of Contact

Name

Myra Newman

Email

myra.newman@ecschools.net

Phone

423-547-8000

Budget

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

Account Number	Total
71100 - Regular Instruction Program	\$323,605.80
71200 - Special Education Program	\$0.00
72120 - Health Services	\$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	\$323,605.80
Adjusted Allocation	\$323,605.80
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

71100 - Regular Instruction Program - \$323,605.80 ▼

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:	\$90,113.00	
Line Item Total:	\$90,113.00	
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:	\$116,255.00
Line Item Total:	\$116,255.00

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:	\$12,795.00	
Line Item Total:	\$12,795.00	
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:	\$20,640.00	
Line Item Total:	\$20,640.00	
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:	\$54,400.00	
Line Item Total:	\$54,400.00	
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:	\$4,360.00	
Line Item Total:	\$4,360.00	
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:	\$2,995.00
Line Item Total:	\$2,995.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	429 - Instructional Supplies & Materials
Focus Area:	Instructional Materials and Supplie...
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)

These funds will be utilized to purchase any instructional supplies and materials needed to support in-school tutoring, such as, NewsELA memberships, Performance Coach consumable workbooks, Lexia Reading program, ect.

Quantity:	1.00	
Cost:	\$8,000.00	
Line Item Total:	\$8,000.00	
Account Number:	71100 - Regular Instruction Program	Supplies and materials for TN All Corp in-school tutoring program (i.e., paper, copies, consumables, 3-ring binders, pencils, index cards, ink pens, etc. .
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)	
Quantity:	1.00	
Cost:	\$13,642.80	
Line Item Total:	\$13,642.80	
Total for 71100 - Regular Instruction Program:		
Total for all other Account Numbers:		\$0.00
Total for all Account Numbers:		\$323,605.80

Adjusted Allocation:	\$323,605.80
Remaining:	\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

Filter by Location: All - \$323,605.80 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	Total
116 - Certified Teachers		90,113.00	90,113.00
163 - Educational Assistants		116,255.00	116,255.00
201 - Social Security		12,795.00	12,795.00
204 - State Retirement		20,640.00	20,640.00
206 - Life Insurance		405.00	405.00
207 - Medical Insurance		54,400.00	54,400.00
208 - Dental Insurance		4,360.00	4,360.00
212 - Employer Medicare		2,995.00	2,995.00
429 - Instructional Supplies & Materials		8,000.00	8,000.00
499 - Other Supplies and Materials		13,642.80	13,642.80
Total		323,605.80	323,605.80
		Adjusted Allocation	323,605.80

Account Number	71100 - Regular Instruction Program	Total
Line Item Number	Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

Program Details

a) Projected number of students to be served:

FY23				FY24							
Grade	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Content Area	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Content Area	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served
1			NaN %	Literacy ▾	184	56	30.43 %	Select... ▾			0.00 %
2			0.00 %	Literacy ▾	198	59	29.80 %	Select... ▾			0.00 %
3			0.00 %	Literacy ▾	188	58	30.85 %	Select... ▾			0.00 %
4			0.00 %	Literacy ▾	192	57	29.69 %	Select... ▾			0.00 %
5			0.00 %	Literacy ▾	202	61	30.20 %	Select... ▾			0.00 %
Total	0	0	0.00 %		964	291	30.19 %		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	Content Area	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served	Content Area	Total # Students	Total # Students in TN ALL Corps	Percent of Students Served
6			0.00 %	Literacy ▾	186	65	34.95 %	Select... ▾			0.00 %
7			0.00 %	Literacy ▾	219	70	31.96 %	Select... ▾			0.00 %
8			0.00 %	Literacy ▾	234	60	25.64 %	Select... ▾			0.00 %
Total	0	0	0.00 %		639	195	30.52 %		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	Source	Check box to indicate uploaded local match budget is in the 2023 LEA Document Library.	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.	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.
\$ 1,116,570.00	ESSER 3.0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FY23 Projected start date (month) for TN ALL Corps

Month

August ▾

Project Narrative

1. a. Describe how your tutoring structures 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.

1b) Describe how your 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.

A certified teacher will be hired for each location for a total of 4 teachers. Two assistants to the teacher will be hired for each elementary school for a total of 6 elementary assistants to a teacher. Four assistants to the teacher will be hired for the middle school. This will equal to 10 Assistants to teachers for the district. This configuration will allow one teacher and two assistants for each elementary school and one teacher and four assistants for the middle school. Hiring the full-time equivalent employees will allow in-school tutoring to occurring two times a week for 45 minutes in ratios of no more than 1:3 in grades 1-5, and no more than 1:4 in grades 6-8.

2a: How will your district use multiple sources of data when selecting students for participation in the program? Describe your student selection protocol. (200 words maximum)

Our district will utilize TCAP proficiency levels, Universal Screening data, and TVAAS student projection data in ELA to identify students who will be best served through the ELA tutoring program. Students who scored at the Approaching proficiency level in ELA will be identified. Universal Screening data and student data meetings will identify students who qualify for TIER II or III intervention. These students will be removed from the possible TN ALL Corps tutoring list. The students' projections in ELA of the remaining students on the Approaching proficiency level list will be utilized to narrow down tutoring list.

2. b. How will your district engage students and their families with monthly progress reports and activities to support the learning acceleration at home? (200 words maximum)

Mastery Connect and AIMweb data reports will be utilized with age appropriate students to engage them in their learning targets. Appropriate assessment tools will be utilized with younger students to help engage them in reaching their learning targets. Data reports and parent communications will be utilized to engage parents in the TN ALL Corps learning. Progress Monitoring reports will be shared with parents bi-weekly at the elementary level and monthly at the middle school level. Learning activities will be shared with parents to help engage acceleration at home.

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 district will utilize MasteryConnect Benchmark tool and AIMweb to progress monitor students mastery toward identified stanards. Progress monitoring will occur bi-weekly in elementary and quarterly in middle school. TN ALL Corps teachers will create probes to assess identified ELA standards students need to master to be proficient in ELA on the TCAP assessment. These progress monitoring assessments will be utilized to inform tutoring instruction throughout the year.

4. Describe how you will provide support and training opportunities for your unlicensed tutors. (200 word maximum)

Each assistant is assigned to a licensed teacher who will provide job-embedded mentoring. Our district has also hired an Implementation Coach who will suposse TN ALL Corps throughout the year. This will help our programs to be consistent and function with fidelity. All new full-time tutors will complete the state's tutor training modules.

5. How will your district provide time for collaboration between tutors and classroom teachers, encouraging weekly communication to coordinate content-specific strategies, share student progress, and share student engagement strategies across instructional times? (300 word maximum)

Tutoring will occur four days of the week. The fifth day will be utilized to provide time for the TN ALL Corps teacher to collaborate with grade level teachers. During this collaboration time grade level ELA teachers and the TN ALL Corps teacher will share targeted standards, student progress, and strategies begin used within each setting.

Program Design including HQIM: Select all that apply

6. a. ELA HQIM: What HQIM are you using to support your literacy tutoring program?

- District Adopted HQIM
- Intervention-Specific Curriculum Materials
- TDOE's Foundational Literacy Skills Curriculum
- District-Created Materials

6. b. Math HQIM: What HQIM are you using to support your Math tutoring program?

- District Adopted HQIM
- Intervention-Specific Curriculum Materials
- Zearn Math's Teacher/Tutor-Led Lessons
- District-Created Materials

Zearn Math: Select ONE

7. How are you using Zearn to support your Math tutoring program?

Select... ▼

Resources

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

Assurance

Elizabethton (101) Public District - FY 2023 - 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 complete progress monitoring for all participating students for the duration of its tutoring support. The Grantee shall use the online assessment component of the free math platform 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.

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>9. Keep such records, and provide such information to the TDOE, as may be reasonably required for fiscal audit, data reporting, and program evaluation.</p>	<p>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.</p>	<p>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.</p>	<p>12. Special Education and Related Services shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.</p>
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- 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 2023 - TN ALL Corps - Rev 0 - TN ALL Corps

Required Documents

This page is currently not accepting Related Documents.

Allocations

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Allocations

	(1)	Early Lit Networks	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$40,455.00	\$40,455.00
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		\$40,455.00	\$40,455.00

Budget

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

Account Number	Total
72210 - Support Services/Regular Instruction Program	\$40,455.00
Total	\$40,455.00
Adjusted Allocation	\$40,455.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

72210 - Support Services/Regular Instruction Program - \$40,455.00 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	Funds will be utilized to pay contractual services from School Kit for Early Literacy support.
Line Item Number:	399 - Other Contracted Services	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$40,455.00	
Line Item Total:	\$40,455.00	
Total for 72210 - Support Services/Regular Instruction Program:		\$40,455.00
Total for all other Account Numbers:		\$0.00
Total for all Account Numbers:		\$40,455.00
Adjusted Allocation:		\$40,455.00
Remaining:		\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

Filter by Location: All - \$40,455.00 ▼

Line Item Number	Account Number	72210 - Support Services/Regular Instruction Program	Total
399 - Other Contracted Services		40,455.00	40,455.00
Total		40,455.00	40,455.00
		Adjusted Allocation	40,455.00
		Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

Partnerships with professional learning vendors can be a lever that propels change strategically and with high impact.

Which of the following activities would be most beneficial to support your district in implementation of your knowledge-building and foundational skills materials as you work with a state-approved professional learning vendor?

- Providing systematic implementation support by *collaboratively building a district literacy strategy*
- Providing *follow-up support of summer training* with application of learning to district-specific foundational skills state-approved curriculum
- Developing a *comprehensive PreK-2 ELA implementation plan* to include *ongoing, spiraled professional learning for teachers and leaders* in both strands of literacy instruction: knowledge-building and foundational skills
- Build the knowledge and skills necessary to *equip leaders to use the TN ELA Instructional Practice Guide (IPG) and TN Early Literacy IPG* (to include norming)
- Foster teacher application of professional learning to instruction* that propels change in classroom practice resulting in increased student reading achievement
- Provide training for PreK-2 educators in sounds-based strategies for teaching foundational skills
- Provide training for PreK-2 educators in regard to *scaffolded supports, intervention programming design, and data use* for students at-risk or with a significant reading deficiency
- Facilitate *unit and lesson preparation* for knowledge building lessons and foundational skills lessons
- Additional district and schoolwide literacy planning* as a result of baseline data

There are many benefits to becoming a member of a collaborative system intentionally designed with district needs at the forefront. Districts across Tennessee frequently partner to solve problems of practice, brainstorm, and share resources. There is strength in numbers and the Tennessee Department of Education believes that "Together We are Better".

Which of the following activities would be most beneficial to support your district in implementation of your knowledge-building and foundational skills materials as a member of a district collaborative? Select all that apply.

- Participate in quarterly virtual learning sessions focused on the implementation of high-quality materials and strategies-based support
- Participate in monthly virtual state-wide communities of practice focusing on curriculum-specific supports for both knowledge building and foundational skills
- Participate in quarterly regional sharing opportunities at which districts will share problems of practice and work toward solutions with state vendor facilitators

1. Have you selected, adopted and begun using state-adopted ELA HQIM in grades K through 2?

Yes ▼

2. Will 25% of K-2 teachers successfully complete Week One and Week Two of the TN Early Reading Training Series by the beginning of school year 2021-2022?

Yes ▼

3. Do you expect your district to have an approved FLSP plan by June 1, 2021?

Yes ▼

4. Are you committed to selecting a community of practice sequence (four sessions a year), selecting an

implementation support vendor, and creating an implementation plan?

Yes ▼

5. Will you be willing to reflect on your implementation plan and share data (screener, IPG, teacher survey data, etc.) to support your success?

Yes ▼

Resources

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

Assurances

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

* **By committing to the following assurances, our district agrees to a two-year commitment to support the implementation of English language arts (ELA) programming in grades PreK-2.**

Commit to the following Assurances:

1. Select, adopt and use HQIM for PreK through second grade ELA.
2. At least 25% of K-2 teachers will successfully complete Week One and Week Two of the TN Early Reading Training Series by the beginning of school year 2021-2022. 60% will successfully complete Week One or an equivalent by June 2023.
3. Agree to participate in quarterly network activities for the next two years.
4. Select a vendor from a state-approved list, complete a foundational literacy skills planning document and provide quarterly (Sept. 30, Dec. 30, March 30, June 30) vendor reports.
5. Have a department-approved Foundational Literacy Skills Plan.
6. Use appropriate data (screener, IPG, teacher survey data, etc.) to determine district impact from early literacy network support.

Related Documents

Elizabethton (101) Public District - FY 2023 - Early Literacy Networks - Rev 0 - Early Literacy Networks

Optional Documents		
Type	Document Template	Document/Link
Vendor Contract	N/A	 School Kit - Early Literacy Contract

Budget

Elizabethton (101) Public District - FY 2023 - Coordinated School Health - Rev 0 - Coordinated School Health

Account Number	Total
72120 - Health Services	\$85,000.00
	Total \$85,000.00
	Adjusted Allocation \$85,000.00
	Remaining \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Coordinated School Health - Rev 0 - Coordinated School Health

72120 - Health Services - \$85,000.00 ▼

Budget Detail	Narrative Description
Account Number: 72120 - Health Services	One 11 month position for a Director of Coordinated School Health with a Bachelor's of Public Health degree and 4 years of public health experience.
Line Item Number: 105 - Supervisor / Director	
Optional Program Code:	
Location Code: Elizabethton (101)	
Quantity: 1.00	
Cost: \$50,119.00	
Line Item Total: \$50,119.00	
Account Number: 72120 - Health Services	Social Security for the Director of Coordinated School Health.
Line Item Number: 201 - Social Security	
Optional Program Code:	
Location Code: Elizabethton (101)	

Code:		
Quantity:	<u>1.00</u>	
Cost:	<u>\$3,105.00</u>	
Line Item Total:	<u>\$3,105.00</u>	

State Retirement for the Director of Coordinated School Health.

Account Number:	72120 - Health Services	
Line Item Number:	204 - State Retirement	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	<u>1.00</u>	
Cost:	<u>\$6,190.00</u>	
Line Item Total:	<u>\$6,190.00</u>	

Life Insurance for the Director of Coordinated School Health.

Account Number:	72120 - Health Services	
Line Item Number:	206 - Life Insurance	
Optional Program Code:		

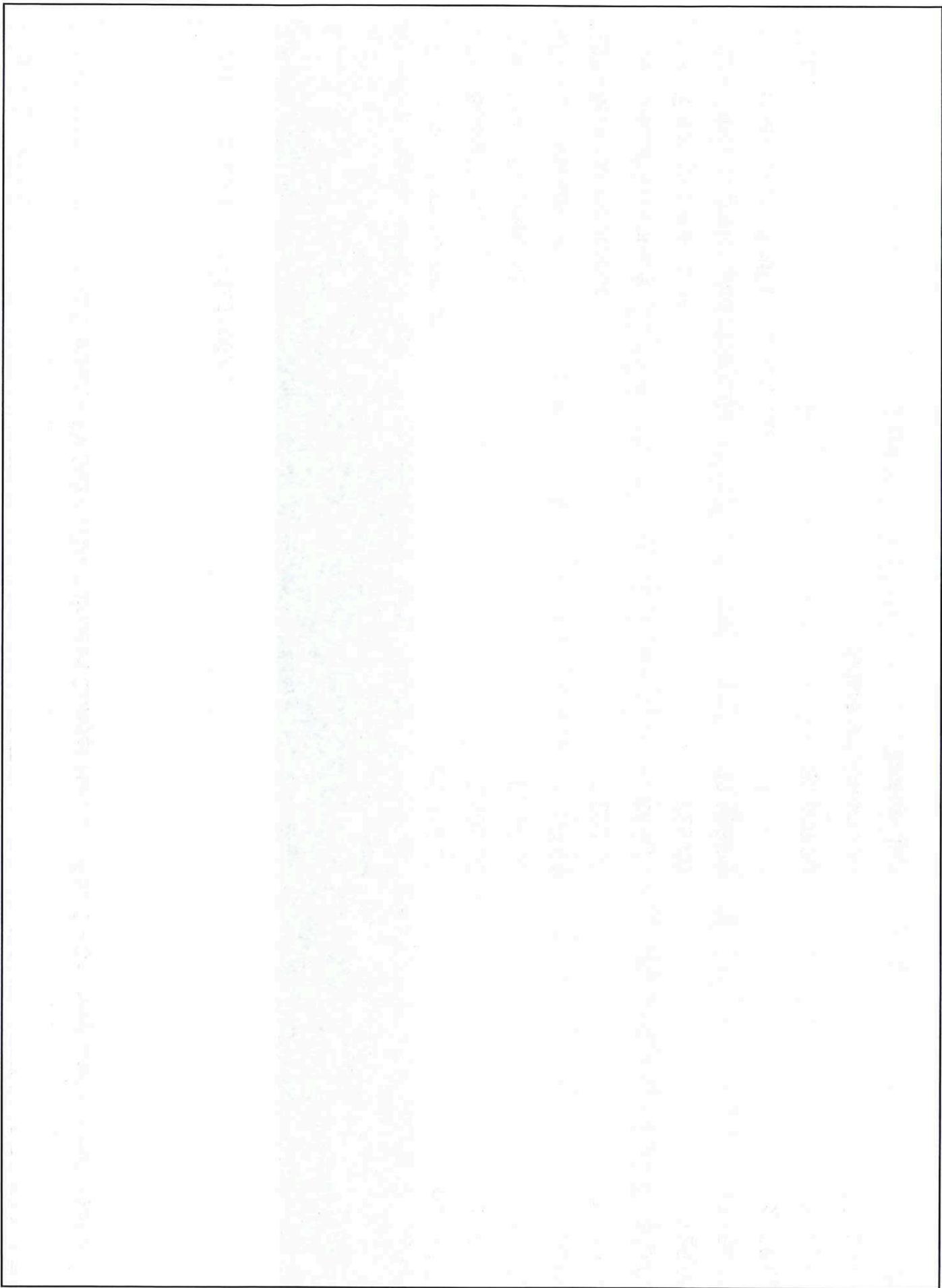
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$90.00	
Line Item Total:	\$90.00	
Account Number:	72120 - Health Services	Medical Insurance for the Director of Coordinated School Health
Line Item Number:	207 - Medical Insurance	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$7,600.00	
Line Item Total:	\$7,600.00	
Account Number:	72120 - Health Services	Dental Insurance for the Director of Coordinated School Health
Line Item Number:	208 - Dental Insurance	
Optional Program Code:		

Location Code: Elizabethton (101) Quantity: 1.00 Cost: \$315.00 Line Item Total: \$315.00	
Account Number: 72120 - Health Services Line Item Number: 212 - Employer Medicare Optional Program Code:	Employer Medicare for the Director of Coordinated School Health.
Location Code: Elizabethton (101) Quantity: 1.00 Cost: \$725.00 Line Item Total: \$725.00	
Account Number: 72120 - Health Services Line Item Number: 499 - Other Supplies and Materials Optional Program Code:	Other supplies and materials as needed throughout the school year. Educational materials, such as comprehensive health education curriculum, would be purchased with these funds. Any physical education, health education or nutrition consumables for students, parents, and school faculty and staff as part of ongoing wellness education. Office supplies and and any other training materials, as needed.

Location Code:	Elizabethton (101)	
Quantity:	<u>1.00</u>	
Cost:	<u>\$13,856.00</u>	
Line Item Total:	<u>\$13,856.00</u>	

Account Number:	72120 - Health Services	In service and/or staff development for at least two mandatory in-state conferences for the Director of Coordinated School Health: The Rural Health Association of Tennessee's Annual Conference and The Coordinated School Health Institute. Additional professional development for school board members, administrators, physical education teachers, school counselors, school nurses, food service staff and/or health/wellness teachers.
Line Item Number:	524 - In-Service / Staff Development	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	<u>1.00</u>	
Cost:	<u>\$3,000.00</u>	
Line Item Total:	<u>\$3,000.00</u>	

Total for 72120 - Health Services:	<u>\$85,000.00</u>
Total for all other Account Numbers:	<u>\$0.00</u>
Total for all Account Numbers:	<u>\$85,000.00</u>
Adjusted Allocation:	<u>\$85,000.00</u>
Remaining:	<u>\$0.00</u>



Budget Overview

Elizabethton (101) Public District - FY 2023 - Coordinated School Health - Rev 0 - Coordinated School Health

Filter by Location: ▼

Line Item Number	Account Number	72120 - Health Services	Total
105 - Supervisor / Director		50,119.00	50,119.00
201 - Social Security		3,105.00	3,105.00
204 - State Retirement		6,190.00	6,190.00
206 - Life Insurance		90.00	90.00
207 - Medical Insurance		7,600.00	7,600.00
208 - Dental Insurance		315.00	315.00
212 - Employer Medicare		725.00	725.00
499 - Other Supplies and Materials		13,856.00	13,856.00
524 - In-Service / Staff Development		3,000.00	3,000.00
Total		85,000.00	85,000.00
Adjusted Allocation			85,000.00
Remaining			0.00

Local Match

Elizabethton (101) Public District - FY 2023 - Coordinated School Health - Rev 0 - Coordinated School Health

CSH State Allocation	\$	85,000.00
BEP Rate		12.51%
Target Local Match Amount	\$	10,633.50

Local Match

Line Item	Amount
Personnel Salary & Support Staff	\$ 13,595.00
Fringe Benefits / Professional & Support Staff	\$ 2,530.00
Contractual	\$
Telephone / Utilities	\$ 6,150.00
Materials & Supplies	\$
Postage / Shipping	\$
Printing / Publications	\$
Travel: Instate / Out of state	\$

Other (mini grants)

\$

Total Local Match

\$

Related Documents

Elizabethton (101) Public District - FY 2023 - Coordinated School Health - Rev 0 - Coordinated School Health

Required Documents

This page is currently not accepting Related Documents.

MILLIGAN

AREA OF TEACHER EDUCATION

AGREEMENT BETWEEN MILLIGAN AND

THE CITY OF ELIZABETHTON for its ELIZABETHTON CITY SCHOOLS

INITIAL LICENSURE CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES: August 2022 (revised)

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

1. Program Objectives:

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

2. Selection of Candidates:

- A. Milligan will recommend initial-licensure candidates to the school system. Interns will be students holding a bachelor's degree and will be enrolled in a Master of Education (initial-licensure) program. These interns may initially lack some coursework in pedagogy and academic disciplines. Milligan will determine the coursework to be taken. Student teachers will be seniors enrolled in their last year of their undergraduate program completing an (initial-licensure) education degree.
- B. Prospective candidates will complete the application process as directed by Milligan. The information will be sent to the designated administrator of the school system and will be

shared with principals and supervisors. Principals may also interview candidates and then make decisions to accept or reject them as interns and/or student teachers.

- C. Criteria for candidates to enter clinical experience include unconditional admission to the professional level of their program and the following:
 - 1. 3.0 overall GPA including method and content prerequisite courses
 - 2. Successful completion of Praxis II content knowledge exam
 - 3. Completion of TBI background check
 - 4. First Aid and CPR verification (must be current)
 - 5. Overall disposition ratings at expectation (score of 3 or higher)

3. Candidate Benefits and Responsibilities:

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

- G. Candidates are required to procure at their own expense Professional Liability Insurance.
- H. Candidates will not be placed where there are family members or friends employed, or where they have previously been employed.
- I. Candidates should address questions and concerns regarding clinical placement activities to Milligan's coordinator of field placements.

4. Selection of Mentor Teachers:

- A. The designated administrator and the Milligan field placement coordinator will work closely together to determine the most appropriate mentor for each candidate.
- B. Mentor teachers will be selected according to criteria, which include (a) teaching experience, (b) appropriate certification, (c) evaluation as a highly competent teacher, and (d) willingness to assume the roles expected of a mentor.
- C. Criteria for mentor teachers include the following:
 - 1. School-based mentors will hold a license in the appropriate endorsement area and have TVAAS/EOC scores and TEAM evaluations of At Expectation or higher.
 - 2. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).

5. Operational Guidelines:

- A. The principal (as necessary), Milligan representative, mentor teacher, and candidate will work together to develop a plan of activities for the candidate.
- B. Responsibilities of mentor teachers include the following:
 - 1. Supervise candidate planning and instructional activities, observe lessons, and provide performance feedback in Microsoft Forms.
 - 2. Model effective instruction for candidates.
 - 3. Meet regularly with candidates to assist in planning, diagnosing learner needs, evaluating student progress, selecting teaching strategies and materials, and providing effective classroom management.
- C. In general, candidates will work with no more than two mentor teachers; however, if the school system and Milligan agree, modifications can be made in special situations. Candidates will be supplemental to existing staffing in the school where they are located.

They will be teamed with one or more experienced teachers to facilitate the goals of the schools.

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

6. Evaluation and Program Termination:

- A. Mentor teachers and Milligan supervisors will provide frequent feedback and informal and formal evaluations to support the candidate's development as an effective teacher. Formal evaluation procedures are detailed in the Milligan Clinical Experience Handbook – Evaluation Section.

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

CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES: ADMINISTRATIVE LICENSURE

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

1. Program Objectives:

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

2. Selection of Candidates

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

3. Candidate Benefits and Responsibilities:

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

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

4. Selection of Mentors

- A. The Milligan field placement coordinator Ed.D./Ed.S. will work closely with the designated administrator to determine the most appropriate mentor for each candidate.
- B. Criteria for administrative mentors include the following:
 - 1. Must have an administrative license with at least 3 years of experience as an administrator.
 - 2. School-based mentors will hold a license in the appropriate endorsement area and have TVAAS/EOC scores and TEAM evaluations of At Expectation or higher.
 - 3. Must be certified and/or trained using the TEAM Administrator Evaluation Rubric (final placement only).
 - 4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
- C. Criteria for administrative placements within the Central Office:
 - 1. Must have an administrative license with at least 3 years of experience as an administrator.
 - 2. Must be highly competent as evidenced by the TEAM Administrator Evaluation Rubric with an overall summary score of 4 or higher.
 - 3. Must be certified and/or trained using the TEAM Administrator Evaluation Rubric (final placement only).
 - 4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).

5. Operational Guidelines

- A. Candidates will have a total of three (3) placements, each lasting a full semester, and each consisting of a minimum of 75 hours. One placement each will be at the Elementary,

Secondary, and District Office level. An exception will be made for candidates who already hold or have held a leadership position. Placements for those candidates will be individualized to best meet their learning needs. Clinical experiences will focus on preparing candidates for implementation of the TILS standards in future roles.

- B. The program director and appropriate superintendents and/or principals will work together to determine the most appropriate mentor for each candidate. Mentors will be selected according to appropriate certification, years spent in a leadership position, and willingness to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
- C. The principal/mentor, Milligan representative and candidate will work together to develop the plan of activities for the candidate.
- D. Responsibilities of an administrative mentor include the following:
 - 1. Supervise candidate.
 - 2. Provide opportunities for the candidate to assume leadership roles.
 - 3. Provide performance feedback in Microsoft Forms.
 - 4. Model effective leadership for candidate.
 - 5. Meet regularly with candidate to provide assistance.
 - 6. Mentors should communicate with the Milligan supervisor regarding progress and concerns giving attention to professional dispositions and behavior.
 - 7. Mentors should notify the supervisor immediately if the candidate's dispositions do not meet expectations – See Disposition Form in Evaluation Section of Handbook.
 - 8. Mentors should complete the TEAM Administrator Rubric and the Disposition Rubric in Microsoft Forms. The mentor should discuss these with the candidate and provide both reinforcements and refinements.

6. Evaluation and Program Termination:

- A. Mentors and the Milligan program director will provide frequent feedback and informal and formal evaluations to support the candidate's development.
- B. Candidate performance will be documented in Microsoft Forms.
- C. If a candidate's performance is not satisfactory, the Milligan director and mentor will develop a growth plan with a timeline for the candidate to implement given feedback. If the candidate does not meet the expectation of the growth plan, the Milligan program

director will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement.

- D. EPP administrators will closely monitor evaluation results and retain clinical educators receiving positive ratings.
- E. Evaluation Schedule: Milligan candidates will be evaluated with two (2) rubrics.
 - 1. Educational Leadership Dispositions
 - 2. TEAM Administrator Evaluation Rubric – final Seminar Course
- F. The Milligan supervisor and the mentor will complete the documentation for these evaluation rubrics.
- G. Candidate evaluation rubrics will be completed and accessed in Microsoft Forms.

CLINICAL PRACTICE AND PARTNERSHIP GUIDELINES: SCHOOL COUNSELING LICENSURE

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

1. Program Objectives:

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

2. Selection of Candidates:

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

3. Candidate Benefits and Responsibilities:

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

4. Selection of School Counseling Mentors:

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

3. Must be willing to assume the roles expected of a school counseling mentor as outlined in the School Counseling Internship Handbook (i.e., confidant, advocate, coach, and critic).

5. Operational Guidelines:

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

6. Evaluation and Program Termination:

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

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

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

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

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

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

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

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

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

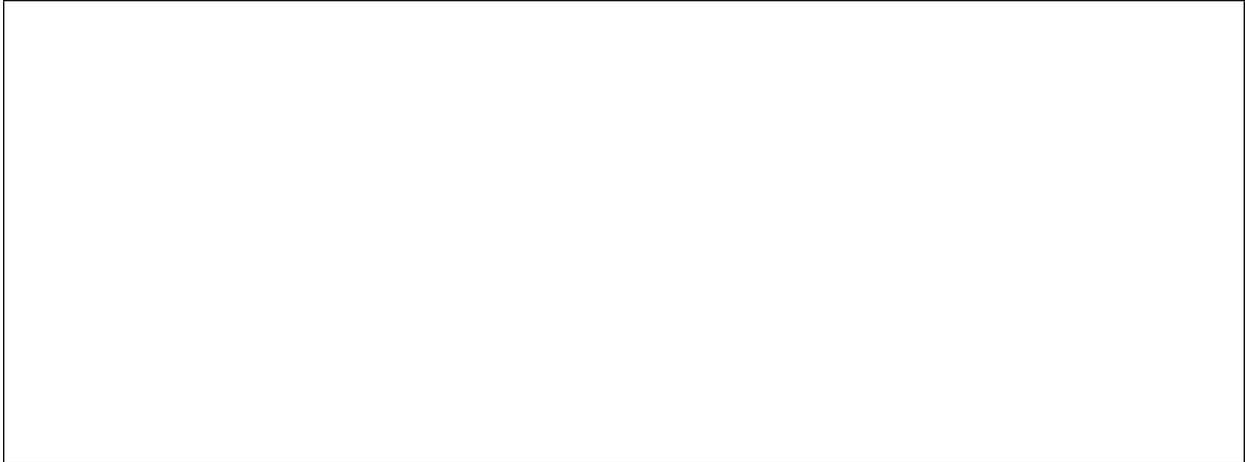
The design of the clinical experience allows candidates to demonstrate their developing effectiveness and positive impact on all students' learning and development through a series of structured experiences that follow state-approved guidelines for the duration of clinical experience (see Educator Preparation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

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

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

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

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



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



August 2022

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

Karen Presnell, Milligan Field Placement Coordinator

Date

Dr. Angela Hilton-Prillhart, Chair Area of Education

Date

Dr. Richard VanHuss – Superintendent of Schools

Date

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

Educator Preparation Provider (EPP)	
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Local Education Agency (LEA)	
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Term of Agreement	
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EPP Contact/Designee	
Name:	Title:
Email Address:	Phone Number:

LEA Contact/Designee	
Name:	Title:
Email Address:	Phone Number:

Other Key Staff	
Name:	Name:
Title:	Title:
Name:	Name:
Title:	Title:

Certification (signatures verify partnership)							
EPP Head Administrator	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Name:</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td>Title:</td> <td></td> </tr> <tr> <td>Signature:</td> <td></td> </tr> </table>	Name:	Date:	Title:		Signature:	
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Educator Preparation Provider/ Local Education Agency State-Recognized Partnership Agreement

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

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

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)**



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

Educator Preparation Provider (EPP)	Tusculum University College of Education
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Local Education Agency (LEA)	Elizabethton City Schools
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Term of Agreement	One year, per TNDOE requirements
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EPP Contact/Designee	
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Name: Michelle DeFord	Title: Director of Clinical Experience
Email Address: mdeford@tusculum.edu	Phone Number: 423-636-7300 ext. 5024

LEA Contact/Designee	
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Name:	Title:
Email Address:	Phone Number:

LEA Administrator for Field Placement	
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Name:	Title:
Email Address:	Phone Number:

Certification (Signatures verify partnership)	
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EPP Unit Head	Name: Dr. Miriam Stroder Date: August 26, 2022 Title: Dean, College of Education Signature:
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LEA Director of Schools	Name: Date: Title: Signature:
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**State-Recognized Partnership Agreement between
Elizabethton City Schools
and**



THIS AGREEMENT is entered into by and between Tusculum University (hereinafter known as the Educator Preparation Program or EPP) and **Elizabethton City Schools** (hereinafter known as the Local Education Agency or LEA).

WITNESSETH

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

I. Purpose and Responsibility

The EPP is engaged in preparing candidates to be effective educators. In order to help ensure that a supply of qualified new teachers is available to be hired, the LEA wishes to participate in the clinical education of teacher education candidates. Candidates enrolled in clinical experience courses at the EPP will be considered by the LEA for participation in observational and classroom activities, including student teaching. Job embedded Candidates (a candidate who has been hired as a fulltime teacher by the LEA and whom the EPP has recommended for a Practitioner Teacher License) enrolled in content mentoring courses at the EPP will be assigned a content mentor by the LEA.

The purpose of this agreement is to define the responsibilities of the EPP and the LEA in providing these direct experiences for candidates in the EPP's Initial Teacher Licensure Programs. Because of their differing functions, the LEA and the EPP have unique responsibilities. Therefore, frequent and clear communication between the LEA's designated contact person and the EPP's Director of Clinical Experiences and/or the EPP's Director of edTPA is critical. Sharing of responsibility is needed if all parties are to derive maximum benefit from this program. It is agreed that continuous effort will be made by both the LEA and the EPP to accept this shared responsibility.

II. Scope and Sequence of Clinical Experiences

Clinical Experiences are defined as follows:

- a. Clinical I – Initial clinical experience of 60 classroom hours completed during instructional time while students are present. These 60 hours are split into 2 separate 30 hour placements. The first 30 hours will be in a Title I school and will be in either:
 1. primary or intermediate grade span for K-5 licensure;
 2. middle school or high school grade span for 6-12 licensure; or

3. elementary school, middle school or high school grade span for K-12 licensure
The candidate primarily observes and works with students one-on-one and in small groups during this placement. The second 30 hours will be in a different school and will be in the alternate grade span listed for each licensure area above. During the second 30 hours, the candidate is required to teach at least one small group lesson which will be observed and evaluated by the university clinical supervisor using a Modified TEAM Rubric. The Clinical I experience is designed to provide the candidate with opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in diverse learning environments that cover a significant breadth of the candidate's licensure area.
- b. Clinical II – Pre-student teaching experience of 80 classroom hours completed during instructional time while students are present. The candidate actively observes, works with students one-on-one and in small groups, and teaches at least three whole group lessons: the first evaluated by the cooperating teacher and the university clinical supervisor using the TEAM rubric, the second evaluated by the cooperating teacher using a Modified TEAM rubric, and the third evaluated by the university clinical supervisor using the TEAM rubric. The entire 80 hours of this experience are in a single placement. Ideally, the candidate remains in this placement for the student teaching semester. The Clinical II experience is designed to provide the candidate with opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in a consistent learning environment with diverse groups of learners.
- c. Student Teaching – Culminating experience of a minimum of 15 full-time weeks to provide the candidate with sufficient depth of experience for a significant duration of time. The candidate works as an apprentice teacher, engaged in all of the duties and responsibilities of a regular classroom teacher, and maintains the same schedule as the classroom teacher. The candidate spends a minimum of 13 weeks with the primary cooperating teacher and 2 weeks with an alternate teacher as approved by the principal. The candidate is required to teach a total of 5 formally-observed lessons, in addition to lessons required for edTPA. The first observed lesson will be evaluated by the cooperating teacher and the university clinical supervisor using the TEAM rubric, the second by the cooperating teacher using a Modified TEAM rubric, the third by the university clinical supervisor using the TEAM rubric, the fourth by the cooperating teacher using a Modified TEAM rubric, and the fifth by the cooperating teacher and the clinical supervisor using the TEAM rubric. Tusculum University strongly encourages one full week of solo-teaching time or at least two full weeks of co-teaching with the cooperating teacher. The student teaching experience is designed to provide the candidate with consistent opportunities to demonstrate his or her developing effectiveness and positive impact on students' learning and development in a learning environment with diverse groups of learners.

III. Scope and Sequence of Content Mentoring Program

The purpose of the content mentoring program is to provide job embedded candidates with purposeful, structured, and specific support by an assigned content mentor. The content mentor will be a resource throughout their first two semesters of full-time teaching.

Throughout this experience, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. Additionally, job embedded candidates will complete 10 hours of observation in the content mentor's classroom per semester.

- a. *Content Mentoring I-* As part of the "Intent to Hire" letter (appendix form JB.1), building or district administrators will assign the job embedded candidate with a content mentor who currently teaches in the same or similar content area, in the same school or school district as the candidate. Job embedded candidates will meet with weekly with their mentor throughout the semester. The content mentor will provide coaching of mentee in mentee's classroom. Job embedded candidates will complete 10 hours of observation in mentor's classroom. The Job embedded candidate will document the 10 hours of observation in LiveText. Content mentor will complete one formal observation of the candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills. Tusculum University Clinical Supervisor will complete one formal observation of the job-embedded candidate using the Modified TEAM template.
- b. *Content Mentoring II-* Job embedded candidates will meet with their mentor weekly throughout the semester. The content mentor will provide coaching of mentee in mentee's classroom. Job embedded candidates will complete 10 hours of observation in mentor's classroom. The Job embedded candidate will document the 10 hours of observation in LiveText. Content mentor will complete one formal observation of the candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills. Tusculum University Clinical Supervisor will complete one formal observation of the job-embedded candidate using the Modified TEAM template and complete one evaluation of the candidate's disposition and professional skills

IV. Recruitment and Selection Strategies and Goals

The EPP is committed to the recruitment of candidates from diverse backgrounds and those seeking the high-needs endorsement areas of its partnering districts. To achieve the goals of strengthening recruitment in these two areas, the EPP, in collaboration with the LEA will:

- a. At the request of guidance counselors, work with high school guidance counselors to target high school juniors and seniors who have shown an interest or aptitude in a helping profession, and provide any potential candidates with information about the teaching profession and the EPP

- b. At the request of guidance counselors and the potential candidates, be available to meet with students in urban areas who are considering majoring in education in order to provide specific counseling regarding high-needs endorsement areas

V. Responsibilities of the LEA

Responsibilities of the LEA related to Clinical Experience:

- a. The LEA may refuse to accept any teacher education candidate assigned to train in the School System for any non-discriminatory reason.
- b. The LEA will designate an administrator and/or principal(s) to serve as its contacts for field placements. These administrators will serve as liaisons between the School System and EPP's designated contact in managing all candidate visits in the School System. Any questions or problems arising which involve field placements will be brought to the attention of the EPP Director of Clinical Experience by the School System's Administrator for Field Placement or the building principal.
- c. Placement of teacher education candidates will be under the direction and control of the Director of Schools or an appointed designee from the LEA in collaboration with the Director of Clinical Experiences at Tusculum University. Placements will be made only with the consent of the principal and the cooperating teacher.
- d. Candidates will be placed according to their content area and grade span of emphasis.
- e. All teacher education candidates have a completed background check on file with the EPP and have met the criteria required by the Tennessee Department of Education (TCA 49-5-5610). If required by the LEA, a second background check through the appropriate vendor will be obtained by teacher candidates prior to clinical placement. The LEA will inform the Director of Clinical Experiences if the district requires an additional background check and/or drug testing.
- f. The LEA will endeavor to provide placements for EPP candidates with the greatest potential for providing maximum benefit for the candidate and for the School System. Cooperating teachers chosen to work with teacher education candidates must meet the following criteria:
 - i. Recommended by the school principal.
 - ii. Highly-effective in the classroom based on TEAM evaluations and TVAAS data, including an overall LOE score of 4 or 5.
 - iii. Minimum of 3 years classroom experience required; 4+ years of classroom experience preferred.
 - iv. Ability to engage diverse groups of learners.
 - v. Ability and willingness to provide authentic feedback to teacher candidates about their strengths and areas for improvement.
 - vi. Ability and willingness to communicate effectively with university clinical supervisors about candidate strengths and areas for improvement.
 - vii. Willingness to host and mentor a teacher candidate allowing him/her opportunity to gain consistent experience within the classroom.

- g. Principals will provide orientation meetings at the school for the candidates at the beginning of their clinical experiences and will monitor the professional relationship between teachers and teacher education candidates.
- h. The Director of Clinical Experiences will provide Cooperating Teachers with appropriate guidelines and expectations.
- i. Cooperating teachers will be given the opportunity at the end of each placement to provide open-ended feedback of the candidate, university clinical supervisor, overall EPP program and its supports through a web-based system (LiveText). This data will be used by the EPP to make program improvements for subsequent semesters.
- j. The principals of participating schools have responsibility for determining the degree to which EPP candidates conform to school policies. Problems arising from any breach of policy of field placement candidates should be referred by the principal to LEA's Administrator for Field Placement. However, if the principal deems it necessary, he/she may remove the field placement candidate from the school until the situation can be resolved through collaboration with the EPP Director of Clinical Experience.
- k. The LEA agrees to share the LEA's Human Capital Report with the EPP.

Responsibilities of LEA related to Content Mentoring:

- a. The LEA will endeavor to provide a content mentor for each EPP job embedded candidate with the greatest potential for providing maximum benefit for the candidate, the school district, and the students. Content mentors chosen to work with job embedded candidates must meet the following criteria:
 - i. Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the job-embedded candidate.
 - ii. Highly-effective in the classroom based on TEAM evaluations and TVAAS data, including an overall Level of Effectiveness of 4 (above expectations) or 5 (significantly above expectations) for the prior school year.
 - iii. Hold a Master's Degree in Education from an accredited college or university.
 - iv. Obtain recommendation of school administrator.
 - v. Possess knowledge of the use of formative assessment in instructional planning, pacing charts, benchmark testing, and the TEAM rubric.
 - vi. Demonstrate ability to communicate and model implementation of content standards, effective instructional approaches, incorporation of resources and technologies.
- b. The LEA agrees to the conditions associated with the duties and responsibilities that come with the position of content mentor. Content mentor responsibilities include the following:
 - i. The role will run for 2 consecutive semesters, unless the candidate is enrolled only in Content Mentoring II.
 - ii. The LEA will provide 3 half days of leave time, or the equivalent thereof, from mentor's classroom per semester to be spent in the mentee's

- classroom for onsite coaching and collaboration. Mentor will use one visit to complete a lesson observation using a Modified TEAM rubric. The times and dates of these visits will be recorded by the content mentor on the “Weekly Points of Contact” form.
- iii. Mentor will initiate weekly points of contact with mentee through email, phone call, video conference, and/or face to face meetings
 - iv. Job embedded candidates will complete 10 hours of observation in mentor’s classroom.
- c. The LEA will designate an administrator and/or principal(s) to serve as its contacts for content mentors. These administrators will serve as liaisons between the School System and EPP’s designated contact. Any questions or problems arising which involve content mentoring will be brought to the attention of the Director of edTPA at Tusculum University by the School System’s Administrator for Job-Embedded Teachers or the building principal.
 - d. Selection of content mentors will be under the direction and control of the Director of Schools or an appointed designee from the LEA.
 - e. The LEA agrees to share the LEA’s Human Capital Report with the EPP.

VI. Responsibilities of the EPP

- a. The EPP designee for Clinical Experience:
 - I. The EPP has designated the Office of Clinical Experience to assume the responsibility for coordinating all observations, clinical experiences, and student teaching placements in the LEA. Any questions arising which are related to the initial placement in clinical experiences should be brought to the attention of the EPP’s Office of Clinical Experience.

The Director of the EPP’s Clinical Experience Program is:
 Michelle DeFord
 Tusculum University
 60 Shiloh Road
 Greeneville, TN 37745
 Office Phone: **423-636-7300 ext. 5024**
 Cell Phone: 865-230-3967
 Email Address: mdeford@tusculum.edu
 - II. The Director of Clinical Experience will provide the LEA with specific assignments for each field placement in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will also provide an orientation for candidates involved in field placements to communicate the purposes and expectations of the experience. Where possible, the EPP will conduct staff development sessions with LEA personnel to provide opportunities for discussion and collaboration about field experiences.
- b. The EPP designee for Content Mentoring:

- i. The EPP has designated the Director of edTPA to assume the responsibility for coordinating all content mentors in the LEA. Any questions arising which are related to content mentoring should be brought to the attention of the Director of edTPA.

The Director of the EPP's Content Mentoring Program is:
Stephanie Kirby
Tusculum University
60 Shiloh Road
Greeneville, TN 37745
Office Phone: 865-693-1177 ext. 5026
Cell Phone: 865-776-9708
Email Address: skirby@tusculum.edu
- ii. The Director of edTPA will provide the LEA with specific requirements for each Content Mentoring course in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will provide orientation and training information which will inform content mentors and job-embedded candidates of the purposes and expectations of the experience.
- c. University Clinical Supervisors employed to work with teacher education candidates must meet the following criteria:
 - Documented evidence of having been a highly-effective teacher
 - Minimum of 5 years classroom experience
 - Ability to provide candidates with strategies for engaging diverse learners in meaningful learning
 - Ability and willingness to provide constructive feedback to teacher candidates about their strengths and areas for improvement
 - Ability and willingness to communicate effectively with teacher candidates and cooperating teachers
 - Ability and willingness to foster positive relationships between and among school-based administrators, teachers, teacher candidates, and university faculty and staff
 - Current knowledge of and training on TEAM, Praxis exams, edTPA, and current trends in education to aid in the retention of mentors who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development
 - Consistent demonstration of professionalism
- d. University clinical supervisors and teacher education candidates will be provided appropriate guidelines and expectations from the Tusculum Director of Clinical Experiences. Additionally, clinical supervisors will be provided on-going support through workshops and seminars.
- e. University clinical supervisors will be given the opportunity at the end of each placement to provide open-ended feedback of the candidate, cooperating teacher,

overall EPP program and its supports. This data will be used by the EPP to make program improvements for subsequent semesters.

- f. Teacher candidates will be given the opportunity at the end of Clinical I, Clinical II, and Student Teaching to provide open-ended feedback of the university supervisor, cooperating teacher, overall EPP program and its supports. Job embedded candidates will be given an opportunity at the end of Content Mentoring I and Content Mentoring II to provide open-ended feedback of the university supervisor, content mentor, the overall EPP program and its supports. This data will be used by the EPP to make program improvements for subsequent semesters.
- g. EPP will provide online training for cooperating teachers and content mentors on mentoring candidates and will provide access to any planned workshops for candidates to aid in the retention and training of teachers who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development.
- h. Tusculum University will, in advance of the field experience, provide the LEA with a list of candidates who are eligible for field placements along with appropriate information about the candidates.
- i. All teacher education candidates have a completed background check on file with the EPP and have met the criteria required by the Tennessee Department of Education (TCA 49-5-5610). If required by the LEA, a second background check through the appropriate vendor will be obtained by teacher candidates prior to clinical placement. The LEA will inform the Director of Clinical Experiences if the district requires an additional background check and/or drug testing.
- j. The EPP will inform all candidates who will be completing field experiences in the LEA of their obligation to observe the policies of the School System, as well as the school in which the candidates are placed. Candidates are subject to the rules, regulations, and policies of the School System and EPP, including recognizing the confidential nature of information regarding students and their records, and performance during emergency situations.
- k. Teacher candidates will be required to video record a learning segment in order to complete their teacher performance assessment for licensure (edTPA). Prior to recording these lessons, the teacher candidate will obtain a video authorization consent form from the parents of students in their respective classroom. Teacher candidates will utilize smaller subsets of their students for any consent documentation and required video recording by selecting a single class or period to be videoed. To the greatest extent possible, video content should focus on the instruction provided by the teacher candidate. Video content that includes students will ensure student confidentiality and the collection of parent/guardian permission.
- l. Teacher education candidates who are student teaching are required to maintain membership in an approved professional teacher organization which provides liability insurance.

- m. The EPP will coordinate all field placements through the Director of Clinical Experience. No affiliates of the EPP will make independent agreements for field experiences with individual schools or staff members.
- n. The EPP Director of Clinical Experience is responsible for removing an EPP candidate from a field placement. Withdrawal may be the result of a request initiated within the School System or from a source within the EPP.
- o. The EPP will communicate in a timely manner with appropriate LEA administrators in the event that there is a significant issue or pattern of issues involving a cooperating teacher or a content mentor.
- p. Tusculum University agrees to the following exchange of yearly data: the EPP's Annual State Report.

VII. Additional Provisions

- a. The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section of 504 of the Rehabilitation Act of 1973, Executive Order 11,246, ADA, and the related Regulations of each. Each party assures that it will not unlawfully discriminate against any individual because of race, religion, creed, color, gender identity, sexual orientation, age, mental or physical disability, or national origin.
- b. No provision of this agreement will act or be deemed to be a waiver by the LEA of any immunity or of any provision of the TENNESSEE GOVERNMENTAL TORT LIABILITY ACT. Tenn. Code Ann. 29-20-101 et seq. Any liability to the EPP or third parties for any claims, damages, losses, or costs arising out of, or related to acts performed by the LEA under this agreement will be governed and limited by the provisions of the Tennessee Governmental Tort Liability Act, Tenn. Code. Annotated, Section 29-20-101 et seq.
- c. EPP will be responsible for personal injury and/or damage resulting from the gross negligence of the University performing any responsibility specifically required under the terms of this agreement. Damages recoverable against the LEA will be expressly limited by the Tennessee Governmental Tort Liability Act, Tennessee Code Annotated, Section 29-20-101 et seq.
- d. Nothing in this Agreement will be construed or deemed to create any relationship between the LEA and EPP other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement. Neither of the parties nor any of their respective officers, directors, or employees will be construed to be the agent, employer, or representative of the other except as provided herein.
- e. The term of this Agreement will be for three years from the date set forth above and will renew for subsequent three-year terms from the date set forth above unless terminated in writing by either party. Any termination of this Agreement will be effective at the conclusion of the EPP's academic semester, except that candidates participating in student teaching will be entitled to complete student teaching at the school notwithstanding any prior termination.

- f. Candidates will not be deemed to be employees or agents of the LEA at any time. Candidates will not displace regular School System employees but will work under the supervision of existing staff. This agreement does not entitle candidates to a job in the LEA at the conclusion of the student teaching experience.

IN WITNESS WHEREOF, the parties have, by their duly authorized representative, set their signatures on the partnership agreement cover page.

Candidate Evaluation of Cooperating Teacher

Total Completed Assessments : 102

Parameters Applied

Generated By : Placement Coordinator, Tusculum

Domain : TN: Tusculum University

Term : 2021 Fall,2022 Spring

Course Section : All Course-Sections

Assessment Document : Candidate Evaluation of Cooperating Teacher

Assignment / Internship : All Assignments/Internships

Assessor : All Assessors

Assessee / Intern : All Assesseees

Candidate Evaluation of Cooperating Teacher

	4 Consistently 4.000	3 Often 3.000	2 Sometimes 2.000	1 Rarely 1.000	N/A	Mean	Standard Deviation	Mode
Engaged in one-on-one mentoring with candidate throughout the placement	93	8	0	1	0	3.89	0.39	4
Provided ongoing concrete feedback and suggestions related to classroom management and th...	91	10	0	1	0	3.87	0.41	4
Provided ongoing concrete feedback and suggestions related to teaching strategies	92	8	1	1	0	3.87	0.44	4
Provided ongoing concrete feedback and suggestions related to lesson planning	83	17	1	1	0	3.78	0.50	4
Provided ongoing concrete feedback and suggestions related to implementation of lesson(s)	87	13	1	1	0	3.82	0.47	4
Provided ongoing concrete feedback and suggestions related to assessment	86	13	2	1	0	3.80	0.51	4
Provided ongoing concrete feedback and suggestions related to instructional support strategies...	89	11	1	1	0	3.84	0.46	4
Encouraged candidate to explore and implement a variety of teaching strategies	86	15	1	0	0	3.83	0.40	4
Encouraged candidate to utilize all available instructional technologies	85	16	1	0	0	3.82	0.41	4
Encouraged candidate to participate in all professional opportunities and responsibilities	90	10	1	1	0	3.85	0.45	4



Allocations

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Allocations

	(1)	Best for All District	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$200,000.00	\$200,000.00
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		\$200,000.00	\$200,000.00

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

LEA ID#

101

LEA Name

Elizabethton City Schools

LEA Official Address

Street

804 S Watagua Ave

City

Elizabethton

Zip Code

37643

Phone

423-547-8000

LEA Website

<https://www.ecschools.net/>

Director of Schools

Name

Richard VanHuss

Email

richard.vanhuss@ecschoools.net

Phone

423-547-8000

*** Best for All District Grant Point of Contact**

Name

Myra Newman

Email

myra.newman@ecschoools.net

Phone

423-547-8000

Resources

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

Budget

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

Account Number	Total
71100 - Regular Instruction Program	\$133,136.00
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	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
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	\$66,864.00
72320 - Office of the Superintendent	\$0.00
72410 - Office of the Principal	\$0.00
72510 - Fiscal Services	\$0.00
72610 - Operation of Plant	\$0.00
72710 - Transportation	\$0.00
73100 - Food Service	\$0.00

73300 - Community Services		\$0.00
73400 - Early Childhood Education		\$0.00
	Total	\$200,000.00
	Adjusted Allocation	\$200,000.00
	Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

71100 - Regular Instruction Program - \$133,136.00 ▼

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Funds will be used to hire a full-time teachers to provide Math tutoring at the high school.
Line Item Number:	116 - Teachers	
Focus Area:	Tutoring	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$59,250.00	
Line Item Total:	\$59,250.00	
Account Number:	71100 - Regular Instruction Program	
Line Item Number:	163 - Educational Assistants	

Focus Area:	Tutoring
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$23,965.00
Line Item Total:	\$23,965.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	201 - Social Security
Focus Area:	Tutoring
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)

Funds will be used to pay Social Security for both the Teacher and Instructional Assistant designated to provide Math tutoring at the high school.

Teacher - \$3,675
Assistant - \$1,490

Quantity:	1.00	
Cost:	\$5,165.00	
Line Item Total:	\$5,165.00	
Account Number:	71100 - Regular Instruction Program	<p>Funds will be used to pay State Retirement for both the teacher and instructional assistant providing Math tutoring at the high school.</p> <p>Teacher - \$5,335 Assistant - \$2,960</p>
Line Item Number:	204 - State Retirement	
Focus Area:	Tutoring	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$8,295.00	
Line Item Total:	\$8,295.00	
Account Number:	71100 - Regular Instruction Program	<p>Funds will be used to pay Life Insurance premiums for both the teacher and instructional assistant for the Math tutoring at the high school.</p> <p>Teacher - \$90 Assistant - \$45</p>
Line Item Number:	206 - Life Insurance	

Focus Area:	Tutoring
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:	71100 - Regular Instruction Program
Line Item Number:	207 - Medical Insurance
Focus Area:	Tutoring
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)

Funds will be used to pay Medical Insurance premiums for both the Teacher and Instructional Assistant for the Math tutoring at the high school.

Teacher - \$7,800
Assistant - \$7,800

Quantity:	1.00	
Cost:	\$15,600.00	
Line Item Total:	\$15,600.00	
Account Number:	71100 - Regular Instruction Program	<p>Funds will be used to pay Dental Insurance premiums for both the Teacher and Instructional Assistant for Math tutoring at the high school.</p>
Line Item Number:	208 - Dental Insurance	
Focus Area:	Tutoring	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$630.00	
Line Item Total:	\$630.00	
Account Number:	71100 - Regular Instruction Program	
Line Item Number:	212 - Employer Medicare	

Focus Area:	Tutoring
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$1,210.00
Line Item Total:	\$1,210.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	499 - Other Supplies and Materials
Focus Area:	Tutoring
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)

Funds will be utilized to purchase materials for Math tutoring at the high schools.

Quantity: 1.00

Cost: \$18,886.00

Line Item Total: \$18,886.00

Total for 71100 - Regular Instruction Program: \$133,136.00

Total for all other Account Numbers: \$66,864.00

Total for all Account Numbers: \$200,000.00

Adjusted Allocation: \$200,000.00

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

72250 - Education Technology - \$66,864.00 ▼

Budget Detail		Narrative Description
Account Number:	72250 - Education Technology	3-Year subscription to Hapara Highlights for G Suite and Hapara Filter. These programs will help our system to provide a safe environment for our students while utilizing system Chrome devices. Provide our system with a way to monitor technology.
Line Item Number:	471 - Software	
Focus Area:	Educational Technology	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$66,864.00	
Line Item Total:	\$66,864.00	
Total for 72250 - Education Technology:		
Total for all other Account Numbers:		\$133,136.00
Total for all Account Numbers:		\$200,000.00

Adjusted Allocation: \$200,000.00

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

Filter by Location: All - \$200,000.00 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	72250 - Education Technology	Total
116 - Teachers		59,250.00		59,250.00
163 - Educational Assistants		23,965.00		23,965.00
201 - Social Security		5,165.00	0.00	5,165.00
204 - State Retirement		8,295.00	0.00	8,295.00
206 - Life Insurance		135.00	0.00	135.00
207 - Medical Insurance		15,600.00	0.00	15,600.00
208 - Dental Insurance		630.00	0.00	630.00
212 - Employer Medicare		1,210.00	0.00	1,210.00
471 - Software		0.00	66,864.00	66,864.00
499 - Other Supplies and Materials		18,886.00	0.00	18,886.00
Total		133,136.00	66,864.00	200,000.00

Account Number	71100 - Regular Instruction Program	72250 - Education Technology	Total
Line Item Number			
		Adjusted Allocation	200,000.00
		Remaining	0.00

Assurances

Elizabethton (101) Public District - FY 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

An authorized LEA representative must indicate approval of the contents of the LEA grant application and these Assurances for the Best for All District Grant via ePlan.

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

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 agrees to participate in the TN ALL Corps tutoring program by the start of the 2022-23 school year.
3. The Grantee has met eligibility criteria based on a review completed by the State of spending plans for ESSER 1.0, 2.0, and 3.0. The Grantee shall notify the TDOE of any adjustments to qualifying line items in ESSER 1.0, 2.0, or 3.0 in excess of 20% of the line-item amount. Notification may be sent to Dominique.Davis@tn.gov. The TDOE also reserves the right to monitor Grantee budget revisions for any changes to line items that would make them ineligible for the Best for All Designation as well as these grant funds.
4. The Grantee shall not utilize grant funds for infrastructure costs.
5. The Grantee shall use its own documented procurement procedures which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law and regulations.

6.	The Grantee shall submit to the TDOE such information, and at such intervals, that the TDOE requires to complete state and/or federal reports.
7.	The Grantee shall use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for federal funds received and distributed under this program.
8.	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.
9.	The Grantee shall administer such funds and property to the extent required by authorizing statutes, including the Coronavirus Aid, Relief, and Economic Security Act (CARES) Act.
10.	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 TDOE 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.	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 .
4.	Expenditures shall be in compliance with the standard accounting procedures and guidelines established by the TDOE, federal legislation, and F&A Accounts Policy 03.

5. The Grantee recognizes that TDOE approval of the grant application does not relieve the Grantee of its responsibility to comply with all applicable program and fiscal requirements.
6. Grant funds shall 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 Grantee 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.
7. The Grantee shall 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.
8. The Grantee shall keep such records, and provide such information to the department, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
9. Program activities, expenditures, and records shall be subject to monitoring by the department. The Grantee shall maintain documentation of all expenditures and should submit this documentation with the final report.
10. 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.

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 2023 - Best for All District Grant - Rev 0 - Best for All District Grant

Required Documents

This page is currently not accepting Related Documents.

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public 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.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Elizabethton City Schools

Director of Schools (Name): Richard VanHuss

ESSER Director (Name): John Hutchins, Director; Marsha Taylor, Assistant

Address: 804 S. Watauga Ave. Elizabethton, TN 37643

Phone #: 423-547-8000 District Website: www.ecschools.net

Addendum Date: August 29, 2022

Total Student Enrollment:	2,780
Grades Served:	PreK-12
Number of Schools:	5

Funding

ESSER 2.0 Remaining Funds:	\$ 1,747,999.80
ESSER 3.0 Remaining Funds:	\$ 4,550,676.51
Total Remaining Funds:	\$ 6,298,676.31

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		720,813.00
	Summer Programming		
	Early Reading		86,515.00
	Interventionists	305,930.00	320,970.00
	Other: Benchmark Testing	28,384.00	60,000.00
	Other: Learning Mgmt. System	17,300.00	18,000.00
	Other: Instructional Tech Coach	74,582.00	75,960.00
	Sub-Total	426,196.00	1,282,258.00
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health	50,000.00	50,000.00
	Other: Social Worker	68,470.00	71,355.00
	Sub-Total	118,470.00	121,355.00
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction	135,680.00	142,345.00
	Other		
	Sub-Total	135,680.00	142,345.00
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)	1,050,000.00	2,842,000.00
	Auditing and Reporting		161,797.00
	Other: Indirect Cost Transfers	17,653.80	921.51
	Sub-Total	1,067,653.80	3,004,718.51
Total		1,747,999.80	4,550,676.51

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to accelerate Academic Achievement within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. All PreK-5 teachers and administrators attended the two-week TDOE Early Reading Foundational Skills training in the summer of 2021. New K-PreK-5 teachers attended the foundational skills training in the summer of 2022. Teachers that completed courses 1 & 2 received stipends for attendance. Some ECS teachers also participated in Secondary Literacy Training in the summer of 2022. Early Literature Resources approved by the TDOE were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks to support teachers with the implementation of new resources. We hired an Early Literacy Implementation Coach to guide and support our teachers with the new reading resources. We invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, Class-size Reduction Teachers, and certified Teacher Tutors. ECS implemented TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We also partnered with Niswonger Project On-Track for additional tutoring assistance.

2. Describe initiatives included in the "other" category.

We purchased Canvas, an online learning management system that allows teachers to utilize technology to manage the learning environment/instruction for their classes. The LMS provides a consistent platform for teachers and students and is easily utilized for daily in-person instruction and remote learning if needed. A standards-based benchmark progress monitoring tool (CASE/Mastery Connect) was purchased to provide us with the ability to monitor students' progress toward mastery of Tennessee State Standards. A technology instructional coach provides technology integration support for our teachers to implement new technology tools in the classroom.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to support Student Readiness within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. ECS allocated ESSER funding to add an additional mental health counselor in our district who promotes and supports students' academic and social success by assisting with mental health concerns, behavioral concerns, positive behavioral support, academic support, and consultation with teachers, parents, and administrators. Our mental health counselors provide students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. ECS is participating in the AP Access for All program, has a standing partnership with Northeast State Community College to offer on-site dual enrollment courses, provides funding for students to enroll in dual enrollment courses from outside grants, and provides funding for students to pay for AP exams from other funding sources. ECS created two College and Career Advisor positions

and an additional middle school counselor from GP funding. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

2. Describe initiatives included in the “other” category.

ECS allocated ESSER funding for a school social worker who promotes and supports 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. Our social worker provides students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. She also assists families with specific needs and connects them to beneficial outside agency resources.

Educators

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

Through our district needs assessment, Elizabethton City Schools identified specific priorities to recruit, retain, and support educators and school personnel. ECS is in partnership with Milligan University for the Grow Your Own Grant. We are working closely with Milligan University to support three Elizabethton City Schools employees to earn an advanced degree and become licensed teachers. The program began in August 2021 with employees having two years to complete their degree and certification. Our desire is to develop highly effective educators and to employ them at the conclusion of this program. ECS supported our educators with ESSER funding by adding two classroom size reduction teachers at EHS (English) and TAD (Math). The addition of these teachers at the schools enabled us to accelerate academic achievement by teachers serving fewer students per class.

2. Describe initiatives included in the “other” category.

N/A

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to strengthen structural expectations including technology in our school system. Chromebooks, teacher laptops, document cameras, Chromebook carts, and Boxlight interactive panels were purchased with ESSER 1.0 and 2.0 funds. This technology allows all students in the district to have access to a device and teachers to provide instruction in person as well as remotely as needed. The Boxlight panels replaced our aging Smartboards across the district and provide our teachers and students with the latest in interactive technology in the classroom. Hotspots and outdoor wi-fi access points were also purchased. This technology allows all students in the district to have access to high-speed internet at home and/or on school campuses. Our needs assessment also noted all our facilities are over 45 years old, with one being 81 years old. During the mid-20th Century, schools were not built with the

needs of the 21st Century classroom in mind. Harold McCormick Elementary needs many upgrades, including energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs 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.

2. Describe initiatives included in the “other” category.

Minimal indirect cost is budgeted for costs not clearly identified.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The ESSER budgets are entered and approved by the TN Department of Education. Utilizing our Universal Grant Guidance document for accounting purposes, each grant is given a separate sub-fund within the Federal Projects Fund of the system’s financial software. Purchase Orders are issued for each purchase in accordance with local Board Policies. Proper quotes and board approvals are obtained as necessary. All Purchase Orders are checked to the details of the budget in ePlan before being issued. All invoices are signed to document the receipt of goods or services before payment was made. Checks are issued to vendors in a timely manner. Requests for reimbursement of funds are made in ePlan after funds have been expended. When the funds are received through ACH, the revenue is recorded in the appropriate revenue account in the sub-fund of the Federal Projects Fund.

Our district employees an ESSER Grant Manager to provide oversight of funds as required. The manager also completes data collection and monitoring during the grant period to ensure all funded items are implemented as designed. ESSER reporting information is shared with the community on our website and at school board meetings.

ECS contracted with Blackburn, Childers, and Stegall through the Fiscal Pre-Monitoring Supports Grant to assist and confirm that policies/procedures are in place, current, and in alignment with LEA practices.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

ECS is participating in TN ALL Corps.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

We continue to share ESSER information with our community on our website and through our district newsletter. Our Director of Schools informs and consults with the ECS Board, district, and school administrators. School administrators responded to a questionnaire on ESSER expenditures which provided feedback on ESSER-funded

programs' effectiveness and suggestions for improvement. Suggested revisions were presented at the School Board meeting with an opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parents, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel. ECS utilized a survey to gather feedback from community stakeholders. The survey was distributed to ECS faculty, staff, and students through email and learning management systems. It was distributed to parents and other community stakeholders through our district newsletter and social media. The Director of Schools also updated stakeholders regarding our ESSER spending plan at civic group meetings. We provide an email contact (ESSER Grant Manager) on our ESSER information webpage for stakeholders to ask questions or provide feedback at any time.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

Our Spring 2022 ESSER stakeholder survey gave us well above the minimum 10% engagement responses received in the following stakeholder groups: Current Students, Parents of an ECS Student, Elected Officials and School Board Members, School and District Administrators, Special Education Administrators, Principals, School Leaders, Educators, School Staff, Civil Rights Organizations, Disability Rights Organizations, and all Interest Groups. Surveying our stakeholders before school was dismissed in May gave more students the opportunity to engage with responses in the survey at school. Parents were still connected with schools at that time and response participation on their part was much better than our 2021 stakeholder survey.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

We continue to share ESSER information with our community on our website and through our district newsletter. Our Director of Schools informs and consults with the ECS Board, district, and school administrators who uphold accountability for diverse populations. School administrators responded to a questionnaire on ESSER expenditures which provided feedback on ESSER-funded programs' effectiveness and suggestions for improvement. Suggested revisions were presented at the School Board meeting with an opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parents, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel. Our stakeholder survey was distributed to ECS faculty, staff, and students through email and learning management systems. It was distributed to parents and other community stakeholders through our district newsletter and social media. The stakeholder survey engaged a significantly diverse population representation of stakeholders and was well above the minimum 10% in the following groups: Students with Disabilities, English Language Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Students who are Incarcerated, and Underserved Students.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

ECS utilized multiple modes of engagement in the development of the original and revised plans which included stakeholder surveys, administrator surveys, scheduled faculty meetings, PTA/PTO meetings, civic meetings, and school board meetings to gain input from stakeholders. Our school board meetings are streamed live, and recordings are posted on our YouTube channel. We provide an email contact (ESSER Grant Manager) on our ESSER information webpage for stakeholders to ask questions or provide feedback at any time.

ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance 2022-23

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (Feb. 15 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public 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.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Elizabethton City Schools

Director of Schools (Name): Richard VanHuss

ESSER Director (Name): John Hutchins, Director; Marsha Taylor, Assistant

Address: 804 S. Watauga Ave. Elizabethton, TN 37643

Phone #: 423-547-8000 District Website: www.ecschools.net

Addendum Date: August 29, 2022

Total Student Enrollment:	2,780
Grades Served:	PreK-12
Number of Schools:	5

Funding

ESSER 2.0 Remaining Funds:	\$ 1,747,999.80
ESSER 3.0 Remaining Funds:	\$ 4,550,676.51
Total Remaining Funds:	\$ 6,298,676.31

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring		720,813.00
	Summer Programming		
	Early Reading		86,515.00
	Interventionists	305,930.00	320,970.00
	Other: Benchmark Testing	28,384.00	60,000.00
	Other: Learning Mgmt. System	17,300.00	18,000.00
	Other: Instructional Tech Coach	74,582.00	75,960.00
	Sub-Total	426,196.00	1,282,258.00
Student Readiness	AP and Dual Credit/ Enrollment Courses		
	High School Innovation		
	Academic Advising		
	Special Populations		
	Mental Health	50,000.00	50,000.00
	Other: Social Worker	68,470.00	71,355.00
	Sub-Total	118,470.00	121,355.00
Educators	Strategic Teacher Retention		
	Grow Your Own		
	Class Size Reduction	135,680.00	142,345.00
	Other		
	Sub-Total	135,680.00	142,345.00
Foundations	Technology		
	High-Speed Internet		
	Academic Space (facilities)	1,050,000.00	2,842,000.00
	Auditing and Reporting		161,797.00
	Other: Indirect Cost Transfers	17,653.80	921.51
	Sub-Total	1,067,653.80	3,004,718.51
Total		1,747,999.80	4,550,676.51

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to accelerate Academic Achievement within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. All PreK-5 teachers and administrators attended the two-week TDOE Early Reading Foundational Skills training in the summer of 2021. New K-PreK-5 teachers attended the foundational skills training in the summer of 2022. Teachers that completed courses 1 & 2 received stipends for attendance. Some ECS teachers also participated in Secondary Literacy Training in the summer of 2022. Early Literature Resources approved by the TDOE were adopted, purchased, and implemented. Our district was awarded the opportunity to participate in the Early Literacy Networks to support teachers with the implementation of new resources. We hired an Early Literacy Implementation Coach to guide and support our teachers with the new reading resources. We invested in personnel to support high-quality instruction, which includes Interventionists, Instructional Coaches, Class-size Reduction Teachers, and certified Teacher Tutors. ECS implemented TN ALL Corps to address learning loss by providing high dosage, low ratio tutoring. We also partnered with Niswonger Project On-Track for additional tutoring assistance.

2. Describe initiatives included in the "other" category.

We purchased Canvas, an online learning management system that allows teachers to utilize technology to manage the learning environment/instruction for their classes. The LMS provides a consistent platform for teachers and students and is easily utilized for daily in-person instruction and remote learning if needed. A standards-based benchmark progress monitoring tool (CASE/Mastery Connect) was purchased to provide us with the ability to monitor students' progress toward mastery of Tennessee State Standards. A technology instructional coach provides technology integration support for our teachers to implement new technology tools in the classroom.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to support Student Readiness within our district. Our goal is for every student to have access to high-quality instruction aligned to Tennessee State Standards leading to mastery. To achieve this goal, the academic and non-academic needs of all students must be supported. Therefore, strategic allocations have been made to support our teachers and students in this endeavor. ECS allocated ESSER funding to add an additional mental health counselor in our district who promotes and supports students' academic and social success by assisting with mental health concerns, behavioral concerns, positive behavioral support, academic support, and consultation with teachers, parents, and administrators. Our mental health counselors provide students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. ECS is participating in the AP Access for All program, has a standing partnership with Northeast State Community College to offer on-site dual enrollment courses, provides funding for students to enroll in dual enrollment courses from outside grants, and provides funding for students to pay for AP exams from other funding sources. ECS created two College and Career Advisor positions

and an additional middle school counselor from GP funding. We are also partnering with Niswonger Project On-Track for additional tutoring assistance.

2. Describe initiatives included in the “other” category.

ECS allocated ESSER funding for a school social worker who promotes and supports 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. Our social worker provides students with extended social-emotional support that will enable them to experience a more positive, supportive school environment. She also assists families with specific needs and connects them to beneficial outside agency resources.

Educators

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

Through our district needs assessment, Elizabethton City Schools identified specific priorities to recruit, retain, and support educators and school personnel. ECS is in partnership with Milligan University for the Grow Your Own Grant. We are working closely with Milligan University to support three Elizabethton City Schools employees to earn an advanced degree and become licensed teachers. The program began in August 2021 with employees having two years to complete their degree and certification. Our desire is to develop highly effective educators and to employ them at the conclusion of this program. ECS supported our educators with ESSER funding by adding two classroom size reduction teachers at EHS (English) and TAD (Math). The addition of these teachers at the schools enabled us to accelerate academic achievement by teachers serving fewer students per class.

2. Describe initiatives included in the “other” category.

N/A

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

Through our district needs assessment, Elizabethton City Schools identified specific priorities to strengthen structural expectations including technology in our school system. Chromebooks, teacher laptops, document cameras, Chromebook carts, and Boxlight interactive panels were purchased with ESSER 1.0 and 2.0 funds. This technology allows all students in the district to have access to a device and teachers to provide instruction in person as well as remotely as needed. The Boxlight panels replaced our aging Smartboards across the district and provide our teachers and students with the latest in interactive technology in the classroom. Hotspots and outdoor wi-fi access points were also purchased. This technology allows all students in the district to have access to high-speed internet at home and/or on school campuses. Our needs assessment also noted all our facilities are over 45 years old, with one being 81 years old. During the mid-20th Century, schools were not built with the

needs of the 21st Century classroom in mind. Harold McCormick Elementary needs many upgrades, including energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs 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.

2. Describe initiatives included in the “other” category.

Minimal indirect cost is budgeted for costs not clearly identified.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

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programs' effectiveness and suggestions for improvement. Suggested revisions were presented at the School Board meeting with an opportunity for feedback from stakeholders. Our board meetings are open to all stakeholders including parents, school staff, students, and community leaders. These meetings are streamed live, and recordings are posted on our YouTube channel. ECS utilized a survey to gather feedback from community stakeholders. The survey was distributed to ECS faculty, staff, and students through email and learning management systems. It was distributed to parents and other community stakeholders through our district newsletter and social media. The Director of Schools also updated stakeholders regarding our ESSER spending plan at civic group meetings. We provide an email contact (ESSER Grant Manager) on our ESSER information webpage for stakeholders to ask questions or provide feedback at any time.

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4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

ECS utilized multiple modes of engagement in the development of the original and revised plans which included stakeholder surveys, administrator surveys, scheduled faculty meetings, PTA/PTO meetings, civic meetings, and school board meetings to gain input from stakeholders. Our school board meetings are streamed live, and recordings are posted on our YouTube channel. We provide an email contact (ESSER Grant Manager) on our ESSER information webpage for stakeholders to ask questions or provide feedback at any time.

Allocations

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Allocations

	(1)	ESSER 2.0	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$1,747,999.80	\$1,747,999.80
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		\$1,747,999.80	\$1,747,999.80

Cover Page

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

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

richard.vanhuss@ecschoools.net

Phone

423-547-8000

ESSER 2.0 Point of Contact

Name

John Hutchins

Email

john.hutchins@ecschoools.net

Phone

423-547-8000

DUNS Number

100072768

UEI Number

MP87VN3EF127

The Coronavirus Aid, Relief and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) 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. CARES Act 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 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

Indirect Cost	
Total Contributing to Indirect Cost	\$680,346.00
Indirect Cost Rate	17.31%
Maximum Allowed for Indirect Cost	\$102,995.28

Account Number	Total
71100 - Regular Instruction Program	\$487,294.00
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	\$50,000.00
72130 - Other Student Support	\$68,470.00
72210 - Support Services/Regular Instruction Program	\$0.00
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	\$74,582.00
72260 - Support Services/Adult Education Program	\$0.00

72310 - Board of Education		\$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		\$1,050,000.00
99100 - Transfers Out		\$17,653.80
	Total	\$1,747,999.80
	Adjusted Allocation	\$1,747,999.80
	Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

71100 - Regular Instruction Program - \$487,294.00 ▼

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 22-23 school year.</p> <p>One FTE for a math classroom size reduction teacher at T.A. Dugger Jr. High School for the 22-23 school year.</p> <p>Four FTEs for school-based learning loss interventionists to instruct students in Tier II and Tier III intervention for the 22-23 school year.</p>
Line Item Number:	116 - Teachers	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$337,165.00	
Line Item Total:	\$337,165.00	
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:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$20,910.00
Line Item Total:	\$20,910.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	204 - State Retirement
Focus Area:	Addressing Learning Loss: Coordinat...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...

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This line item would provide the necessary funds to pay state retirement for our learning loss teachers and interventionists.

Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$28,500.00	
Line Item Total:	\$28,500.00	
Account Number:	71100 - Regular Instruction Program	
Line Item Number:	206 - Life Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$540.00	

This line item would provide the necessary funds to pay life insurance for our learning loss teachers and interventionists.

Line Item Total:	\$540.00		
Account Number:	71100 - Regular Instruction Program	<p>This line item would provide the necessary funds to pay medical insurance for our learning loss teachers and interventionists.</p>	
Line Item Number:	207 - Medical Insurance		
Focus Area:	Addressing Learning Loss: Coordinat...		
School Type:	Traditional Public School		
Optional:	Meeting Students' Academic, Social,...		
Optional Program Code:			
Location Code:	Elizabethton (101)		
Quantity:	1.00		
Cost:	\$47,710.00		
Line Item Total:	\$47,710.00		
Account Number:	71100 - Regular Instruction Program		<p>This line item would provide the necessary funds to pay dental insurance for our learning loss teachers and interventionists.</p>
Line Item Number:	208 - Dental Insurance		
Focus Area:	Addressing Learning Loss: Coordinat...		

School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$1,890.00
Line Item Total:	\$1,890.00
Account Number:	71100 - Regular Instruction Program
Line Item Number:	212 - Employer Medicare
Focus Area:	Addressing Learning Loss: Coordinat...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location	Elizabethton (101)

This line item would provide the necessary funds to pay employer medicare for our learning loss teachers and interventionists.

Code:		
Quantity:	1.00	
Cost:	\$4,895.00	
Line Item Total:	\$4,895.00	
Account Number:	71100 - Regular Instruction Program	<p>Purchase Canvas Learning Management System (\$17,300)</p> <p>This learning management system would allow students and teachers at Elizabethton High School a well-established platform to deliver high-quality, student-centered learning experiences. The LMS allows for seamless engagement and collaboration between teachers and students, the ability to quickly assign and grade student work, and create a one-stop virtual classroom hub. The LMS will enable a transition to distance/remote learning if needed.</p> <p>Purchase CASE/MasteryConnect benchmark assessment (\$28,384)</p> <p>This online benchmark assessment measures student progress by providing a quality formative assessment tool to identify student achievement and gaps, as well as having the capability to complete these assessments in both in-person and remote learning environments.</p>
Line Item Number:	471 - Software	
Focus Area:	Purchasing Education Technology	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$45,684.00	
Line Item Total:	\$45,684.00	
Total for 71100 - Regular Instruction Program:		\$487,294.00

Total for all other Account Numbers:	\$1,260,705.80
Total for all Account Numbers:	\$1,747,999.80
Adjusted Allocation:	\$1,747,999.80
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

72120 - Health Services - \$50,000.00 ▼

Budget Detail		Narrative Description
Account Number:	72120 - Health Services	<p>As a result of the COVID-19 Closures, the mental health and well-being of our students are more critical than ever. Our district will partner with Frontier Health to continue to provide a counselor to assist students who have been negatively impacted by the COVID-19 pandemic. We acknowledge the hardships associated with the pandemic have created educational and behavioral challenges for students, as well as their families. The mental health counselor will help students manage these stressors and provide mental health support in the school environment.</p>
Line Item Number:	312 - Contracts with Private Agencies	
Focus Area:	Providing Mental Health Supports	
School Type:	Traditional Public School	
Optional:	Mental Health Supports for Students...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Total for 72120 - Health Services:		\$50,000.00

Total for all other Account Numbers:	\$1,697,999.80
Total for all Account Numbers:	\$1,747,999.80
Adjusted Allocation:	\$1,747,999.80
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

72130 - Other Student Support - \$68,470.00 ▼

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:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$50,120.00	
Line Item Total:	\$50,120.00	
Account Number:	72130 - Other Student Support	This line item would provide the necessary funds to pay social security for our social worker.

Line Item Number:	201 - Social Security
Focus Area:	Providing Mental Health Supports
School Type:	Traditional Public School
Optional:	Mental Health Supports for Students...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$3,110.00
Line Item Total:	\$3,110.00
Account Number:	72130 - Other Student Support
Line Item Number:	204 - State Retirement
Focus Area:	Providing Mental Health Supports
School Type:	Traditional Public School
Optional:	Mental Health Supports for Students...

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

Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$6,190.00
Line Item Total:	\$6,190.00
Account Number:	72130 - Other Student Support
Line Item Number:	206 - Life Insurance
Focus Area:	Providing Mental Health Supports
School Type:	Traditional Public School
Optional:	Mental Health Supports for Students...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$90.00

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

Line Item Total:	\$90.00		
Account Number:	72130 - Other Student Support	This line item would provide the necessary funds to pay medical insurance for our social worker.	
Line Item Number:	207 - Medical Insurance		
Focus Area:	Providing Mental Health Supports		
School Type:	Traditional Public School		
Optional:	Mental Health Supports for Students...		
Optional Program Code:			
Location Code:	Elizabethton (101)		
Quantity:	1.00		
Cost:	\$7,915.00		
Line Item Total:	\$7,915.00		
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:	Mental Health Supports for Students...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$315.00
Line Item Total:	\$315.00
Account Number:	72130 - Other Student Support
Line Item Number:	212 - Employer Medicare
Focus Area:	Providing Mental Health Supports
School Type:	Traditional Public School
Optional:	Mental Health Supports for Students...
Optional Program Code:	
Location	Elizabethton (101)

This line item would provide the necessary funds to pay employer medicare for our social worker.

Code:

Quantity:

1.00

Cost:

\$730.00

**Line Item
Total:**

\$730.00

Total for 72130 - Other Student Support:	\$68,470.00
Total for all other Account Numbers:	\$1,679,529.80
Total for all Account Numbers:	\$1,747,999.80
Adjusted Allocation:	\$1,747,999.80
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

72250 - Education Technology - \$74,582.00 ▼

Budget Detail		Narrative Description
Account Number:	72250 - Education Technology	<p>One FTE for an Instructional Technology Coach to support teachers with technology integration.</p> <p>Prior to the pandemic, our district did not employ a person to support our teachers with instructional technology integration. With the move to blended learning and distance learning, it has become evident that this teacher support is a significant need. The technology coach will continue to support our teachers with the Learning Management System and all the new programs that have been put in place to support distance learning if needed. This position would continue to provide professional development for our teachers through large groups, small groups, and job-embedded activities. This position will continue to build the capacity of our Learning Leaders in each building to support colleagues on a daily basis.</p>
Line Item Number:	138 - Instructional Computer Personnel	
Focus Area:	Conducting Other Necessary Activiti...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$56,802.00	
Line Item Total:	\$56,802.00	
Account Number:	72250 - Education Technology	<p>This line item would provide the necessary funds to pay social security for our technology coach.</p>

Line Item Number:	201 - Social Security
Focus Area:	Conducting Other Necessary Activiti...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$3,520.00
Line Item Total:	\$3,520.00
Account Number:	72250 - Education Technology
Line Item Number:	204 - State Retirement
Focus Area:	Conducting Other Necessary Activiti...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...

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This line item would provide the necessary funds to pay state retirement for our technology coach.

Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$5,115.00
Line Item Total:	\$5,115.00
Account Number:	72250 - Education Technology
Line Item Number:	206 - Life Insurance
Focus Area:	Conducting Other Necessary Activiti...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$90.00

This line item would provide the necessary funds to pay life insurance for our technology coach.

Line Item Total:	\$90.00	
Account Number:	72250 - Education Technology	This line item would provide the necessary funds to pay medical insurance for our technology coach.
Line Item Number:	207 - Medical Insurance	
Focus Area:	Conducting Other Necessary Activiti...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$7,915.00	
Line Item Total:	\$7,915.00	
Account Number:	72250 - Education Technology	This line item would provide the necessary funds to pay dental insurance for our technology coach.
Line Item Number:	208 - Dental Insurance	
Focus Area:	Conducting Other Necessary Activiti...	

School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$315.00
Line Item Total:	\$315.00

Account Number:	72250 - Education Technology
Line Item Number:	212 - Employer Medicare
Focus Area:	Conducting Other Necessary Activiti...
School Type:	Traditional Public School
Optional:	Meeting Students' Academic, Social,...
Optional Program Code:	
Location	Elizabethton (101)

This line item would provide the necessary funds to pay employer medicare for our technology coach.

Code:		
Quantity:	1.00	
Cost:	\$825.00	
Line Item Total:	\$825.00	
Total for 72250 - Education Technology:		\$74,582.00
Total for all other Account Numbers:		\$1,673,417.80
Total for all Account Numbers:		\$1,747,999.80
Adjusted Allocation:		\$1,747,999.80
Remaining:		\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

76100 - Regular Capital Outlay - \$1,050,000.00 ▼

Budget Detail		Narrative Description
Account Number:	76100 - Regular Capital Outlay	<p>This line item is for Asbestos Removal, HVAC, Windows, Lighting, Electrical, Plumbing, and Floor Tile Upgrades at Harold McCormick Elementary School.</p> <p>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 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.</p>
Line Item Number:	707 - Building Improvements	
Focus Area:	Addressing Facility Needs and Defer...	
School Type:	Traditional Public School	
Optional:	Addressing Physical Health and Safe...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$1,050,000.00	
Line Item Total:	\$1,050,000.00	
Total for 76100 - Regular Capital Outlay:		\$1,050,000.00

Total for all other Account Numbers:	\$697,999.80
Total for all Account Numbers:	\$1,747,999.80
Adjusted Allocation:	\$1,747,999.80
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

99100 - Transfers Out - \$17,653.80 ▼

Budget Detail		Narrative Description
Account Number:	99100 - Transfers Out	Indirect cost transfer.
Line Item Number:	504 - Indirect Cost	
Focus Area:	Indirect Cost	
School Type:	Traditional Public School	
Optional:	Operational Continuity and Other Al...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$17,653.80	
Line Item Total:	\$17,653.80	
Total for 99100 - Transfers Out:		\$17,653.80

Total for all other Account Numbers:	\$1,730,346.00
Total for all Account Numbers:	\$1,747,999.80
Adjusted Allocation:	\$1,747,999.80
Remaining:	\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

Indirect Cost	
Total Contributing to Indirect Cost	\$680,346.00
Indirect Cost Rate	17.31%
Maximum Allowed for Indirect Cost	\$102,995.28

Filter by Location: All - \$1,747,999.80 ▼

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72250 - Education Technology	76100 - Regular Capital Outlay	99100 - Transfers Out	Total
116 - Teachers	337,165.00						337,165.00
130 - Social Workers			50,120.00				50,120.00
138 - Instructional Computer Personnel				56,802.00			56,802.00

Line Item Number	Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72250 - Education Technology	76100 - Regular Capital Outlay	99100 - Transfers Out	Total
201 - Social Security		20,910.00	0.00	3,110.00	3,520.00			27,540.00
204 - State Retirement		28,500.00	0.00	6,190.00	5,115.00			39,805.00
206 - Life Insurance		540.00	0.00	90.00	90.00			720.00
207 - Medical Insurance		47,710.00	0.00	7,915.00	7,915.00			63,540.00
208 - Dental Insurance		1,890.00	0.00	315.00	315.00			2,520.00
212 - Employer Medicare		4,895.00	0.00	730.00	825.00			6,450.00
312 - Contracts with Private Agencies		0.00	50,000.00					50,000.00
471 - Software		45,684.00	0.00	0.00	0.00			45,684.00
504 - Indirect Cost							17,653.80	17,653.80
707 - Building Improvements						1,050,000.00		1,050,000.00
Total		487,294.00	50,000.00	68,470.00	74,582.00	1,050,000.00	17,653.80	1,747,999.80

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72250 - Education Technology	76100 - Regular Capital Outlay	99100 - Transfers Out	Total
Line Item Number							1,747,999.80
						Adjusted Allocation	1,747,999.80
						Remaining	0.00

Spending Plan

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

All activities from the LEA's budget should be reflected in the spending plan.

After analyzing and repurposing other funding sources, justify the spending plan for the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act 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

\$ 441,610.00 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 with the addition of 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 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, 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 CASE/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 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 Tiers 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.

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.

We will address facility needs and deferred maintenance/infrastructure by funding 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)

\$ 45,684.00 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.

We will address our education technology needs by purchasing Canvas LMS and CASE/MasteryConnect benchmark assessment software.

The Canvas Learning Management System provides a seamless and user-friendly interface for both the student and teacher. It provides a productive way for teachers to administer assignments and students to submit their work. It also allows the teachers to provide additional learning and support materials right at the student's fingertips. As a result of the pandemic, many students have discovered that online learning is a positive and productive model for them. Many students have excelled and thrived in the online environment. It is imperative that we take what we've learned during online instruction and integrate those opportunities into our daily instructional model. The effectiveness of Canvas will be measured by usage data as well as feedback on surveys from administrators, teachers, students, and parents.

CASE/MasteryConnect is a competency-based learning platform that helps teachers identify levels of understanding, target students for intervention, and inform instruction. It provides our teachers immediate formative assessment data to improve student outcomes immediately. Teachers efficiently identify which standards need reteaching and which students are in need of remediation. We will utilize the data to determine student achievement and gaps and have the capability to complete these assessments in both in-person and remote

learning environments. The effectiveness of CASE/MasteryConnect will be measured by comparison achievement data with TCAP as well as feedback from administrator and teacher surveys.

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. Planning for Long-Term Closures

\$ 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 with 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.

ECS will also support students' social emotional, mental, and academic needs with a mental health counselor who will promote and support student's academic success by addressing students' mental health concerns, behavioral concerns, and positive behavior support. We have seen an increase in the number of students who need support from a mental health counselor. Many students are struggling with pandemic related mental health issues. We will contract with Frontier Health to provide a mental health counselor to focus on student needs in grades PreK-5. This counselor will provide services and supports as needed, such as one-on-one counseling or referrals for other, more intensive services. Teachers and staff have all received ACES training, so they can refer students when necessary. Many students will struggle with anxiety and the pressures to address their learning loss, so having a trained professional will be invaluable to our students. Effectiveness will be measured by number of referrals and treatment outcomes based on a review of student grades, school attendance, and student progress during and after therapy. Teacher and administrative surveys will also be utilized to measure mental health therapist's effectiveness.

8. Conducting Other Necessary Activities

\$ 74,582.00 Amount

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

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

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

This activity will fund our Instructional Technology Coach (ITC) position. Teachers will continue to need support as we utilize digital and online resources and modes of instruction. Integrating all technology into instruction can be overwhelming, so this position will help bridge the gap and provide support and resources for teachers and staff as needed. This position will provide small group and individualized professional development activities, depending on the need and situation. This support will help to build the capacity in teachers to effectively integrate technology with their instruction. The effectiveness of the Instructional Technology Coach will be measured by documentation of ITC professional development sessions and teacher attendance; individual and group training session logs of the ITC; a review of resources provided by the ITC; as well as teacher and administrative surveys.

9. Indirect Cost

\$ 17,653.80 Amount

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

10. Administrative Cost

\$ 0.00 Amount

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

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 2.0 Technical Guide](#)

[ESSER Checklist for LEAs](#)

[FY23 ESSER 2.0 and 3.0 Copying Guide](#)

Program Details

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

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 2.0. 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 Assistant Director of Schools for Operations (0.05 FTE from GP) and the Assistant Director of Schools for Academics (0.05 FTE from GP) will be responsible for administering the ESSER 2.0 grant. The salaries and benefits of these staff members will be paid for using General Purpose Funds.

The LEA is utilizing grant funds to administer the ESSER 2.0.

Systemwide Administration for ESSER 2.0 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 2.0 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 2.0 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			
Other (specify)			
Total			

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

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.

As we closed school for COVID-19 in March 2020 we found that our system faced several challenges:

- We did not have enough student devices to support one-to-one for online learning.
- We did not have laptops for teachers to utilize and support online learning.
- We did not have a consistent Learning Management System (LMS).
- There were insufficient internet connections for all students at home.
- Teachers and students were not trained or familiar with how to deliver and receive online courses.
- Teachers were not trained on how to address social/emotional needs of students returning to school.
- Meeting the intensified social and emotional needs of students was challenging for our teachers and school counselors.
- School infrastructure improvements are necessary for health and safety measures.

As we returned to in-person learning in the Fall of 2020 we discovered more challenges:

- Student and teacher quarantines contributed to schedule disruptions which decreased the amount of time students had access to in person instruction.
- Teachers provided distance learning instruction to students, but meeting the unique needs of students in this format was challenging.
- Social distancing policies influenced a hybrid (A/B) schedule for the first nine weeks of school which positively

reduced the number of students at school for social distancing, but negatively impacted learning, social, and emotional needs as students were in person only two days per week.

- Students experienced learning loss due to school closure in March 2020 and the hybrid schedule in Fall of 2020.
- Student and family needs were intensified throughout the pandemic impacting students' mental health.

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

- Interventionists at the three elementary schools will 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.
- Mental health therapists will address our students' social, emotional, and academic needs.
- A school social worker will address the social, emotional, attendance, and academic needs of our students.
- An instructional technology coach will support our teachers by providing professional development and daily support for digital modes of instruction.
- The learning management system (Canvas) will provide students and teachers at EHS a well-established platform to deliver high-quality, student-centered learning experiences.
- The benchmark assessment toll will provide formative assessment data for teachers and administrators to measure student progress and achievement.
- The opportunity to complete some deferred maintenance on some of our infrastructure is critical in developing improved learning environments that promote student and staff safety, health, and well-being.

Learning Loss

Provide information on how your LEA is measuring and addressing learning loss and how ESSER 2.0 funds will support these measures.

Elizabethton City Schools has been addressing learning loss throughout the last two school years. Our district administered SchoolNet assessments to measure standards students had not mastered from the previous school year. The data from SchoolNet was analyzed and missing standards were embedded into TIER I instruction. ECS has also utilized CASE/MasteryConnect Cyclone Checkpoints to measure students' proficiency predictability for TCAP and EOC assessments. The data from Cyclone Checkpoints have been and will be analyzed and action plans will be developed to remediate standards in which students are not mastering. Teachers are creating standards aligned assessments with CASE/MasteryConnect benchmark program that monitors students' progress toward

identified standards mastery. We are also utilizing our AIMSweb data to identify students who show a learning loss in reading and math skills. This data helps us to identify students who are in need of intervention in TIER I, II and III. Progress monitoring data through AIMSweb is also monitored on a 4.5 week basis to ensure students are progressing with these skills that may have been lost during the pandemic. The ESSER 2.0 funds will be utilized to continue our benchmark program to help us continue to identify learning loss in our students and the progress toward master of grade level standards.

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 2.0 Technical Guide](#)

[ESSER Checklist for LEAs](#)

[Copying Guide - FY23 ESSER 2.0 and 3.0 Copying Guide](#)

Personnel Details Systemwide

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 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. Personnel for grant administration already included on the Program Details page should not be included here. Stipends are not to be included in the Personnel Details pages.

	Headcount	FTE
Coaches / Consulting Teachers	1.00	1.00
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify) Social Worker	1.00	1.00
Total	2	2.00

Resources

USED Use of Funds Detail Appendix

ESSER 2.0 Technical Guide

Regular School-Year Staff Funded with One-Time Funds: Stipends are not to be included in the Personnel Details pages.

Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		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
2	2.00			4	4.00													6	6.00
2	2.00	0	0.00	4	4.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	6.00

Resources
 USED Use of Funds Detail Appendix
 ESSER 2.0 Technical Guide

Regular School-Year Staff Funded with One-Time Funds: Stipends are not to be included in the Personnel Details pages.

Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		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	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Resources

USED Use of Funds Detail Appendix
 ESSER 2.0 Technical Guide

Charter School Program Details

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

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

The following questions must be answered by LEAs with charter schools. The CRRSA Act and specifically the ESSER 2.0 funds were intended to provide relief funding and support for all public schools - both traditional and charter. **Additionally, all LEAs with charter schools must retrieve the Charter School Planning Overview template from the Related Documents page, share the template with each charter school, and reupload all completed overviews prior to submitting this application for review and approval.**

* 1. LEAs receive a per-pupil allocation for students in public and charter schools. Outline the process used to ensure charter schools are receiving their proportionate share of ESSER 2.0 benefits to their traditional public school counterparts.

* 2. What prioritized needs of its charter schools did the LEA identify during the pandemic?

* Charter School Focus Areas

Identify the focus area(s) that aligns to supplemental services and supports to be provided for students with the ESSER 2.0 funding.

- Addressing Learning Loss
- Addressing Learning Acceleration
- Addressing Facility Needs and Deferred Maintenance
- Purchasing Education Technology
- Planning for Long-Term Closures

- Addressing the Unique Needs of Special Populations
- Providing Mental Health Supports
- Conducting Other Necessary Activities

* Describe how the item(s) /use of fund(s) selected above align with the identified needs and how the effectiveness of each activity will be assessed.

Resources

USED Use of Funds Detail Appendix

ESSER 2.0 Technical Guide

Related Documents

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 2.0

Optional Documents		
Type	Document Template	Document/Link
ESSER 2.0 Plan	N/A	
ESSER 2.0 Needs Assessment Charter Schools [Upload up to 1 document(s)]	 <u>ESSER 2.0 Needs Assessment Charter Schools_FillableWordDocument.docx</u>	

Assurances

Elizabethton (101) Public District - FY 2023 - Elementary and Secondary School Emergency Relief (ESSER) 2.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 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. 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 2.0 funds separately from ESSER 1.0 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 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 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 CARES Act 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.

Allocations

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - Allocations

	(1)	ESSER Planning	Total
Original	\$0.00	\$0.00	\$0.00
Incoming Carryover	\$48,668.94	\$48,668.94	\$48,668.94
Outgoing Carryover	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00
FER Released	\$0.00	\$0.00	\$0.00
Total	\$48,668.94	\$48,668.94	\$48,668.94

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

*** LEA ID#**

101

*** LEA Name**

Elizabethton City Schools

LEA Official Address

*** Street**

804 S Watauga Ave

*** City**

Elizabethton

*** Zip Code**

37643

*** Phone**

423-547-8000

*** LEA Website**

<https://www.ecschools.net/>

Director of Schools

*** Name**

Richard VanHuss

*** Email**

richard.vanhuss@ecschoools.net

*** Phone**

423-547-8000

ESSER Planning Grant Point of Contact

*** Name**

Myra Newman

*** Email**

myra.newman@ecschoools.net

*** Phone**

423-547-8000

Budget

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

Account Number	Total
72210 - Support Services/Regular Instruction Program	\$48,668.94
Total	\$48,668.94
Adjusted Allocation	\$48,668.94
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

72210 - Support Services/Regular Instruction Program - \$48,668.94 ▼

Budget Detail		Narrative Description
Account Number:	72210 - Support Services/Regular Instruction Program	<p>Salary to hire a District Implementation Coach to support the implementation of Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ratio tutoring for one year.</p>
Line Item Number:	189 - Other Salaries & Wages	
Services:	TN ALL Corps Planning and Implement...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$35,950.00	
Line Item Total:	\$35,950.00	
Account Number:	72210 - Support Services/Regular Instruction Program	
Line Item Number:	201 - Social Security	
Services:	TN ALL Corps Planning and Implement...	<p>Funds to pay Social Security for District Implementing Reading 360 Coach who will support district in implementing Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ratio tutoring for one year.</p>
Optional		

Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$2,225.00	
Line Item Total:	\$2,225.00	
Account Number:	72210 - Support Services/Regular Instruction Program	<p>Funds to pay State Retirement for District Implementation Coach who will support district with implementing Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ratio tutoring for one year.</p>
Line Item Number:	204 - State Retirement	
Services:	TN ALL Corps Planning and Implement...	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$3,125.00	
Line Item Total:	\$3,125.00	
Account Number:	72210 - Support Services/Regular Instruction Program	<p>Funds to pay Life Insurance for District Implementation Coach who will support district in implementing Reading 360</p>
Line Item	206 - Life Insurance	

Foundational Literacy and TN ALL Corps high dosage, low ration tutoring for one year.

Number:	
Services:	TN ALL Corps Planning and Implement...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$90.00
Line Item Total:	\$90.00

Funds to pay Medical Insurance for District Implementation Coach who will support district in implementing Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ration tutoring for one year.

Account Number:	72210 - Support Services/Regular Instruction Program
Line Item Number:	207 - Medical Insurance
Services:	TN ALL Corps Planning and Implement...
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	\$6,500.00
Line Item Total:	\$6,500.00

Total:			
Account Number:	72210 - Support Services/Regular Instruction Program	Funds to pay Dental Insurance for District Implementation Coach who will support district in implementing Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ration tutoring for one year.	
Line Item Number:	208 - Dental Insurance		
Services:	TN ALL Corps Planning and Implement...		
Optional Program Code:			
Location Code:	Elizabethton (101)		
Quantity:	1.00		
Cost:	\$255.00		
Line Item Total:	\$255.00		
Account Number:	72210 - Support Services/Regular Instruction Program	Funds to pay Employer Medicare for District Implementation Coach who will support district in implementing Reading 360 Foundational Literacy and TN ALL Corps high dosage, low ration tutoring for one year.	
Line Item Number:	212 - Employer Medicare		
Services:	TN ALL Corps Planning and Implement...		
Optional Program Code:			
Location Code:	Elizabethton (101)		

Quantity:

1.00

Cost:

\$523.94

**Line Item
Total:**

\$523.94

Total for 72210 - Support Services/Regular Instruction Program:

\$48,668.94

Total for all other Account Numbers:

\$0.00

Total for all Account Numbers:

\$48,668.94

Adjusted Allocation:

\$48,668.94

Remaining:

\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

Filter by Location: All - \$48,668.94 ▼

Line Item Number	Account Number	72210 - Support Services/Regular Instruction Program	Total
189 - Other Salaries & Wages		35,950.00	35,950.00
201 - Social Security		2,225.00	2,225.00
204 - State Retirement		3,125.00	3,125.00
206 - Life Insurance		90.00	90.00
207 - Medical Insurance		6,500.00	6,500.00
208 - Dental Insurance		255.00	255.00
212 - Employer Medicare		523.94	523.94
Total		48,668.94	48,668.94
		Adjusted Allocation	48,668.94
		Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

Instructions

Complete the information in the tables below for up to 2 vendors.

Vendor 1

Name	Contract Start Date	Contract End Date	Vendor 1 Total Amount Budgeted	Services Provided	If other supports is selected, what is the support?
No vendor	<input type="text"/> 	<input type="text"/> 	\$ <input type="text"/>	<input type="checkbox"/> Stakeholder engagement	
				<input type="checkbox"/> ESSER strategic plan facilitation and drafting	
				<input type="checkbox"/> Planning for data collection and monitoring	
				<input type="checkbox"/> District-wide programmatic planning and implementation support	
				<input type="checkbox"/> TN ALL Corps planning and implementation support	
				<input type="checkbox"/> Other supports requested by the district	

Vendor 2

Name	Contract Start Date	Contract End Date	Vendor 2 Total Amount Budgeted	Services Provided	If other supports is selected, what is the support?
	<input type="text"/>	<input type="text"/> 	\$ <input type="text"/>	<input type="checkbox"/> Stakeholder engagement <input type="checkbox"/> ESSER strategic plan facilitation and drafting <input type="checkbox"/> Planning for data collection and monitoring <input type="checkbox"/> District-wide programmatic planning and implementation support <input type="checkbox"/> TN ALL Corps planning and implementation support <input type="checkbox"/> Other supports requested by the district	

Resources

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

[Vendor Guide](#)

Assurances

Elizabethton (101) Public District - FY 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

* **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. The LEA will only contract with vendors for support specifically related to development and/or implementation of federally required ESSER plans and state ESSER initiatives.
2. LEAs must use funds for contracted services; funds are not to be used to hire employees.
3. The LEA understands that all contracts entered into with vendors using these funds must end no later than June 30, 2023.
4. The LEA will ensure that at least 50% of local ESSER spending is used to support the academic and mental health needs of students and staff to ensure student readiness for learning, in alignment with state priorities.
5. In addition to district-specific requirements, the LEA will ensure the vendor it selects will:
 - o Successfully completes two required trainings with the Tennessee Department of Education ("the State"),
 - o Report information on the supports provided and progress in implementation to the State as requested to highlight LEA work, and
 - o Commit to supporting LEAs in creating cohesive, multi-year ESSER plans that align to state ESSER priorities and focus heavily on supports for students, and
 - o Has a documented history with similar work (strategic planning and programmatic implementation at an LEA or state scale).

6. If the LEA accepts the additional \$50,000 increase to their allocation or elects to hire personnel with these funds, the LEA agrees to also participate in the TN ALL Corps program by the start of the 2022-23 school year.
7. Administration of the program, activities, and services covered by this Grant Contract will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
8. The LEA must use its own documented procurement procedures which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law and regulations.
9. The LEA will submit to the State such information, and at such intervals, that the State requires to complete state and/or federal reports.
10. The LEA will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for federal funds received and distributed under this program.
11. The grantee will administer such funds and property to the extent required by authorizing statutes.
12. The LEA will maintain on-site documentation for all reimbursement requests for a period of five (5) years following the end of the Grant Contract period. The LEA will provide such documentation to the State as requested.

ESSER 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 State, along with any other required documentation.
3. The LEA must track in their standard accounting program ESSER 2.0 funds separately from ESSER 1.0 funds.

<p>4. All programs, services, and activities covered by this 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 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.</p>
<p>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.</p>
<p>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.</p>
<p>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 State before line items are modified. 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.</p>
<p>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 the Cash Management Improvement Act (CMIA).</p>
<p>9. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.</p>
<p>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.</p>
<p>11. Activities should 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.</p>
<p>12. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.</p>

- 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. LEAs must review all program assurances thoroughly. All items specified are requirements of legislation or regulation.

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 2023 - ESSER Planning Grant - Rev 0 - ESSER Planning Grant

Optional Documents		
Type	Document Template	Document/Link
Scope of Work or Contract ⓘ	N/A	📄 Scope of Work - Planning Grant
Supporting Documentation (optional)	N/A	

History Log

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/8/2022 10:21:01 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
	9/8/2022 10:21:01 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/8/2022 10:02:01 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/8/2022 10:01:53 AM	Beth Wilson	Status changed to 'Draft Completed'.	S
	9/8/2022 9:38:42 AM	Beth Wilson	Status changed to 'Draft Started'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/3/2022 4:52:00 PM	Maryanne Durski	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Allocations

	(1)	Fiscal Pre-Monitoring Supports Grant	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$56,200.00	\$56,200.00
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		\$56,200.00	\$56,200.00

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Contacts

Director of Schools

Name

Email

Phone

Fiscal Pre-Monitoring Supports Director

Name

Email

Phone

The information provided above is accurate as of the date of submission of this funding application.

Budget

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

Account Number	Total
72510 - Fiscal Services	\$56,200.00
Total	\$56,200.00
Adjusted Allocation	\$56,200.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

72510 - Fiscal Services - \$56,200.00 ▼

Budget Detail		Narrative Description
Account Number:	72510 - Fiscal Services	Contract with an accounting firm to provide fiscal pre-monitoring support.
Line Item Number:	399 - Other Contracted Services	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$56,200.00	
Line Item Total:	\$56,200.00	
Total for 72510 - Fiscal Services:		\$56,200.00
Total for all other Account Numbers:		\$0.00
Total for all Account Numbers:		\$56,200.00
Adjusted Allocation:		\$56,200.00
Remaining:		\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

Filter by Location: All - \$56,200.00 ▼

Line Item Number	Account Number	72510 - Fiscal Services	Total
399 - Other Contracted Services		56,200.00	56,200.00
Total		56,200.00	56,200.00
		Adjusted Allocation	56,200.00
		Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

The Fiscal Pre-Monitoring Supports Grant is intended to support financial planning, programming, and expenditure of funds in alignment with ESSER 1.0, ESSER 2.0, and ESSER 3.0 funds. The grant funds will be awarded in February 2022 and expire on June 30, 2024.

Intended Use of Funds

* Briefly describe the procurement plan to provide Fiscal Pre-Monitoring Supports to the LEA.

Administration recommended an audit firm to provide professional services. The engagement letter for Blackburn, Childers and Steagall PLC was approved at the March 2022 meeting of the Board of Education.

* What is the planned launch date of implementation?

04/01/2022



* What is the primary intended method of procurement?

The LEA plans to contract with a corporation/company/firm.



* Please describe the process the LEA plans to use to measure and monitor the effective use of the Fiscal Pre-Monitoring Supports Grant funds.

The audit firm will submit reports of any exceptions encountered in the internal controls as related to requirements for ESSER funds. There will be ongoing communication with the firm regarding any questions the school system may have in regard to appropriate processes for the expenditure of the ESSER funds, especially expenditures for capital outlay.

Resources

[Frequently Asked Questions: Fiscal Pre-Monitoring Supports Grant](#)

Contractor Information

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

Contractor Information

Name of Contractor Chosen:	DUNS/EIN# of Entity:	Entity Street Address:	Entity City Address:	Entity State Address (Abbreviation):	Entity Zip Code Address:	Contract with Entity (Uploaded in Related Documents)
* Balckburn, Childers & Steagall, PLC	* 62-0647474	* 801B Sunset Drive	* Johnson City	* TN	* 37604	<input checked="" type="checkbox"/> * - Check to indicate the contract has been uploaded in related documents

Assurances

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

An authorized school/district representative must sign below to indicate approval of the contents of the school/district's application and these Assurances for the Pre Monitoring Support Grant.

- * The undersigned authorized representative hereby applies for the program funds requested in the application on behalf of the identified district (Grantee). These Assurances, together with all application information submitted by the district, constitute the "Grant Contract" with the Tennessee Department of Education ("TDOE" or "State"). All grant awards will be allocated through ePlan where a grantee shall submit documentation for reimbursement.

The Grantee hereby agrees to the following Assurances:

1. The Grantee shall complete an Intent to Apply at https://stateoftennessee.formstack.com/forms/fiscal_pre_monitoring_support_grant_intent_to_applyFormstack by the established deadline to be eligible for consideration of grant funds.
2. The Grantee must complete a funding application in ePlan.
3. The Grantee must complete a funding application in ePlan by submitting complete and accurate information on a Cover Page to identify key points of contact as described in ePlan.
4. The Grantee must complete a Budget that proposes how it will expend the entirety of funds granted.
5. The Grantee's Budget must include a narrative detailing the intended use of funds.

6.	The Grantee must use funds for fiscal pre-monitoring support. Allowable use of funds includes hiring an accounting or auditing firm with experience managing federal education grant funds for the purposes of auditing fiscal records, including, but not limited to;	<p>a. financial planning, programming, and expenditure of funds in alignment with the Elementary and Secondary School Emergency Relief Fund Act (ESSER 1.0), Coronavirus Response and Relief Supplemental Appropriations Act (ESSER 2.0), and/or the American Rescue Plan Act (ARP ESSER/ESSER 3.0) funds,</p> <p>b. testing internal controls in accordance with 2 CFR 200.303,</p> <p>c. testing development and retention of documents that align with reimbursement methods outlined in 2 CFR 200.305(b)(3),</p> <p>d. reviewing equipment management requirements in alignment with 2 CFR 200.313,</p> <p>e. testing for material weaknesses in general procurement standards in accordance with 2 CFR 200.318,</p> <p>f. ensuring LEAs are following competition requirements outlined in 2 CFR 200.319 and local procurement method policies and procedures support the requirements of 2 CFR 200.320,</p> <p>g. testing for material weakness is record retention processes aligning with 2 CFR 200.334,</p>	

		h. testing prior written approval methods described in 2 CFR 200.407
		i. ensuring alignment with the expectations of ESSER funds and construction as related to the Davis-Bacon Act concerning labor costs related to capital project expenses.
7.	The Grantee shall receive reports from the firm outlining material weaknesses and suggestions for strengthening internal controls, and may also receive templates, and reports of recommendations or best practice to help strengthen areas of concern prior to the LEA participating in the required TDOE Results-Based Monitoring process.	

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 <u>Cash Management Improvement Act (CMIA) 7211R rule.</u>
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 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant

Required Documents		
Type	Document Template	Document/Link
Fiscal Pre-Monitoring Contract [Upload at least 1 document(s)]	N/A	 Auditor Contract

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - Fiscal Pre-Monitoring Supports Grant Checklist

Checklist cannot be viewed while the application is under review.

New Applicant Summary

Elizabethton (101) Public District - FY 2023 - Fiscal Pre-Monitoring Supports Grant - Rev 0 - New Applicant Summary

There are no new applicants.

History Log

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/8/2022 2:58:25 PM	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
	9/8/2022 2:58:25 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/8/2022 2:56:40 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/8/2022 2:55:46 PM	Emily Brooks	Status changed to 'Draft Completed'.	S
	9/8/2022 2:30:04 PM	Emily Brooks	Status changed to 'Draft Started'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/17/2022 3:11:10 PM	Melissa Brown	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Allocations

	(1)	Resilient Grant	Total
Original		\$0.00	\$0.00
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		\$0.00	\$0.00

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Contacts

Required Contacts

This page is currently not accepting Contacts.

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant Checklist

Checklist cannot be viewed while the application is under review.

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

LEA ID#

101

LEA Name

Elizabethton City Schools

LEA Official Address

Street

804 South Watauga Avenue

City

Elizabethton

Zip Code

37643

Phone

4235478000

LEA Website

<https://www.ecschools.net/>

Director of Schools

Name

Richard VanHuss

Email

Richard.Vanhuss@ecschoools.net

Phone

4235478000

*** Resilient School Communities Grant Point of Contact**

Name

Emily Brooks

Email

emily.brooks@ecschoools.net

Phone

4235478000

*** Unique Entity Identification (UEI)**

MP87VN3EF127

Resources

[Click here to open the allowability_guide.](#)

Section One: Mandatory Response Section

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

* Provide a 150 word or less summary of your district's grant application request, priorities addressed and the needs it will meet in the short and long term. These summaries will be used for announcement purposes.

For example: "XX School District is seeking \$250,000 from the Resilient School Communities Grant with \$125,000 (50%) allocated to the Building Resilient Schools priority. Costs will cover a district-level coordinator salary and benefits, books and training materials, training space, and costs associated with a staff care room. The district will allocate the other \$125,000 (50%) to hire two social workers and cover their benefits and salary for the 2022-2023 school year given the X% increase in student mental health referrals over the COVID-19 pandemic."

Elizabethton City Schools is seeking \$45,000 from the Resilient School Communities Grant with \$35,000 allocated to the Expand School-Based Initiatives & Supports priority. Costs will cover the creation of a new training center to better prepare faculty and staff to work with students who are facing trauma. The district will allocate the other \$10,000 to cover the contract of a part-time mental health and resilience coach to work with students.

1 Number of new school-based supports staff the district will hire because of the funding, Include all new part-time, full-time, contract, temporary (i.e., Resilient School Communities District-Level Coordinator, counselors, school psychologists, social workers, behavioral specialists).

For which priority or priorities are you submitting a Resilient School Communities Grant Application?

Your application may fall under multiple priorities. **Check all that apply:**

Expand School-Based Initiatives & Supports

Increase School-Based Supports Staff Capacity

Building Resilient School Communities

Only the districts applying for funds under the first priority of "Building Resilient School Communities" should answer the questions in this section. These are districts who commit to hiring a district-level coordinator (who can be funded through this grant) to implement trauma-informed practices in every school in the district with intensive supports from the Tennessee Department of Education. Please be sure to read the assurances for additional context and responsibilities of taking part in the Resilient School Communities district-wide trauma-informed practices work.

* 1. All Resilient School Communities are required to have a district-level coordinator. Will the district fund this position with this grant or does this person currently work in the district?

Select... ▼

* 2. Did any of the schools in your district participate in any of the following TDOE-offered trainings within the last school year?

Select... ▼

* Check all that apply:

- Threat Assessment
- Positive Behavioral Interventions and Supports (only applies if you're part of the RTI2b project)
- Youth Mental Health First Aid
- Restorative Practices
- Building Strong Brains: Strategies for Educators

3. Districts selected to participate in the two-year Resilient School Communities program will require a team of 3-5 in each school building in the district with at least one being an administrator. Will your district level-coordinator be able to assemble these teams by early fall for training purposes?

Select... ▼

If no or unsure, please indicate the type of support needed.

Funding Coordination: Is your district receiving any additional relief funding for school-based mental health support?

Check all that apply

ESSER 1.0

ESSER 2.0

ESSER 3.0

ARF IDEA Part B

Other

Resources

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

Section Two: School-Based Supports Project Narrative

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

Provide a response to each of the following questions/prompts.

1. Please describe in detail how the COVID-19 pandemic has contributed to the need for this Resilient School Communities Grant request. Include relevant data, such as, but not limited to retention of staff, number of student referrals for health, student absences, survey data, and more.

Over the past two years, Elizabethton High School has conducted surveys with students to gauge the overall social, emotional, and mental well-being of our students. These surveys have included questions about how COVID has impacted them. In our most recent survey, which was conducted in May of 2022, 48% of students stated that COVID had either worsened their mental health somewhat or worsened it significantly. Only 11% of students stated that their mental health had improved since the beginning of the pandemic. Over two years since the pandemic began, and almost half of our students are still struggling with the mental health repercussions. The same survey asked students how clearly they felt like they were able to describe their feelings, with 15% of students stating that they can not describe them clearly at all. While this may not come across as a large number, when combined with the nearly 50% who are suffering with mental health problems, that is a large subset of students who are not sure how to express the mental distress in which they are living.

In addition, in the 2020-2021 school year, Elizabethton High School had a Chronic Absenteeism rate of 25.9% while TA Dugger Junior High had a rate of 17%. Elizabethton High School reports an increase of 40% in Counseling Center visits since the beginning of the pandemic.

*

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impacted them. In our most recent survey, which was conducted in May of 2022, 48% of students stated that COVID had either worsened their mental health somewhat or worsened it significantly. Only 11% of students stated that their mental health had improved since the beginning of the pandemic. Over two years since the pandemic began, and almost half of our students are still struggling with the mental health repercussions. The same survey asked students how clearly they felt like they were able to describe their feelings, with 15% of students stating that they can not describe them clearly at all. While this may not come across as a large number, when combined with the nearly 50% who are suffering with mental health problems, that is a large subset of students who are not sure how to express the mental distress in which they are living.

In addition, in the 2020-2021 school year, Elizabethton High School had a Chronic Absenteeism rate of 25.9% while TA Dugger Junior High had a rate of 17%. Elizabethton High School reports an increase of 40% in Counseling Center visits since the beginning of the pandemic.

2. How will the funding from a Resilient School Communities Grant contribute to your ability to put supports (e.g., staffing, programs, strategies, training) in place to address the priorities of your district's LEA (Local Education Agency) Plan?

Please be as explicit as possible, including how this funding will improve what is named as priorities defined under Climate & Access, College & Career Readiness, Academic Achievement & Growth, and Educators, or listed as other needs.

*

One of our district's priorities is providing a Safe, Supportive, and Healthy Environment for all students, faculty, and staff, with a specific priority being the care of student mental and emotional well-being. ESSER funds have allowed our district to put in extra supports for students through mental health counseling, college and career counselors, social workers, and a stronger coordinated school health program. Funding from the RSC grant would allow us to strengthen these supports through contracting with a resiliency expert, Jamie Winshop, to work with students in small group settings. It would also allow us to purchase necessary furnishings for a new training center that is currently being developed by the district. Furnishings for the training center would allow for small and large group training for faculty, staff, and students on emotional and mental well-being and trauma-informed practices across the district. The district coordinated school health coordinator, Emily Brooks, is a certified mental health first aid trainer and would

help oversee and conduct these trainings. This ties directly to our LEA priority of Professional Learning for Educators, including ensuring that educators know how to reach all students.

Through ESSER funds, Elizabethton High School has been able to hire two college and career counselors to help provide guidance to students as they prepare to transition out of their K-12 learning journey. RSC grant funds would again allow for the contracting of Jamie Winshop to help prepare students for the difficulties they will be facing once they graduate. This aligns with our priority for College and Career Readiness for all students.

* 3. Besides your district's LEA Plan, what other data points or national, state, or regional contexts were considered in this proposal to address school-based student supports needs?

According to the CDC, "Research has shown that students who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement."

Also, according to the CDC, "According to the new data, in 2021, more than a third (37%) of high school students reported they experienced poor mental health during the COVID-19 pandemic, and 44% reported they persistently felt sad or hopeless during the past year. The new analyses also describe some of the severe challenges youth encountered during the pandemic:

- More than half (55%) reported they experienced emotional abuse by a parent or other adult in the home, including swearing at, insulting, or putting down the student.
- 11% experienced physical abuse by a parent or other adult in the home, including hitting, beating, kicking, or physically hurting the student.
- More than a quarter (29%) reported a parent or other adult in their home lost a job.

* 4. Do you anticipate any risk or challenges to implementing the strategies or initiatives you have named for funding?

Yes

If yes, what plans do you have to mitigate the risk or overcome those challenges?

One potential challenge in funding a part-time independent contractor to work as a mental health and resiliency coach is that there will not be funding for the position moving forward. If this position is successful, then Elizabethton City Schools can look to either move funding for the part-time position into the general budget, or work with our many community partners to seek assistance in keeping the position for future years.

Resources

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

Section Three: Theory of Change

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

Describe what the results of successful implementation will look like for district stakeholders using the chart template provided below. Make "If, then" statements to define what will be true if your implementation is successful.

Chart Directions: Complete three to five (3 - 5) "if, then" statements in the chart. Start with your 'if, then' statement and provide details on each statement in the columns next to it. See the *example* for guidance.

Example: If [district name] becomes a trauma-informed district and adds one new social worker, then we can reduce the amount of time students are chronically out of school by 1% district-wide through trauma informed strategy implementation.

If then Statement	Resources: financial, intellectual or structural - Resources may be financial (new or existing); intellectual (knowledge, skills, and expertise of partners); or structural (new or existing materials	Activities - Activities may include project components and implementation strategies	Outcomes - Outcomes should include final summative long-term outcomes for students, school/district, and project partners as well as three measurable milestones and benchmarks.
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<p>If Elizabethton City Schools hires a part-time mental health and resiliency coach, then district graduation rate will increase by .4%.</p>	<p>The newly hired part-time mental health and resiliency coach will work with the established positions of college and career counselor, guidance counselor, and mental health counselor. This new position will work with these positions to both learn about the school environment and also teach about best practices and provide outside expertise.</p>	<p>The mental health and resiliency coach will be supplementary to our already existing counseling structure. They will work with individuals and small groups to help provide targeted assistance in developing rigor and mechanisms for coping with situations that may trigger their trauma.</p>	<p>District graduation rate will increase by .4%.</p>
<p>If Elizabethton City Schools develops a training center and trains all faculty and staff on mental health first aid and trauma informed practices, then chronic absenteeism will decline by 1% district-wide.</p>	<p>We have a training location in development and this would allow for the completion of the training center and furnishings of the space. Our coordinated school health coordinator is certified in youth mental health first aid and a trauma informed practices trainer. We also have community partners at the local health department and Carter County Drug Prevention Coalition that can assist in mental health first aid, building strong brains, and trauma informed care training. Our district wide social worker, Chelsie Issacs, will also have office and meeting space at this training center which will allow her to work in closer proximity with parents and students struggling with absenteeism.</p>	<p>Our trained staff and community supports will provide youth mental health first aid, building strong brains, and trauma informed care training to all staff at our new training center. Our district wide social worker will meet with students and families in a private and confidential space.</p>	<p>All staff, including all new staff, will be trained on trauma informed practices and youth mental health first aid. Chronic absenteeism will decline by 1% district-wide.</p>

<p>If Elizabethton City Schools develops a training center and trains all faculty and staff on mental health first aid and trauma informed practices, then student surveys will show a year-to-year decrease of 5% in students claiming to still be suffering mental health impacts due to Covid-19.</p>	<p>We have a training location in development and this would allow for the completion of the training center and furnishings of the space. Our coordinated school health coordinator is certified in youth mental health first aid and a trauma informed practices trainer. We also have community partners at the local health department and Carter County Drug Prevention Coalition that can assist in mental health first aid, building strong brains, and trauma informed care training. Our staff and newly hired part-time mental health and resiliency coach can lead group counseling sessions in a private and confidential space convenient to the district.</p>	<p>Our trained staff and community supports will provide youth mental health first aid, building strong brains, and trauma informed care training to all staff at our new training center. Our counselors and newly hired part-time mental health resiliency coach will lead individual and group counseling sessions that help address trauma and prepare students for success after graduation.</p>	<p>All staff, including all new staff, will be trained on trauma informed practices and youth mental health first aid. Student surveys will show a year-to-year decrease of 5% in students claiming to still be suffering mental health impacts due to Covid-19.</p>
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Resources

[Click here for the allowability guide.](#)

Section Four: Key Staff Grant Implementation

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

* 1. If selected for a grant award, who is the point person/program coordinator for planning, implementing, and accountability, including ensuring execution at the district-level or in coordination with school-level leadership?

Emily Brooks

* Please detail this person's qualifications to serve in the role or indicate if this position will be a new-hire and the district will utilize this grant to cover salary and/or benefits.

Emily Brooks is the Coordinated School Health Director for Elizabethton City Schools and is a certified SAMHSA Trauma Informed Approach, Key Principals, and Assumptions trainer.

* 2. What, if any, school leaders will be involved in implementing or ensuring execution for school- or district-wide staff planning or school-based supports?

* Are they aware of their involvement?

Yes ▼

* Please indicate any strategies you plan to utilize to engage key staff.

Dr. Jon Minton - Principal of Elizabethton High School. Ms. Brooks and Dr. Minton will work with district leadership and building principals to promote use of the training center and its resources for use by the entire district.

* 3. In what ways will you be monitoring and tracking progress toward meeting the goals described in this Resilient School Communities Grant?

In regards to students who are chronically absent: Students who are chronically absent from the previous year will be identified. These students' attendance will be tracked throughout the current school year. The school attendance clerk will run attendance reports every 20 days throughout the year to identify students. The school attendance review team will analyze the data and develop a plan with parents and students to promote school attendance. These plans will be shared with the school Attendance Administrator and the system Director of Accountability. Attendance reports will be monitored every nine weeks to identify students trends. Students who are at risk of being Chronically Absent will be

identified. Our School Board Attendance Policy TIERed process will be followed to support students and parents with appropriate school attendance. Our school Attendance Administrator will notify the Director of Accountability of students in the TIERed process. College & Career Readiness: Elizabethton High School College and Career Counselors, Guidance Counselors, and the resilience and mental health coach will meet regularly to discuss case loads and what supports can be provided based on student feedback during sessions. Safe, Supportive, and Healthy Environment Student surveys will be given each semester to gain a better understanding of current mental and emotional well-being across the student body. Once survey results are available, Elizabethton High School will conduct focus groups with students to discuss the results of the surveys and what can be done to better provide services and supports to students.

* 4. Describe to what extent the grant proposal's details and short- and long-term goals or outcomes will be sustained starting in July 2023 (beyond the end date of Resilient School Communities Grant Funding.)

With the RSC grant funding, Elizabethton City Schools will have a fully-furnished training center that will be utilized by the entire district for professional development on trauma-informed practices, mental health first aid, and other social-emotional initiatives. A long-term goal of this training space is for it to be utilized by not only our district employees, but also by our students and our community partners so that we can help make a difference in the lives of everyone in our community through this initiative.

Resources

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

Budget

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

Account Number	Total
71100 - Regular Instruction Program	\$0.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$45,000.00
72710 - Transportation	\$0.00
Total	\$45,000.00
Adjusted Allocation	\$0.00
Remaining	(\$45,000.00)

Budget Detail

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

72210 - Support Services/Regular Instruction Program - \$45,000.00 ▼

Budget Detail	Narrative Description
---------------	-----------------------

Account Number: 72210 - Support Services/Regular Instruction Program	Training Center Furniture - \$32,000
Line Item Number: 499 - Other Supplies and Materials	9 Rectangle tables \$2000 14 Large round tables \$15000 114 Chairs \$15000
Optional Program Code:	-Elizabethton City Schools will use RSC funds to furnish a new training center that will be used to train district employees on trauma-informed care, mental health first aid, social-emotional learning, etc.
Location Code: Elizabethton (101)	
Quantity: 1.00	
Cost: \$32,000.00	
Line Item Total: \$32,000.00	
Account Number: 72210 - Support Services/Regular Instruction Program	3 Boxlights - \$3,000
Line Item Number: 499 - Other Supplies and Materials	-Elizabethton City Schools will secure 3 Boxlight Interactive Displays for the new training center. This will allow for breakout groups to work with trainers for more direct instruction and support.
Optional Program Code:	

Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
Account Number:	72210 - Support Services/Regular Instruction Program	Elizabethton City Schools will contract the services of independent contractor Jamie Winshop to work with small groups of students throughout the district in learning how to develop resilience. Mr. Winshop will also work with administrators and teachers on how to continue developing resilience throughout life.
Line Item Number:	524 - In-Service / Staff Development	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Total for 72210 - Support Services/Regular Instruction Program:		\$45,000.00
Total for all other Account Numbers:		\$0.00
Total for all Account Numbers:		\$45,000.00
Adjusted Allocation:		

	\$0.00
Remaining:	(\$45,000.00)

Budget Overview

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

Filter by Location: All - \$45,000.00 ▼

Line Item Number	Account Number	72210 - Support Services/Regular Instruction Program	Total
499 - Other Supplies and Materials		35,000.00	35,000.00
524 - In-Service / Staff Development		10,000.00	10,000.00
Total		45,000.00	45,000.00
	Adjusted Allocation		0.00
	Remaining		-45,000.00

Assurances

Elizabethton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee's application and these Assurances for the Resilient School Communities Grant.

- * **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 Grantee, constitute the "Grant Contract" with the Tennessee Department of Education ("State"). All grant awards will be allocated through ePlan where the Grantee shall submit documentation for reimbursement.**

The Grantee hereby agrees to the following Assurances:

1.	The Grantee shall implement and adhere to the scope of the project submitted in the Grantee's proposal for the Resilient School Communities Grant.
2.	The Grantee shall attend a one-time virtual meeting of grantees to introduce and discuss grant requirements in October 2022.
3.	The Grantee shall attend a one-time virtual meeting grant closeout meeting in May 2023.
4.	The Grantee shall complete an interim report via a form template created by the State that will be due on January 12, 2023, detailing the Grantee's progress towards its accepted proposal's scope of work and updates to all hiring proposed.
5.	The Grantee shall complete a final report via a form template created by the State that will be due on May 5, 2023, detailing the final outcomes of the grant.
6.	The Grantee shall provide a minimum of one monthly written update to the State, including details as requested.

7.	The Grantee shall provide documentation for expenditures of the grant, uploaded to ePlan.
8.	The State reserves the right to schedule and require attendance at up to three (3) additional virtual meetings where it is determined there would be a benefit to large cohorts of the grant recipients that may emerge after grant proposals are awarded (e.g., best practices for trauma-informed practices implementation).
9.	The Grantee shall focus on at least one of the following three priorities, as approved in Grantee's proposal, to increase school-based student supports:
	<ul style="list-style-type: none"> a. Building Resilient School Communities: The Grantee will receive a one-time grant to increase the number of trauma-informed schools and districts by participating in a two-year Resilient School Communities Trauma Informed District Initiative. Under this grant priority, proposals can cover the costs of: <ul style="list-style-type: none"> i. Resources for all materials, books, and other resources needed for 100% of district-wide schools to be trained to use trauma-informed practices, such as copies of the book "Help For Billy" for "Classroom 180." ii. Salary and benefits of a full-time district-level coordinator. iii. Training space costs large enough to host 3-5 representatives from each school at least 2x per year. iv. Materials or resources needed for adding trauma-informed best practices in each of the district's buildings, including things such as calming corners, materials, resources, and additional professional development.
	<ul style="list-style-type: none"> b. Expand School-Based Initiatives & Supports: The Grantee will receive a one-time grant to extend school-based initiatives and supports within districts through the development of comprehensive school-based supports and program models, such as Advancing Wellness and Resilience in Education (AWARE).
	<ul style="list-style-type: none"> c. Increase School-Based Supports Staff Capacity: The Grantee will receive a one-time grant to increase capacity for mental health support staff for students.
	To do this, the Grantee may:

	<ul style="list-style-type: none"> i. Hire and pay new full-time, part-time, or contract/temporary staff salaries and benefits, including those associated Resilient School Communities District Level Coordinator, counselors, school psychologists, social workers, or behavioral specialists. ii. Move current part-time roles in the above categories to full-time by covering the cost of salary and/or benefits. iii. Renew positions with expired funded sources from COVID-19 recovery.
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Grantees awarded funding under the grant priority "Building Resilient School Communities" also agree to the following assurances:

10.	The Grantee shall complete a short self-assessment survey on current trauma-informed practices upon request after notice of award.
11.	The Grantee leadership shall appoint a district-level coordinator who is responsible for the overall coordination of the Grantee's participation in the Resilient School Communities (RSC) trauma-informed district initiative. This coordinator shall act as a lead and liaison to every school in the district, which will have an RSC team.
12.	The district-level coordinator shall hold responsibilities such as: <ul style="list-style-type: none"> a. Selecting and managing an RSC team within each school in the district, which should be comprised of three to five (3 to 5) school-based personnel, which must include at least one (1) administrator. b. Attend a one-time virtual meeting in November 2022 to discuss commitments of joining the RSC trauma-informed district initiative. c. With the RSC team, attend a two-day, in-person training on trauma-informed practices by the end of December 2022. d. With the RSC team, schedule the Six Pillars of a Trauma-Informed School training by June 2023. e. Lead the team to complete and submit a yearly district-level action plan. f. Participate in a monthly, one-hour Communities of Practice virtual meeting (other RSC members allowed, but not required).

- g. Ensure the completion of the Educator Survey and School Climate Survey available through the State and which is typically released each spring.
- h. Replace any member of the RSC team who leaves the team during mid- or at the end-of-year and ensure the new team members are up to date on the goals of the action plan, complete any trainings needed, and that the change is communicated to their State staff member/consultant.
- i. Create an internal monitoring system that captures the work related to RSC outcomes and goals of their action plans.
- j. Lead the completion of a mid-school year and end-of-school year reflection against their action plan and any relevant data.

Tennessee Department of Health Assurances

- 13. The Grantee hereby assures the State that it follows all regulations from the applicable awarding agency (Health) for the CDC Workforce Development Grant, including those outlined below.
- 14. Recognize that State approval of an application does not relieve the Grantee of its responsibility to comply with all applicable program and fiscal requirements.
- 15. 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 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](#).
- 16. 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 [here](#)

17.	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. The Grantee 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.
18.	Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to the Grantee under each program as noted in CMI/A 7211R rule.
19.	Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
20.	Submit accurate, timely data as required by the Grant Contract and prescribed by the State.
21.	Weekly data reporting, as requested, which may be shared with the Tennessee Department of Health and/or Centers for Disease Control (CDC).
22.	Program activities, expenditures, and records shall be subject to monitoring by the State. The Grantee shall maintain documentation of all expenditures and submit this documentation with the final report
23.	Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000(d) et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;
24.	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
25.	All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

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 2023 - Resilient School Communities Grant - Rev 0 - Resilient School Communities Grant

Required Documents

This page is currently not accepting Related Documents.

New Applicant Summary

Elizabethhton (101) Public District - FY 2023 - Resilient School Communities Grant - Rev 0 - New Applicant Summary

Grant Name	Applicant Name	Application Number	Budget Amount	Applicant Score
Resilient School Communities Grant	Elizabethhton	22	\$45,000.00	Not Assigned

August 23, 2022

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, 2023.

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, 2023. 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. 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

We have also been engaged to report on supplementary information other than RSI that accompanies the 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: Schedule of expenditures of federal and state awards.

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.

Our audit of the financial statements does not relieve you of your responsibilities.

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) rules 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, 2023.

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 provided 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 2023 and to issue our reports no later than December 31, 2023. 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 \$22,200. The fee is comprised of \$14,700 for the general purpose and federal projects funds, \$7,500 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

A handwritten signature in cursive script that reads "Kevin R. Peters".

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: _____



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

August 23, 2022

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, 2023.

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, 2023.

We have also been engaged to report on supplementary information other than required supplementary information (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

We will conduct our audit in accordance with GAAS 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.

Our audit of the financial statements does not relieve you of your responsibilities.

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 2023, and to issue our report no later than December 31, 2023. 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 \$16,050. 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: _____



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

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: 33 MISC. VHS tapes (Rainbow Fish, Disney, Franklin, Charlie Brown, Cat in the Hat, etc.)
En Vision Math Textbooks (32 books) ISBN: 10-0-328-61130-1
SMART Response PE Clickers (28 devices)

INVENTORY TAG NUMBER: N/A on Video tapes + books / # 5983 clickers

METHOD OF SALE/DISPOSAL: Garbage / Recycle

SCHOOL/BUILDING WHERE ITEM IS HOUSED: HME - School Counseling Office

SALE/DISPOSAL AUTHORIZED BY: Elin Wampler DATE: 19 Aug 22
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:

FIELDTRIP ATHLETIC/BAND EXCURSION ACADEMIC COMPETITION

METHOD OF TRANSPORTATION:

SCHOOL BUS RENTAL VEHICLE WALKING

DATE OF REQUEST: 9-6-22 GROUP/TEAM/GRADE: FFA - AGAN

EHS SCHOOL OCT 26-29 DATE OF TRIP 5 AM OCT 26 DEPARTURE TIME 11 PM OCT 29 RETURN TIME

YES NO
DESTINATION IS GREATER THAN 50 MILES

YES NO
DESTINATION IS OUT-OF-STATE

YES NO
DESTINATION IS ON BOARD APPROVED LIST

12 ^{10 STUDENTS}
TOTAL NUMBER INVOLVED 2 ADULTS

2 RENTAL VANS
NUMBER OF BUSES OR VANS NEEDED

\$300
COST PER STUDENT (if applicable)

INDIANAPOLIS, IN
DESTINATION

ADDITIONAL STOP 1

ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES NO NA
PERMISSIONS SLIPS OBTAINED

YES NO NA
CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

SUB.

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

JERRY AGAN - 423-291-2773
ELLIE PHILLIPS - 423-557-6639

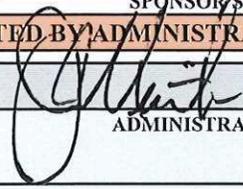
JERRY AGAN
SPONSOR'S NAME

jerry.agan@ecschools.net
SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR:

APPROVED DENIED


ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR:

APPROVED DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE



Elizabethton
Agricultural Education

Elizabethton FFA
Elizabethton High School
907 Jason Witten Way
Elizabethton, TN 37643

423-547-8015
Advisor – Mr. Jerry Agan
jerry.agan@ecschoools.net

National FFA Convention and Expo Justification

Indianapolis, Indiana
October 26th-29th, 2022

Goals:

1. Discover and experience premier leadership, personal growth, and career success.
2. Demonstrate and explore leadership and career skills.
3. Network with FFA members and various stakeholders.
4. Identify emerging technologies, innovations and leaders within the agriculture industry.
5. Participate in meaningful community service with members from across the country.
6. Explore a large city and find agricultural relevant relationships to city and country life.

Standard Alignment:

AFNR Performance Standards:

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.04. Demonstrate stewardship of natural resources in AFNR activities.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Common Career Technical Core Standards:

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- AG3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.
- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.



Elizabethton Agricultural Education

Elizabethton FFA
Elizabethton High School
907 Jason Witten Way
Elizabethton, TN 37643

423-547-8015
Advisor – Mr. Jerry Agan
jerry.agan@ecschoools.net

•AG6 Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

Partnership for 21st Century Skills:

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Global Awareness
- Technology Literacy
- Think Creatively

Convention Overall:

Students will attend workshops, listen to keynote speakers, speak with colleges and industry leaders.

Brylee Culbert (Elizabethton Alumni) will be receiving her American FFA degree during convention.

Students will be working with “Keep Indianapolis Beautiful” in planting over 250 trees.

Students will tour:

- Schimpff's Confectionery – The Oldest candy maker in the US
- Indianapolis Speedway and Museum – Home to the Indy 500
- Enjoy dinner at historic Dawson's On Main
- Beasley Orchard- a 4th generation orchard
- Indianapolis Zoo- one of the top zoos in the nation
- Attend “The World’s Toughest” Rodeo at the Indiana State Fair Grounds



Elizabethton
Agricultural Education

Elizabethton FFA
Elizabethton High School
907 Jason Witten Way
Elizabethton, TN 37643

423-547-8015
Advisor – Mr. Jerry Agan
jerry.agan@ecschoools.net

National FFA Convention and Expo Itinerary

Indianapolis, Indiana

October 26th-29th, 2022

Accommodations:

La Quinta Inn

5316 West Southern Ave,

Indianapolis, IN, 46241

(317) 247-4281

Rooms are for 5 people, two per queen bed, one roll out bed

Cost:

\$300 (\$50 nonrefundable deposit due Sept 16th, remainder due October 14th)

Includes Room, dinner @ Dawson's on Main, tours, rodeo, convention t-Shirt, convention registration)

Participants:

10 students (5 male, 5 female)

2 Advisors (Ellie Phillips, Jerry Agan)

Travel Itinerary (subject to change):

Wednesday Oct. 26th, 2022

5:00 am- Leave EHS heading for Corbin, KY. (Estimated Drive Time 3 hours with no stops)

8:00 am - Stop in Corbin, KY- bathroom and breakfast (30 min stop)

8:30 am - Depart Corbin for Jeffersonville, IN (2 hr 30 min drive time)

Schimpff's Confectionery

347 Spring Street

Jeffersonville, IN 47130

(812) 283-8367

11 am - Tour Schimpff's (30-45 min tour)

11:45 am - Either eat at Schimpff's Deli OR there is a McDonald's nearby.

12:00- 12:30 pm Eat Lunch



Elizabethton
Agricultural Education

Elizabethton FFA
Elizabethton High School
907 Jason Witten Way
Elizabethton, TN 37643

423-547-8015
Advisor – Mr. Jerry Agan
jerry.agan@ecschoools.net

12:45 pm Travel to hotel in Indianapolis, IN (1 hour 45 min drive time)

La Quinta Inn
5316 West Southern Ave,
Indianapolis, IN, 46241
(317) 247-4281

2:30 pm - Arrive at hotel

3:00 pm - Leave hotel for Indy Speedway Museum (16 mins)

Indianapolis Speedway and Museum
4750 West 16th Street
Indianapolis, IN 46222

3:30 pm- Tour Indianapolis Speedway and Museum

5:00 pm- Leave Indy Speedway- drive to Dawson's on Main (3 min)

Dawson's On Main,
1464 N Main St,
Indianapolis, IN 46224

5:30 pm Reservation for 12 @ Dawson's on Main

After dinner travel to Target (20 mins)

Target,
2673 E Main St,
Plainfield, IN 46168

Return to the Hotel. (16 mins)

Students have free time. We may choose to meet up and go ride around Indy. There are many sites to see, especially beautiful ones lit up at night. Getting a sweet treat isn't out of the question either:)

10:30 pm- Curfew



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Thursday Oct 27th, 2022

Free breakfast at hotel

6 am- Leave hotel for parking lot (10 mins)

Gate Ten Parking
345 W McCarty St,
Indianapolis, IN 46225

Gate Ten has a shuttle (masks required) that runs every 10 mins and drops off at the convention center OR 13 min (0.7 mile) walk via S Capitol Ave

7:30 am Pre-Session

8:00 am - First General Session 1B (Approx 3 hours)

10:00 am leave session - Return to hotel to change into work clothes for community service

11:45 am- leave the hotel, return to the parking lot, go to Room 128 in the Indiana Convention Center to check in beginning at 12:30pm. *Transportation is provided to work location*

1:30-4:00 pm - Community Service “Keep Indy Beautiful” Tree Planting

4:00pm after returning to convention center- Return to hotel, shower, dress for rodeo

5:30 pm - leave for Rodeo (30 min drive)

Indiana State Fairgrounds & Event Center,
1202 E 38th St,
Indianapolis, IN 46205

6:30 pm- World’s Toughest Rodeo

After Rodeo (?) -

10:30 pm- Curfew

Friday Oct. 28th, 2022

8:30 am- Leave hotel for Beasley Orchard (30 min drive)

9:00 am - 11:00 am - Tour Beasley Orchard

11:00 am- Return to hotel



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12:30 pm- leave for lunch (fast food on the way to convention)

1:30 pm- General Session 5 (approx. 3 hours)

4:00 pm - Leave for Indianapolis Zoo

4:30- 7:00 pm - Indianapolis Zoo (*students will either wear official dress [with or without jacket] or change into street clothes*) (*Eat at Zoo*)

7 pm- ?

10:30 pm- Curfew

Saturday Oct 29th, 2022

6:30 am- Leave hotel for parking lot

7:30 am- American Degree Ceremony

9:30 am (*or after Brilee Culbert receives her America Degree*)- return to hotel to check out

11:00 am- Leave hotel for Cincinnati, OH (2 hr drive)

Travel via the John A. Roebling Suspension Bridge

Stop for lunch at Chick-Fil-A

Chick-Fil-A
3436 Madison Pike #17,
Fort Wright, KY 41017

Travel to Buc-ee's (2 hour drive)

Buc-ee's,
1013 Buc-ee's Blvd,
Richmond, KY 40475

Travel to EHS- *stop as needed for bathroom and dinner* (4-hour drive)

Estimated Return time: 11:00 pm



**RESOLUTION SUPPORTING OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND T.C.A. 49-6-3115 TO ALLOW
SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD-GRADE
AND FOURTH-GRADE STUDENTS**

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

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No.1, now codified as T.C.A. 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, T.C.A. 49-6-3115 provides that, notwithstanding the aforementioned provision, a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student's most recent TCAP test may be promoted if:

1. The student is an English language learner and has received less than two (2) years of ELA instruction;
2. The student was previously retained in any of the grades K-3;
3. The student is retested before beginning the next school year and scores proficient in ELA;
4. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student's performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
5. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, T.C.A. 49-6-3115 provides that a third-grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student's most recent TCAP test may be promoted if:

1. The student is an English language learner and has received less than two (2) years of ELA instruction;

2. The student was previously retained in any of the grades K-3;
3. The student is retested before beginning the next school year and scores proficient in ELA; or
4. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety (90%) percent attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third-grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third-grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Elizabethton City Schools Board of Education urges the General Assembly to amend T.C.A. 49-6-3115 to allow school districts to make retention decisions for third-grade and fourth-grade students based upon all school district information on each student.

ADOPTED BY THE ELECTED ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION, TENNESSEE, MEETING IN REGULAR SESSION ON THE THIRTEENTH DAY OF SEPTEMBER 2022.

Eddie Pless, Chair

Jamie Schaff

Phil Isaacs, Vice Chair

Mike Wilson

Danny O'Quinn



A RESOLUTION OF THE ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION IN SUPPORT THE PROFESSIONAL EDUCATORS OF ELIZABETHTON CITY SCHOOLS

WHEREAS, Resolution 2023-01 acknowledges the importance of an excellent public education system to both the quality of life and the economic prosperity of the City of Elizabethton;

And **WHEREAS**, the Governor of Tennessee has failed to defend the excellent teachers across our state;

and **WHEREAS**, the Resolution acknowledges the outstanding level of competence and professionalism of our Elizabethton City Schools professional educators and the vital role they play in nurturing and preparing students for a life of scholarship, integrity and service;

and **WHEREAS**, the Elizabethton City Schools Board of Education hereby offer our unwavering support for Elizabethton City Schools professional educators and thank them for their accomplishments and dedication to our students and families.

NOW THEREFORE, the Elizabethton City Schools Board of Education, by virtue of the power and authority vested to this governing body, do hereby declare our support and appreciation for our Elizabethton teachers

ADOPTED BY THE ELECTED ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION, TENNESSEE, MEETING IN REGULAR SESSION ON THE THIRTEENTH DAY OF SEPTEMBER 2022.

Eddie Pless, Chair

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