

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Monday, February 13, 2023, @ 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 Monday, February 13, 2023, at 5:30 PM in the Mack Pierce Board Room, 804 South Watauga Ave , Elizabethton, TN 37643.

1. **CALL TO ORDER**
2. **MOMENT OF SILENCE**
3. **PLEDGE TO THE FLAG**
4. **APPROVE CONSENT AGENDA AND REGULAR AGENDA**
5. **TIME FOR CITIZENS TO SPEAK**
 - A. No citizens asked to appear before the Board.
6. **SPECIAL RECOGNITION**
 - A. Recognition of Elizabethton High School TN All-State Chorus 2023 and NAFME All-National Honor Choir 22-23.
 - B. Recognition of the Elizabethton High School All-State Band.
 - C. Recognition of the TAD Girls' Basketball and Cheer Teams.
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: January 19, 2023.
 - B. Approve General Purpose Fund Financial Statement, January 31, 2023.
 - C. Approve Federal Projects Fund Financial Statement, January 31, 2023.
 - D. Approve School Nutrition Fund Financial Statement, January 31, 2023.
 - E. Approve a Special Program of Study (SPOS) for Extended Reality, Flight Simulation Lab, and Private Pilot Knowledge Test and Solo for Elizabethton High School.
 - F. Approve Trane Continuation of Service Agreement in the amount of \$17,818.32, through March 31, 2023.
 - G. Approve Skyward Sales Contract Renewal for three years from July 1, 2023, through June 30, 2026.
 - H. Approve second reading of Board Policy 6.204, Attendance of Non-resident Students.
 - I. Approve the 2023-2024 Voluntary Pre-K Grant Approval.

- J. Approve Request for Equipment Disposal from Brian Culbert, CTE Director at EHS, for the disposal of a Champion 36" griddle.

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

A. Personnel Report

a. NEW:

Kayleigh Icard, ESP Student Leader, System-wide, effective January 18, 2023; Zack Bickford, Int. ARP Sped Assistant at ESE, effective January 17, 2023; Zack Bickford, Educational Assistant at ESE, effective January 17, 2023; Hannah Slagle, Secretary at WELC, effective January 17, 2023; Maggie Carpenter, Educational Assistant at TAD, effective January 25, 2023; Caitlin Conner, ESP Student Leader, System-wide, effective January 23, 2023; Amy King, INT Educational Assistant at WSE, effective January 20, 2023; Madison Clower, ESP Student Leader, System-wide, effective January 30, 2023.

LEAVE OF ABSENCES: Jennifer Lund, Educational Assistant at WSE, from February 20, 2023, through April 3, 2023; Regina Isaacs, School Nutrition Coordinator at CO from February 2, 2023, through February 24, 2023; Heather Dykes, Cafeteria Personnel from January 19, 2023, through January 27, 2023.

RESIGNATIONS: Taylor Owens, ESP Student Leader, System-wide, effective January 30, 2023; Hailey Ingle, Educational Assistant at ESE, effective February 17, 2023; Skyler Zupancic, Educational Assistant at ESE, effective February 10, 2023.

NAME CHANGE: Carol (Roberts) Buckner, Graduation Coach at EHS, effective January 13, 2023.

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

9. **REGULAR AGENDA**

- A. Approve the acceptance of the offer made by JUUL Labs, Inc. to settle the litigation filed against the company; to authorize the Executive Committee to execute the release of claims against JUUL and further to execute the release of claims against other defendants if such settlements are recommended by counsel.
- B. Approve Agreement between Elizabethton City Schools and SturdiSteel to complete construction of an aluminum bleacher section in Citizens Bank Stadium at a cost of \$74,950.00, utilizing TIPS Cooperative Purchasing pricing.
- C. Approve the award of bid number ECSS 2022-2023-03 for the replacement of elevator controls at T. A. Dugger Junior High School to United Elevator Services, LLC in the amount of \$82,000.00.
- D. Approve the ESSER 3.0 Public Plan for Remaining Funds and Safe Return to In-Person Instruction and Continuity of Services Plan Addendum.

- E. Approve the award of Bid Number ECSS 2022-2023-02 for the purchase of one (1) 42 Passenger School Bus to Mid-South Bus Center in the amount of \$129,653.00.
- F. Ratify the creation of a full-time Special Education Teacher Assistant at Harold McCormick Elementary School to meet student needs.
- G. Approve modification to the ECS 2022-2023 School Calendar pending State Department approval.
- H. Approve revised Board Policy 4.700, Testing Programs.
- I. Approve revised Board Policy 6.200, Attendance.
- J. Approve revised Board Policy 6.300, Code of Conduct.
- K. Approve revised Board Policy 6.309, Zero Tolerance Offenses.

10. FOR YOUR INFORMATION

11. NEXT REGULARLY SCHEDULED BOARD MEETING

- A. The next regularly scheduled Board Meeting will be held on Thursday, the 16th day of March 2023, 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.

There will also be a Budget Workshop approximately five minutes following the Board Meeting.

12. ADJOURN

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, January 19, 2023 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, January 19, 2023, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:35 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 Mike Wilson to approve the Consent and Regular 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

No citizens asked to appear before the Board.

SPECIAL RECOGNITION

CONSENT AGENDA

Minutes of Regular Meeting: December 15, 2022.

Approve General Purpose Fund Financial Statement, December 31, 2022.

Approve Federal Projects Fund Financial Statement, December 31, 2022.

Approve School Nutrition Fund Financial Statement, December 31, 2022.

Approve removal of former Vice-Chair, Phil Isaacs from signature cards at Citizens Bank and adding new Vice-Chair, Jamie Schaff.

Approve opening an Escrow Account with J. E. Green Company for the purpose of retainage for the Harold McCormick Construction Project.

Approve travel for the Director of Schools and Board Members to attend the TSBA Legislative and Legal Institute 2023, February 16-17, 2023 in Nashville, Tennessee.

REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

Personnel Report

NEW: Cynthia Aldridge, SPED Assistant at HME, effective December 7, 2022; Lenzi Rose, Educational Assistant at ESE, effective January 4, 2023; Sara Yeager, Educational Assistant at WELC, effective January 4, 2023.

REHIRES: Tammy Gilbert, Educational Assistant at HME, effective January 13, 2023.

TRANSFERS: Matt Myers, from 6th grade to 8th grade ELA Teacher at TAD, effective January 2, 2023; Alexandria Craft, from 8th grade to 6th grade ELA Teacher at TAD, effective January 2, 2023; Vanessa Mink, from Substitute Teacher to Assistant to the Teacher at WSE, effective January 4, 2023; Bethany Hawkins, from Classroom Teacher at WSE to Int. TN All Corp Interventionist at WSE , effective December 16, 2022; Martha Campbell, from TN All Corp Interventionist to INT Classroom Teacher at WSE, effective December 16, 2022; Skyler Zupansic, INT to Permanent Part-time Educational Assistant at ESE, effective January 5, 2023; Katrina Hyder, from Substitute Teacher to ESP Student Leader System-wide, effective January 4, 2023.

RESIGNATIONS: Danielle Back, Educational Assistant at WSE, effective

December 17, 2022; Colleen Dalpiaz, Bus Driver, System-wide, effective December 31, 2022; Caytie Maupin, Secretary at WELC, effective January 6, 2023; Camryn Evans, ESP Student Leader, System-wide, effective January 2, 2023; Alexis Cook, Educational Assistant at HME, effective January 9, 2023; Brett Deaton, ESP Student Leader, Systemwide, effective January 6, 2023; Jeff Pierce, Assistant Football Coach at EHS, effective January 4, 2023; Kaeli Sams, Educational Assistant at WSE, effective January 13, 2023; Bethany Amanda Jenkins, Educational Assistant at ESE, effective January 2, 2023.

LEAVE OF ABSENCES: Joey Trent, Dir. of Tech., Maintenance & Transportation from October 27, 2022, through December 16, 2022; Becky Hughes, Custodian at HME from January 3, 2023, through January 17, 2023; Charlene Ray, Attendance Secretary at EHS, effective January 11, 2023.

Director's Update

Recognize each of you in honor of School Board Appreciation Week. Proclamation for School Board Appreciation Week by City Council Meeting. Thanks to each one of them. Mr. VanHuss apologized for not letting other Board Members know that the Proclamation was being presented at the meeting.

This month is the ten-year anniversary of live-streaming school board meetings. Each elementary hosted a parent night on third-grade retention. Lots of concern about the impact on students and families. A committee is working on getting information out to families. Tons of information there. Appreciative of staff. Plenty of extracurricular activities going on so get out and enjoy them. Thanks to Ms. Schaff for her work with our Back to School Entertainment at EHS. Ms. Gouge arranged a lot of the music. Thanks to her as well. Also, consideration to move the February board meeting from February 16th to Monday, February 13th. TSBA Conference Board members will be able to attend.

Board Member Reports

Legislative and Legal Institute in February. TSBA has luncheon meetings for 30 minutes during lunch hour on varied topics. Very informative sessions.

Thanks to all teachers, faculty, and staff that participated in the In-Service. Great way to start the second semester.

City Council Liaison's Report

Mr. Simerly thanked the teachers and the School Board. Loving basketball lately, the girls are beyond awesome! Starting 2024 Budget planning. Have projects we're working on. Keep this in mind, and please let us know if there are any urgencies.

Mr. Simerly was just chosen again as the ECS Liaison

Student Liaison's Report

Not much to report on this week. Trying to survive coming back from break.

REGULAR AGENDA

Approve AirMedCare Network to provide Elizabethton City Schools' employees with membership and payroll deduction opportunity for air ambulance service.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve AirMedCare Network to provide Elizabethton City Schools' employees with membership and payroll deduction opportunity for air ambulance service. Motion carried.

Phil Isaacs: aye

Danny O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Mr. Ray Bell is here to present on the AirMed Network (locally as Wings). Covers everyone whether they have insurance or not. Discount savings of \$44.00 per year. Carter County Schools has had this program for several years. This is available across the United States using AirMed. Prevents you from having any out-of-pocket expenses at all. They write the co-insurance and copay off. \$55.00 per household. We will make available to staff members.

Approve the revised Elizabethton City Schools 2023-2024 School Calendar.

Motion was made by Jamie Schaff, second by Danny O'Quinn to approve the revised Elizabethton City Schools 2023-2024 School Calendar. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Just switching Professional Development and Teacher work days. January 4th and 5th. Doesn't affect students with minimal effect on staff.

Approve revised Board Policy 6.204, Attendance of Non-Resident Students.

Motion was made by Danny O'Quinn, second by Phil Isaacs to approve revised Board Policy 6.204, Attendance of Non-Resident Students. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

The proposed change is to move from eight payments to four payments. Option to pay the full amount or pay half of the amount (pay 1/2 before the first day of school and 1/2 before the first day of the second semester), or the four payment option (parents would pay one-fourth on the first day of each nine weeks).

Parents will still be able to pay online, with a check or cash. Happy medium not eating up staff time keeping up with balances, etc. This new policy will begin in the 2023-2024 school year.

Approve moving the February Elizabethton City Schools' Board of Education regular meeting from Thursday, February 16th to Monday, February 13th, 2023.

Motion was made by Danny O'Quinn, second by Jamie Schaff to approve moving the February Elizabethton City Schools' Board of Education regular meeting from Thursday, February 16th to Monday, February 13th, 2023. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: aye

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 5, nay: 0

Moving the Board Meeting from Thursday, February 16th to Monday, February 13th will allow Board Members to attend the TSBA Legislative and Legal Conference.

FOR YOUR INFORMATION

NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, the 16th day of February 2023, at 5:30 p.m. in the Mack Pierce Board Room in the offices of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, Tennessee.

ADJOURN

Motion to Adjourn made by Danny O'Quinn.

Chairman of the Board

Director of Schools

		2022-23	2022-23	2022-23	2022-23	Unencumbered	January 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	1,574,395.97	47.00	1,775,604.03	1,524,633.46
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	83,000.00	83,000.00	59,675.26	71.90	23,324.74	10,976.63
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	4,808.55	20.91	18,191.45	1,886.28
141 R 40140	000	INTEREST AND PENALTY	26,000.00	26,000.00	7,435.96	28.60	18,564.04	2,131.69
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	58,000.00	58,000.00	5.74	0.01	57,994.26	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	1,231,118.08	35.68	2,218,881.92	618,484.04
141 R 40275	000	MIXED DRINK TAX	18,000.00	18,000.00	11,760.95	65.34	6,239.05	2,292.28
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	364.69	60.78	235.31	126.77
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	335,000.00	335,000.00	152,915.29	45.65	182,084.71	3,879.86
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	131,220.46	58.96	91,331.54	19,848.16
141 R 44110	000	INVESTMENT INCOME	7,500.00	7,500.00	24,864.43	331.53	-17,364.43	6,863.39
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	0.00	0.00	0.00	0.00
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	85,494.37	8,549.44	-84,494.37	0.00
141 R 46511	000	BASIC EDUCATION PROGRAM	16,263,000.00	16,263,000.00	9,774,600.00	60.10	6,488,400.00	1,651,100.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	162,960.54	39.23	252,429.46	34,112.52
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	41,037.61	44.61	50,962.39	6,896.57
141 R 46610	000	CAREER LADDER PROGRAM	32,619.00	32,619.00	14,825.45	45.45	17,793.55	0.00
141 R 46980	000	OTHER STATE GRANTS	98,122.00	98,122.00	36,959.34	37.67	61,162.66	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	9,198.66	34.84	17,201.34	12.80
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	1,628,229.00	67.84	771,771.00	200,000.00
Grand Revenue Totals			27,094,468.00	27,094,468.00	14,951,870.35	55.18	12,142,597.65	4,083,244.45

Number of Accounts: 39

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

	Acct	2022-23	2022-23	2022-23	2022-23	Unencumbered	January 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	5,316,421.96	44.03	6,746,492.34	973,703.92
141 E 71200	SPECIAL EDUCATION PROGRAM	2,274,763.00	2,274,763.00	943,974.94	41.50	1,330,650.06	186,071.29
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,139,290.00	1,139,290.00	500,717.57	43.95	624,669.92	94,617.80
141 E 71400	STUDENT BODY EDUCATION PROGRAM	405,985.00	405,985.00	215,571.89	53.10	183,187.78	-72,992.70
141 E 72110	ATTENDANCE	100,395.00	100,395.00	60,618.28	60.38	38,076.72	5,672.08
141 E 72120	HEALTH SERVICES	409,925.00	409,925.00	183,983.37	44.88	220,396.88	34,244.10
141 E 72130	OTHER STUDENT SUPPORT	1,191,301.00	1,191,301.00	483,045.61	40.55	680,853.70	102,145.47
141 E 72210	REGULAR INSTRUCTION PROGRAM	1,159,122.00	1,159,122.00	556,511.90	48.01	599,345.10	77,493.25
141 E 72220	SPECIAL EDUCATION PROGRAM	333,140.00	333,140.00	179,359.37	53.84	151,191.90	29,240.39
141 E 72230	VOCATIONAL EDUCATION PROGRAM	161,694.00	161,694.00	86,024.59	53.20	75,669.41	12,877.81
141 E 72250	TECHNOLOGY	652,540.00	652,540.00	398,808.93	61.12	232,304.78	45,589.76
141 E 72310	BOARD OF EDUCATION	537,860.00	537,860.00	420,578.28	78.19	107,735.12	75,971.13
141 E 72320	OFFICE OF THE SUPERINTENDENT	388,079.00	388,079.00	262,037.26	67.52	106,693.37	38,366.15
141 E 72410	OFFICE OF THE PRINCIPAL	1,777,952.00	1,777,952.00	919,942.88	51.74	858,009.12	141,138.00
141 E 72510	FISCAL SERVICES	391,655.00	391,655.00	232,589.59	59.39	155,879.44	28,396.63
141 E 72610	OPERATION OF PLANT	1,747,036.00	1,747,036.00	1,070,129.06	61.25	673,135.70	146,846.26
141 E 72620	MAINTENANCE OF PLANT	949,185.00	949,185.00	732,118.98	77.13	59,071.02	99,617.51
141 E 72710	TRANSPORTATION	639,445.00	639,445.00	368,819.43	57.68	238,406.78	35,584.91
141 E 73100	FOOD SERVICE	30,145.00	30,145.00	14,426.47	47.86	15,718.53	2,062.73
141 E 73300	COMMUNITY SERVICES	221,552.00	221,552.00	112,159.98	50.62	97,127.01	47,285.14
141 E 73400	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	163,878.30	39.45	251,058.47	33,248.61
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	590,213.50	641.54	-1,800,668.50	0.00
141 E 99100	OPERATING TRANSFERS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
Grand Expense Totals		27,094,468.00	27,094,468.00	13,811,932.14	50.98	11,646,004.65	2,137,180.24

Number of Accounts: 533

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	January 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	97,564.00	60,700.76	62.22	36,863.24	8,834.57
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	4,000.00	7,000.00	4,009.30	57.28	2,990.70	633.88
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	35,330.00	41,197.85	24,163.71	58.65	17,034.14	1,919.28
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	649,927.00	679,939.71	274,341.81	40.35	405,597.90	55,304.90
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	15,530.00	19,729.95	6,210.35	31.48	13,519.60	1,242.07
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	586,098.00	677,476.59	269,019.07	39.71	408,457.52	49,094.08
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	53,791.00	61,979.56	24,629.26	39.74	37,350.30	4,491.43
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	73,929.00	106,699.14	41,126.30	38.54	65,572.84	3,986.04
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	47,784.00	47,784.00	23,088.26	48.32	24,695.74	3,862.78
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	110,058.75	93,428.81	84.89	16,629.94	9,240.08
142 R 47404	702	ARP Homeless	0.00	37,893.69	2,387.82	6.30	35,505.87	297.76
142 R 47402	902	ARP IDEA	0.00	71,625.73	13,043.61	18.21	58,582.12	6,091.47
142 R 47401	930	ESSER 3.0	435,467.00	323,605.80	130,782.07	40.41	192,823.73	22,722.52
142 R 47307	931	ESSER 2.0	73,030.00	48,668.94	35,176.13	72.28	13,492.81	7,055.76
142 R 47307	932	ESSER 2.0	1,696,069.00	1,747,999.80	327,079.90	18.71	1,420,919.90	61,572.67
142 R 47401	933	ESSER 3.0	2,903,925.00	2,835,780.00	190,510.17	6.72	2,645,269.83	29,307.10
142 R 47307	934	ESSER 2.0	200,000.00	200,000.00	113,565.44	56.78	86,434.56	8,242.12
142 R 47307	935	ESSER 2.0	0.00	56,200.00	9,939.00	17.69	46,261.00	0.00
142 R 47307	936	ESSER 2.0	0.00	71,250.00	35,625.00	50.00	35,625.00	0.00
142 R 47590	940	OTHER FEDERAL THROUGH STATE	0.00	14,675.62	5,000.00	34.07	9,675.62	0.00
142 R 47309	950	Literacy Stipend Grant	0.00	40,455.00	20,000.00	49.44	20,455.00	0.00
142 R 47309	LSG	Literacy Stipend Grant	0.00	13,000.00	13,000.00	100.00	0.00	0.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	35,402.00	59,085.40	27,026.22	45.74	32,059.18	2,820.04
Grand Revenue Totals			7,044,180.00	7,369,669.53	1,743,852.99	23.66	5,625,816.54	276,718.55

Number of Accounts: 23

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	January 2022-23
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
142 E 71100	REGULAR INSTRUCTION PROGRAM	2,226,253.00	2,373,262.85	801,495.95	33.77	1,562,379.17	137,234.60
142 E 71200	SPECIAL EDUCATION PROGRAM	665,457.00	739,953.14	296,137.77	40.02	443,815.37	65,180.44
142 E 71300	VOCATIONAL EDUCATION PROGRAM	20,830.00	25,697.85	20,044.23	78.00	4,442.04	1,680.00
142 E 72120	HEALTH SERVICES	50,000.00	50,000.00	15,000.00	30.00	0.00	5,000.00
142 E 72130	OTHER STUDENT SUPPORT	174,161.00	201,876.59	82,242.72	40.74	111,133.46	14,141.13
142 E 72210	REGULAR INSTRUCTION PROGRAM	370,906.00	532,597.10	264,447.99	49.65	200,516.35	33,864.99
142 E 72220	SPECIAL EDUCATION PROGRAM	0.00	31,342.25	0.00	0.00	31,342.25	0.00
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,500.00	2,000.00	1,532.31	76.62	51.19	0.00
142 E 72250	TECHNOLOGY	142,204.00	141,446.00	103,316.47	73.04	38,129.53	6,208.67
142 E 72510	FISCAL SERVICES	0.00	56,200.00	9,939.00	17.69	46,261.00	0.00
142 E 72710	TRANSPORTATION	0.00	4,121.00	1,057.42	25.66	3,063.58	469.96
142 E 73100	FOOD SERVICE	0.00	1,000.00	77.97	7.80	22.03	0.00
142 E 73300	COMMUNITY SERVICES	142,834.00	110,058.75	93,428.81	84.89	16,629.94	-27,718.53
142 E 76100	REGULAR CAPITAL OUTLAY	3,200,000.00	3,050,000.00	64,892.49	2.13	-839,671.49	6,785.00
142 E 99100	OPERATING TRANSFERS	50,035.00	50,114.00	0.00	0.00	50,114.00	0.00
Grand Expense Totals		7,044,180.00	7,369,669.53	1,753,613.13	23.80	1,668,228.42	242,846.26

Number of Accounts: 223

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	January 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>	
143 R 43521	000	LUNCH PAYMENTS - CHILDREN	162,500.00	162,500.00	103,462.26	63.67	59,037.74	22,143.81
143 R 43522	000	LUNCH PAYMENTS - ADULTS	21,900.00	21,900.00	9,308.90	42.51	12,591.10	1,997.50
143 R 43523	000	INCOME FROM BREAKFAST	475.00	475.00	0.00	0.00	475.00	0.00
143 R 43525	000	A LA CARTE SALES	41,250.00	41,250.00	10,788.97	26.16	30,461.03	853.77
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,000.00	13,000.00	5,614.60	43.19	7,385.40	378.00
143 R 44110	000	INVESTMENT INCOME	1,000.00	1,000.00	8,484.77	848.48	-7,484.77	2,118.60
143 R 46520	000	SCHOOL FOOD SERVICE	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	635,000.00	635,000.00	418,087.56	65.84	216,912.44	79,841.07
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	73,052.43	78.13	20,447.57	15,718.39
143 R 47113	000	USDA BREAKFAST	340,000.00	340,000.00	201,452.19	59.25	138,547.81	37,041.70
143 R 47114	000	USDA - ESP SNACK PROGRAM	18,000.00	18,000.00	18,293.03	101.63	-293.03	1,337.04
Grand Revenue Totals			1,336,625.00	1,336,625.00	848,544.71	63.48	488,080.29	161,429.88

Number of Accounts: 41

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	January 2022-23
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,336,625.00	1,336,625.00	826,626.09	61.84	509,998.91	142,908.37
Grand Expense Totals		1,336,625.00	1,336,625.00	826,626.09	61.84	509,998.91	142,908.37

Number of Accounts: 86

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

ACADEMIC STANDARDS

Name of Course	Extended Reality 1 Y10H09
Course Level	2
District Name	Elizabethton City schools
Subject Area	Career Cluster Information Technology—POS Extended Reality

List all academic standards that apply to this single course.

Code	Content Standard
Standards are the same form the 20—21 SPOS request	<p>Safety</p> <p>1.) Read, interpret, and demonstrate the ability to adhere to safety that pertains to electrical safety, internet safety, OSHA guidelines, and state and national code requirements. Students will be able to distinguish between these rules and explain how these rules apply.</p> <p>2.) Explain and identify the intended use of tools and equipment within the virtual lab and learn how to inspect, use, and safely maintain the hardware and software associated with VR.</p> <p>Basics of XR</p> <p>3.) Students will be able differentiate between:</p> <ol style="list-style-type: none"> Augmented Reality (AR) Mixed Reality (MR) Virtual Reality (VR) <p>4.) Research and develop an understanding of the impact XR is having on the modern industry. Students will be able to determine the most effective uses of products, software, and development regarding this growth.</p> <p>Basics of Game/Experience Development</p> <p>5.) Demonstrate an understanding of the Game Development Life Cycle. Students must design and develop a product, character, world, or function so that the cycle is complete and the concept has solidified sustainability within a project.</p> <p>6.) Establish knowledge of the following terminology that is required in any XR environment or concept:</p> <ol style="list-style-type: none"> Space Goals Actors/Characters Mechanics Rules <p>7.) In the introductory stages of XR exploration, students will develop knowledge of Experiential-Driven Design:</p> <ol style="list-style-type: none"> Presence Scale Empathy Emotion Visceral Experience <p>Concepts of a Game Engine</p>

8.) Students will be able to describe and distinguish the proper use of a game engine. The student will be able to successfully enhance the interactive experience by manipulating the 'game' engine concept. In addition to learning the game engine, the student will also be able to define and integrate each of the following terms relevant to creation:

- a. Audio Engine
- b. Render Engine
- c. Physics Engine
- d. Input Manager
- e. AI System

Learning to use Unreal Engine

9.) Be able to demonstrate and discuss the unique strengths of XR and how the industry will approach the game design experience using Unreal Engine as a driving force. Within Unreal Engine, learn and develop an understanding of:

- a. the Epic Games Launcher
- b. Learn Tab
- c. Library Tab

- d. Viewport
- e. World Outliner
- f. Details Panel
- g. Content Folders
- h. Blueprints

10.) Using the Unreal software, students will create a project from a blank slate or using existing templates. This project could be an individual or group task depending on the specific needs of the project. To show mastery of the software, the project must show valid use of (but not limited to):

- a. Content Browser
- b. Geometry Brushes
- c. Static Meshes
- d. Skeletal Meshes
- e. Landscapes
- f. Materials and Decals
- g. Lighting (Point, Directional, and Spot)
- h. Post Process Volume
- i. Fog (Atmospheric, Exponential, and Volumetric)
- j. Sound and Cues

Working with Unreal Engine

11.) Develop an understanding for how to build an environment or add elements into a world. Demonstrate functionality and how can it be added with C++ or Blueprint Script.

12.) Using Unreal Engine, develop an understanding of proper framework within a project and incorporate the use of other tools that can interact well with the software such as:

- a. Google TiltBrush
- b. Google Blocks
- c. Oculus Medium
- d. Gravity Sketch
- e. ModBox

13.) Demonstrate an understanding of Artificial Intelligence within Unreal Engine when interacting with a world. The creator should be able to answer questions such as:

- a. How will they process tasks?
- b. What is its perception of the world?

	<p>c. What is its understanding of the world?</p> <p>e. What are the reactions?</p> <p>Project Management</p> <p>14.)Develop an understanding of each of the roles that are important in project managing:</p> <ul style="list-style-type: none">a. Technical Artistb. Audio Engineerc. Game Designerd. Artiste. Programmerf. Level Designerg. Project Managerh. Testeri. Marketing and Outreachj. Infrastructure <p>Portfolio Creation</p> <p>15.)Upon leaving the course, students will create a personal portfolio with projects, creations, designs, etc. that demonstrates a full understanding of the course and software. The portfolio will consist of screenshots, explanations, and authentic representations of items that will portray to the project leader or industry what skills they hold.</p>

ACADEMIC STANDARDS

Name of Course	Computer Science Foundations
Course Level	1
District Name	Elizabethton City Schools
Subject Area	Career Cluster Information Technology—POS Extended Reality

List all academic standards that apply to this single course.

Code	Content Standard
Copied straight from C10H11 (an already existing course)	<p>Safety</p> <p>1) Accurately read, interpret, and demonstrate adherence to safety rules, including (1) rules published by the National Science Teachers Association (NSTA), (2) rules pertaining to electrical safety, (3) Internet safety, (4) Occupational Safety and Health Administration (OSHA) guidelines, and (5) state and national code requirements. Be able to distinguish between rules and explain why certain rules apply.</p> <p>2) Identify and explain the intended use of safety equipment available in the classroom. For example, demonstrate how to properly inspect, use, and maintain safe operating procedures with tools and equipment.</p> <p>Electronics and Basic Digital Theory</p> <p>3) Demonstrate understanding of electrical circuits and devices, and relate to the physical laws (such as Ohm's Law and power laws) that govern behaviors of electrical circuits and devices. Accurately apply these physical laws to solve problems. For example, calculate the resistance of a DC circuit with a given DC voltage and current.</p> <p>4) Assemble the required connections of electronic test equipment to properly test the operation of basic electronic circuit behavior and performance, using equipment such as a digital multimeter. For example, demonstrate the proper use of a digital multimeter by measuring resistance of a circuit in a typical computer system; compare this finding by calculating the resistance given the voltage and current.</p> <p>5) Distinguish between the binary and hexadecimal counting systems. Using appropriate units, provide examples of each system and identify specific instances when IT professionals rely on them.</p> <p>6) Explain the functions of gates in logic circuits (e.g., AND, OR, NOT). For example, construct a truth table for the seatbelt warning light in an automobile.</p> <p>Career Exploration</p> <p>7) Research various occupations in information technology industries, such as programmers, web designers, webmasters, networking administrators, computer systems administrators, telecommunications line installers, and informational security analysts. Compose an informative table or chart that includes the</p>

following: work activities typically performed, tools and technology used, nature of work environment, and the knowledge and skills needed for success.

8) Explore various professional societies related to information technology and identify the services and benefits provided by each member. Create a table that lists their purposes, benefits to membership, and any certifications affiliated with the organization. For example, investigate the Institute for Electrical and Electronics Engineers (IEEE), Computing Technology Industry Association (CompTIA), and the Association for Computing Machinery (ACM).

Overview of the Internet

9) Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), research the history of the Internet. Create a timeline or infographic, illustrating the Internet's historical evolution from its inception to the present time. Discuss the needs that led to the creation of the Internet; discuss both the benefits and disadvantages of the Internet to society, as well as potential implications for the future. Provide examples drawn from the research to support claims.

Overview of Operating Systems

10) Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), research the history and development of operating systems (e.g., Microsoft Windows, Linux, UNIX). Create a presentation, illustrating their historical evolution, from their inceptions to the present, citing information found in research. Compare and contrast the general capabilities of a variety of operating systems, and explain how their designs and functionalities have improved over time.

Terminology and Concepts

11) Demonstrate an understanding of basic web terminology and concepts. Practice explaining these terminologies and concepts by creating methods to help students learn and remember the information. For example, students should be able to explain the purpose of terminology such as server, domain name system (DNS), internet service provider (ISP), hardware and software connective devices, cloud computing, remote access protocols, map protocols, content management systems (CMS), cascading style sheets (CSS), and social networking terms.

12) Demonstrate a basic understanding of computer hardware components. Identify these components using pictures or actual models and briefly explain the function of each. Components should include, but are not limited to:

- a. Hardware used for input and output
- b. Hardware inside the computer case
- c. Motherboard
- d. Processor and the chipset
- e. Storage devices (e.g., primary, secondary)
- f. Expansion cards
- g. Electrical system

13) Demonstrate a basic understanding of computer networking. For example, explain the types of networks and what a client-server environment is.

Keyboard Shortcuts

14) Identify, explain, and demonstrate the use of common keyboard shortcuts. Create a quick reference guide that would be user-friendly for a novice web designer. For example, students may create a multiple column table showing keyboard shortcuts for navigation, text editing, and text formatting. The table would identify which shortcuts are applicable to using Windows versus Mac OS.

Emerging Technologies

15) Synthesize research of historical and significant milestones that influenced the evolution of cloud computing. Create an annotated timeline or visual graphic illustrating significant time periods and major impacts of technology trends that influenced the development of cloud computing. Use academic research and news media citing specific textual evidence from research.

16) Identify, describe, and effectively summarize cloud technology roles including: cloud computing customer, cloud service provider and cloud service partner. Create a written report or visual depiction outlining the characteristics of each.

17) Research the features and requirements of the four main deployment models for cloud technology: public, private, community, and hybrid. Create a graphic illustration showing the roles of each and describe their differences.

18) Consult a variety of sources to describe how virtualization, storage, networking and databases in cloud technologies are used. Sources may include textbooks, manuals, websites, video tutorials, and more. Create a visual display with accompanying text comparing these methods.

19) Explore the onset of the Internet of Things (IoT) and explain how it is enabled by sensors, actuators, communication devices and computers that exchange and process data and can interface with users in a most instinctual way. Using a specific example, summarize in a graphic illustration or narrative how the IoT combines information, automation, computation, software, sensing, and networking to make traditional processes more efficient.

20) Consult internet forums, textbooks, industry journals and other instructional materials to research the importance of developing and implementing databases, data collection systems, data analytics and other strategies that optimize statistical efficiency and quality. Write a brief paper that discusses the importance of these services in business today. Provide specific examples to support the claims.

Introduction to Logical Thought Process

21) There are different versions of the web design and development process. For example, most versions of the web design and development process involve project definition, site structure, visual design, site development, testing, refining, and launch. Using various resources, research, identify, and explain the steps involved in the process. As a class, develop an agreed-upon framework for applying the logical thought process to web design projects in the form of a flowchart or logic model, justifying the reasoning behind each step. Explain why it is an iterative process and always involves refinement.

22) Research, identify, and describe the specific activities involved at each step of the troubleshooting process, including by not limited to: 1) gather information from the user or operator and back up data, 2) verify the problem exists, 3) isolate the cause of the problem and generate alternative solutions, 4) plan a solution and resolve the problem, 5) verify that the problem was resolved and prevent a future occurrence, and 6) document findings, resolution, and preventative maintenance plan. Explain why it is important to document the process throughout.

23) Demonstrate an understanding of flowcharts and know what various symbols mean. Identify a problem that a programmer would solve using the logical thinking process, and create a flowchart that would guide the code development. For

example, create a flowchart that incorporates at least three decisions, or paths, to solve a problem.

Teamwork & Project Management

24) Explore how teams are formed to complete and manage web design and development projects. Using the information gained from research, identify and explain various roles and responsibilities for members of a web design and development team. Include why teams are more efficient than individuals in the web design and development process. Present the findings to classmates.

25) Synthesize common principles and templates for successful project management. Explain, using examples, why strong management skills are important in the web design and development process.

Client Relations

26) Research and identify the skills that are required to communicate effectively with a client. Develop a questionnaire that would be used to determine the needs of a client for a prospective web development project. Using the questionnaire, conduct mock client interviews with classmates and provide each other with constructive feedback to revise the questionnaire and process.

Writing and Editing for Web Publication

27) As a team, list primary rules to guide writing content that is appropriate for a web site publication. Apply these rules to a variety of web-based writing assignments throughout the course. For example, develop and maintain a blog throughout the course to practice appropriate writing techniques and style for web publication.

28) Given a specific client's vision, create a simple web site using a content management system (CMS) such as WordPress. Follow the multistep process to download the software application of choice, and demonstrate how to upload and store files. Practice proofreading and critiquing other classmates' sites, and provide constructive feedback on one another's writing and layout design.

Social, Legal, and Ethical Issues

29) Drawing on multiple sources (i.e., internet, textbooks, videos, and journals), research the various social, legal, and ethical issues encountered by IT professionals. Using these findings, identify the roles and responsibilities one must consider while developing a prospective project or addressing an IT problem. For example, web developers and programmers must apply copyright laws and understand uses of open source software.

Cybersecurity

30) Using various sources (i.e., internet, textbooks, videos, and journals), research and identify reasons as to why data security should be a priority to technology professionals through demonstrating an understanding of information security fundamentals on Confidentiality, Availability, and Integrity.

31) Demonstrate an understanding of the various security breaches that can occur with the Internet. Prepare a text explaining enterprise-level security, the purpose of encryption, and the protocols that can be implemented to secure web sites. Evaluate personal privacy issues versus employers' rights to regulate computing resources.

32) Identify various security practices for computer and network systems, such as how to control access to secured resources and computer resources. Give specific

	<p>examples of methods that an administrator can use, like encryption techniques, basic input/output system (BIOS) features, and strategies for dealing with malware.</p> <p>Organization of Materials</p> <p>33) Understand and demonstrate the effective use of file and folder management techniques to maintain directory structure for a web site. Describe the most efficient methods for digital file management, including the use of site root and subfolders for assets (e.g., images, templates, CSS).</p> <p>Programming</p> <p>34) Explore and identify various languages, such as Python, HTML, PHP, C++, Visual Basic, Java, JavaScript, and C#. Explain how programmers use these languages to solve a variety of IT problems, furnishing examples of how they are applied.</p> <p>35) Using various resources, research, identify, and explain the steps involved in the software development life cycle, including but not limited to: planning, designing, coding, testing, deployment, and maintenance. Explain why it is an iterative process and always involves refinement.</p> <p>36) Demonstrate an understanding of how batch files function within a programming environment. Identify common commands to create code for batch files (e.g., title, echo, echo off, pause, CLS, ipconfig, and ping). For example, list various scenarios for using batch files to complete specific programming tasks. Create and execute batch file code to perform one of the tasks identified.</p>

ACADEMIC STANDARDS

Name of Course	Introduction to Aerospace C20H15
Course Level	1
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H15, an already existing course	<p>Course Standards</p> <p>Aviation Safety</p> <p>1) The number one priority as a pilot is to maintain the safety of flight. Citing course materials such as textbooks and published guidelines including the Federal Aviation Regulations (FARs), identify the basic safety issues a pilot must be aware of before, during, and after each flight, including but not limited to: pilot's mental and physical condition, collision avoidance, weather conditions, maintaining minimum safe altitudes, visual scanning, right-of-way rules, flight over hazardous terrain, positive exchange of flight controls, and operating within the Federal Aviation Regulations (FARs).</p> <p>2) Citing appropriate textual evidence, identify the basic safety issues relating to the aircraft, including but not limited to: aircraft airworthiness, taxiing in wind, operating within the aircraft's approved weight and balance, and airspeed limitations.</p> <p>Careers in Aviation</p> <p>3) Citing labor and workforce data from public sources such as the United States Bureau of Labor Statistics, research the wide range of career pathways available in aviation today. Create a graphic illustration of major occupations within each pathway, including but not limited to: pilots, airframe and powerplant mechanics (A&P), aeromechanical engineers, aircraft salespersons, airport operators, airline statisticians, air traffic controllers (ATC), and flight service specialists (FSS).</p> <p>4) Citing supporting evidence from textbooks, industry magazines, and professional journals, summarize the essential knowledge and skills required for careers in aviation, and describe important aptitudes for success in these careers, such as mechanical, verbal, scientific, manipulative, numerical, administrative, social, and artistic. Complete one or more career aptitude surveys, analyze the results, and discuss how they might inform career decisions in various aviation pathways.</p> <p>5) Investigate regulatory agencies, governing bodies, and professional organizations related to the aviation industry, such as the Federal Aviation Administration (FAA), National Transportation Safety Board (NTSB), and National</p>

Aeronautics and Space Administration (NASA). Gather information from their websites and available publications to produce a coherent explanation of their functions, jurisdictions, and importance within the industry.

History of Aviation

6) Synthesize course readings to create an illustrated timeline of historical milestones in the development of flight. Describe the major obstacles that were overcome to achieve controlled, sustained, and powered heavier-than-air flight.

7) Research major contributors to the field of aviation, including scientists, inventors, pilots, and other historical figures, and determine what each person contributed. Discuss their impact on both the development of flight as well as the industry as a whole.

Aircraft Structures

8) Explain the specific functions of various aircraft structures. For example, be able to understand and communicate the purpose for the aircraft's wings, tail, cabin, and other structures. Incorporate relevant design and mathematics concepts as appropriate when explaining how specific aircraft structures function. For example, relate how the design of an aircraft's wings leverage the principles of aerodynamics.

Aircraft Overview

9) Draw on aviation handbooks and other course materials to outline the specific functions of each aircraft's flight control. Describe the purpose of the aircraft's ailerons, elevators, rudder, and flaps, and explain the effect that each of these controls has on the aircraft's controllability.

10) Draw on aviation handbooks and other course materials to describe in a verbal or written format how a typical reciprocating engine is used on a general aviation aircraft. Compare and contrast the advantages and disadvantages of a reciprocating engine versus a turbine engine on a training aircraft.

11) In a graphic illustration such as an annotated diagram or electronic presentation, explain the typical application and operation of the basic electrical system, including but not limited to:

- a. Battery
- b. Alternator / Generator
- c. Circuit Breakers
- d. Master Switch(es)

12) Explain how fuel systems operate on a typical aircraft, and cite specific dangers and associated precautions that aircraft personnel should take when inspecting, filling, and draining fuel systems. Given a scenario or diagram assigned by the instructor, demonstrate the ability to identify and describe the characteristics of the fuel system, including but not limited to:

- a. Fuel tanks
- b. Fuel selector valves
- c. Fuel filters and drains

13) Explain the typical application and operation of the basic ignition system, including but not limited to:

- a. Magnetos
- b. Spark plug wires
- c. Spark plugs

14) Explain the typical application and operation of the basic flight instruments, including but not limited to:

- a. Airspeed Indicator
- b. Attitude Indicator
- c. Altimeter
- d. Turn Coordinator
- e. Directional Indicator
- f. Vertical Speed Indicator

15) Explain the typical application and operation of the basic engine instruments, including but not limited to:

- a. Oil Pressure Gauge
- b. Oil Temperature Gauge
- c. Cylinder Head Gauge

16) Explain the typical application and operation of the basic communication and navigation radios and instrumentation, including but not limited to:

- a. Comm # 1
- b. Comm # 2
- c. Nav # 1
- d. Nav # 2

Flight Environment

17) Research and develop illustrative models that compare and contrast characteristics of the two basic types of airspace:

- a. Controlled
- b. Uncontrolled

18) Consult FAA guidelines to synthesize understanding of air traffic control (ATC) procedures related to visual flight rules (VFR) and instrument flight rules (IFR) operations. Explain the circumstances and conditions of operation regarding:

- a. Airport operations
- b. Local area procedures

19) Cite textual evidence from course materials and industry guidelines to explain the importance of meteorological knowledge among aviation professionals. Outline key concepts and terminology for the following:

- a. Basic weather theory
- b. VFR Minimums
- c. IFR Minimums

Basic Procedures

20) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of pre-flight, such as:

- a. Pilot's mental and physical health
- b. Airworthiness of aircraft
- c. Weather
- d. Weight and balance
- e. Fuel requirements
- f. Departure and destination airport conditions

Accurately assess basic situations and conditions in order to make a go/no go decision.

	<p>21) Explain and demonstrate in a mock situation or drill (including but not necessarily involving a digital flight simulator) the following basic procedures:</p> <ul style="list-style-type: none"> a. Pre-flight inspection b. Starting the engine c. Taxiing technique(s) d. Takeoffs e. Fundamentals of flight f. Airport traffic patterns g. Wake turbulence h. Collision avoidance techniques i. Landings <p>22) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of in-flight actions, such as:</p> <ul style="list-style-type: none"> a. Changes in pilot’s mental and physical health b. Actual wind and weather conditions c. Fuel reserve d. Destination and alternate airport conditions <p>Accurately assess current conditions in order to evaluate a decision to return to departure airport, land at an enroute airport, or continue to destination.</p> <p>23) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of post-flight actions, such as:</p> <ul style="list-style-type: none"> a. Post flight aircraft inspection to determine airworthiness of aircraft b. Evaluation of forecast versus actual weather encountered c. Comparison of estimated fuel requirements versus actual fuel consumption <p>Accurately assess basic situations and conditions experienced in order to make better future go/no go decisions.</p> <p>Basic Navigation</p> <p>24) Explain how basic Pilotage and Dead Reckoning (DR) techniques work, and recognize when they are appropriate. Describe how pilots use such techniques in order to fly from one point or location to another , drawing on textbooks and other course materials to provide accurate analyses of different flight situations.</p> <p>Judgment Training</p> <p>25) Explore techniques for improving pilot judgment and decision-making skills. Develop an original mock scenario in which a pilot must react to an in-flight complication or malfunction. Outline a strategy or how-to guide for remaining calm under pressure, maintaining lines of communication, and making sound decisions.</p>

ACADEMIC STANDARDS

Name of Course	Extended Reality 1 Y10H07
Course Level	3
District Name	Elizabethton City schools
Subject Area	Career Cluster Information Technology—POS Extended Reality

List all academic standards that apply to this single course.

Code	Content Standard
Standards are the same form the 20—21 SPOS request	<p>Safety</p> <p>1.) Read, interpret, and demonstrate the ability to adhere to safety that pertains to electrical safety, internet safety, OSHA guidelines, and state and national code requirements. Students will be able to distinguish between these rules and explain how these rules apply.</p> <p>2.) Explain and identify the intended use of tools and equipment within the virtual lab and learn how to inspect, use, and safely maintain the hardware and software associated with XR.</p> <p>XR Development</p> <p>3.) Students will be able to comprehend the proper settings for making a valuable XR experience.</p> <p>a. Set Design b. Texturing c. Lighting d. Audio, Music, & Sound Effects e. Animation</p> <p>4.) Comprehend and integrate the level design process within the creation of a project. Students must show the ability to work within a team environment to successfully focus on each step individually, its purpose, and importance in completing a user-friendly level.</p> <p>5.) Comprehend the concepts of how to engage the end user in a maximum level of entertainment while understanding and defining the differences in: a. Positive Reinforcement b. Negative Reinforcement c. Punishment</p> <p>6.) Students will collaborate and analyze data to develop a project that will ensure the team can successfully create and develop a gaming project. Students will evaluate and generate the proper documentation associated with the game development process: a. Design Document</p>

	<ul style="list-style-type: none"> b. Pitch Document c. Feature Matrix d. Art Portfolio e. Art Budget f. Production Budget <p>7.) Students must show the ability to work in a team both from a large-scale and small-scale environment. Each student must individually substantiate knowledge to manage a project and understand their specific role in completion of the project.</p> <p>8.) Research and select a best fit software for 3D computer graphics applications to enhance the XR experience. Students should become familiar with:</p> <ul style="list-style-type: none"> a. Blender b. Maya c. Adobe Products d. ZBrush e. Quixel f. RealIllusion <p>9.) By using examples of these applications, students will gain a more in depth understanding of how to incorporate the use of:</p> <ul style="list-style-type: none"> a. 3D Models b. Animations c. Rendering d. Textures e. Rigging <p>10.) Students will use skills and knowledge previously learned to create the ultimate XR experience within the duration of the class. Focal points should be:</p> <ul style="list-style-type: none"> a. Symmetry b. Aesthetics c. Cooperation d. Interactions e. Appeal <p>Portfolio Creation</p> <p>11.) Upon leaving the course, students will create a personal portfolio with projects, creations, designs, etc. that demonstrates a full understanding of the course and software. The portfolio will consist of screenshots, explanations, and authentic representations of items that will portray to the project leader or industry what skills they hold.</p>

ACADEMIC STANDARDS

Name of Course	Private Pilot Knowledge Test and Solo Y20H15
Course Level	4
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from Y20H15, a course that was previously approved SPOS course	<p>Course Standards</p> <p>Aviation Safety</p> <p>1) Apply the safety concepts learned in previous classes to develop several detailed plans to potential problems faced in flight. To guide the planning, students should ask and then answer the question, “What would I do if.....?” in response to problems such as, but not limited to:</p> <ul style="list-style-type: none"> a. Aircraft door pops open just after lift off b. Engine fails at 100 feet AGL on takeoff c. Engine fails at 500 feet AGL on takeoff d. Oil on windshield on climb out e. Fuel being siphoned out of fuel tank on climb out due to an unsecured fuel cap f. Cabin fire g. Engine fire h. Minimum fuel situation i. Deteriorating weather j. Sick or unruly passenger <p>2) Demonstrate understanding of the five hazardous thoughts and associated antidotes to each of the following:</p>

- a. Anti-authority
- b. Impulsivity
- c. Invulnerability
- d. Macho
- e. Resignation

Students will determine if they have one or more of these hazardous thoughts and explain what they do to realize when their decisions may be influenced by a hazardous thought. Students should also explain how they will counteract this thought in order to remain as safe as possible.

Aerodynamics

3) Be able to explain the interrelationships among aerodynamics forces that affect an aircraft on the ground and in flight.

Aerodynamic forces include, but are not limited to: ground effect, torque and P-factor, load factor, and aircraft stability. In addition, be able to explain the effects of frost, the significance of angle of attack as it relates to stalls and spins, and how load factors are affected by airplane turns.

Aircraft Systems

4) Be able to describe the characteristics and functions of an airplane's aileron, elevator, and rudder, including the trim system.

5) Be able to describe the characteristics and chief functions of the following aircraft systems or instrumentation systems: pitot-static system, vacuum system, flight gyros, and aircraft communications radios.

6) Be able to explanation of the fuel system of the Cessna 172 aircraft, highlighting at minimum the following elements: fuel tanks, fuel selector valve, fuel drains, carburetor, and primer systems. Distinguish between different types of aviation fuels by sight, color, and/or smell, and determine which type of fuel would be acceptable to use in the Cessna 172.

7) Be able to explain the electrical system in the Cessna 172 aircraft, highlighting at minimum the following elements: battery, alternator/generator, circuit breakers (CBs), and 12-volt system.

Systems Problem Solving

8) Be able to describe the functions and characteristics of the Cessna 172 airplane's aileron, elevator, and rudder, including the trim system if appropriate. Troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Frozen or stuck ailerons
- b. Frozen or stuck elevators
- c. Frozen or stuck rudder
- d. Taking off with a control lock still in place
- e. Aileron, elevator, or rudder hooked up backwards

9) Be able to describe the functions and characteristics of an airplane's power plant, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Partial engine failure
- b. Complete engine failure
- c. Low oil pressure
- d. High oil and/or cylinder head temperature

10) Be able to describe the functions and characteristics of an airplane's instrument systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Blocked pitot system
- b. Blocked static system
- c. Failed vacuum pump
- d. Failed flight gyros
- e. Two-way communications failure

11) Be able to describe the functions and characteristics of an airplane's fuel systems, and troubleshoot system problems to

safely land aircraft in a variety of situations, including but not limited to:

- a. Low fuel
- b. Vapor lock
- c. Contaminated fuel

12) Be able to describe the functions and characteristics of an airplane's electrical systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including, but not limited to:

- a. Alternator/generator failure
- b. Alternator/generator overcharging
- c. Electrical fire
- d. Popped circuit breaker(s)
- e. Runaway electric trim
- f. Electrical smoke

Emergency Procedures

In order to demonstrate mastery of the following standards students must: (a) be able to determine that there is a problem or failure, (b) determine the problem or failure, (c) properly recall the appropriate emergency procedure memory checklist, (d) refer to the appropriate written emergency checklist, (e) determine the best plan to deal safely with the problem or failure, (f) and how to safely land the aircraft. Moreover, students must be able to realize there may be multiple problems or failures that can occur at one time; they must be able to develop a plan of action that will deal with the failures while safely flying the aircraft.

13) Be able to describe the emergency procedure for a low fuel situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

14) Be able to describe the emergency procedure for an aircraft fire situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

15) Be able to describe the emergency procedure for a two-way radio failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

16) Be able to describe the emergency procedure for a partial or complete engine failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

Flight Environment

17) Be able to describe the functions of and explain the differences between each of the following aspects of the flight environment: ATIS, AWOS, Clearance Delivery, Ground Controls, Towers, and Approach/Departure Controls.

Complex and Abnormal Procedures

18) Be able to explain the terminology, outline basic procedures, and demonstrate the ability to perform procedures related to the following:

- a. Visual Approach Slope Indicators (VASI)
- b. Runway markings
- c. Taxiway and destination signs
- d. Beacons and taxiway lights
- e. ATC traffic advisories
- f. Flying rectangular courses
- j. Flying S-turns across a road

Physiology, Aeronautical Decision Making (ADM), and Judgment Training

19) Demonstrate understanding of, recognize the symptoms of, and react properly to the following aeromedical factors affecting a pilot, including but not limited to: pressure effects, ear and sinus blockage, toothaches, stress, fatigue, noise, alcohol/drugs, hypoxia, hyperventilation, spatial disorientation, vision issues, and carbon monoxide poisoning. Perform a preflight self-inspection and determine airworthiness based on an appropriate rubric provided by the instructor.

20) The goal of developing the skills required to make wise decisions is to increase safety. Develop a clear and systematic ADM system, or outline a plan to manage the human factors which may affect whether a safe or unsafe outcome occurs in the course of flight. Consult recommendations and best practices endorsed by industry to guide the process. Students should develop a flow chart showing the proper steps and factors involved in making effective and timely decisions, including at minimum protocols for assessing pilot-in-command responsibility, communication, workload management, resource use, and situational awareness.

21) Build upon principles previously learned and continue to refine one's thought process relating to judgment training. Based on experiences in this course, compose an essay demonstrating a pilot's good judgment(s) relating to a challenging in-flight situation.

Navigation

22) Be able to explain the following transponder codes (1200, 7700, 7600, and 7500) and be able to list what each code communicates to ATC, as well as the function of Mode C and "Ident" button.

	<p>Predicting Aircraft Performance and Weight & Balance</p> <p>23) Be able to describe the effects of density altitude on aircraft performance, drawing on technical aids and course materials.</p> <p>24) Be able to accurately confirm that the projected weight is within the manufacturer’s approved maximum takeoff weight and that the center of gravity is within the manufacturer’s approved takeoff CG envelope.</p> <p>25) Consult aircraft manuals, tables, and charts to accurately confirm that the projected weight is within the manufacturer’s approved maximum landing weight and that the center of gravity is within the manufacturer’s approved landing CG envelope.</p>

ACADEMIC STANDARDS

Name of Course	Introduction to Aerospace C20H15
Course Level	1
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H15, an already existing course	<p>Course Standards</p> <p>Aviation Safety</p> <p>1) The number one priority as a pilot is to maintain the safety of flight. Citing course materials such as textbooks and published guidelines including the Federal Aviation Regulations (FARs), identify the basic safety issues a pilot must be aware of before, during, and after each flight, including but not limited to: pilot's mental and physical condition, collision avoidance, weather conditions, maintaining minimum safe altitudes, visual scanning, right-of-way rules, flight over hazardous terrain, positive exchange of flight controls, and operating within the Federal Aviation Regulations (FARs).</p> <p>2) Citing appropriate textual evidence, identify the basic safety issues relating to the aircraft, including but not limited to: aircraft airworthiness, taxiing in wind, operating within the aircraft's approved weight and balance, and airspeed limitations.</p> <p>Careers in Aviation</p> <p>3) Citing labor and workforce data from public sources such as the United States Bureau of Labor Statistics, research the wide range of career pathways available in aviation today. Create a graphic illustration of major occupations within each pathway, including but not limited to: pilots, airframe and powerplant mechanics (A&P), aeromechanical engineers, aircraft salespersons, airport operators, airline statisticians, air traffic controllers (ATC), and flight service specialists (FSS).</p> <p>4) Citing supporting evidence from textbooks, industry magazines, and professional journals, summarize the essential knowledge and skills required for careers in aviation, and describe important aptitudes for success in these careers, such as mechanical, verbal, scientific, manipulative, numerical, administrative, social, and artistic. Complete one or more career aptitude surveys, analyze the results, and discuss how they might inform career decisions in various aviation pathways.</p> <p>5) Investigate regulatory agencies, governing bodies, and professional organizations related to the aviation industry, such as the Federal Aviation Administration (FAA), National Transportation Safety Board (NTSB), and National</p>

Aeronautics and Space Administration (NASA). Gather information from their websites and available publications to produce a coherent explanation of their functions, jurisdictions, and importance within the industry.

History of Aviation

6) Synthesize course readings to create an illustrated timeline of historical milestones in the development of flight. Describe the major obstacles that were overcome to achieve controlled, sustained, and powered heavier-than-air flight.

7) Research major contributors to the field of aviation, including scientists, inventors, pilots, and other historical figures, and determine what each person contributed. Discuss their impact on both the development of flight as well as the industry as a whole.

Aircraft Structures

8) Explain the specific functions of various aircraft structures. For example, be able to understand and communicate the purpose for the aircraft's wings, tail, cabin, and other structures. Incorporate relevant design and mathematics concepts as appropriate when explaining how specific aircraft structures function. For example, relate how the design of an aircraft's wings leverage the principles of aerodynamics.

Aircraft Overview

9) Draw on aviation handbooks and other course materials to outline the specific functions of each aircraft's flight control. Describe the purpose of the aircraft's ailerons, elevators, rudder, and flaps, and explain the effect that each of these controls has on the aircraft's controllability.

10) Draw on aviation handbooks and other course materials to describe in a verbal or written format how a typical reciprocating engine is used on a general aviation aircraft. Compare and contrast the advantages and disadvantages of a reciprocating engine versus a turbine engine on a training aircraft.

11) In a graphic illustration such as an annotated diagram or electronic presentation, explain the typical application and operation of the basic electrical system, including but not limited to:

- a. Battery
- b. Alternator / Generator
- c. Circuit Breakers
- d. Master Switch(es)

12) Explain how fuel systems operate on a typical aircraft, and cite specific dangers and associated precautions that aircraft personnel should take when inspecting, filling, and draining fuel systems. Given a scenario or diagram assigned by the instructor, demonstrate the ability to identify and describe the characteristics of the fuel system, including but not limited to:

- a. Fuel tanks
- b. Fuel selector valves
- c. Fuel filters and drains

13) Explain the typical application and operation of the basic ignition system, including but not limited to:

- a. Magnetos
- b. Spark plug wires
- c. Spark plugs

14) Explain the typical application and operation of the basic flight instruments, including but not limited to:

- a. Airspeed Indicator
- b. Attitude Indicator
- c. Altimeter
- d. Turn Coordinator
- e. Directional Indicator
- f. Vertical Speed Indicator

15) Explain the typical application and operation of the basic engine instruments, including but not limited to:

- a. Oil Pressure Gauge
- b. Oil Temperature Gauge
- c. Cylinder Head Gauge

16) Explain the typical application and operation of the basic communication and navigation radios and instrumentation, including but not limited to:

- a. Comm # 1
- b. Comm # 2
- c. Nav # 1
- d. Nav # 2

Flight Environment

17) Research and develop illustrative models that compare and contrast characteristics of the two basic types of airspace:

- a. Controlled
- b. Uncontrolled

18) Consult FAA guidelines to synthesize understanding of air traffic control (ATC) procedures related to visual flight rules (VFR) and instrument flight rules (IFR) operations. Explain the circumstances and conditions of operation regarding:

- a. Airport operations
- b. Local area procedures

19) Cite textual evidence from course materials and industry guidelines to explain the importance of meteorological knowledge among aviation professionals. Outline key concepts and terminology for the following:

- a. Basic weather theory
- b. VFR Minimums
- c. IFR Minimums

Basic Procedures

20) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of pre-flight, such as:

- a. Pilot's mental and physical health
- b. Airworthiness of aircraft
- c. Weather
- d. Weight and balance
- e. Fuel requirements
- f. Departure and destination airport conditions

Accurately assess basic situations and conditions in order to make a go/no go decision.

	<p>21) Explain and demonstrate in a mock situation or drill (including but not necessarily involving a digital flight simulator) the following basic procedures:</p> <ul style="list-style-type: none"> a. Pre-flight inspection b. Starting the engine c. Taxiing technique(s) d. Takeoffs e. Fundamentals of flight f. Airport traffic patterns g. Wake turbulence h. Collision avoidance techniques i. Landings <p>22) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of in-flight actions, such as:</p> <ul style="list-style-type: none"> a. Changes in pilot's mental and physical health b. Actual wind and weather conditions c. Fuel reserve d. Destination and alternate airport conditions <p>Accurately assess current conditions in order to evaluate a decision to return to departure airport, land at an enroute airport, or continue to destination.</p> <p>23) Under normal conditions, determine adequate benchmarks surrounding the basic aspects of post-flight actions, such as:</p> <ul style="list-style-type: none"> a. Post flight aircraft inspection to determine airworthiness of aircraft b. Evaluation of forecast versus actual weather encountered c. Comparison of estimated fuel requirements versus actual fuel consumption <p>Accurately assess basic situations and conditions experienced in order to make better future go/no go decisions.</p> <p>Basic Navigation</p> <p>24) Explain how basic Pilotage and Dead Reckoning (DR) techniques work, and recognize when they are appropriate. Describe how pilots use such techniques in order to fly from one point or location to another , drawing on textbooks and other course materials to provide accurate analyses of different flight situations.</p> <p>Judgment Training</p> <p>25) Explore techniques for improving pilot judgment and decision-making skills. Develop an original mock scenario in which a pilot must react to an in-flight complication or malfunction. Outline a strategy or how-to guide for remaining calm under pressure, maintaining lines of communication, and making sound decisions.</p>

ACADEMIC STANDARDS

Name of Course	Aviation 1 Principles of Flight C20H16
Course Level	2
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H16, an already existing course	<p>Safety</p> <p>1) Gather information from a variety of print and digital sources (such as textbooks, aviation magazines, publications, and industry websites) and write a report based on what the aviation industry is doing to enhance aviation safety. Discuss takeaways to incorporate into future decision making and thought processes that would help in preparation to be a safer pilot or mechanic.</p> <p>2) Gather information from a variety of print and digital sources (such as textbooks and online industry publications) on the National Transportation Safety Board (NTSB), its purpose, and how the organization performs its duties. Explain how aviation safety is enhanced by NTSB investigations of aircraft accidents. Read and evaluate at least one aviation NTSB accident report and share with the class the NTSB findings, probable causes of the accident, and any NTSB recommendations based on their findings. Students should personalize what they learned from their research to devise strategies for being a safer pilot or mechanic based on what they learned.</p> <p>Careers</p> <p>3) Research collegiate websites and affiliated publications to create a list of postsecondary educational opportunities that prepare students for careers in aviation. Evaluate personal career goals and desires, then determine which opportunity would provide the best preparation for the desired career. Develop a timeline detailing the postsecondary path that will lead to career goals.</p> <p>Aerodynamics</p> <p>4) Research industry manuals and course materials to explain the interrelationships among aerodynamics forces that affect an aircraft on the ground and in flight. Aerodynamic forces include, but are not limited to: ground effect, torque and P-factor, load factor, and aircraft stability. In addition, be able to explain the effects of frost, the significance of angle of attack as it relates to stalls and spins, and how load factors are affected by airplane turns.</p> <p>Aircraft Systems</p> <p>5) Describe the characteristics and functions of an airplane's aileron, elevator, and rudder, including the trim system if appropriate, citing technical manuals and</p>

industry guidelines. Detail the varying effects of changes in airspeed, density altitude, frost, snow, or ice on each of these functions. Illustrate the operation of aircraft slats, spoilers, speed brakes, and thrust reversers.

6) Compare and contrast the characteristics and operating principles of both a normally aspirated and turbocharged aircraft reciprocating engine, and relate the advantages and disadvantages of each. Explain how a turbine engine operates, including the different sections within the engine, and relate the advantages and disadvantages between a turbo jet, turbo fan, and turbo prop engine.

7) Draw on technical manuals and manufacturers' guidelines to describe the characteristics and chief functions of the following aircraft systems or instrumentation systems: pitot-static system, vacuum system, flight gyros, navigation radios (such as VOR, ADF, and GPS), and aircraft communications radios. In the context of a specific aircraft, explain the advantages and disadvantages of a glass cockpit versus steam gauges.

8) Deliver an oral presentation or guided explanation of the fuel system in a typical training aircraft, highlighting at minimum the following elements: fuel tanks, fuel selector valve, fuel drains, fuel pump(s), carburetor, and fuel injected systems. Distinguish between different types of aviation fuels by sight, color, and/or smell, and determine which type of fuel would be acceptable to use in a reciprocating and/or turbine aircraft engine.

9) Deliver an oral presentation or guided explanation of the electrical system in a typical training aircraft, highlighting at minimum the following elements: battery, alternator/generator, circuit breakers (CBs), and 12-volt and 24-volt systems.

10) Describe how a retractable landing gear system operates in a typical training aircraft, citing aircraft handbooks and other manuals for illustration during normal operation procedures as well as emergency operation procedures. Describe or illustrate the differences between pump versus hydraulic pump systems.

11) Research studies on the effectiveness of anti-skid brake systems. Craft an original argument comparing the advantages and disadvantages of these systems, providing a precise explanation of how they operate and whether they conform to industry safety regulations. Share findings in a written or oral format.

Flight Environment

Note: The following standards can be used to meet TN Writing Standard 2 when specifically incorporating a writing assignment in which students write to inform or explain a technical process, concept, or procedure.

12) Gather information from a variety of print and digital sources (such as textbooks, aviation magazines, publications, and industry websites) to synthesize concepts related to the formation of weather, convective currents, fronts, and associated meteorological dangers. Discuss the explicit dangers, causes, and effects of thunderstorms; discuss airframe and carburetor icing; mountain waves; wind shear; and temperature/dew point. Describe the factors involved in the formation and dissipation of fog, temperature inversions, and clouds. Apply mathematics concepts to determine the stability or instability of an air mass.

13) Outline the restrictions associated with each classification of airspace: Class A, B, C, D, G, Airport Advisory Areas, prohibited or restricted airspace, alert areas, warning areas, and MOCAs. Articulate what relevant laws and regulations govern and apply to airspaces as set forth by the Federal Aviation Regulations.

14) Describe the functions of and explain the differences between each of the following aspects of the flight environment: ATIS, AWOS, Clearance Delivery, Ground Controls, Towers, Approach/Departure Controls, Terminal Radar Programs, Air Traffic Centers (ATC), and Flight Service Stations (FSS). Demonstrate different ways to obtain a weather briefing while on the ground (phone call to FSS, internet, TV, etc.), and explain what a pilot should do to get an updated weather briefing while airborne (FSS, Flight Watch, ATC, XM Weather, etc.).

15) Analyze the following texts, synthesize the information found, and demonstrate the ability to retrieve the correct information in a timely fashion to aid in aviation decision making: Aviation Routine Weather Report (METAR)s, Pilot Weather Reports (PIREP)s, Aviation Area Forecast, Terminal Aerodrome Forecast (TAF)s, Weather Depiction Charts, Radar Summary Charts and Radar Weather Reports, En route Flight Advisory Service (EFAS), Wind and Temperature Aloft Forecasts (FB), Significant Weather Prognostic Charts, AIRMETs and SIGMETs. Given a scenario designed by the instructor, make the appropriate go/no go decision based on the information retrieved.

Complex and Abnormal Procedures

Note: The following standards may require flight simulation equipment or training within another simulated environment in order to fully meet the range of activities outlined below.

16) Demonstrate understanding of various complex and abnormal procedures and be able to accurately perform the correct procedures given a particular set of conditions, including but not limited to procedures relating to stalls and/or spins recovery, engine failures, engine fires, abnormal combustion, carburetor icing, loss of oil pressure, low oil pressure, high oil and/or CHT temperature(s), aircraft wake turbulence, deteriorating weather conditions, low fuel situations, and medical issues with pilot and/or passengers.

17) Synthesize guidelines from piloting manuals to explain and demonstrate the operation of a constant speed propeller system, compass turning, correction of acceleration/deceleration errors, correction of altimeter errors, proper use of EGT for accurate leaning purposes, and navigation at different types of altitudes.

18) Explain the terminology, outline basic procedures, and demonstrate the ability to perform procedures related to the following: a. Visual Approach Slope Indicators (VASI)

b. Runway markings

c. Taxiway and destination signs

d. Beacons and taxiway lights

e. ATC traffic advisories

f. ATC light signals

g. ELT's and VHF/DR steers

h. Land and Hold Short Operations (LAHSO)

i. Flying rectangular courses

j. Flying S-turns across a road

Communications

19) Role-play the protocol required for both air and ground communications. Communications include normal, abnormal, and emergency situations for the following: departing and arriving at non-controlled airports, departing and arriving

at controlled airports, communicating with ATC, and requesting and receiving enroute weather from a Flight Service Station or Flight Watch. Explain each ATC light signal and the significance to the pilot.

20) Role-play use of the correct aviation terminology and radio phraseology required during all aspects of a flight, including but not limited to: receiving the current aircraft weather before starting the engine(s); calling ground control for a taxi clearance before taxiing, or advising traffic on the common traffic advisory frequency; and requesting a takeoff/landing clearance.

Physiology, Aeronautical Decision Making (ADM), and Judgment Training

21) Demonstrate understanding of, recognize the symptoms of, and react properly to the following aeromedical factors affecting a pilot, including but not limited to: pressure effects, ear and sinus blockage, toothaches, stress, fatigue, noise, alcohol/drugs, hypoxia, hyperventilation, spatial disorientation, vision issues, and carbon monoxide poisoning. Perform a preflight self-inspection and determine airworthiness based on an appropriate rubric provided by the instructor.

22) The goal of developing the skills required to make wise decisions is to increase safety. Develop a clear and systematic ADM system, or outline a plan to manage the human factors which may affect whether a safe or unsafe outcome occurs in the course of flight. Consult recommendations and best practices endorsed by industry to guide the process. Students should develop a flow chart showing the proper steps and factors involved in making effective and timely decisions, including at minimum protocols for assessing pilot-in-command responsibility, communication, workload management, resource use, and situational awareness.

23) Build upon principles previously learned and continue to refine one's thought process relating to judgment training. Based on experiences in this course, compose an essay demonstrating a pilot's good judgment(s) relating to a challenging in-flight situation.

Navigation

24) Accurately describe how to use the communication radios, navigation radios, ADF, DME, transponder, ELT, and autopilot (if aircraft so equipped), and be able to list any limitations as to their useful range. Explain the process around confirming that each radio or equipment is in working condition per the manufacturer's operating manual or normal operation procedures. Student will also understand and explain the following transponder codes (1200, 7700, 7600, and 7500) and be able to list what each code communicates to ATC, as well as the function of Mode C and "Ident" button.

25) Accurately express how the basic GPS system works in an aircraft, and cite specific principles of operation to determine the advantages and disadvantages of GPS navigation over the VOR and NDB systems.

26) Clearly explain how to use sectional and world aeronautical charts during a cross country flight to determine aircraft's position by use of pilotage and dead reckoning (DR). Given an appropriate scenario provided by the instructor, demonstrate proficiency in the use of lines of longitude and latitude to determine checkpoints or landmarks on a sectional and/or world aeronautical chart, and be able to input that information into a GPS for navigation purposes. Analyze the information retrieved to determine the necessary radio frequencies listed, the different types of airspace, and the altitudes of that airspace by using a sectional and/or world aeronautical chart.

27) Gather information from a variety of publications such as FAA Advisory Circulars, Airport/Facility Directories, and Notices to Airmen Publications (NTAP) and be able to communicate that information to other crew members in order to successfully plan and fly to a desired cross-country destination safely.

28) Understand and be able to clearly explain how to use a VOR for navigation purposes, determine an aircraft's position, and determine the radial distance from a VORTAC facility. Additionally, determine when an aircraft crosses over a VOR station. Apply this knowledge to use a VOT and/or a VOR in the process of determining whether the VOR is within the accuracy requirements in the FARs.

Predicting Aircraft Performance and Weight & Balance

29) Describe the effects of density altitude on aircraft performance, drawing on technical aids and course materials. Given a particular set of conditions, determine and accurately perform density altitude computations.

30) Consult aircraft manuals, tables, and charts to accurately determine aircraft cruise power settings. Explain in a mock communications scenario with a superior how different cruise power settings were determined, citing the advantages and disadvantages of each.

31) Consult aircraft manuals, tables, and charts to accurately determine the headwind/tailwind and crosswind components. Report on how each component was determined; based on the analysis, evaluate if the crosswind component is within the manufacturer's approved or demonstrated crosswind component.

32) Consult aircraft manuals, tables, and charts to accurately determine the required takeoff run distance based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the takeoff distance was determined.

33) Consult aircraft manuals, tables, and charts to accurately determine the required takeoff distance to clear a fifty-foot obstacle based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the takeoff distance was determined.

34) Consult aircraft manuals, tables, and charts to accurately determine the required landing roll distance based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the landing distance was determined.

35) Consult aircraft manuals, tables, and charts to accurately determine the required landing distance to clear a fifty-foot obstacle based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the landing distance was determined.

36) Consult aircraft manuals, tables, and charts to accurately confirm that the projected weight is within the manufacturer's approved maximum takeoff weight and that the center of gravity is within the manufacturer's approved takeoff CG envelope. Citing examples drawn from textbooks and manuals, explain weight and balance definitions and relate how to reduce the payload as needed to bring the aircraft within the manufacturer's approved maximum takeoff weight. Additionally, determine how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved takeoff CG envelope.

	<p>37) Consult aircraft manuals, tables, and charts to accurately confirm that the projected weight is within the manufacturer's approved maximum landing weight and that the center of gravity is within the manufacturer's approved landing CG envelope. Citing examples drawn from textbooks and manuals, demonstrate how to reduce the payload before takeoff as needed to bring the aircraft within the manufacturer's approved maximum landing weight. Additionally, determine how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved landing CG envelope.</p>

ACADEMIC STANDARDS

Name of Course	Aviation 1 Principles of Flight C20H16
Course Level	2
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H16, an already existing course	<p>Safety</p> <p>1) Gather information from a variety of print and digital sources (such as textbooks, aviation magazines, publications, and industry websites) and write a report based on what the aviation industry is doing to enhance aviation safety. Discuss takeaways to incorporate into future decision making and thought processes that would help in preparation to be a safer pilot or mechanic.</p> <p>2) Gather information from a variety of print and digital sources (such as textbooks and online industry publications) on the National Transportation Safety Board (NTSB), its purpose, and how the organization performs its duties. Explain how aviation safety is enhanced by NTSB investigations of aircraft accidents. Read and evaluate at least one aviation NTSB accident report and share with the class the NTSB findings, probable causes of the accident, and any NTSB recommendations based on their findings. Students should personalize what they learned from their research to devise strategies for being a safer pilot or mechanic based on what they learned.</p> <p>Careers</p> <p>3) Research collegiate websites and affiliated publications to create a list of postsecondary educational opportunities that prepare students for careers in aviation. Evaluate personal career goals and desires, then determine which opportunity would provide the best preparation for the desired career. Develop a timeline detailing the postsecondary path that will lead to career goals.</p> <p>Aerodynamics</p> <p>4) Research industry manuals and course materials to explain the interrelationships among aerodynamics forces that affect an aircraft on the ground and in flight. Aerodynamic forces include, but are not limited to: ground effect, torque and P-factor, load factor, and aircraft stability. In addition, be able to explain the effects of frost, the significance of angle of attack as it relates to stalls and spins, and how load factors are affected by airplane turns.</p> <p>Aircraft Systems</p> <p>5) Describe the characteristics and functions of an airplane's aileron, elevator, and rudder, including the trim system if appropriate, citing technical manuals and</p>

industry guidelines. Detail the varying effects of changes in airspeed, density altitude, frost, snow, or ice on each of these functions. Illustrate the operation of aircraft slats, spoilers, speed brakes, and thrust reversers.

6) Compare and contrast the characteristics and operating principles of both a normally aspirated and turbocharged aircraft reciprocating engine, and relate the advantages and disadvantages of each. Explain how a turbine engine operates, including the different sections within the engine, and relate the advantages and disadvantages between a turbo jet, turbo fan, and turbo prop engine.

7) Draw on technical manuals and manufacturers' guidelines to describe the characteristics and chief functions of the following aircraft systems or instrumentation systems: pitot-static system, vacuum system, flight gyros, navigation radios (such as VOR, ADF, and GPS), and aircraft communications radios. In the context of a specific aircraft, explain the advantages and disadvantages of a glass cockpit versus steam gauges.

8) Deliver an oral presentation or guided explanation of the fuel system in a typical training aircraft, highlighting at minimum the following elements: fuel tanks, fuel selector valve, fuel drains, fuel pump(s), carburetor, and fuel injected systems. Distinguish between different types of aviation fuels by sight, color, and/or smell, and determine which type of fuel would be acceptable to use in a reciprocating and/or turbine aircraft engine.

9) Deliver an oral presentation or guided explanation of the electrical system in a typical training aircraft, highlighting at minimum the following elements: battery, alternator/generator, circuit breakers (CBs), and 12-volt and 24-volt systems.

10) Describe how a retractable landing gear system operates in a typical training aircraft, citing aircraft handbooks and other manuals for illustration during normal operation procedures as well as emergency operation procedures. Describe or illustrate the differences between pump versus hydraulic pump systems.

11) Research studies on the effectiveness of anti-skid brake systems. Craft an original argument comparing the advantages and disadvantages of these systems, providing a precise explanation of how they operate and whether they conform to industry safety regulations. Share findings in a written or oral format.

Flight Environment

Note: The following standards can be used to meet TN Writing Standard 2 when specifically incorporating a writing assignment in which students write to inform or explain a technical process, concept, or procedure.

12) Gather information from a variety of print and digital sources (such as textbooks, aviation magazines, publications, and industry websites) to synthesize concepts related to the formation of weather, convective currents, fronts, and associated meteorological dangers. Discuss the explicit dangers, causes, and effects of thunderstorms; discuss airframe and carburetor icing; mountain waves; wind shear; and temperature/dew point. Describe the factors involved in the formation and dissipation of fog, temperature inversions, and clouds. Apply mathematics concepts to determine the stability or instability of an air mass.

13) Outline the restrictions associated with each classification of airspace: Class A, B, C, D, G, Airport Advisory Areas, prohibited or restricted airspace, alert areas, warning areas, and MOCAs. Articulate what relevant laws and regulations govern and apply to airspaces as set forth by the Federal Aviation Regulations.

14) Describe the functions of and explain the differences between each of the following aspects of the flight environment: ATIS, AWOS, Clearance Delivery, Ground Controls, Towers, Approach/Departure Controls, Terminal Radar Programs, Air Traffic Centers (ATC), and Flight Service Stations (FSS). Demonstrate different ways to obtain a weather briefing while on the ground (phone call to FSS, internet, TV, etc.), and explain what a pilot should do to get an updated weather briefing while airborne (FSS, Flight Watch, ATC, XM Weather, etc.).

15) Analyze the following texts, synthesize the information found, and demonstrate the ability to retrieve the correct information in a timely fashion to aid in aviation decision making: Aviation Routine Weather Report (METAR)s, Pilot Weather Reports (PIREP)s, Aviation Area Forecast, Terminal Aerodrome Forecast (TAF)s, Weather Depiction Charts, Radar Summary Charts and Radar Weather Reports, En route Flight Advisory Service (EFAS), Wind and Temperature Aloft Forecasts (FB), Significant Weather Prognostic Charts, AIRMETs and SIGMETs. Given a scenario designed by the instructor, make the appropriate go/no go decision based on the information retrieved.

Complex and Abnormal Procedures

Note: The following standards may require flight simulation equipment or training within another simulated environment in order to fully meet the range of activities outlined below.

16) Demonstrate understanding of various complex and abnormal procedures and be able to accurately perform the correct procedures given a particular set of conditions, including but not limited to procedures relating to stalls and/or spins recovery, engine failures, engine fires, abnormal combustion, carburetor icing, loss of oil pressure, low oil pressure, high oil and/or CHT temperature(s), aircraft wake turbulence, deteriorating weather conditions, low fuel situations, and medical issues with pilot and/or passengers.

17) Synthesize guidelines from piloting manuals to explain and demonstrate the operation of a constant speed propeller system, compass turning, correction of acceleration/deceleration errors, correction of altimeter errors, proper use of EGT for accurate leaning purposes, and navigation at different types of altitudes.

18) Explain the terminology, outline basic procedures, and demonstrate the ability to perform procedures related to the following: a. Visual Approach Slope Indicators (VASI)

b. Runway markings

c. Taxiway and destination signs

d. Beacons and taxiway lights

e. ATC traffic advisories

f. ATC light signals

g. ELT's and VHF/DR steers

h. Land and Hold Short Operations (LAHSO)

i. Flying rectangular courses

j. Flying S-turns across a road

Communications

19) Role-play the protocol required for both air and ground communications. Communications include normal, abnormal, and emergency situations for the following: departing and arriving at non-controlled airports, departing and arriving

at controlled airports, communicating with ATC, and requesting and receiving enroute weather from a Flight Service Station or Flight Watch. Explain each ATC light signal and the significance to the pilot.

20) Role-play use of the correct aviation terminology and radio phraseology required during all aspects of a flight, including but not limited to: receiving the current aircraft weather before starting the engine(s); calling ground control for a taxi clearance before taxiing, or advising traffic on the common traffic advisory frequency; and requesting a takeoff/landing clearance.

Physiology, Aeronautical Decision Making (ADM), and Judgment Training

21) Demonstrate understanding of, recognize the symptoms of, and react properly to the following aeromedical factors affecting a pilot, including but not limited to: pressure effects, ear and sinus blockage, toothaches, stress, fatigue, noise, alcohol/drugs, hypoxia, hyperventilation, spatial disorientation, vision issues, and carbon monoxide poisoning. Perform a preflight self-inspection and determine airworthiness based on an appropriate rubric provided by the instructor.

22) The goal of developing the skills required to make wise decisions is to increase safety. Develop a clear and systematic ADM system, or outline a plan to manage the human factors which may affect whether a safe or unsafe outcome occurs in the course of flight. Consult recommendations and best practices endorsed by industry to guide the process. Students should develop a flow chart showing the proper steps and factors involved in making effective and timely decisions, including at minimum protocols for assessing pilot-in-command responsibility, communication, workload management, resource use, and situational awareness.

23) Build upon principles previously learned and continue to refine one's thought process relating to judgment training. Based on experiences in this course, compose an essay demonstrating a pilot's good judgment(s) relating to a challenging in-flight situation.

Navigation

24) Accurately describe how to use the communication radios, navigation radios, ADF, DME, transponder, ELT, and autopilot (if aircraft so equipped), and be able to list any limitations as to their useful range. Explain the process around confirming that each radio or equipment is in working condition per the manufacturer's operating manual or normal operation procedures. Student will also understand and explain the following transponder codes (1200, 7700, 7600, and 7500) and be able to list what each code communicates to ATC, as well as the function of Mode C and "Ident" button.

25) Accurately express how the basic GPS system works in an aircraft, and cite specific principles of operation to determine the advantages and disadvantages of GPS navigation over the VOR and NDB systems.

26) Clearly explain how to use sectional and world aeronautical charts during a cross country flight to determine aircraft's position by use of pilotage and dead reckoning (DR). Given an appropriate scenario provided by the instructor, demonstrate proficiency in the use of lines of longitude and latitude to determine checkpoints or landmarks on a sectional and/or world aeronautical chart, and be able to input that information into a GPS for navigation purposes. Analyze the information retrieved to determine the necessary radio frequencies listed, the different types of airspace, and the altitudes of that airspace by using a sectional and/or world aeronautical chart.

27) Gather information from a variety of publications such as FAA Advisory Circulars, Airport/Facility Directories, and Notices to Airmen Publications (NTAP) and be able to communicate that information to other crew members in order to successfully plan and fly to a desired cross-country destination safely.

28) Understand and be able to clearly explain how to use a VOR for navigation purposes, determine an aircraft's position, and determine the radial distance from a VORTAC facility. Additionally, determine when an aircraft crosses over a VOR station. Apply this knowledge to use a VOT and/or a VOR in the process of determining whether the VOR is within the accuracy requirements in the FARs.

Predicting Aircraft Performance and Weight & Balance

29) Describe the effects of density altitude on aircraft performance, drawing on technical aids and course materials. Given a particular set of conditions, determine and accurately perform density altitude computations.

30) Consult aircraft manuals, tables, and charts to accurately determine aircraft cruise power settings. Explain in a mock communications scenario with a superior how different cruise power settings were determined, citing the advantages and disadvantages of each.

31) Consult aircraft manuals, tables, and charts to accurately determine the headwind/tailwind and crosswind components. Report on how each component was determined; based on the analysis, evaluate if the crosswind component is within the manufacturer's approved or demonstrated crosswind component.

32) Consult aircraft manuals, tables, and charts to accurately determine the required takeoff run distance based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the takeoff distance was determined.

33) Consult aircraft manuals, tables, and charts to accurately determine the required takeoff distance to clear a fifty-foot obstacle based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the takeoff distance was determined.

34) Consult aircraft manuals, tables, and charts to accurately determine the required landing roll distance based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the landing distance was determined.

35) Consult aircraft manuals, tables, and charts to accurately determine the required landing distance to clear a fifty-foot obstacle based on projected aircraft weight, headwind/tailwind component, density altitude, and surface conditions; demonstrate to peers how the landing distance was determined.

36) Consult aircraft manuals, tables, and charts to accurately confirm that the projected weight is within the manufacturer's approved maximum takeoff weight and that the center of gravity is within the manufacturer's approved takeoff CG envelope. Citing examples drawn from textbooks and manuals, explain weight and balance definitions and relate how to reduce the payload as needed to bring the aircraft within the manufacturer's approved maximum takeoff weight. Additionally, determine how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved takeoff CG envelope.

	<p>37) Consult aircraft manuals, tables, and charts to accurately confirm that the projected weight is within the manufacturer's approved maximum landing weight and that the center of gravity is within the manufacturer's approved landing CG envelope. Citing examples drawn from textbooks and manuals, demonstrate how to reduce the payload before takeoff as needed to bring the aircraft within the manufacturer's approved maximum landing weight. Additionally, determine how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved landing CG envelope.</p>

ACADEMIC STANDARDS

Name of Course	Aviation 2 Advanced Flight C20H18
Course Level	3
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H18, an already existing course	<p>Aviation Safety</p> <p>1) Apply the safety concepts learned in previous classes to develop several detailed plans to potential problems faced in flight. To guide the planning, students should ask and then answer the question, "What would I do if.....?" in response to problems such as, but not limited to:</p> <ul style="list-style-type: none"> a. Aircraft door pops open just after lift off b. Engine fails at 100 feet AGL on takeoff c. Engine fails at 500 feet AGL on takeoff d. Oil on windshield on climb out e. Fuel being siphoned out of fuel tank on climb out due to an unsecured fuel cap f. Cabin fire g. Engine fire h. Minimum fuel situation i. Deteriorating weather j. Sick or unruly passenger <p>2) Demonstrate understanding of the five hazardous thoughts and associated antidotes to each of the following:</p> <ul style="list-style-type: none"> a. Anti-authority b. Impulsivity c. Invulnerability d. Macho e. Resignation <p>Students will determine if they have one or more of these hazardous thoughts and explain what they do to realize when their decisions may be influenced by a hazardous thought. Students should also explain how they will counteract this thought in order to remain as safe as possible.</p> <p>Careers in Aviation</p> <ul style="list-style-type: none"> — 3) Demonstrate understanding and be able to explain the privileges and FAA requirements for each of the following pilot certificates and ratings: <ul style="list-style-type: none"> a. Certificates <ul style="list-style-type: none"> i. Sport ii. Private iii. Commercial

- iv. Airline Transport Pilot (ATP)

- b. Ratings
 - i. Instrument
 - ii. Sea Plane
 - iii. Multi engine
 - iv. Glider

- c. License (Mechanic)
 - i. Airframe
 - ii. Power Plant

Systems Problem Solving

4) Describe the functions and characteristics of an airplane's aileron, elevator, and rudder, including the trim system if appropriate. Troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Frozen or stuck ailerons

- b. Frozen or stuck elevators

- c. Frozen or stuck rudder

- d. Taking off with a control lock still in place

- e. Aileron, elevator, or rudder hooked up backwards

5) Describe the functions and characteristics of an airplane's power plant, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Partial engine failure

- b. Complete engine failure

- c. Low oil pressure

- d. High oil and/or cylinder head temperature

6) Describe the functions and characteristics of an airplane's instrument systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Blocked pitot system

- b. Blocked static system

- c. Failed vacuum pump

- d. Failed flight gyros

- e. Two-way communications failure

7) Describe the functions and characteristics of an airplane's fuel systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Low fuel

- b. Vapor lock

- c. Contaminated fuel

8) Describe the functions and characteristics of an airplane's electrical systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including, but not limited to:

- a. Alternator/generator failure

- b. Alternator/generator overcharging

- c. Electrical fire

- d. Popped circuit breaker(s)

- e. Runaway electric trim

- f. Electrical smoke

Advanced Aerodynamics and Physics of Flight

- 9) Research, understand, and be able to explain the aerodynamics force that affect an aircraft on the ground and in flight. Anticipate, prevent, and recommend actions to recover from unsafe flight conditions such as, but not limited to:
- a. Becoming airborne at too slow an airspeed in ground effect
 - b. Aircraft stalling at an unsafe altitude
 - c. Aircraft spin
 - d. High density altitude airport operations

10) Explain the effects of high-density altitudes on aircraft takeoff distances, aircraft rate of climb, aircraft angle of climb, Indicated Airspeed (IAS) versus True Airspeed (TAS), and landing distances.

Trends and Emerging Technologies

11) Drawing on industry magazines, scholarly research, and news media, explore in an informational essay the chief features, advantages, and disadvantages of emerging aviation technologies, such as unmanned aerial vehicles (UAVs) and mobile technologies gaining prominence in aviation fields. Discuss how these technologies work, how they have impacted (or are expected to impact) the aviation industry, and their impact on aircraft safety.

Emergency Procedures

In order to demonstrate mastery of the following standards students must: (a) be able to determine that there is a problem or failure, (b) determine the problem or failure, (c) properly recall the appropriate emergency procedure memory checklist, (d) refer to the appropriate written emergency checklist, (e) determine the best plan to deal safely with the problem or failure, (f) and how to safely land the aircraft. Moreover, students must be able to realize there may be multiple problems or failures that can occur at one time; they must be able to develop a plan of action that will deal with the failures while safely flying the aircraft.

12) Demonstrate the ability to follow an emergency procedure for a low fuel situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

13) Demonstrate the ability to follow an emergency procedure for an aircraft fire situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

14) Demonstrate the ability to follow an emergency procedure for a medical emergency situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

15) Demonstrate the ability to follow an emergency procedure for a deteriorating weather situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

16) Demonstrate the ability to follow an emergency procedure for a two-way radio failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

17) Demonstrate the ability to follow an emergency procedure for a partial or complete engine failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

Problems with Aircraft Performance and Weight & Balance

18) Consult the manufacturer's approved limits for an aircraft's center of gravity. Explain the associated problems when the aircraft's center of gravity is forward or aft of the approved limits. Given a designated degree of imbalance, determine and demonstrate in a mock setting how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved takeoff CG envelope. Correctly use a moment index to plot these changes on a loading graph to aid in the demonstration, attending to appropriate units, quantities, and terminology.

19) Consult the manufacturer's approved maximum takeoff weight. Explain the associated problems when the aircraft's takeoff weight is greater than approved by the manufacturer. Calculate the proper reduction in weight for various combinations of passengers and cargo; be "able and willing" to reduce the payload as needed to bring the aircraft within the manufacturer's approved takeoff weight.

Cross-Country Planning

20) Determine the different factors involved in planning the best route on each leg of a cross-country flight. For each factor, describe why it should be considered when determining the route, citing, by contrast, what could go wrong if the factor was not considered. Examples include the following:

- a. Shortest distance
- b. Lowest terrain
- c. Best emergency landing options
- d. Smoothest air

21) Determine the different factors involved in calculating the best altitude to fly on each leg of a cross-country flight. Factors may include the following:

- a. VFR – Easterly heading (odd thousand + 500') or Westerly heading (even thousand + 500')
- b. IFR – Easterly heading (odd thousand) or Westerly heading (even thousand) (below FL 290)
- c. Distance between departure airport and destination airport
- d. Headwind/tailwind components at different altitudes
- e. Terrain features
- f. Emergency landing options
- g. Smoothest air
- h. Pressurized versus non-pressurized aircraft

Given a specific route, calculate optimum altitude for all stages of a cross-country flight, incorporating consideration of the factors identified above and relying on sectional and world aeronautical charts, aircraft specifications, and other resources to make proper determinations.

22) Given a specific flight route, determine the headwind/tailwind component on each leg of a cross-country flight. Specifically,

- a. Determine forecast winds aloft for each leg
- b. Determine best altitude for each leg
- c. Determine headwind/tailwind component for each leg

23) Given a specific flight route, determine the estimated groundspeed on each leg of a cross-country flight. Specifically,

- a. Determine altitude
- b. Determine true airspeed (TAS)
- c. Determine headwind/tailwind component
- d. Determine crosswind component
- e. Determine estimated groundspeed (GS)

24) Given a specific flight route, determine the estimated magnetic heading required for each leg of a cross-country flight. Specifically,

- a. Determine True Course (TC) / Magnetic Course (MC)
- b. Determine crosswind component
- c. Determine True Heading (TH)
- d. Determine amount of variation; show how to add variation if it is a Westerly variation and subtract variation if it is an Easterly variation
- e. Determine Magnetic Heading (MH)

25) Citing relevant examples and supporting texts, explain to both a lay audience and a technical audience the concept of estimated time enroute (ETE) and the effect of flying through different time zones. For a given scenario, determine and communicate departure and arrival times in local times and GMT.

26) Correctly simulate how to complete, file, activate, and close or cancel a VFR flight plan, following proper procedures and determining the information requested in each box of the flight plan.

27) Research, role play, communicate, and write about the factors involved in correctly departing from and arriving at an airport. For each of the following, consult and cite the Airman's Information Manual and FAA guidelines when modeling the behaviors necessary for successful takeoff and landing, including communications with ground control, air traffic control, any passengers, and relevant superiors, peers, and authorities:

- a. Controlled airport – Departure
 - i. ATIS
 - ii. Clearance delivery (assigned headings, altitudes, transponder codes, departure frequencies)
 - iii. Ground control (taxi instructions)
 - iv. Tower (VFR flight plan activation)
 - v. Departure control
- b. Controlled airport – Arrival
 - i. ATIS
 -
 - ii. Approach control (tower)
 - iii. VFR flight plan closure
 - iv. Ground Control (taxi instructions)
- c. Non-controlled airport – Departure
 - i. AWOS
 - ii. CTAF / Unicom (pre-taxi communication, pre-takeoff communication)
 - iii. Proceeding on course
 - iv. VFR Activation with FSS
 -
- d. Non-controlled airport – Arrival
 - i. AWOS
 - ii. CTAF / Unicom (airport advisory, pre-pattern communication, pattern communication, base communication, clearing runway communication)

	<p>— iii. VFR flight plan closure with FSS via radio or telephone</p> <p>Federal Aviation Regulations (FARs) 28) Demonstrate understanding and be able to explain important FARs that relate to Private Pilot operations included in the following, citing specific text and wording from the regulations: a. FAR Part 1 b. FAR Part 21 c. FAR Part 39 d. FAR Part 43 e. FAR Part 61 f. FAR Part 71 g. FAR Part 91 h. NTSB Part 830</p> <p>Articulate why these regulations are necessary and analyze how the FAA has structured the FARs in order to quickly retrieve such information in the future.</p> <p>Judgment Training 29) Continue to explore and demonstrate understanding of proper techniques for improving pilot judgment and decision-making skills in every aspect of the pre-flight, in-flight, and post-flight stages.</p> <p>FAA Private Pilot Written Exam Preparation <i>Note on the FAA Private Pilot Exam: Throughout all three courses in the Aviation Flight program of study, students will be exposed to the FAA Private Pilot written exam questions based on the material being covered. Upon completion of this course, students may qualify to sit for the exam at the discretion of the instructor, and based upon performance on a practice exam as indicated below.</i></p> <p>30) Students will demonstrate mastery of corresponding course content for the FAA Private Pilot written exam when achieving a score of 80% on a practice 60-question exam.</p>

ACADEMIC STANDARDS

Name of Course	Aviation 2 Advanced Flight C20H18
Course Level	3
District Name	Elizabethton City School
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from C20H18, an already existing course	<p>Aviation Safety</p> <p>1) Apply the safety concepts learned in previous classes to develop several detailed plans to potential problems faced in flight. To guide the planning, students should ask and then answer the question, "What would I do if.....?" in response to problems such as, but not limited to:</p> <ul style="list-style-type: none"> a. Aircraft door pops open just after lift off b. Engine fails at 100 feet AGL on takeoff c. Engine fails at 500 feet AGL on takeoff d. Oil on windshield on climb out e. Fuel being siphoned out of fuel tank on climb out due to an unsecured fuel cap f. Cabin fire g. Engine fire h. Minimum fuel situation i. Deteriorating weather j. Sick or unruly passenger <p>2) Demonstrate understanding of the five hazardous thoughts and associated antidotes to each of the following:</p> <ul style="list-style-type: none"> a. Anti-authority b. Impulsivity c. Invulnerability d. Macho e. Resignation <p>Students will determine if they have one or more of these hazardous thoughts and explain what they do to realize when their decisions may be influenced by a hazardous thought. Students should also explain how they will counteract this thought in order to remain as safe as possible.</p> <p>Careers in Aviation</p> <ul style="list-style-type: none"> — 3) Demonstrate understanding and be able to explain the privileges and FAA requirements for each of the following pilot certificates and ratings: <ul style="list-style-type: none"> a. Certificates <ul style="list-style-type: none"> i. Sport ii. Private iii. Commercial

- iv. Airline Transport Pilot (ATP)

- b. Ratings
 - i. Instrument
 - ii. Sea Plane
 - iii. Multi engine
 - iv. Glider

- c. License (Mechanic)
 - i. Airframe
 - ii. Power Plant

Systems Problem Solving

4) Describe the functions and characteristics of an airplane's aileron, elevator, and rudder, including the trim system if appropriate. Troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Frozen or stuck ailerons

- b. Frozen or stuck elevators

- c. Frozen or stuck rudder

- d. Taking off with a control lock still in place

- e. Aileron, elevator, or rudder hooked up backwards

5) Describe the functions and characteristics of an airplane's power plant, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Partial engine failure

- b. Complete engine failure

- c. Low oil pressure

- d. High oil and/or cylinder head temperature

6) Describe the functions and characteristics of an airplane's instrument systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Blocked pitot system

- b. Blocked static system

- c. Failed vacuum pump

- d. Failed flight gyros

- e. Two-way communications failure

7) Describe the functions and characteristics of an airplane's fuel systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including but not limited to:

- a. Low fuel

- b. Vapor lock

- c. Contaminated fuel

8) Describe the functions and characteristics of an airplane's electrical systems, and troubleshoot system problems to safely land aircraft in a variety of situations, including, but not limited to:

- a. Alternator/generator failure

- b. Alternator/generator overcharging

- c. Electrical fire

- d. Popped circuit breaker(s)

- e. Runaway electric trim

- f. Electrical smoke

Advanced Aerodynamics and Physics of Flight

- 9) Research, understand, and be able to explain the aerodynamics force that affect an aircraft on the ground and in flight. Anticipate, prevent, and recommend actions to recover from unsafe flight conditions such as, but not limited to:
- Becoming airborne at too slow an airspeed in ground effect
 - Aircraft stalling at an unsafe altitude
 - Aircraft spin
 - High density altitude airport operations

10) Explain the effects of high-density altitudes on aircraft takeoff distances, aircraft rate of climb, aircraft angle of climb, Indicated Airspeed (IAS) versus True Airspeed (TAS), and landing distances.

Trends and Emerging Technologies

11) Drawing on industry magazines, scholarly research, and news media, explore in an informational essay the chief features, advantages, and disadvantages of emerging aviation technologies, such as unmanned aerial vehicles (UAVs) and mobile technologies gaining prominence in aviation fields. Discuss how these technologies work, how they have impacted (or are expected to impact) the aviation industry, and their impact on aircraft safety.

Emergency Procedures

In order to demonstrate mastery of the following standards students must: (a) be able to determine that there is a problem or failure, (b) determine the problem or failure, (c) properly recall the appropriate emergency procedure memory checklist, (d) refer to the appropriate written emergency checklist, (e) determine the best plan to deal safely with the problem or failure, (f) and how to safely land the aircraft. Moreover, students must be able to realize there may be multiple problems or failures that can occur at one time; they must be able to develop a plan of action that will deal with the failures while safely flying the aircraft.

12) Demonstrate the ability to follow an emergency procedure for a low fuel situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

13) Demonstrate the ability to follow an emergency procedure for an aircraft fire situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

14) Demonstrate the ability to follow an emergency procedure for a medical emergency situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

15) Demonstrate the ability to follow an emergency procedure for a deteriorating weather situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

16) Demonstrate the ability to follow an emergency procedure for a two-way radio failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

17) Demonstrate the ability to follow an emergency procedure for a partial or complete engine failure situation. Read, recite, and complete the appropriate memory and non-memory checklists in front of peers or in a mock emergency situation while safely flying the aircraft.

Problems with Aircraft Performance and Weight & Balance

18) Consult the manufacturer's approved limits for an aircraft's center of gravity. Explain the associated problems when the aircraft's center of gravity is forward or aft of the approved limits. Given a designated degree of imbalance, determine and demonstrate in a mock setting how to move passengers and/or cargo to bring the center of gravity within the manufacturer's approved takeoff CG envelope. Correctly use a moment index to plot these changes on a loading graph to aid in the demonstration, attending to appropriate units, quantities, and terminology.

19) Consult the manufacturer's approved maximum takeoff weight. Explain the associated problems when the aircraft's takeoff weight is greater than approved by the manufacturer. Calculate the proper reduction in weight for various combinations of passengers and cargo; be "able and willing" to reduce the payload as needed to bring the aircraft within the manufacturer's approved takeoff weight.

Cross-Country Planning

20) Determine the different factors involved in planning the best route on each leg of a cross-country flight. For each factor, describe why it should be considered when determining the route, citing, by contrast, what could go wrong if the factor was not considered. Examples include the following:

- a. Shortest distance
- b. Lowest terrain
- c. Best emergency landing options
- d. Smoothest air

21) Determine the different factors involved in calculating the best altitude to fly on each leg of a cross-country flight. Factors may include the following:

- a. VFR – Easterly heading (odd thousand + 500') or Westerly heading (even thousand + 500')
- b. IFR – Easterly heading (odd thousand) or Westerly heading (even thousand) (below FL 290)
- c. Distance between departure airport and destination airport
- d. Headwind/tailwind components at different altitudes
- e. Terrain features
- f. Emergency landing options
- g. Smoothest air
- h. Pressurized versus non-pressurized aircraft

Given a specific route, calculate optimum altitude for all stages of a cross-country flight, incorporating consideration of the factors identified above and relying on sectional and world aeronautical charts, aircraft specifications, and other resources to make proper determinations.

22) Given a specific flight route, determine the headwind/tailwind component on each leg of a cross-country flight. Specifically,

- a. Determine forecast winds aloft for each leg
- b. Determine best altitude for each leg
- c. Determine headwind/tailwind component for each leg

23) Given a specific flight route, determine the estimated groundspeed on each leg of a cross-country flight. Specifically,

- a. Determine altitude
- b. Determine true airspeed (TAS)
- c. Determine headwind/tailwind component
- d. Determine crosswind component
- e. Determine estimated groundspeed (GS)

24) Given a specific flight route, determine the estimated magnetic heading required for each leg of a cross-country flight. Specifically,

- a. Determine True Course (TC) / Magnetic Course (MC)
- b. Determine crosswind component
- c. Determine True Heading (TH)
- d. Determine amount of variation; show how to add variation if it is a Westerly variation and subtract variation if it is an Easterly variation
- e. Determine Magnetic Heading (MH)

25) Citing relevant examples and supporting texts, explain to both a lay audience and a technical audience the concept of estimated time enroute (ETE) and the effect of flying through different time zones. For a given scenario, determine and communicate departure and arrival times in local times and GMT.

26) Correctly simulate how to complete, file, activate, and close or cancel a VFR flight plan, following proper procedures and determining the information requested in each box of the flight plan.

27) Research, role play, communicate, and write about the factors involved in correctly departing from and arriving at an airport. For each of the following, consult and cite the Airman's Information Manual and FAA guidelines when modeling the behaviors necessary for successful takeoff and landing, including communications with ground control, air traffic control, any passengers, and relevant superiors, peers, and authorities:

- a. Controlled airport – Departure
 - i. ATIS
 - ii. Clearance delivery (assigned headings, altitudes, transponder codes, departure frequencies)
 - iii. Ground control (taxi instructions)
 - iv. Tower (VFR flight plan activation)
 - v. Departure control
- b. Controlled airport – Arrival
 - i. ATIS
 -
 - ii. Approach control (tower)
 - iii. VFR flight plan closure
 - iv. Ground Control (taxi instructions)
- c. Non-controlled airport – Departure
 - i. AWOS
 - ii. CTAF / Unicom (pre-taxi communication, pre-takeoff communication)
 - iii. Proceeding on course
 - iv. VFR Activation with FSS
 -
- d. Non-controlled airport – Arrival
 - i. AWOS
 - ii. CTAF / Unicom (airport advisory, pre-pattern communication, pattern communication, base communication, clearing runway communication)

	<p>— iii. VFR flight plan closure with FSS via radio or telephone</p> <p>Federal Aviation Regulations (FARs) 28) Demonstrate understanding and be able to explain important FARs that relate to Private Pilot operations included in the following, citing specific text and wording from the regulations: a. FAR Part 1 b. FAR Part 21 c. FAR Part 39 d. FAR Part 43 e. FAR Part 61 f. FAR Part 71 g. FAR Part 91 h. NTSB Part 830</p> <p>Articulate why these regulations are necessary and analyze how the FAA has structured the FARs in order to quickly retrieve such information in the future.</p> <p>Judgment Training 29) Continue to explore and demonstrate understanding of proper techniques for improving pilot judgment and decision-making skills in every aspect of the pre-flight, in-flight, and post-flight stages.</p> <p>FAA Private Pilot Written Exam Preparation <i>Note on the FAA Private Pilot Exam: Throughout all three courses in the Aviation Flight program of study, students will be exposed to the FAA Private Pilot written exam questions based on the material being covered. Upon completion of this course, students may qualify to sit for the exam at the discretion of the instructor, and based upon performance on a practice exam as indicated below.</i></p> <p>30) Students will demonstrate mastery of corresponding course content for the FAA Private Pilot written exam when achieving a score of 80% on a practice 60-question exam.</p>

ACADEMIC STANDARDS

Name of Course	Flight Simulator Lab (FMX) Y20H14
Course Level	4
District Name	Elizabethton City Schools
Subject Area	POS for Aviation Flight Previously we kept the first 3 courses the same as state recommended and just added a variation of Level 4

List all academic standards that apply to this single course.

Code	Content Standard
Standards are taken straight from previously SPOS class Y20H14	<p><u>Career Planning</u></p> <p><u>1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:</u></p> <p><u>2) Analyze the requirements and qualifications for various aviation job postings identified from specific company websites or online metasearch engines. Gather information from multiple sources, such as sample resumes, interviews with professionals, and job boards, to determine effective strategies for realizing career goals. Create a personal resume modeled after elements based on the findings above, then complete an authentic job application as part of a career search or work-based learning experience.</u></p> <p><u>Professional Pilot Responsibilities</u></p> <p><u>3) Investigate current issues surrounding the use of airline safety. Know and understand the FAA Regulations.</u></p>

	<p><u>4) The students will learn about the infrastructure supporting aviation, i.e. airports, aviation organizations, and types of aircraft. This course will cover specific issues such as aviation weather and the threats weather pose to flight activities.</u></p> <p><u>5) Perform practical projects as assigned by the instructor for additional training in areas of deficiency and for the purpose of demonstrating the Core Competencies as defined by the FAA Practical Test Standards.</u></p> <p><u>6) Demonstrate awareness of work skills and practices relative to the Aviation Maintenance industry.</u></p> <p><u>7) Demonstration of adequate improvement in areas of weakness through selective exit testing, by written, oral, and practical methods.</u></p> <p><u>Pilot Practicum Hours</u></p> <p><u>8) The student will be able to log in hours either on the Redbird FMS Simulator or at our local airport in a propeller driven plane.</u></p> <p><u>Portfolio</u></p> <p><u>9) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the design process, as outlined by the instructor.</u></p>

Aviation Job Market Data 2/5/23

Workforce Region(s): Statewide Data - All Districts

Cluster	Pathway	Occupation	Annual Ope...	↓ Media...	Projected Yearly Average Changes	Job Zo...	
Q	Q	Q	Q	Q	Q	Q	
Transportation, Distribution & L...	Transportati...	Commercial Pilots	48	\$102,388	44	11%	3
Transportation, Distribution & L...	Transportati...	Airline Pilots, Copilots, and Flig...	28	\$99,751	3	1%	4
Transportation, Distribution & L...	Logistics PI...	Transportation, Storage, and Di...	378	\$82,028	436	11%	4
Transportation, Distribution & L...	Logistics PI...	Logisticians	307	\$61,225	265	9%	4
Transportation, Distribution & L...	Facility and ...	Avionics Technicians	7	\$59,892	-21	-15%	3
Transportation, Distribution & L...	Facility and ...	Aircraft Mechanics and Service ...	100	\$58,804	-106	-8%	3
Transportation, Distribution & L...	Transportati...	Bridge and Lock Tenders	6	\$57,100	-5	-8%	2
Transportation, Distribution & L...	Transportati...	Tank Car, Truck, and Ship Load...	26	\$54,678	**	**	2
Transportation, Distribution & L...	Transportati...	Captains, Mates, and Pilots of ...	74	\$51,768	-24	-3%	3

Workforce Region(s): Statewide Data - All Districts



Search...

Cluster	Associated career cluster	Occupation	Annual Ope...	Median ...	Projected New...	↓ Gr...	Job Zo...
🔍	🔍	🔍	🔍	🔍	🔍	🔍	🔍
Transportation, Distribution & L...	Transportati...	Taxi Drivers and Chauffeurs	756	***	1,383	28%	2
Transportation, Distribution & L...	Sales and S...	Billing and Posting Clerks	1,680	\$36,310	2,080	17%	3
Transportation, Distribution & L...	Transportati...	Industrial Truck and Tractor Op...	2,380	\$34,367	2,639	15%	2
Transportation, Distribution & L...	Transportati...	Laborers and Freight, Stock, an...	15,525	\$30,261	11,939	12%	2
Transportation, Distribution & L...	Transportati...	Heavy and Tractor-Trailer Truck ...	9,175	\$46,972	8,366	12%	2
Transportation, Distribution & L...	Transportati...	Light Truck Drivers	2,684	\$35,885	2,480	12%	2
Transportation, Distribution & L...	Logistics PI...	Transportation, Storage, and Di...	378	\$82,028	436	11%	4
Transportation, Distribution & L...	Transportati...	Commercial Pilots	48	\$102,388	44	11%	3
Transportation, Distribution & L...	Logistics PI...	Dispatchers, Except Police, Fire,...	570	\$37,172	534	10%	2
Transportation, Distribution & L...	Transportati...	Bus Drivers, Transit and Intercity	445	***	305	10%	2
Transportation, Distribution & L...	Sales and S...	Cargo and Freight Agents	110	\$39,918	103	10%	2

Information Technology Job Market Data

Workforce Region(s): Statewide Data - All Districts



Search...

Cluster	Pathway	Occupation	↓ Annual O...	Median ...	Projected New...	Growt...	Projected perce
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Information Technology	Information ...	Computer User Support Special...	1,027	***	1,593	16%	3
Information Technology	Programmin...	Computer Systems Analysts	904	***	1,186	12%	4
Information Technology	Programmin...	Software Developers, Applicatio...	677	***	1,746	28%	4
Information Technology	Programmin...	Software Developers, Systems ...	521	***	1,239	25%	4
Information Technology	Network Sy...	Network and Computer System...	437	***	391	7%	4
Information Technology	Information ...	Computer Occupations, All Other	420	***	463	9%	4
Information Technology	Network Sy...	Computer Network Support Spe...	360	***	534	15%	4
Information Technology	Programmin...	Computer Programmers	291	***	-169	-4%	4
Information Technology	Network Sy...	Information Security Analysts	198	***	566	33%	4
Information Technology	Web and Di...	Web Developers	194	***	311	16%	3
Information Technology	Network Sy...	Computer Network Architects	193	***	288	13%	4

Workforce Region(s): Statewide Data - All Districts



Search...

Cluster	Pathway	Occupation	Standard occupation title	Median ...	↓ Projected N...	Growt...	Job Zo...
Information Technology	Programmin...	Software Developers, Applicatio...	677	***	1,746	28%	4
Information Technology	Information ...	Computer User Support Special...	1,027	***	1,593	16%	3
Information Technology	Programmin...	Software Developers, Systems ...	521	***	1,239	25%	4
Information Technology	Programmin...	Computer Systems Analysts	904	***	1,186	12%	4
Information Technology	Network Sy...	Information Security Analysts	198	***	566	33%	4
Information Technology	Network Sy...	Computer Network Support Spe...	360	***	534	15%	4
Information Technology	Information ...	Computer Occupations, All Other	420	***	463	9%	4
Information Technology	Network Sy...	Network and Computer System...	437	***	391	7%	4
Information Technology	Web and Di...	Web Developers	194	***	311	16%	3
Information Technology	Network Sy...	Computer Network Architects	193	***	288	13%	4



SCHEDULED SERVICE AGREEMENT

Trane Office

Trane U.S. Inc.
10384 Wallace Alley Street
Kingsport, TN 37663

Trane Representative

Glen Johnson
Cell: (423) 202-6448
Office: (423) 224-1150

Proposal ID

7215171

Service Contract Number**Contact Telephone Number for
Service****Company Name**

Elizabethton City Schools
804 SOUTH WATAUGA AVENUE
Elizabethton, TN 37643-3764
U.S.A.
Richie Burrow

Sites Included:

Central Office ECS
Elizabethton High School
Harold McCormick Elementary
TA Dugger

January 30, 2023



EXECUTIVE SUMMARY

This **Scheduled Service Agreement** from Trane offers an exclusive approach to planned maintenance: It is grounded in worldwide expertise. Delivered locally by our own factory-trained technicians. And provided according to *your* needs.

Under this service agreement, Trane will schedule and manage preventative maintenance and provide repair coverage to help you minimize unplanned downtime and avoid unexpected expenses.

As an HVAC service provider, Trane offers many advantages:

- Confidence that your HVAC equipment is being serviced according to OEM best practices
- Priority service available 24-hours a day
- Advanced diagnostic technologies allow our technicians to analyze system performance comprehensively

Protect your bottom line. Proper maintenance can save an estimated 12 to 18 percent of your budget compared to a run-to-fail approach. This service agreement will help you capture those savings. (*FEMP O&M Guide 2010*)

ADDITIONAL SUPPORT

Environmental Practices	Consistent Processes	Safety	Assigned Team
Trane procedures for handling refrigerant are compliant with federal and state regulations.	All Trane technicians follow documented processes ensuring uniform service delivery.	Trane incident rates (OSHA) are consistently 50 to 70 percent below industry averages.	You will have a consistent group of Trane employees dedicated to your account.



WHY TRANE? WE FOCUS ON BETTER BUILDINGS.

When it comes to service effectiveness, experience matters. No other provider has more experience than Trane.

- 100+ years of system and equipment experience
- 35+ years in building automation systems (BAS)
- 20+ years in energy services



SCOPE OF SERVICES — STANDARD INCLUSIONS

ANY HVAC SYSTEM IS ONLY AS STRONG AS ITS INDIVIDUAL MECHANICAL COMPONENTS

This service agreement with Trane protects and enhances full system functionality by ensuring that components are well maintained and functioning to OEM standards, and it is tailored to your needs. The following are the standard inclusions of your service agreement:

ON-SITE SCHEDULED MAINTENANCE

Factory authorized Trane service technicians perform all periodic maintenance, following OEM standards, to keep HVAC and BAS equipment running optimally and prevent unplanned downtime. Trane assumes all responsibilities for planning, scheduling and managing routine maintenance on Trane HVAC equipment and other brands.

Implementation:

- Technician visits are scheduled in advance through one assigned maintenance team for all HVAC equipment brands
- On-site service is completed during normal business hours
- Receive consistent service outcomes through proprietary maintenance procedures



TRANE LABORATORY ANALYSIS

Trane Laboratory Analysis tests system fluids for contaminants and other physical characteristics and trends. Conditions indicating sub-optimal HVAC system performance are identified before issues become critical.

Implementation:

- Samples collected by Trane technicians during maintenance as stated in this agreement
- Laboratory analysis of oil, absorption solutions and refrigerants
- Identify long-term equipment performance trends and avoid equipment failures



REFRIGERANT MANAGEMENT

The US Environmental Protection Agency (EPA) has placed in effect more stringent regulations on refrigerant management and reporting in 2020 in addition to mandated leak inspections on certain appliances that exceed the leak rate threshold. Section 608 of the Clean Air Act prohibits the knowing release/venting of refrigerant during the maintenance, service, repair, or disposal of air-conditioning and refrigeration equipment. The EPA requires proper refrigerant management practices and documentation by owners and operators of refrigeration and air-conditioning systems, all servicing technicians, and others. ***The Clean Air Act requires owners to maintain records of refrigerant usage and leak rates for each air-conditioning or refrigeration appliance with refrigerant charge greater than 50 lbs. With recent definition changes from the EPA, each independent circuit is considered a separate appliance. These records must be maintained for 3 years and be directly accessible if audited by the EPA. This brief summary of Section 608 of the Clean Air Act is provided for informational purposes only and is not for the purpose of providing legal advice. You should contact your attorney to obtain advice with respect to the application of Section 608 of the Clean Air Act to your business.***



All Trane Technicians are Universally certified (the highest level possible) to service, manage, and document your refrigerant and are knowledgeable of applicable law and time constraints to repair leaks. Trane Technicians track all refrigerant in all equipment serviced regardless of appliance size (supports accurate fugitive emissions reporting where applicable).

When a customer has all their refrigerant work performed by a Trane technician - Trane Refrigerant Management software maintains complete record of refrigerant transactions and appliance leak rates. Refrigerant reports provided by Trane will contain the information to satisfy EPA record keeping requirements.

Advantages:

- Real time reporting of refrigerant leak rate informs proactive decisions
- Stay in compliance with state and federal regulations
- Provide acceptable and comprehensive documentation to authorities during audits
- Maintain company environmental standards and provides data for managing any reporting needs
- Detect potential refrigerant leaks before equipment damage occurs
- Technicians are trained to report all refrigerant handling which can aid in fugitive emissions reporting, not just for 50 lbs.+ appliances

Implementation:

- Technicians collect refrigerant information for covered equipment during onsite visits
- Refrigerant data and technician activity are entered into the Trane Refrigerant Management System
- Refrigerant Usage Reports are generated according to your needs

Tiered Service Offerings to better support your needs:

1. Trane's Standard EP Compliant S/A
 - a. Trane Technicians will provide applicable EPA documentation when required by the service activity performed
2. Trane's EPA Compliant Reporting S/A
 - a. In addition to the Standard Offering, the local Trane office will run quarterly reports that will be extended to the customer to help inform them of EPA mandated leak inspections that may be required on their equipment and the corresponding anniversary date(s) that those inspection(s) need to be completed.
3. Trane's Premium EPA Compliance S/A
 - a. In addition to the Standard and Reporting Offerings, labor to perform those leak inspections is also included.
 - b. Customer will have access to form letters and information assistance for reporting situations encountered during coverage.



HVAC EQUIPMENT COVERAGE

Central Office ECS

The following "Covered Equipment" will be serviced at Central Office ECS:

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
Boilers - Generic	1	RBI	1H5M 20001	03D123105	

Description

Boiler Annual Maintenance (Service 2)

Quantity Per Term

1

Elizabethton High School

The following "Covered Equipment" will be serviced at Elizabethton High School:

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
Scroll and Reciprocating Liquid Chillers	1	Trane	RTAC1554UF	U03E00280	
Scroll and Reciprocating Liquid Chillers	1	Trane	RTAC1554UF	U03E00281	

Description

RTAC Annual (Solution Coil Cleaning) (Service 5)

RTAC Quarterly Inspection (Service 6)

Quantity Per Term

1

2

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
Boilers - Generic	1	A O Smith Corporation	200GW650	200C0161901	AO SMITH BOILER
Boilers - Generic	1	Lochinvar	CPN0502	K14H00272356	POOL BOILER (START-UP 3-3-15)
Boilers - Generic	1	Raypak Boilers	H6-4001	NOS-3530052	BOILER 1
Boilers - Generic	1	Raypak Boilers	H6-4001	NOS-3841002	BOILER 2

Description

Boiler Annual Maintenance (Service 2)

Quantity Per Term

1

Harold McCormick Elementary

The following "Covered Equipment" will be serviced at Harold McCormick Elementary:

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
70-125 Ton Compressor Chiller - Series R (not current)	1	Trane	RTUA100AYE	U99G00291	



Description	Quantity Per Term
RTUA Annual (Service 7)	1
RTUA Quarterly Inspection (Service 8)	1

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
Boilers - Generic	1	Lochinvar	FBN2001	164310373332 0	BOILER

Description	Quantity Per Term
Boiler Annual Inspection (Lochinvar) (Service 1)	1

TA Dugger

The following "Covered Equipment" will be serviced at TA Dugger:

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
70-125 Ton Air-Cooled Chiller - Series R(TM)	1	Trane	RTAA125AYJ	U98F01173	CHILLER

Description	Quantity Per Term
RTAA Annual (Solution Coil Cleaning) (Service 3)	1
RTAA Quarterly Inspection (Service 4)	2

Equipment	Qty	Manufacturer	Model Number	Serial Number	Asset Tag
Boilers - Generic	1	Lochinvar	SBN1300	H13H00253071	BOILER #1
Boilers - Generic	1	Lochinvar	SBN1300	H13H00253072	BOILER #2

Description	Quantity Per Term
Boiler Annual Inspection (Lochinvar) (Service 1)	1



SYSTEMS COVERAGE

TRANE INTELLIGENT SERVICES COVERAGE		
OFFERING	BUILDING	COVERAGE
Predictive Services	Building Name	<u>Systems:</u> AHU, Chilled Water
Cooling Contingency Planning	Building Name	<u>Meters:</u> AHU, Chilled Water
Active Monitoring	Building Name	<u>Number of Points:</u> 100
<insert>	<insert>	<u><insert></u> <insert>



SITE COVERAGE

Central Office ECS	804 S Watauga Ave, Elizabethton, TN 37643, United States
Elizabethton High School	907 Jason Witten Way, Elizabethton, TN 37643, United States
Harold McCormick Elementary	226 S Cedar Ave, Elizabethton, TN 37643, United States
TA Dugger	306 W E St, Elizabethton, TN 37643, United States



PRICING AND ACCEPTANCE

Richie Burrow
 Director of Facilities
 Elizabethton City Schools
 804 SOUTH WATAUGA AVENUE
 Elizabethton, TN 37643-3764 U.S.A.

Trane Service Agreement

This Service Agreement consists of the pages beginning with the title page entitled “Scheduled Service Agreement,” the consecutively numbered pages immediately following such title page, and includes and ends with the Trane Terms and Conditions (Service) (collectively, the “Service Agreement” or “Agreement”). Trane agrees to inspect and maintain the Covered Equipment according to the terms of this Service Agreement, including the “Terms and Conditions,” and “Scope of Services” sections. Trane agrees to give preferential service to Service Agreement Customer over non-contract customers.

Service Fee

As the fee(s) (the “Service Fee(s)”) for the inspection and maintenance services described in the Scope of Services section with respect to the Covered Equipment, Customer agrees to pay to Trane the following amounts, plus applicable tax, as and when due.

Contract Year	Annual Amount - All Sites USD	Payment USD	Payment Term
Year 1	17,818.32	17,818.32	Annual

Service Fee Discount. A one-time 3.00 % discount is offered for full payment of 1 year(s) in advance of the commencement of the Service Agreement. Invoice would be issued at start of the Agreement and is due net 15 days from date of invoice. The discount would be 534.55 USD if this option is selected. Tax will be calculated based upon the pre-discounted price. This Service Fee discount is for advance payment only under the terms stated in this section and is not applicable to credit card transactions. Please check the box to select this discount option.

In addition to any other amounts then due hereunder, if this Agreement is terminated or cancelled prior to its scheduled expiration, Customer shall pay to Company the balance of any amounts billed to but unpaid by Customer and, if a “Service Project” is included in the Agreement, the Cancellation Fee set forth in “Exhibit A” Cancellation Schedule attached hereto and incorporated herein, which Cancellation Fee represents unbilled labor, non-labor expenses and parts materials and components. Subject only to a prior written agreement signed by Trane, payment is due upon receipt of invoice in accordance with Section 4 of the attached Terms and Conditions.

Term

The Initial Term of this Service Agreement is 1 year, beginning April 1, 2023. However, Trane’s obligation under this Agreement will not begin until authorized representatives of Trane and Customer have both signed this Agreement in the spaces provided below.

Following expiration of the initial term on March 31, 2024, this Agreement shall renew automatically for successive periods of 1 year (the “Renewal Term”) until terminated as provided herein. If you do not want to renew this Agreement for the Renewal Term, please notify Trane by telephone or by U.S. mail prior to the expiration date set forth in the preceding sentence. If any questions arise regarding this Service Agreement or how to cancel this Agreement, Trane can be reached either by telephone at or by direct mail addressed to: 10384 Wallace Alley Street Kingsport, TN 37663.

Renewal Pricing Adjustment

The Service Fees for an impending Renewal Term shall be the current Service Fees (defined as the Service Fees for the initial Term or Renewal Term immediately preceding the impending Renewal Term) annually adjusted based on



changes to the cost of service. The Service Fees for an impending Renewal Term shall be set forth in the service renewal letter furnished to Customer.

Cancellation by Customer Prior to Services; Refund

If Customer cancels this Agreement within (a) thirty (30) days of the date this Agreement was mailed to Customer or (b) twenty (20) days of the date this Agreement was delivered to Customer, if it was delivered at the time of sale, and if no Services have been provided by Company under this Agreement, the Agreement will be void and Company will refund to Customer, or credit Customer’s account, the full Service Fee of this Agreement that Customer paid to Company, if any. A ten percent (10%) penalty per month will be added to a refund that is due but is not paid or credited within forty-five (45) days after return of this Agreement to Company. Customer’s right to cancel this Agreement only applies to the original owner of this Agreement and only if no Services have been provided by Company under this Agreement prior to its return to Company.

Cancellation by Company

This Agreement may be cancelled during the Initial Term or, if applicable, a Renewal Term for any reason or no reason, upon written notice from Company to Customer no later than 30 days prior to the scheduled expiration date and Company will refund to Customer, or credit Customer’s account, that part of the Service Fee attributable to Services not performed by Company. Customer shall remain liable for and shall pay to Company all amounts due for Services provided by Company and not yet paid.

COVID-19 National Emergency Clause

The parties agree that they are entering into this Agreement while the nation is in the midst of a national emergency due to the Covid-19 pandemic (“Covid-19 Pandemic”). With the continued existence of Covid-19 Pandemic and the evolving guidelines and executive orders, it is difficult to determine the impact of the Covid-19 Pandemic on Trane’s performance under this Agreement. Consequently, the parties agree as follows:

1. Each party shall use commercially reasonable efforts to perform its obligations under the Agreement and to meet the schedule and completion dates, subject to provisions below;
2. Each party will abide by any federal, state (US), provincial (Canada) or local orders, directives, or advisories regarding the Covid-19 Pandemic with respect to its performance of its obligations under this Agreement and each shall have the sole discretion in determining the appropriate and responsible actions such party shall undertake to so abide or to safeguard its employees, subcontractors, agents and suppliers;
3. Each party shall use commercially reasonable efforts to keep the other party informed of pertinent updates or developments regarding its obligations as the Covid-19 Pandemic situation evolves; and
4. If Trane’s performance is delayed or suspended as a result of the Covid-19 Pandemic, Trane shall be entitled to an equitable adjustment to the project schedule and/or the contract price.

This Agreement is subject to Customer’s acceptance of the attached Trane Terms and Conditions (Service).

CUSTOMER ACCEPTANCE	TRANE ACCEPTANCE Trane U.S. Inc.
_____	_____
Authorized Representative	Submitted By: Glen Johnson
_____	Proposal Date: January 30, 2023
Printed Name	Cell: (423) 202-6448
_____	Office: (423) 224-1150
Title	License Number:
_____	_____
Purchase Order	Authorized Representative
_____	_____
	Title



Acceptance Date	_____ Signature Date
-----------------	-------------------------

The Initial Term of this Service Agreement is 1 year, beginning April 1, 2023.
Total Contract Amount: \$17,818.32 USD.



TERMS AND CONDITIONS

“Company” shall mean Trane U.S. Inc..

1. Agreement. These terms and conditions (“Terms”) are an integral part of Company’s offer and form the basis of any agreement (the “Agreement”) resulting from Company’s proposal (the “Proposal”) for the following commercial services as stated in the Proposal (collectively, the “Services”): inspection, maintenance and repair (the “Maintenance Services”) on equipment (the “Covered Equipment”), specified Additional Work (if any), and, if included in the Proposal, Intelligent Services, Energy Assessment, and any other services using remote connectivity (collectively and individually referred to in these Terms as “Intelligent Services”). **COMPANY’S TERMS ARE SUBJECT TO PERIODIC CHANGE OR AMENDMENT.**

2. Connected Services. In addition to these terms and conditions, the Connected Services Terms of Service (“Connected Services Terms”), available at <https://www.trane.com/TraneConnectedServicesTerms>, as updated from time to time, are incorporated herein by reference and shall apply to the extent that Company provides Customer with Connected Services, as defined in the Connected Services Terms.

3. Acceptance. The Proposal is subject to acceptance in writing by the party to whom this offer is made or an authorized agent (“Customer”) delivered to Company within 30 days from the date of the Proposal. If Customer accepts the Proposal by placing an order, without the addition of any other terms and conditions of sale or any other modification, Customer’s order shall be deemed acceptance of the Proposal subject to these Terms and Conditions. If Customer’s order is expressly conditioned upon Company’s acceptance or assent to terms and/or conditions other than those expressed herein, return of such order by Company with Company’s Terms and Conditions attached or referenced serves as Company’s notice of objection to Customer’s terms and as Company’s counteroffer to perform in accordance with the Proposal and Company Terms and Conditions. If Customer does not reject or object in writing to Company within 10 days, Company’s counteroffer will be deemed accepted. Customer’s acceptance of performance by Company will in any event constitute an acceptance by Customer of Company’s Terms and Conditions. This Agreement is subject to credit approval by Company. Upon disapproval of credit, Company may delay or suspend performance or, at its option, renegotiate prices and/or Terms and Conditions with Customer. If Company and Customer are unable to agree on such revisions, this Agreement shall be cancelled without any liability, other than Customer’s obligation to pay for Services provided by Company to the date of cancellation.

4. Fees and Taxes. Fees for the Services (the “Service Fees”) are as set forth in the Proposal. Except as otherwise stated in the Proposal, Service Fees are based on performance during regular business hours. Charges for performance outside Company’s normal business hours shall be billed separately according to the then prevailing overtime or emergency labor/labour rates. In addition to the stated Service Fees, Customer shall pay all taxes not legally required to be paid by Company or, alternatively, shall provide Company with an acceptable tax exemption certificate.

5. Payment. Payment is due upon receipt of Company’s invoice. Service Fees shall be paid no less frequently than quarterly and in advance of performance of the Services. Company reserves the right to add to any account outstanding for more than 30 days a service charge equal to the lesser of the maximum allowable legal interest rate or 1.5% of the principal amount due at the end of each month. Without liability to Customer, Company may discontinue performance whenever payment is overdue. Customer shall pay all costs (including attorneys’ fees) incurred by Company in attempting to collect amounts due or otherwise enforcing this Agreement.

6. Customer Breach. Each of the following constitutes a breach by Customer and shall give Company the right, without an election of remedies, to suspend performance or terminate this Agreement by delivery of written notice declaring termination. Upon termination, Customer shall be liable to the Company for all Services furnished to date and all damages sustained by Company (including lost profit and overhead): (a) Any failure by Customer to pay amounts when due; (b) any general assignment by Customer for the benefit of its creditors, Customer’s bankruptcy, insolvency, or receivership; (c) Any representation or warranty furnished by Customer in connection with this Agreement is false or misleading in any material respect when made; or (d) Any failure by Customer to perform or comply with any material provision of this Agreement.

7. Performance. Company shall perform the Services in accordance with industry standards generally applicable in the state or province where the Services are performed under similar circumstances when Company performs the Services. Company may refuse to perform where working conditions could endanger property or put people at risk. Unless otherwise agreed by Customer and Company, at Customer’s expense and before the Services begin, Customer will provide any necessary access platforms, catwalks to safely perform the Services in compliance with OSHA, state, or provincial industrial safety regulations or any other applicable industrial safety standards or guidelines. This Agreement presupposes that all major pieces of Covered Equipment are in proper operating condition as of the date hereof. Services furnished are premised on the Covered Equipment being in a maintainable condition. In no event shall Company have any obligation to replace Covered Equipment that is no longer maintainable. During the first 30 days of this Agreement, or upon initial inspection, and/or upon seasonal start-up (if included in the Services), if an inspection by Company of Covered Equipment indicates repairs or replacement is required, Company will provide a written quotation for such repairs or replacement. If Customer does not authorize such repairs or replacement, Company may remove the unacceptable equipment from the Covered Equipment and adjust the Service Fees accordingly. Customer authorizes Company to utilize Customer’s telephone line or network infrastructure to connect to controls, systems and/or equipment provided or serviced by Company and to provide Services contracted for or otherwise requested by Customer, including remote diagnostic and repair service. Customer acknowledges that Company is not responsible for any adverse impact to Customer’s communications and network infrastructure. Company may elect to install/attach to Customer equipment or provide portable devices (hardware and/or software) for execution of control or diagnostic procedures. Such devices shall remain the personal proprietary property of Company and in no event shall become a fixture of Customer locations. Customer shall not acquire any interest, title or equity in any hardware, software, processes, and other intellectual or proprietary rights to devices used in connection with the Services on Customer equipment. Company may remove such devices at its discretion. Parts used for any repairs made will be those selected by Company as suitable for the repair and may be parts not manufactured by Company.

8. Customer Obligations. Customer shall: (a) Provide Company reasonable and safe access to the Covered Equipment and areas where Company is to work; (b) Follow manufacturer recommendations concerning teardown and internal inspection, major overhaul, restoration or refurbishing of the Covered Equipment; unless expressly stated in the Scope of Services statement, Company is not performing any manufacturer recommended teardown and internal inspection, major overhaul, restoration or refurbishing of the Covered Equipment; and (c) Where applicable, unless water treatment is expressly included in the Services, provide professional cooling tower water treatment in accordance with any reasonable recommendations provided by Company.

9. Exclusions. Unless expressly included in the Covered Equipment or the Services, the Services do not include, and Company shall not be responsible for or liable to the Customer for any claims, losses, damages or expenses suffered by the Customer in any way connected with, relating to or arising from, any of the following: (a) Any guarantee of room conditions or system performance; (b) Inspection, maintenance, repair, replacement of or services for: chilled water and condenser water pumps and piping; electrical disconnect switches or circuit breakers; motor starting equipment that is not factory mounted and interconnecting power wiring; recording or portable instruments, gauges or thermometers; non-moving parts or non-maintainable parts of the system, including, but not limited to, storage tanks; pressure vessels, shells, coils, tubes, housings, castings, casings, drain pans, panels, duct work; piping: hydraulic, hydronic, pneumatic, gas, or refrigerant; insulation; pipe covering; refractory material; fuses, unit cabinets; electrical wiring; ductwork or conduit; electrical distribution system; hydronic structural supports and similar items; the appearance of decorative casing or cabinets; damage sustained by other equipment or systems; and/or any failure, misadjustment or design deficiencies in other equipment or systems; (c) Damage, repairs or replacement of parts made necessary as a result of electrical power failure, low voltage, burned out main or branch fuses, low water pressure, vandalism, misuse or abuse, wear and tear, end of life failure, water damage, improper operation, unauthorized alteration of equipment, accident, acts or omissions of Customer or others, damage due to freezing weather, calamity, malicious act, or any Event of Force Majeure; (d) Any damage or malfunction resulting from vibration, electrolytic action, freezing, contamination, corrosion, erosion, or caused by scale or sludge on internal tubes except where water treatment protection services are provided by Company as part of this Agreement; (e) Furnishing any items of equipment, material, or labor/labour, or performing special tests recommended or required by insurance companies or federal, state, or local governments; (f) Failure or inadequacy of any structure or foundation supporting or surrounding the equipment to be worked on or any portion thereof; (g) building access or alterations that might be necessary to repair or replace Customer’s existing equipment; (h) The normal function of starting and stopping equipment or the opening and closing of valves, dampers or regulators normally installed to protect equipment against damage; (i) Valves that are not factory mounted: balance, stop, control, and other valves external to the device unless specifically



included in the Agreement; (j) Any responsibility for design or redesign of the system or the Covered Equipment, obsolescence, safety tests, or removal or reinstallation of valve bodies and dampers; (k) Any services, claims, or damages arising out of Customer's failure to comply with its obligations under this Agreement; (l) Failure of Customer to follow manufacturer recommendations concerning teardown and internal inspection, overhaul and refurbishing of equipment; (m) Any claims, damages, losses, or expenses, arising from or related to conditions that existed in, on, or upon the premises before the effective date of this Agreement ("Pre-Existing Conditions"), including, without limitation, damages, losses, or expenses involving pre-existing building envelope issues, mechanical issues, plumbing issues, and/or indoor air quality issues involving mold/mould and/or fungi; (n) Replacement of refrigerant is excluded, unless replacement of refrigerant is expressly stated as included within the Services, in which case replacement shall in no event exceed the stated percentage of rated system charge per year expressly stated in the Services; (o) crane or rigging costs; (p) Any Services, claims, or damages arising out of refrigerant not supplied by Company. Customer shall be responsible for: (i) The cost of any additional replacement refrigerant; (ii) Operation of any equipment; and (iii) Any claims, damages, losses, or expenses, arising from or related to work done by or services provided by individuals or entities that are not employed by or hired by Company.

10. Limited Warranty. Company warrants that: (a) the material manufactured by Company and provided to Customer in performance of the Services is free from defects in material and manufacture for a period of 12 months from the earlier of the date of equipment start-up or replacement; and (b) the labor/labour portion of the Maintenance Services and Additional Work has been properly performed for a period of 90 days from date of completion (the "Limited Warranty"). Company obligations of equipment start-up, if any are stated in the Proposal, are coterminous with the Limited Warranty period. Defects must be reported to Company within the Limited Warranty period. Company's obligation under the Limited Warranty is limited to repairing or replacing the defective part at its option and to correcting any labor/labour improperly performed by Company. No liability whatsoever shall attach to Company until the Maintenance Services and Additional Work have been paid for in full. Exclusions from this Warranty include claims, losses, damages and expenses in any way connected with, related to or arising from failure or malfunction of equipment due to the following: wear and tear; end of life failure; corrosion; erosion; deterioration; Customer's failure to follow the Company-provided maintenance plan; unauthorized or improper maintenance; unauthorized or improper parts or material; refrigerant not supplied by Company; and modifications made by others to equipment. Company shall not be obligated to pay for the cost of lost refrigerant or lost product. Some components of equipment manufactured by Company may be warranted directly from the component supplier, in which case this Limited Warranty shall not apply to those components and any warranty of such components shall be the warranty given by such component supplier. Notwithstanding the foregoing, all warranties provided herein terminate upon termination or cancellation of this Agreement. Equipment, material and/or parts that are not manufactured by Company ("Third-Party Products(s)") are not warranted by Company and have such warranties as may be extended by the respective manufacturer. **CUSTOMER UNDERSTANDS THAT COMPANY IS NOT THE MANUFACTURER OF ANY THIRD-PARTY PRODUCT(S) AND ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS ARE THOSE OF THE THIRD-PARTY MANUFACTURER, NOT COMPANY AND CUSTOMER IS NOT RELYING ON ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS REGARDING THE THIRD-PARTY PRODUCT THAT MAY BE PROVIDED BY COMPANY OR ITS AFFILIATES, WHETHER ORAL OR WRITTEN. THE REMEDIES SET FORTH IN THIS LIMITED WARRANTY ARE THE SOLE AND EXCLUSIVE REMEDIES FOR WARRANTY CLAIMS PROVIDED BY COMPANY TO CUSTOMER UNDER THIS AGREEMENT AND ARE IN LIEU OF ALL OTHER WARRANTIES AND LIABILITIES, LIABILITIES, CONDITIONS AND REMEDIES, WHETHER IN CONTRACT, WARRANTY, STATUTE OR TORT (INCLUDING NEGLIGENCE), EXPRESS OR IMPLIED, IN LAW OR IN FACT, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE. COMPANY EXPRESSLY DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, ENDORSEMENTS OR CONDITIONS OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTIES OF QUALITY, FITNESS, MERCHANTABILITY, DURABILITY AND/OR OTHERS ARISING FROM COURSE OF DEALING OR TRADE OR REGARDING PREVENTION BY THE SCOPE OF SERVICES, OR ANY COMPONENT THEREOF. NO REPRESENTATION OR WARRANTY OF ANY KIND, INCLUDING WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE, REGARDING PREVENTING, ELIMINATING, REDUCING OR INHIBITING ANY MOLD, FUNGUS, BACTERIA, VIRUS, MICROBIAL GROWTH, OR ANY OTHER CONTAMINANTS (INCLUDING COVID-19 OR ANY SIMILAR VIRUS) (COLLECTIVELY, "CONTAMINANTS"), WHETHER INVOLVING OR IN CONNECTION WITH EQUIPMENT, ANY COMPONENT THEREOF, SERVICES OR OTHERWISE. IN NO EVENT SHALL COMPANY HAVE ANY LIABILITY FOR THE PREVENTION, ELIMINATION, REDUCTION OR INHIBITION OF THE GROWTH OR SPREAD OF SUCH CONTAMINANTS INVOLVING OR IN CONNECTION WITH ANY EQUIPMENT, THIRD-PARTY PRODUCT, OR ANY COMPONENT THEREOF, SERVICES OR OTHERWISE AND CUSTOMER HEREBY SPECIFICALLY ACKNOWLEDGES AND AGREES THERETO.**

11. Indemnity. To the maximum extent permitted by law, Company and Customer shall indemnify and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or personal property, to the extent caused by the negligence or misconduct of the indemnifying party, and/or its respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses, or liabilities to the extent attributable to the acts or omissions of the other party or third parties. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify and hold harmless will continue in full force and effect, notwithstanding the expiration or early termination of this Agreement, with respect to any claims based on facts or conditions that occurred prior to expiration or termination of this Agreement.

12. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY, NEITHER PARTY SHALL BE LIABLE FOR SPECIAL, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL LOSSES OR DAMAGES OF ANY KIND (INCLUDING WITHOUT LIMITATION REFRIGERANT LOSS, PRODUCT LOSS, LOST REVENUE OR PROFITS, OR LIABILITY TO THIRD PARTIES), OR CONTAMINANTS LIABILITIES, OR PUNITIVE DAMAGES WHETHER BASED IN CONTRACT, WARRANTY, STATUTE, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, INDEMNITY OR ANY OTHER LEGAL THEORY OR FACTS. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL AND AGGREGATE LIABILITY OF THE COMPANY TO THE CUSTOMER WITH RESPECT TO ANY AND ALL CLAIMS CONNECTED WITH, RELATED TO OR ARISING FROM THE PERFORMANCE OR NON-PERFORMANCE OF THIS AGREEMENT, WHETHER BASED IN CONTRACT, WARRANTY, STATUTE, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, INDEMNITY OR ANY OTHER LEGAL THEORY OR FACTS, SHALL NOT EXCEED THE COMPENSATION RECEIVED BY COMPANY OVER THE 12 MONTH PERIOD PRECEDING THE DATE OF OCCURRENCE FOR THE SERVICES AND ADDITIONAL WORK FOR THE LOCATION WHERE THE LOSS OCCURRED. IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY DAMAGES (WHETHER DIRECT OR INDIRECT) RESULTING FROM MOLD/MOULD, FUNGUS, BACTERIA, MICROBIAL GROWTH, OR OTHER CONTAMINANTS OR AIRBORNE BIOLOGICAL AGENTS. TO THE MAXIMUM EXTENT ALLOWED BY LAW, COMPANY SHALL NOT BE LIABLE FOR ANY OF THE FOLLOWING IN CONNECTION WITH PROVIDING THE INTELLIGENT SERVICES: INTERRUPTION, DELETION, DEFECT, DELAY IN OPERATION OR TRANSMISSION; CUSTOMER'S NETWORK SECURITY; COMPUTER VIRUS; COMMUNICATION FAILURE; THEFT OR DESTRUCTION OF DATA; GAPS IN DATA COLLECTED; AND UNAUTHORIZED ACCESS TO CUSTOMER'S DATA OR COMMUNICATIONS NETWORK.

13. CONTAMINANTS LIABILITY. The transmission of COVID-19 may occur in a variety of ways and circumstances, many of the aspects of which are currently not known. HVAC systems, products, services and other offerings have not been tested for their effectiveness in reducing the spread of COVID-19, including through the air in closed environments. **IN NO EVENT WILL COMPANY BE LIABLE UNDER THIS AGREEMENT OR OTHERWISE FOR ANY INDEMNIFICATION, ACTION OR CLAIM, WHETHER BASED ON WARRANTY, CONTRACT, TORT OR OTHERWISE, FOR ANY BODILY INJURY (INCLUDING DEATH) DAMAGE TO PROPERTY, OR ANY OTHER LIABILITIES, DAMAGES OR COSTS RELATED TO CONTAMINANTS (INCLUDING THE SPREAD, TRANSMISSION OR CONTAMINATION THEREOF) (COLLECTIVELY, "CONTAMINANTS LIABILITIES") AND CUSTOMER HEREBY EXPRESSLY RELEASES COMPANY FROM ANY SUCH CONTAMINANTS LIABILITIES.**

14. Asbestos and Hazardous Materials. The Services expressly exclude any identification, abatement, cleanup, control, disposal, removal or other work connected with asbestos polychlorinated biphenyl ("PCB"), or other hazardous materials (collectively, "Hazardous Materials"). Customer warrants and represents that there are no Hazardous Materials on the premises that will in any way affect Company's performance, except as set forth in a writing signed by Company disclosing the existence and location of any Hazardous Materials in all areas within which Company will be performing. Should Company become aware of or suspect the presence of Hazardous Materials, Company may immediately stop work in the affected area and notify Customer. Customer will be responsible for correcting the condition in accordance with all applicable laws and regulations. Customer shall be exclusively responsible for and shall indemnify and hold harmless Company (including its employees, agents and subcontractors) from and against any loss, claim, liability, fees, penalties, injury (including death) or liability of any nature, and the payment thereof, arising out of or relating to any Hazardous Materials on or about the premises, not brought onto the premises by Company. Company shall be required to resume performance only in the absence of Hazardous Materials or when the affected area has been rendered harmless. In no event shall Company be obligated to transport or handle Hazardous Materials, provide any notices to any governmental agency, or examine the premises site for the presence of Hazardous Materials.



15. Insurance. Company agrees to maintain the following insurance during the term of this Agreement with limits not less than shown below and will, upon request from Customer, provide a Certificate of evidencing the following coverage:

Commercial General Liability	\$2,000,000 per occurrence
Automobile Liability	\$2,000,000 CSL
Workers Compensation	Statutory Limits

If Customer has requested to be named as an additional insured under Company's insurance policy, Company will do so but only subject to Company's manuscript additional insured endorsement under its primary Commercial General Liability policies. In no event does Company or its insurer waive rights of subrogation.

16. Force Majeure. Company's duty to perform under this Agreement is contingent upon the non-occurrence of an Event of Force Majeure. If Company is unable to carry out any material obligation under this Agreement due to an Event of Force Majeure, this Agreement shall at Company's election (i) remain in effect but Company's obligations shall be suspended until the uncontrollable event terminates or (ii) be terminated upon 10 days' notice to Customer, in which event Customer shall pay Company for all parts of the Services furnished to the date of termination. An "Event of Force Majeure" shall mean any cause or event beyond the control of Company. Without limiting the foregoing, "Event of Force Majeure" includes: acts of God; acts of terrorism, war or the public enemy; flood; earthquake; lightning; tornado; storm; fire; civil disobedience; pandemic; insurrections; riots; labor/labour disputes; labor/labour or material shortages from the usual sources of supply; sabotage; restraint by court order or public authority (whether valid or invalid), and action or non-action by or inability to obtain or keep in force the necessary governmental authorizations, permits, licenses, certificates or approvals if not caused by Company; and the requirements of any applicable government in any manner that diverts either the material or the finished product to the direct or indirect benefit of the government.

17. Maintenance Services Other Than Solely Scheduled Service. If Company's Maintenance Services hereunder are not limited solely to Scheduled Service, the following provisions shall also apply: (a) Required restoration shall be performed by Customer at its cost prior to Company being obligated to perform hereunder; (b) any changes, adjustments, service or repairs made to the Equipment by any party other than Company, unless approved by Company in writing, may, at Company's option, terminate Company's obligation to render further service to the Equipment so affected; in such case no refund of any portion of the Service Fees shall be made; and (c) Customer shall (i) promptly notify Company of any unusual performance of Equipment; (ii) permit only Company personnel to repair or adjust Equipment and/or controls during the Term or a Renewal Term; and (iii) utilize qualified personnel to properly operate the Equipment in accordance with the applicable operating manuals and recommended procedures.

18. General. Except as provided below, to the maximum extent provided by law, this Agreement is made and shall be interpreted and enforced in accordance with the laws of the state or province in which Company performs the Services. Any dispute arising under or relating to this Agreement shall be decided by litigation in a court of competent jurisdiction located in the state or province in which the Services are performed. To the extent the premises are owned and/or operated by any agency of the United States Federal Government, determination of any substantive issue of law shall be according to the United States Federal common law of Government contracts as enunciated and applied by United States Federal judicial bodies and boards of contract appeals of the United States Federal Government. This Agreement contains all of the agreements, representations and understandings of the parties and supersedes all previous understandings, commitments or agreements, oral or written, related to the Services. If any term or condition of this Agreement is invalid, illegal or incapable of being enforced by any rule of law, all other Terms of this Agreement will nevertheless remain in full force and effect as long as the economic or legal substance of the transaction contemplated hereby is not affected in a manner adverse to any party hereto. Customer may not assign, transfer, or convey this Agreement, or any part hereof, without the written consent of Company. Subject to the foregoing, this Agreement shall bind and inure to the benefit of the parties hereto and their permitted successors and assigns. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A fully executed facsimile copy hereof or the several counterparts shall suffice as an original. Customer may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title or interest herein, without the written consent of Company. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties' respective successors and assigns. No failure or delay by the Company in enforcing any right or exercising any remedy under this Agreement shall be deemed to be a waiver by the Company of any right or remedy.

19. Equal Employment Opportunity/Affirmative Action Clause. Company is a federal contractor that complies fully with Executive Order 11246, as amended, and the applicable regulations contained in 41 C.F.R. Parts 60-1 through 60-60, 29 U.S.C. Section 793 and the applicable regulations contained in 41 C.F.R. Part 60-741; and 38 U.S.C. Section 4212 and the applicable regulations contained in 41 C.F.R. Part 60-250 Executive Order 13496 and Section 29 CFR 471, appendix A to subpart A, regarding the notice of employee rights in the United States and with Canadian Charter of Rights and Freedoms Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11 and applicable Provincial Human Rights Codes and employment law in Canada.

20. U.S. Government Services. The following provision applies only to direct sales by Company to the US Government. The Parties acknowledge that all items or services ordered and delivered under this Agreement are Commercial Items as defined under Part 12 of the Federal Acquisition Regulation (FAR). In particular, Company agrees to be bound only by those Federal contracting clauses that apply to "commercial" suppliers and that are contained in FAR 52.212-5(e)(1). Company complies with 52.219-8 or 52.219-9 in its service and installation contracting business. **The following provision applies only to indirect sales by Company to the US Government.** As a Commercial Item Subcontractor, Company accepts only the following mandatory flow down provisions: 52.219-8; 52.222-26; 52.222-35; 52.222-36; 52.222-39; 52.247-64. If the Services are in connection with a U.S. Government contract, Customer certifies that it has provided and will provide current, accurate, and complete information, representations and certifications to all government officials, including but not limited to the contracting officer and officials of the Small Business Administration, on all matters related to the prime contract, including but not limited to all aspects of its ownership, eligibility, and performance. Anything herein notwithstanding, Company will have no obligations to Customer unless and until Customer provides Company with a true, correct and complete executed copy of the prime contract. Upon request, Customer will provide copies to Company of all requested written communications with any government official related to the prime contract prior to or concurrent with the execution thereof, including but not limited to any communications related to Customer's ownership, eligibility or performance of the prime contract. Customer will obtain written authorization and approval from Company prior to providing any government official any information about Company's performance of the Services that are the subject of the Proposal or this Agreement, other than the Proposal or this Agreement.

21. Limited Waiver of Sovereign Immunity. If Customer is an Indian tribe (in the U.S.) or a First Nation or Band Council (in Canada), Customer, whether acting in its capacity as a government, governmental entity, a duly organized corporate entity or otherwise, for itself and for its agents, successors, and assigns: (1) hereby provides this limited waiver or its sovereign immunity as to any damages, claims, lawsuit, or cause of action (herein "Action") brought against Customer by Company and arising or alleged to arise out of the furnishing by Company of any product or service under this Agreement, whether such Action is based in contract, tort, strict liability, civil liability or any other legal theory; (2) agrees that jurisdiction and venue for any such Action shall be proper and valid (a) if Customer is in the U.S., in any state or United States court located in the state in which Company is performing this Agreement or (b) if Customer is in Canada, in the superior court of the province or territory in which the work was performed; (3) expressly consents to such Action, and waives any objection to jurisdiction or venue; (4) waives any requirement of exhaustion of tribal court or administrative remedies for any Action arising out of or related to this Agreement; and (5) expressly acknowledges and agrees that Company is not subject to the jurisdiction of Customer's tribal court or any similar tribal forum, that Customer will not bring any action against Company in tribal court, and that Customer will not avail itself of any ruling or direction of the tribal court permitting or directing it to suspend its payment or other obligations under this Agreement. The individual signing on behalf of Customer warrants and represents that such individual is duly authorized to provide this waiver and enter into this Agreement and that this Agreement constitutes the valid and legally binding obligation of Customer, enforceable in accordance with its terms.

1-26.130-7 (1122)
 Supersedes 1-26.130-7 (0821)



APPENDIX

SERVICE BEST PRACTICES

Trane is completely dedicated to making buildings better. The ongoing pursuit of better buildings, using our long-term domain expertise to push new technologies into everyday use, keeps us at the forefront of the industry.

In addition to the services details in the agreement above, we take practical steps every day to ensure our approach is safe and efficient.

SAFETY

Since 2003, U.S. Bureau of Labor Statistics records have consistently shown the Total Recordable Incident Rate (TRIR) and Days Away From Work (DAFW) for Trane have been significantly lower than those for HVAC repair and maintenance contractors and specialty trade contractors (construction). The company's safety culture in America is unparalleled in the building service industry, with proven results in the continuous reduction of injury rates. Trane incident rates (OSHA) are consistently 50 to 70 percent below the industry average.

A wide range of safety training and resources are available to Trane technicians, including:

- Safety training—20 hours per year
- Electrical safety—NFPA 70E compliant, electrical PPE
- Fall protection
- Ergonomics
- Smith System Safe Driving Program
- USDOT compliance
- Refrigerant management training

ENVIRONMENTAL PRACTICES

Trane policies and procedures are compliant with all federal and state regulations. Refrigerant (and substitutes) handling, storage and leak repair processes are compliant with Environmental Protection Agency regulation 40 CFR Part 82. Service technicians are Universal-certified and use only certified recovery equipment

Refrigerant Management Software (RMS) captures, manages and reports all refrigerant activity at your site. Annually, Trane will send you a report documenting all refrigerant activity that we performed for each piece of equipment during the past 12 months

Trane adheres to all environmental regulations when removing used oil from refrigeration units. We have a national contract with a qualified supplier to recycle or dispose of used oil appropriately.

CONSISTENCY

Nationwide, Trane technicians follow documented, formal processes that ensure uniform service delivery. As an OEM, Trane has developed exclusive service procedures which provide the most reliable outcomes, and extended equipment longevity, at the most cost-effective price.

- Exclusive service work flow processes provide detailed steps and information encompassing parts, materials, tools and sequence of execution
- Additional steps addressing safety, quality control, work validation and environmental compliance
- Technicians must consistently reference documented processes to ensure no critical steps are skipped or omitted
- Applicable service processes meet or exceed ASHRAE 180-2008 Standard Practice for Inspection and Maintenance of Commercial Building HVAC Systems





CUSTOMER SERVICE FLOWS

The following Customer Service Flows provide additional service description detail for Covered Equipment. Note: There may be differences per the agreement in the work being performed between sites and the equipment on those sites. This section clarifies differences in the work being performed between sites and the equipment on those sites:

Service 1: Boiler Annual Inspection (Lochinvar)

Description

- Inspect interior; clean and vacuum if necessary
- Clean condensate trap and fill with fresh water
- Check inlet gas pressure
- Check for leaks (water, gas, flue, and condensate)
- Verify flue and air lines are in good condition and sealed tight
- Check system water pressure/system piping/expansion tank
- Check control settings per start up sheet
- Check the safeties (gas switch, flow switch, blocked drain switch, etc.)
- Check ignition and flame sense electrodes (sand off any deposits; clean and reposition)
- Check wiring and connections
- Inspect flame while running in low fire and high fire
- Check flame signal at high fire (at least 10 micro amps)
- Clean heat exchanger if the flue temperature is more than 54 degrees F above return water temperature
- Check flame and combustion

Service 2: Boiler Annual Maintenance

Description

- Boiler Internal Natural Gas/Propane/Oil Inspection (Light Commercial)
- Burner Safety Inspection for Natural Gas/Propane Water Boilers (Light Commercial)

Service 3: RTAA Annual (Solution Coil Cleaning)

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Lock Out Tag Out At Main Disconnect
- Electrical Inspection (RTA*)
- Compressor Starter Inspection (Wye-Delta Closed Transition) Series R Air Cooled
- Flow/Differential Mechanical Switch Check
- Remove Lock Out Tag Out At Main Disconnect
- Condenser Fans Check RTA* Per Circuit
- Oil Level Check Per Compressor
- Oil Analysis Per Compressor
- Low Temperature Sensor Calibration
- Compressor And Oil Separator Heater Check
- Control Panel Calibration Check
- Leak Test Inspection (Positive Pressure)
- Coil Cleaning Solution
- Start Unit
- Compressor Check (HeliRotor Compressors)
- Manual Log With Electronic Device
- Complete Required Paper Work



Service 4: RTAA Quarterly Inspection

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Condenser Fans Check RTA* Per Circuit
- Lock Out Tag Out (Standard)
- Visual Electrical Inspection
- Compressor And Oil Separator Heater Check
- Remove Lock Out Tag Out
- Evaporator Flow Switch Inspection
- Manual Log With Electronic Device

Service 5: RTAC Annual (Solution Coil Cleaning)

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Lock Out Tag Out At Main Disconnect
- Electrical Inspection (RTA*)
- Compressor Starter Inspection (Wye-Delta Closed Transition) Series R Air Cooled
- Flow/Differential Mechanical Switch Check
- Remove Lock Out Tag Out At Main Disconnect
- Condenser Fans Check RTA* Per Circuit
- Oil Return Operation Check Per Circuit
- Oil Level Check Per Compressor
- Oil Analysis Per Compressor
- Low Temperature Sensor Calibration
- Control Panel Calibration Check
- Leak Test Inspection (Positive Pressure)
- Coil Cleaning Solution
- Start Unit
- Compressor Check (HeliRotor Compressors)
- Compressor And Oil Separator Heater Check
- TechView/KestrelView Connection
- Run Service Report From TechView
- Techview/Kestrel View Disconnection
- Complete Required Paper Work

Service 6: RTAC Quarterly Inspection

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Condenser Fans Check RTA* Per Circuit
- Lock Out Tag Out (Standard)
- Visual Electrical Inspection
- Remove Lock Out Tag Out
- Start Unit
- Complete Required Paper Work
- TechView/KestrelView Connection



- Run Service Report From TechView
- Techview/Kestrel View Disconnection

Service 7: RTUA Annual

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Lock Out Tag Out At Main Disconnect
- Compressor Starter Inspection (Wye-Delta Closed Transition) Series R Air Cooled
- Electrical Inspection (RTA*)
- Flow/Differential Mechanical Switch Check
- Low Temperature Sensor Calibration
- Control Panel Calibration Check
- Oil Level Check (Screw Machines) Per Circuit
- Oil Analysis Per Circuit
- Leak Test Inspection (Positive Pressure)
- Remove Lock Out Tag Out At Main Disconnect
- Compressor And Oil Separator Heater Check
- Start Unit
- Compressor Check (HeliRotor Compressors)
- Manual Log With Electronic Device
- Complete Required Paper Work
- Clean condenser coils, 51-100 tons

Service 8: RTUA Quarterly Inspection

Description

- Customer Notification
- Initial Site Inspection
- Review Diagnostics
- Check Liquid Line Sight Glass
- Manual Log With Electronic Device
- Complete Required Paper Work



ATTN: ELIZABETHTON CITY SCHOOL DISTRICT

Greetings,

On June 30, 2023, the term of your Software as a Service (SaaS) agreement with Skyward will be expiring. The specific software covered under this agreement is listed on the following page.

As we continue to navigate these unusual times, our goal remains the same: to help you become more efficient and deliver a better experience for your district. Despite all the unplanned challenges that may lie ahead, you can depend on Skyward's rates to remain stable for the next three years while providing reliable, regular enhancements. Our state and federal compliance team will continue to ensure that the release of new updates to the software reflect any changes in your tracking and reporting requirements.

To aid your district budgeting, Skyward is offering a SaaS Renewal that locks in your district license fees for three years effective July 1, 2023. This amendment is an extension of the original agreement signed with Skyward and locks in a discounted rate for three more years. Please execute and return the enclosed SaaS Renewal Amendment by March 15, 2023 to protect your district's budget.

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

Sincerely,
Skyward Sales Administration Department

Selection Page follows



ELIZABETHTON CITY SCHOOL DISTRICT

Selection Page

Product	3-year offer* FY 2024 through FY 2026 (July 1, 2023 through June 30, 2026)	1-year offer* FY 2024 (July 1, 2023 through June 30, 2024)
Business Suite-Core Modules	\$4.32	\$4.75
FastTrack	\$1.04	\$1.14
Fixed Assets	\$0.10	\$0.11
Insurance Tracking	\$0.10	\$0.11
Professional Development Center - Business	\$778.50/year	\$856.35/year
Support - Business Suite	\$2.08	\$2.28
True Time	\$2.08	\$2.28

All rates presented are per student unless indicated as yearly.

Our district is electing (please check selection):

Three (3) year commitment with guaranteed pricing
If the three-year commitment is selected, please sign and return the enclosed Amendment.

One (1) year extension
One-year extension selected by:

DISTRICT REPRESENTATIVE:

Signature

Printed Name

Printed Title

Date Signed

Please return this selection page and the enclosed Amendment to take advantage of the three-year commitment by **March 15, 2023** to SalesDepartment@skyward.com

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

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



**AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT**

This Amendment to SaaS Software License Agreement ("Amendment") is made and entered into effective on July 1, 2023 (the "Effective Date"), by and between **Skyward, Inc.**, a Wisconsin corporation with its principal offices located at 2601 Skyward Drive, Stevens Point, Wisconsin 54482 ("Skyward"), **Integrated Systems Corporation**, a Wisconsin corporation, with its principal offices located at 10325 North Port Washington Road, Mequon, Wisconsin 53092 ("ISCorp"), and **ELIZABETHTON CITY SCHOOL DISTRICT**, a Tennessee K-12 public school ("Customer").

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

WHEREAS, the initial term of said agreement expires on June 30, 2023 and Skyward, ISCorp, and Customer wish to extend the term of the Agreement for an additional three (3) years.

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

Product	<u>3-year offer*</u> FY 2024 through FY 2026 (July 1, 2023 through June 30, 2026)
Business Suite-Core Modules	\$4.32
FastTrack	\$1.04
Fixed Assets	\$0.10
Insurance Tracking	\$0.10
Professional Development Center - Business	\$778.50/year
Support - Business Suite	\$2.08
True Time	\$2.08

All rates presented are per student unless indicated as yearly.

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

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

Signature Page follows



ELIZABETHTON CITY SCHOOL DISTRICT

**AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT**

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

CUSTOMER:

Signature

Printed Name

Printed Title

Date Signed

SKYWARD, INC.:

Signature

Tom King

Printed Name

Vice President of Sales & Marketing

Printed Title

01/26/2023

Date Signed

INTEGRATED SYSTEMS CORPORATION

Signature

Jeff Zillner

Printed Name

VP Operations

Printed Title

01/26/2023

Date Signed

Elizabethton City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Attendance of Non-Resident Students	Descriptor Code: 6.204	Issued Date: 06/17/21
		Rescinds: 6.204	Issued: 01/15/19

1 Students in grades K-12 residing outside the corporate limits of the City of Elizabethton may attend
2 schools within the school system under the following conditions:

- 3 1. No such student will be placed in a class if it results in an oversized class as defined by the
4 State of Tennessee, Department of Education, and/or Elizabethton City School System.
5 Placement is made annually and contingent upon enrollment and space available. Parents will
6 be notified no later than the second Monday in May each school year if their child is not
7 eligible for re-enrollment.
8
- 9 2. Any tuition due must be paid according to a tuition fee schedule established annually by the
10 Board. Beginning with the 2023-2024 school year, prior to any such student's attendance in a
11 city school, tuition will be paid in one full payment, in two one-half payments (before each
12 semester), or in 4 payments (before each 9-weeks: August, October, January, and March). All
13 payment options may be paid using cash, check, or PayPal. If payments are not received by the
14 due date, tuition students may not be allowed to enroll in Elizabethton City Schools the
15 following school year.
16
- 17 3. Application for admission should be made prior to the first day of school as outlined in
18 administrative procedures. Any application received after the first ten (10) days of school must
19 be approved by the director of schools, who shall have the discretion to decide whether to
20 admit any non-resident student on a case-by-case basis.¹ Any tuition student (including students
21 residing in tuition-free zones) making application for admission must be in academic "good
22 standing" and "on track" for graduation in accordance with guidelines established by the
23 director of schools. First consideration will be given to students already enrolled in
24 Elizabethton City Schools.
25
- 26 4. If a parent of a student teaches at a school located outside the school system of their residence,
27 the student may attend such school and must adhere to that school system's tuition
28 requirements.²
29
- 30 5. Any parent, guardian, or parent awarded primary physical custody of a prospective student
31 where such parent or guardian resides outside the corporate limits of the City of Elizabethton
32 shall be obligated to pay tuition in order for the student to attend a city school (grades K-8).
33 Attendance shall be set upon the terms and conditions as herein set forth.
34
- 35 6. Parents, guardians, or custodial parents hereinabove referred who reside in the 7th, 8th, 13th, or
36 15th Civil District of Carter County, Tennessee, shall be granted tuition-free status for those
37 children eligible to be enrolled in grades 9-12. Non-resident tuition-free students are still

1 subject to the other provisions of Policy 6.204.
2

- 3 7. Elizabethton City Schools is not required to transport students who live outside the city limits
4 of Elizabethton.
5
- 6 8. Parents, guardians, or custodial parents hereinabove referred who reside outside of Carter
7 County shall be obligated to pay tuition according to the established fee schedule in order for
8 the student to attend a city school at any grade level (K-12).
9
- 10 9. When the director of schools determines that tuition has not been paid, students will be
11 excluded from school until payment is made. When payment is not made on all or any part of
12 the required tuition for a previous year, the student(s) shall be ineligible to enroll the following
13 year.
14
- 15 10. When the director of schools determines that a parent, guardian, and/or student has
16 misrepresented the place of the student's residence or any other factor determining tuition
17 status, the student will be immediately disenrolled from Elizabethton City Schools, and said
18 student shall not be eligible to attend any Elizabethton City School for the remainder of that
19 school year, unless city residence is established and verified. Any unpaid tuition remains due
20 and payable to Elizabethton City Schools. If necessary, the school system will take all legally
21 permissible steps to recover unpaid tuition.
22
- 23 11. Students who become residents of the school system will be refunded any unused portion of the
24 tuition on a pro-rata basis.
25
- 26 12. Students transferring into the school system within two weeks of the initial day of school or
27 during the school year must have the approval of the sending and receiving school system. It is
28 preferred such transfers occur at the beginning of grading periods and/or semesters.
29
- 30 13. Non-resident students (students paying tuition or students residing in tuition-free zones) may be
31 asked to terminate their enrollment with Elizabethton City Schools by notice to the parent or
32 eligible student provided no later than the second Monday of May in each school year. Such
33 termination of enrollment shall be effective for the following year. Non-resident students may
34 be terminated for discipline or attendance problems, for falling below academic "good
35 standing," failing to stay "on track" for graduation (as defined in administrative procedures), or
36 for other good reasons as determined by the director of schools. Each case requires that the
37 principal notify the director of schools in writing of the problem, and in turn, the director of
38 schools shall notify parents of the time that the termination is to become effective the following
39 year.
40
- 41 14. Tuition will be paid at the assigned school. All tuition payments will be transferred by the
42 schools into the central office account no later than two weeks after the start of each 9 weeks.
43
- 44 15. Any permanent ECS employee (excluding those in substitute/temporary positions) living
45 outside the corporate city limits of Elizabethton shall be entitled to enroll his/her child(ren) in
46 the Elizabethton City School System tuition-free.

- 1 16. If space is available, any Elizabethton City Employee (excluding those in substitute/temporary
2 positions) living outside the corporate city limits of Elizabethton whose child has been accepted
3 for enrollment in Elizabethton City Schools may attend tuition-free. This provision may be
4 revised if the system's financial position warrants a modification.
5
- 6 17. Priority Order: In-zone students; ECS employees (tuition waiver students); employee out-of-
7 zone students; returning out-of-zone students; siblings of returning out-of-zone students; new
8 out-of-zone students; Elizabethton City Employee tuition-free students; returning tuition
9 students; siblings of returning tuition students; new tuition students.

Legal References

1. TCA 49-6-3104; TCA 49-6-3105
2. TCA 49-6-3003; TCA 49-6-403(f); TCA 49-6-3113; TCA 49-6-3103

Cross References

- Revenues 2.400
Students from Military Families 6.506

Continuous Quality Improvement

Elizabethton (101) Public District - FY 2024 - Voluntary Pre-K - Rev 0 - Voluntary Pre-K

1. In 750 words or less, please describe how your district supported Pre-K teachers' implementation of state-approved curriculum for Pre-K, TN Foundational Skills Curriculum Supplement (or other research-based, sounds-first foundational skills supplement), and the use of high-quality instructional materials as part of everyday instructional practice. Your response must include the following:

- The specific state-approved curriculum and sounds-first foundational skills supplement used and how the district supported teachers and assistants in the implementation of these high-quality materials
- Strategies outlining how your district will select, budget and purchase new pre-K curricula for the 2023-24 school year
- Examples of how high-quality instructional materials are being used to support teaching and learning
- How the district ensures coordination and alignment between VPK classrooms and kindergarten with the goal of ensuring that elementary grade instruction builds upon pre-kindergarten classroom experiences

ARTIFACTS: Districts do not have to submit an artifact for this question.

In the 2023-24 school year, teachers will continue to use the Tennessee Foundational Skills Curriculum Supplement and the adopted curriculum in the classroom. Sounds first foundational skills instruction is critical to future reading achievement. High quality instructional materials are critical to teacher success in this area. After all, teachers received the early literacy training from the state in July of 2021, they have continued to be supported in their implementation of the curriculum supplement during the 2021-22 and 2022-23 school years by district and school-level coaches. PreK teachers are also involved in our Early Literacy Network work with our vendor, School Kit. Our partnership began in the 2021-22 school year and continues during the 2022-23 school year. School Kit is working with teachers and instructional leaders on practical systems to sustain the outstanding work of our teachers in early literacy. Our district has also adopted the Tennessee Foundational Skills Curriculum Supplement for foundational skills instruction in K-2, so the systematic scope and sequence that begins in PreK will be continued through kindergarten and beyond. Additionally, continued work with instructional coaches and School Kit will ensure coordination between VPK classrooms and elementary schools. In order to strengthen the alignment between VPK classrooms and kindergarten, Pre-K teachers and assistants will participate in trainings with kindergarten teachers, engage in classroom observations of kindergarten classrooms, and engage in reflective conversations around how to best prepare students for kindergarten. Along with instructional leaders, VPK classroom teachers and assistants will design and implement systems for sustaining implementation of high-quality instructional materials.

High-quality instructional materials will be used throughout the day to ensure that all students have access to a systematic scope and sequence, explicit instruction and teacher modeling, student practice, and instruction that is guided by formative assessment. Letter recognition, letter sound knowledge, and phonemic awareness is emphasized in our foundational curriculum. Through introducing multiple sounds throughout the week during our morning meeting time, the student will make the connection between sounds and written words. Our sequence will follow the order suggested in the high-quality instructional materials and the standards. Our emphasis on sounds through phonemic awareness will naturally lead to letter and word recognition. This will be accomplished with our phonics-based curriculum. This instruction is led by the teacher in whole group and reinforced in small groups. Letter recognition of dominant sound letters is introduced at the beginning of the school year, which leads to phonemic sensitivity. An added emphasis is recognition of 26 upper and 26 lower case letters. Studies have shown success in reading that occurs when all 52 letters can be named rapidly. Letter naming and rhyming are two of the best indicators of future reading success, both of which are explicitly taught in our curricula. We introduce similar looking lowercase letters such as p/d/b/q and m/w after the introduction of dominant sounds have been achieved. After dominant letters, second sound letters (F, L, M, N, R, S, X) are taught. Fundamental skills of concepts of print are to be covered daily to ensure students understand the parts of a book. This is accomplished daily through interaction with our students. Activities such as phonological awareness and listening using the three A's: alert, active, and analytical will be used during large and small group. Through this direct phonemic instruction, success in phonological awareness will have all students better prepared for kindergarten and beyond.

Lastly, our plan is a coordinated and team effort. The district Pre-K Supervisor will continue to meet with Pre-K teachers on a monthly basis. Best practices as well as identifying shortfalls will continue to be discussed with an end state of providing the most effective instruction in regard to ELA and our sounds-first initiative. This effort will continue on through the 2023-24 school year and beyond.

Pre-K curricula - As the 2023-24 school year approaches, our district understands the need to adopt a new classroom curricula. We have an adoption team that consists of the Director of Curriculum, Director of VPK, Director of SPED, District Coaches, Kindergarten teachers, All Pre-K teachers, & assistants. Once TDOE releases the lists of approved curriculum, our team will convene and begin the review process. This process takes place over multiple weeks and allows for our team members to dissect the curricula by use of expert opinions as well as our district textbook adoption rubric. Once all members have completed their reviews of the approved curricula, the adoption team meets to present their input. Upon extensive collaboration, the team will then make an agreement on the chosen curricula. In regard to purchasing, our hope is that TDOE will have the ability to supplement districts with additional purchasing funds as they did in 2018. If not, a budget request has already been submitted to our district finance director for additional district funding to complete the purchase of the new curricula.

2. In 750 words or less, please explain how the district focuses on engaging VPK parents and families throughout the school year beyond what is minimally required within the VPK Scope of Services.

ARTIFACTS: Districts do not have to submit artifacts for this question.

Elizabethton City School's (ECS) VPK program continues to make family engagement a top priority during the academic year and beyond. One common theme that was recently brought up by a parent at our CPAC meeting was how important effective communication is within our program. She referenced the many tools we utilize for communicating. Weekly newsletters are sent home detailing our program's activities and schedules. We utilize ClassDojo with parents to provide daily announcements and Google Classroom slides. It also provides students and their families an opportunity to "look" into our classrooms. Our school has a call service, "Skyward," to give vital announcements to parents and child-care providers. We operate a digital board that broadcasts daily/weekly/monthly announcements both outside/inside the school building available for the community to view at their leisure. One extremely popular form of engagement we are continuing with this year is Tuffy (District Mascot) PEP Talks. These videos, which are accessible through our Pre-K website as well as social media, allow ECS educators to present information on essential educational topics for parents and guardians through Tuffy PEP Talks. PEP stands for Parent – Educator – Partnership. These short videos highlight our curriculum, programs, and resources and offer helpful advice parents can implement at home to help their children succeed in school.

Students and families are engaged through the following wrap-around services:

- Physical Therapy thru contracted services
- Speech (articulation/language/hearing)
- Vision
- Access to mental health counseling and at school counselors
- Children who have been referred from TEIS and Child Find to develop an IEP.

Our VPK program is housed at East Side Elementary School, which is identified as a Title 1 school. This gives us, as a program many additional opportunities for family engagement. Examples are as follows:

- "Get the Scoop" - a back to school night where parents met teachers, looked at grade level specific standards, and teacher/staff shared important information about the school year.

- "Bingo for Books" - a night where students played bingo and took home books as the prize. Their parents were given and trained on a reading skill card by grade level. This gave them questions and activities to assist the child with comprehension and fluency skills at home.

-Academic Conferences

-All-Pro Dad's Program

-Anti-bullying Committee (parents)

-Book Fairs

-Calendars (Yearly with main events, holidays...)

-Classroom Volunteers – Parents, College Students, Community Members

-Character Education (Assembly)

-Character Education Visitors

-Clothes Donations – Parents, Community

-Discipline Committee (parents)

-Fire safety Week Visits – school trips

-Food Drive

-Guest Speakers/Visitors

-Handbooks

-Holiday and Special Occasion Parties

-Homeroom Mom/Dad

-Library Volunteers

-Lunch/Breakfast with Child – Daily

-News releases (newspaper, radio, TV)

-Nurses – Hearing, Vision and Scoliosis Screenings

-On campus Parent Coordinator

-Open Parent Conferences – Available Daily - Our first scheduled conference on the calendar, we demonstrated 100% attendance - our next scheduled is later in the school year

-Parental Contact for students in need of tutoring

-Parental Involvement Contract

-Parent Night (Open House)

-Parental Notification of Title I Read/Reading Recovery Students

-Parent/Teacher Conferences

-Parent/Grandparent Visitation Day

-Planned Family Engagement Events for each grade level

In regard to student progress and growth, we utilize the Educational Software for Guiding Instruction (ESGI). ESGI was designed to "provide teachers with solutions to meet the unique challenges of early childhood education." This program gives our teachers access to numerous preloaded assessments as well as allowing them to create custom assessments. Ultimately, ESGI offers real-time data needed to effectively drive instruction and also easily communicate the data and results with parents weekly, throughout the school year. This communication of data along with parent-teacher conferencing allows the teacher to provide extra tools and resources to target any deficiencies or shortfalls their student needs to be better prepared as they move on to kindergarten.

Lastly, ECS offers an Extended School Program (ESP) to our students. ESP is an after-school program in Elizabethton City Schools serving children from grades Pre-K through 8. Students participate in ongoing instruction, rest time, snack time, physical education, and many other activities that promote positive social and emotional interaction. This program is funded in part by the 21st CCLC Grant.

3. In 750 words or less, please describe how your district used pre-K observational data to improve quality in the 2021-22 school year (must minimally include data points and focus areas) and how the data was used to increase high-quality teaching and learning For the 2022-23 school year, describe what data have you collected and how are you using this data to provide coaching and support to teachers and assistants in order to ensure that your students have a high-quality VPK experience. Specifically describe ways your district ensures continuous quality improvement of the pre-K program by implementing quality measurement tools and at what frequency these measures occur.

ARTIFACTS: Districts do not have to submit an artifact for this question.

Pre-K observational data is a top priority for our school system and is used as a quality improvement tool during the school year for our teachers, assistants, and students as well as following the students on to the next grade. These forms of data are compiled of teacher and assistant observations, teacher self-assessments, walkthroughs, coaching sessions, and student-driven data.

- Teacher Observations:

- Teachers are observed multiple times throughout the school year by utilizing the Classroom Assessment Scoring System (CLASS). This system allows us to focus on teacher-student interactions all the while focusing on quality improvement for our students and teachers to remain successful.

Data derived from our CLASS observations has supported us in customizing professional development and specific coaching in order to provide more impactful improvements and learning within our classrooms. During the 2021-22 school year we placed a strong focus on the new "sounds first" initiative within our classrooms, CLASS assisted us in identifying the need for further developing our instructional learning formats as well as concept development. Through targeted coaching by district staff as well as the "School Kit" professional development team, we noticed a positive trend throughout our 4 classrooms specifically in the listed domains and ultimately leading to success and growth for our teachers and students. Teacher assistants were also included in this training as well as completing the online training for Tennessee Foundational Skills.

-Unannounced walk-throughs of classrooms are also conducted in order to capture ongoing data. Teachers and assistants are monitored by use of a checklist/rubric that captures the overall learning environment. This includes adult-student interaction, student-student interaction, material be taught, teacher preparedness, cleanliness of room, & overall classroom climate. Information and data gained from these walkthroughs allows for monthly goal setting with teachers and assistants to improve in areas that may need attention. This information also allows us to celebrate positive trends and successes as well.

-Throughout this 2022-23 school year, our teachers have continued to be observed using CLASS.

- Students - teachers utilize ESGI as well as portfolio to gain specific data and feedback on each individual student. ESGI is used on a weekly basis as a tool for teachers and parents. It provides real-time data on each students' individual growth and achievement. Most notable is that teachers are able to further assess their implementation of foundational skills by various assessments throughout ESGI. Since the start of the school year, we have noticed significant gains in letter recognition, sounds, & oral language and listening, just to name a few. An example, for instance is demonstrated by teacher A. Her class average of 20 students on the oral language and listening assessment has increased from 42% correct at the start of the school year to a current 74% correct. By use of these weekly assessments, our teachers gain valuable data that is used to drive and inform instruction. Information and data gathered from these assessments is also shared and reviewed with the other preK and K classrooms as well as the school and the district. This allows for continuity across all involved. District coaches build professional development around data retrieved. This PD's target is having an audience that includes preK teachers and assistants, K teachers, and our SPED teachers. Depending on the time of year and what results during that time are producing allows the coaches to be specific and meaningful in the PD. Most recently, due to results from CLASS as well as classroom assessments, our teachers and assistants received PD on data analysis, small grouping, and comprehension.

4. In 750 words or less, please describe how your district prioritized enrollment of income-eligible three and four-year old children, including children with disabilities in the 2022-23 school year. Your response must include:

- Current utilization rate (if your utilization rate is below 80%, you must include additional information on ongoing efforts to increase the utilization rate)
- Efforts to ensure prioritization of income-eligible children
- Efforts to ensure equal access for income-eligible children with disabilities
- Wait list including income-eligible and non-income eligible students

ARTIFACTS: Districts do not have to submit an artifact for this question.

Elizabethon City Schools (ECS) understands the importance of VPK for our community. We continually emphasize the need to identify and serve students who are at-risk, financially as well as needing special services, and need the opportunity to develop in pre-academic and social skills. Our classrooms promote love, joy, and a rich learning environment that adds to students' successes and readies them for kindergarten and adds an extension of greatness

that carries throughout their life. Our current utilization rate continues to display numbers that are increasing in both income eligibility and students with disabilities. We are currently at 100% of our capacity. 83% of these students are identified as income-eligible and 24% currently have IEPs. These percentages have significantly increased from the previous school year.

McKinney Vento - work and meet with our in-house Director of Homeless Services on a weekly basis to identify families who are considered or at risk of becoming homeless.

ECS along with the Wandell Early Learning Center (WELC) recognizes the need to prioritize the needs of our low-income community which includes a high population of homeless families within in our district. We recognize that "homeless children and youth" are individuals who lack a fixed, regular, and adequate nighttime residence. This also highlights children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; - abandoned in hospitals; or awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

Assistance & Services Provided - Elizabethton City Schools currently serve more than 100 students as "Homeless" or as Students in Transition. We provide assistance in several ways:

- Removing Barriers to VPK enrollment in school
- Tutoring Services
- Transportation

Foster students - ECS has developed solid working and professional relationship with Carter County Juvenile Court as well as Tennessee Department of Children Services. This allows us to identify foster students who are in need of a sound and structured early learning environment.

WELC administrators and teachers frequently visit our low-income neighborhoods and other areas identified of having families in need. They deliver ice cream, goodies, and books all the while continuing to develop comfortable relationships within these said areas. Pertinent information related to our VPK program is placed on yard signs, billboards, and digital signs throughout the community all year long. Social media is also utilized at a high volume in order to spread any information related to our program to the community as a whole and specifically in order to reach our income-eligible families. We also target our families at our district's annual Back-to-School Bash, Spring Recruitment Registration Day, and Book-it-to-the-Park Book Parade. Local health systems/organizations utilize childfind as a method to assist us in identifying students that are in need of VPK. Often, these students qualify as income-eligible as well requiring special services. TEIS staff members have also been helpful in identifying and referring students who qualify for our VPK. During the beginning of this current school year, our VPK and SPED department began collaboration on how to insure our VPK program was identifying students in need of special services. This strategic work enabled us to locate siblings of students in our 619 PreK class as well as siblings across the district who either qualified as income-eligible, SPED, or both. This proved very successful as our SWD increased from 14% in the 2021-22 school year to 24% during the current school year. These two departments will continue this collaborative work in the future as we strive to increase our enrollment and support of SWD.

Ultimately, throughout the year, working with our CPAC, local housing agency, community partners, and businesses, we are able to successfully spread the word and specifically assist those who are considered at-risk. We accept registrations all year long and if we have available space, we will enroll students regardless of time of year. Due to the extreme popularity of our VPK program, we continue to have a waitlist. Currently, our waitlist consists of 14 non-income-eligible students.

5. In 750 words or less, describe how Voluntary Pre-K benefits children and families in your community. Your response must include:

- Districts long-range plan for serving all four-year old children regardless of income
- Statement of need including preschool opportunities, poverty rates, workforce demographics and other outstanding factors impacting families throughout your community
- Collaborative partnerships supporting children and families in your district
- Student level data to demonstrate children leaving VPK have the skills necessary to excel in kindergarten (Alternative Growth Measure, portfolio)
- If applicable, requests for additional classroom allocations for FY24 including plan for facility space, teacher recruitment, and additional costs related to opening a new classroom

Elizabethon City Schools is committed to offering and promoting a high-quality academic environment for its Voluntary Pre-K Program. It is the district's belief that students in our county/city (Elizabethon City is encompassed within Carter County), specifically, income-eligible students are afforded the opportunity and have access to our VPK program. Although, demographics have remained unchanged over the past few years, currently, Carter County has a child poverty rate of 29.4% along with a median household income of \$39,202. 51.8% of civilians, ages 16 and greater are currently in the labor workforce. 54.3% of children in Carter County are on TennCare and 43.4% of children under 5 years old are receiving WIC. Many of the previous data mentioned are factors that impact our families in the area. One other area of impact that is important to mention is the COVID pandemic. Although, schools are currently operating as normal, we still have families who continue to shelter their children because of the pandemic and will not allow them to enter PreK. This was more evident over the past couple of years as our utilization dipped significantly. Even though our utilization rate has improved, we are still not back to the level we would like it. Luckily, through collaborative partnerships, our program is able to successfully benefit our students and families. The following are significant partners in our area that have a significantly positive impact in supporting our families in need.

- Carter County Drug Prevention -
 - Provide parenting classes
 - Mental health resources
 - Assistance in getting displaced families shelter and assistance
- Imagination Library -
 - Fundraise for money to purchase books and materials for children ages 4 and under, search for addresses of transient families in order to ensure children still receive books and materials
- Carter County Public Library -
 - Identify low-income families
 - Provide families support with obtaining food, clothing, assistance in paying for utilities
 - Assist individuals in writing a successful resume
 - Host job fairs in order to assist struggling families find employment

The lack of an affordable quality childcare is evident across our region as well as the state. Recent studies by Tennesseans for Quality Early Education have

shown that parents have significant employment disruptions and/or choose to stay at home with their children rather than work a job. Because of this, there is an astronomical loss of earnings and revenue that heavily impact our area as well as the state. Overall, the lack of accessibility, quality, and affordability has caused many children, regardless of economic status to be without early childhood education. Without this early foundation of education, many students will enter school well-behind many of their peers and will struggle closing the gap. We see this many times in our district, specifically based on the number of over-income students who register with us (FY23 - approximately 40) who won't be enrolled in our program nor any other early childhood program. In regard to the idea of serving all four-year-old children regarding of income, our district early childhood team has met on several occasions to discuss and maintain a plan if it were ever an option. The most significant factors regarding this initiative are funding and space. We are currently at full capacity in all of our schools. This would require us to develop an MOU with a local church or organization that would be willing to share space within their walls. Funding then becomes significant as we would be assisting this shared structure with funds to operate our classrooms. Also, there would need to be additional startup funding for classrooms as well as revolving funds to pay for additional staff to operate. Nonetheless, we understand the importance of a quality early education program and would do everything possible to make it possible and available for our community.

ESGI was our primary tool for gathering data in FY22. We used it for our AGM as well as for our weekly assessments. ESGI provided an ample amount of student data that enabled us to adjust and fine-tune instruction. It also provided us data to share with K teachers on student performance as they entered Kindergarten. This enabled K teachers the ability build instruction based on what the students actually knew when entering their classrooms. As stated previously, we saw the most improvement and continuity in regard to our foundational skills initiative as the district as a whole from grades PreK and up implemented it. ESGI was critical in providing evidence as well as a foundation for K teachers as to where our PreK students currently performed. Because K teachers utilize ESGI as well, our district coaches were able to tailor professional development to meet the current needs of our teachers and more specifically as we entered this current school year. For the FY23 school year, we are continuing the use of ESGI and have also implemented portfolios as our AGM. We will continue to use this data to drive daily instruction as well as informing the K teachers as the students promote.

Resources

[Click here to open the FY24 VPK Rubric](#)

✓
2/2

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:

Champion

"APW Wyatt"

36" griddle.

Perkins # 64404

INVENTORY
TAG NUMBER:

64404

METHOD OF
SALE/DISPOSAL:

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

EHS

SALE/DISPOSAL
AUTHORIZED BY:

Don Albert
Principal

DATE: 1/17/23

AUTHORIZED BY:

Director of Schools

DATE:

AUTHORIZED BY:

Board Chairman

DATE:



Grandstands • Bleachers • Stadium Seating

DATE: 1-30-23
TO: Thomas Weems
FIRM: TWA
FAX: tom@thomasweemsarchitect.com
FOR: Elizabethton HS – Elizabethton, TN

Revised 2/6/23

WE ARE TRANSMITTING (2) PAGES TO YOU, INCLUDING THIS PAGE. IF YOU DO NOT RECEIVE ALL OF THE PAGES, PLEASE CALL 1-800-433-3116.

Addition to Band Bleacher

(1) 10 row x 36'-0" BCE-2CL (Elev.)

Angle Frame Bleachers Include:

1. Clear anodized aluminum seat boards & riser boards
2. Brushed & Anodized aluminum footboards – Sturdisteel Closed Deck
3. Aluminum angle box frames, cross braces and guardrail posts
4. Two (2) line aluminum pipe w/ Black vinyl coated chain link in fill guardrail
5. Aisles w/ mid-rails
6. WC spaces w/ companion seats
7. Existing ramp relocated & adjusted to opposite hand
8. 8" rise w/ 24" tread
9. Installation of items 1-8
10. Angle Frame Grandstand requires a flat and level surface to sit on (*installed by others*)

Sturdisteel Notes:

1. Exclude any site preparatory work (i.e. demo or concrete work), or any city or state sales tax, permits, bonds or fees, all demo work, cmu walls, block work any fencing below the footboard level of the angle frame bleacher, gravel or dirt work, any excavation for concrete work, or related activities to the concrete or any masonry work
2. *Angle frame bleachers are designed for a flat surface or a surface with a max slope of 1% in a single direction. Anything outside of these parameters might require shimming at an additional cost.*
3. **Project duration from notice to proceed:** 7-10 days for sealed submittals upon receipt of NOP/LOI and or contract, 45-60 days for fabrication upon receipt of final submittal approval, installation will take 5-10 days upon delivery of approved materials to the jobsite.
4. Excludes Plan approval time
5. Excludes any item not specifically mentioned as included
6. *Sturdisteel is AISC Certified.*
7. Excludes any lights or light poles at the aisle locations or for lighting the aisles. Or any lights under the bleachers
8. *Excludes any barriers or guardrails under/around the bleacher to prevent people from walking into or under the support structures.*
9. Excludes any fire suppression systems for the bleachers or surrounding areas.
10. This scope sheet is to be part of any purchase order or contract for this project.

Standard Lump Sum Pricing _____ \$ 104,090.00

TIPS Discounted Price _____ \$ 74,950.00
TIPS Contract #2008012

P.O. Box 2655, Waco, TX 76702-2655 • 1.800.433.3116 • FAX: 254.666.4472

www.sturdisteel.com

A Division of Schultz Industries, Inc.



Grandstands • Bleachers • Stadium Seating

This quote is good for 30 days. If you have any questions in regard to this proposal, please contact me at 800-433-3116 or via email at gwilson@sturdisteel.net. Please see our website www.sturdisteel.com.

Gary Wilson
Sales Representative

Cc: Matt Stephens

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

=====

BIDS AND PURCHASES OVER \$10,000

DEPARTMENT: CAPITAL OUTLAY

SUBJECT: Bid Number ECSS FY2022-2023-03 for REPLACEMENT OF ELEVATOR CONTROLS AT T.A. DUGGER JUNIOR HIGH SCHOOLS

SUMMARY: Bids were advertised and solicited for REPLACEMENT OF ELEVATOR CONTROLS AT T.A. DUGGER JUNIOR HIGH SCHOOLS. One (1) bid was received and deemed to be acceptable as per bid specifications. Bids were opened at 10:00 a.m., on Friday, the 10th day of February 2023. Bids were as follows:

BIDDER	AMOUNT
United Elevator Services, LLC P.O. Box 1301 Knoxville, TN 37901	\$82,000.00

ACCOUNT

FUNDING: Account codes: Capital Outlay
141-76100-707

RECOMMENDATION: Mr. Richard VanHuss, Director of Schools, and Mr. John Hutchins, Assistant Director of Operations, have reviewed the bid. It is their recommendation that the bid for the REPLACEMENT OF ELEVATOR CONTROLS AT T.A. DUGGER JUNIOR HIGH SCHOOLS be awarded to United Elevator Services, LLC in the amount of \$82,000.00 based on specifications.

NECESSARY

BOARD ACTION: Motion to approve the award of bid number ECSS 2022-2023-03 for the REPLACEMENT OF ELEVATOR CONTROLS AT T.A. DUGGER JUNIOR HIGH SCHOOLS to United Elevator Services, LLC in the amount of \$82,000.00.

APPROVED BY ELIZABETHTON BOARD OF EDUCATION:

Eddie Pless, Chairman

Richard VanHuss, Director of Schools

DATE

DATE

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: January 24, 2023

Total Student Enrollment:	2,730
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. All public ESSER 3.0 funding documents and planning addenda are posted on our website in English and Spanish. An ESSER infographic on the district webpage provides funding investment information to stakeholders and an email contact (ESSER Grant Manager) is for anyone 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 social media announcements, 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. All public ESSER 3.0 funding documents and planning addenda are posted on our website in English and Spanish. An ESSER infographic on the district webpage provides funding investment information to stakeholders and an email contact (ESSER Grant Manager) is for anyone to ask questions or provide feedback at any time.

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

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 Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through September 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. 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.

LEA Name: Elizabethton City Schools

Date: January 24, 2023

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

After a review of our August 2022-23 Safe Return to In-person Instruction and Continuity of Services Plan, ECS began the revision process by consulting with our Director of Schools and Coordinated School Health Director. The CSH Director communicates regularly with the Carter County Health Department and suggested several revision recommendations for the plan. She also consulted with the CCHD to get feedback on our revisions. School administrators were given the opportunity to provide feedback on the Health and Safety Plan after consulting with their administrative teams. Suggested revisions will be presented at the February School Board meeting with an opportunity for feedback from stakeholders. Our school 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.

2. Describe how the LEA engaged the health department in the development of the revised plan.

Our Coordinated School Health Director considered current recommendations from the Tennessee Department of Health and the CDC while revising our Health and Safety Plan. Our CSH Director communicates regularly with the Carter County Health Department and suggested several revision recommendations for the plan. Suggested revisions were sent to the Carter County Health Department Director for recommendations and feedback. The CCHD Director approved the proposed revisions.

3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

<p><i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i></p>
<p>We will continue the 2022-23 school year utilizing in-person learning. Currently, there is no plan to provide a virtual option except for students in isolation or quarantine. The traditional, 5-days a week instructional model provides instruction in-person while adhering to additional safety protocols for all students. TDOE-granted virtual days may be utilized as needed. Students with Disabilities who are quarantined will receive services in accordance with their IEP/504 plans.</p>
<p><i>Physical distancing (e.g., use of cohorts/podding)</i></p>
<p>The traditional, 5-days a week instructional model provides instruction in-person while adhering to additional safety protocols. The use of cohorts/podding is not part of our revised health and safety strategies.</p>
<p><i>Hand washing and respiratory etiquette</i></p>
<p>Hand washing and respiratory etiquette continue to be highly encouraged. Hand sanitation stations are available in all buildings. Increased cleaning and sanitation of high-contact areas are a priority. Parents are requested to check temperatures prior to sending students on the bus or to school. Training for staff and students on recommended healthy routines is provided as needed. Staff and students are encouraged to stay home if they are sick or running a temperature of 100.4 or greater. Face coverings are available in all schools.</p>
<p><i>Cleaning and maintaining healthy facilities including improving ventilation</i></p>
<p>We continue to utilize the following procedures in our facilities. Students are encouraged to bring a water bottle. Increased cleaning and sanitation of high-contact areas are a priority. Increased air circulation in classrooms through windows, doors, and air purifiers (as feasible and practical). Large group assemblies are limited to following school safety guidelines (as feasible and practical). Field trips that can be conducted safely, given current conditions, are approved. Social distancing within the classroom is encouraged (where feasible and practical); six feet may not be possible in all classrooms. Schools may alter arrival and departure procedures to minimize contact and congestion, as needed. Physical activity is conducted outdoors whenever possible to group students safely.</p>
<p><i>Contact tracing in combination with isolation and quarantine</i></p>
<p>School administrators maintain confidentiality in accordance with the ADA (American Disabilities Act) and HIPAA (Health Insurance Portability and Accountability Act of 1996). A student or staff member with COVID-19 should follow TDH guidelines for returning to school. Isolation and quarantine guidance for parents and staff members may be obtained by contacting the CCHD (877-857-2945) or by visiting Novel Coronavirus (tn.gov). Potential school closure is based on the level of risk determined by the district. Classroom/school/district closures only occur if a significant need warrants the closure or if it is mandated by the state or local health officials. If the need arises to close schools due to COVID-19, virtual learning per state guidelines will be initiated for impacted students as soon as possible. If closure is needed for intensive cleaning, communication will be provided.</p>

<i>Diagnostic and screening testing</i>
Diagnostic and screening testing may be obtained by contacting the CCDH (877-857-945) or local physicians and pharmacies.
<i>Efforts to provide vaccinations to educators, other staff, and students, if eligible</i>
Vaccinations are not mandated for faculty, staff, or students. Vaccines are currently available for ages 6 months and older at the Carter County Health Department, local pharmacies, and the regional health system.
<i>Universal and correct wearing of masks</i>
Face coverings are available in all schools.

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students’ academic needs and students’ and staff’s social, emotional, mental health, and other needs, which may include student health and food services.

Based on Tennessee Department of Health guidelines, Elizabethton City Schools ensures the continuity of services to address academic needs by continuing school in person for the remainder of the 2022-23 school year. Based on this plan, we expect to provide all services to students and families in person in accordance with policies, statutes, and all regulations. Common sense infectious disease prevention measures remain in place based on CDC recommendations and Tennessee Department of Health guidelines.

Elizabethton City Schools teaches TN State Standards in all courses and utilizes our Tier II and III intervention blocks to account for learning loss and acceleration. Subgroup services are provided per IEP/ILP. ESSER 3.0 funds enable us to mitigate learning loss by hiring additional teachers to reduce class sizes, work with more students in small intervention groups, and serve additional students in grades 1-8 through TN ALL Corps tutoring.

Our social, emotional, and mental health supports continue at each school with additional school counselors and career advisors, three mental health counselors, and a school social worker. Students receive social and emotional health supports support during guidance classes, small group sessions, and individual counseling and advising. School nurses continue to address health concerns and conduct any necessary actions regarding COVID-19. Mental health counselors are available to all faculty and staff members as needed. Our teachers and administrators participated in “Mental Health Debriefing” sessions offered by the Tennessee Department of Health and Crisis Response Team volunteers. ECS administration and teachers participated in resiliency training which will continue for the remainder of the school year.

Other supports for continuing services during the 2022-23 school year include the Community Eligibility Provision for free breakfast and lunch for all students at East Side Elementary and Harold McCormick Elementary School. Families of students at West Side Elementary, T.A. Dugger Jr. High, and Elizabethton High School may apply for free or reduced meals through the application process per USDA guidelines.

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

=====

BIDS AND PURCHASES OVER \$10,000

DEPARTMENT: TRANSPORTATION

SUBJECT: Bid Number ECSS FY2022-2023-02 for ONE (1) 42 PASSENGER SCHOOL BUS

SUMMARY: Bids were advertised and solicited for ONE (1) 42 PASSENGER SCHOOL BUS. Two (2) bids were received and one was deemed to be acceptable as per bid specifications. Bids were opened at 10:00 a.m., on Monday, the 6th day of February 2023. Bids were as follows:

BIDDER	AMOUNT
Central States Bus Sales, Inc. Lebanon, TN	No Response
Mid-South Bus Center Murfreesboro, TN	\$129,653.00
Cumberland International Truck Sales, Inc.. Nashville, TN	No Bid

ACCOUNT

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

RECOMMENDATION: Mr. Richard VanHuss, Director of Schools, and Mr. John Hutchins, Assistant Director of Operations, have reviewed the bids. It is their recommendation that the bid for the purchase of One (1) 42 Passenger School Bus be awarded to Mid-South Bus Center in the amount of \$129,653.00 based on specifications.

NECESSARY

BOARD ACTION: Motion to approve the award of bid number ECSS 2022-2023-02 for the purchase of one (1) 42 Passenger School Bus to Mid-South Bus Center in the amount of \$129,653.00.

APPROVED BY ELIZABETHTON BOARD OF EDUCATION:

Eddie Pless, Chairman

Richard VanHuss, Director of Schools

DATE

DATE

ELIZABETHTON CITY SCHOOLS

2022 K-12 CALENDAR 2023

AUGUST 2022					SEPTEMBER 2022					OCTOBER 2022				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
1 TEACHER INSERVICE DAY	2 TEACHER WORKDAY	3 	4 ELECTION DAY TEACHER WORKDAY	5 TEACHER INSERVICE DAY				1	2 PR	3	4	5 X	6	7
8 FIRST FULL DAY	9	10	11	12	5 LABOR DAY	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	FALL BREAK		21
22	23	24	25	26	19	20	21	22	23 PARENT TEACHER CONF.	24	25	26	27	28 PD DAY
29	30	31			26	27	28	29	30	31				
NOVEMBER 2022					DECEMBER 2022					JANUARY 2023				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
	1	2	3	4				1	2	2 PD DAY	3 TEACHER WORKDAY	4	5	6
7 PD DAY	8 ELECTION DAY PD DAY	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16 PR	17	18	12	13	14	15	16 X	16 MARTIN LUTHER KING DAY	17	18	19	20
21	22	THANKSGIVING		25	CHRISTMAS BREAK					23	24	25	26	27
28	29	30			26	27	28	29	30	30	31			
FEBRUARY 2023					MARCH 2023					APRIL 2023				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
		1	2	3 PR			1	2	3	3	4	5	6	7 GOOD FRIDAY
6	7	8	9	10	6	7	8	9	10 X	10	11	12	13	14
13	14	15	16	17	13	14	15	16	17	17	18	19	20 PR	21
20 PD DAY	21	22	23	24	20	21	22	23 PD DAY	24 PD DAY	24	25	26	27	28
27	28				SPRING BREAK									
MAY 2023					KEY									
MON	TUE	WED	THU	FRI	1ST SEM DAYS: 83 2ND SEM. DAYS: 90 173 - STUDENT DAYS 7 - PROF. DEV. DAYS 180 - TOTAL DAYS 4 - TEACHER WORKDAYS 3 - ALT. INSERVICE DAYS 2 - TEACHER INSERVICE HOLIDAYS AND BREAKS 7 - PROF. DEV. DAYS 3 - ABBREVIATED DAYS: GRADES K-5 (8:00 - 11:46 AM); GRADES 6-12 (7:45-11:16 AM) 1 - P/T CONF. DAY: GRADES K-5 (8:00 - 11:00 / 12:00 - 3:00); GRADES 6-12 (7:45 - 11:00 / 12:00 - 2:45); (LUNCH FROM 11:00 - 12:00) PR - PROGRESS REPORTS X - END OF GRADING PERIOD - FIRST/LAST STUDENT DAY 6 - STOCKPILED INCLEMENT WEATHER DAYS									
1	2	3	4	5	BOARD APPROVAL DATE:									
8 PD DAY	9	10	11	12										
15	16	17	18	19 PD DAY										
22	23 X	24 TEACHER WORKDAY	25	26										
29 MEMORIAL DAY	30	31												

**Elizabethton City Schools
2021-2022 Proposed Schedule
for Additional Professional Development Days**

Date	Participating Schools	Topic	Agenda	
			Times	Activity
Thursday, March 23, 2023	PreK - 12	DIDD Services and supports	8:00 - 3:00	Department of Intellectual and Developmental Disabilities will share about their services and support they can provide to our schools and our students.

Date	Participating Schools	Topic	Agenda	
			Times	Activity
Friday, May 19, 2023	K-12	Math Adoption	8:00 - 3:00	In partnership with SchoolKit PreK-2 teachers will receive professional development around the implementation of HQIM.
	SPED	IEP Trainings on Monitoring Findins	8:00 -11:00	SPED teachers will receive training on how to correct any IEP Monitoring Findings.
	K-12	Unified Champion Schools	8:00-12:00	Unified Champion Schools will present to administrators and staff strategies for including students with disabilities in the school culture.
	3	ELA - Data Dig	8:00 - 3:00	Deep dive into 3rd Grade data to identify students who are potential for rentention. Summer School development adjustment to accommodate the number of thrid grade students who are not proficient in ELA



**ECS CALENDAR
2022-2023**

AUGUST	1	Teacher Inservice (no school)
	2	Teacher Workday (no school)
	3	First Abbreviated Day - Grades K-5 (8:00-11:46 am)
		Grades 6-12 (7:45-11:16 am)
	4	Teacher Workday (no school)
	5	Teacher Inservice (no school)
	8	First Full Day of School

SEPTEMBER	2	Progress Reports Go Home
	5	Labor Day (no school)
	16	Parent/Teacher Conferences (no school) Grades K-5 (8:00-11:00 / 12:00-3:00)
		Grades 6-12 (7:45-11:00 / 12:00-2:45)

OCTOBER	5	End of Nine-Weeks Grading Period
	12	Grade Cards Go Home
	17	No School
	18	No School
	19-21	Alternative Inservice Days (no school)
	28	Professional Development Day (no school)

NOVEMBER	7	Professional Development Day (no school)
	8	Professional Development Day (no school)
	16	Progress Reports Go Home
	23-25	Thanksgiving Break (no school)

DECEMBER	16	End of Grading Period
		Abbreviated Day - Grades K-5 (8:00-11:46 am)
		Grades 6-12 (7:45-11:16 am)
	19-30	Christmas Break (no school)

JANUARY	2	Professional Development Day (no school)
	3	Teacher Workday (no school)
	6	Grade Cards Go Home
	16	Martin Luther King Day (no school)

FEBRUARY	3	Progress Reports Go Home
	20	Professional Development Day (no school)

MARCH	10	End of Nine-Weeks Grading Period
	17	Grade Cards Go Home
	23	Professional Development Day (no school)
	24	Professional Development Day (no school)
	27-31	Spring Break

APRIL	7	Good Friday (no school)
	10	Professional Development Day (no school)
	20	Progress Reports Go Home

MAY	8	Professional Development Day (no school)
	19	Professional Development Day (no school)
	23	Last Day of School Abbreviated Day - Grades K-5 (8:00-11:46 am)
		Grades 6-12 (7:45-11:16 am)
	24	Teacher Workday (no school)

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 09/16/21
		Rescinds: 4.700	Issued: 12/17/20

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in each instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;¹
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.²

21 The Director of Schools shall be responsible for planning and implementing the program which includes:

- 22 1. Determining specific purposes for each test;
- 23
- 24 2. Selecting the appropriate test to be given;
- 25
- 26 3. Establishing procedures for administering the tests;
- 27
- 28 4. Making provisions for interpreting and disseminating the results;
- 29
- 30 5. Maintaining testing information in a consistent and confidential manner; and
- 31
- 32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 TNReady⁴ and EOC⁵ scores will be included in students' final grades as follows:

- 5 a) Grades 3-5 - 0%
- 6 b) Grades 6-8 - 15%
- 7 c) Grades 9-12 - 15%

8 For the 2020-2021 school year, EOC and TNReady scores for grades 6-12 will only count if the test
9 score will help with the student's final grade. No student grades will be negatively impacted by these
10 scores.

11 The TNReady and EOC will be calculated into the last grading period of the course.

12 The Elizabethton City School System shall use the following methodology: target score method

13 The Director of Schools may exclude these scores from students' final grades if results are not received
14 by the district at least five (5) instructional days before the end of the course.^{4,5}

15 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

16 Interest inventories shall be made available to middle schoolers and 9th graders. These will include
17 assessments such as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College
18 Board Career Finder.

19 Career aptitude assessments shall be administered to 8th graders in order to inform the student's high
20 school plan of study. Upon receiving the results from these assessments, the school shall provide students
21 with information on any available career and technical education opportunities in which the student is
22 eligible to participate in.

23 **TESTING INFORMATION AND PARENTAL CONSENT**

24 Any test directly concerned with measuring student ability or achievement through individual or group
25 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee
26 of the system without first obtaining written consent of the parent(s) or guardian(s).²

27 Results of all group tests shall be recorded on students' permanent records and shall be made available
28 to appropriate personnel in accordance with established procedures.⁷

29 No later than July 31st of each year, the board shall publish on its website information related to state
30 and board mandated tests that will be administered during the school year. The information shall
31 include:⁸

- 32 1. The name of the test;

33

- 1 2. The purpose and use of the test;
- 2
- 3 3. The grade or class in which the test will be administered;
- 4
- 5 4. The tentative date or dates that the test will be administered;
- 6
- 7 5. The time and manner in which parent(s)/guardian(s) and students will be notified of the results
- 8 of the test;
- 9
- 10 6. How parent(s)/guardian(s) can access the questions and answers on their student's state-
- 11 required tests; and
- 12
- 13 7. If a board mandated test, how the test complements and enhances student instruction and
- 14 learning and how it serves a purpose distinct from state-required tests.

15 Testing information shall also be placed in student handbooks or other school publications that are
16 provided to parent(s)/guardians(s) on an annual basis.

17 **TESTING FOR GRADE PLACEMENT OR AWARDING CREDIT⁹**

18 Students transferring from a Category IV church-related school, Category V private school, or home
19 school shall be awarded credit upon completion of a written exam. These exams shall be approved,
20 administered, and graded by the school's principal/designee. Upon request from a parent/guardian,
21 student scores from a nationally standardized achievement test in the relevant subject shall be accepted
22 as a substitute for these exams.

23 Students transferring from home school status may be awarded credit upon completion of
24 placement/content exam. These exams shall be approved, administered, and graded by the school's
25 principal/designee. Upon request from a parent/guardian, student scores from a nationally
26 standardized achievement test in the relevant subject shall be accepted as a substitute for these exams.

27

28 For students in grades one through eight (1-8), the exam shall only cover the last grade completed. For
29 students in grades nine through twelve (9-12), the exam shall only cover the last course completed by
30 the student (for example, if a student has completed English I, II, and III, the examination shall only
31 cover English III).

32 The Director of Schools shall provide notice to parent(s)/guardian(s) of these exams.

Commented [MN1]: New TSBA language

Commented [MN2]: Suggest Language change from TSBA model

Commented [MN3]: Keep this paragraph

Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(11)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(11)(e); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 49-6-412; Public Acts of 2021, Chapter No. 271
7. TCA 10-7-504(a)(4)(A)
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Elizabethton City Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Attendance	Descriptor Code: 6.200	Issued Date: 07/21/22
		Rescinds: 6.200	Issued: 09/16/21

1 Attendance is a key factor in student achievement and therefore, students are expected to be present each
2 day school is in session.

3 The Director of Schools/designee shall ensure that this policy is posted in each school building and
4 disseminated to all students, parents(s)/guardian(s), teachers, and administrative staff.

5 The Attendance Supervisor shall oversee the entire attendance program which shall include:¹

- 6 1. All accounting and reporting procedures and their dissemination;
7
- 8 2. Alternative program options for students who severely fail to meet minimum attendance
9 requirements;
- 10 3. Ensuring that all school age children attend school;
- 11 4. Providing documentation of enrollment status upon request for students applying for new or
12 reinstatement of driver's permit or license; and
- 13 5. Notifying the Department of Safety whenever a student with a driver's permit or license
14 withdraws. ²
15
16
17

18 Student attendance records shall be given the same level of confidentiality as other student records. Only
19 authorized school officials with legitimate educational purposes may have access to student information
20 without the consent of the student or parent(s)/guardian(s).³

21 Absences shall be classified as either excused or unexcused as determined by the principal/designee.
22 Excused absences shall include:⁴

- 23 1. Personal illness/injury;
24
- 25 2. Illness of immediate family member;
26
- 27 3. Death in the family;
28
- 29 4. Extreme weather conditions;
30
- 31 5. Religious observances;⁵
32

- 1 6. Pregnancy;
- 2
- 3 7. School endorsed activities;
- 4
- 5 8. Summons, subpoena, or court order; or
- 6
- 7 9. Circumstances which in the judgment of the principal create emergencies over which the
- 8 student has no control.

9 The principal shall be responsible for ensuring that:⁶

- 10 1. Attendance is checked and reported daily for each class;
- 11
- 12 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent
- 13 for the majority of the day;
- 14
- 15 3. All student absences are verified;
- 16
- 17 4. Written excuses are submitted for absences and tardiness within three (3) days of returning to
- 18 school;
- 19 5. System-wide procedures for accounting and reporting are followed.

20 TRUANCY

21 Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that
22 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled
23 school day in order to be counted present. Students may attend part-time days, alternating days, or for a
24 specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be
25 considered present for school attendance purposes. If a student is required to participate in a remedial
26 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)
27 and the school district provides transportation, unexcused absences from these programs shall be
28 reported in the same manner.⁷

29 A student who is absent five (5) days without adequate excuse shall be reported to the Director of
30 Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's
31 absence. If a parent/guardian does not provide documentation within three (3) days of returning to school
32 excusing those absences, or request an attendance hearing, then the Director of Schools shall implement
33 the progressive truancy intervention plan described below prior to referral to juvenile court.

34 *Progressive Truancy Intervention Plan*⁸

35 Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide
36 prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are
37 not limited to, RTI²-B supports.

1 Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5)
2 unexcused absences, but before referral to juvenile court, and includes the following:

- 3 1. A conference with the student and the student's parent(s)/guardian(s);
4
- 5 2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s),
6 and the Attendance Supervisor/designee. The contract shall include:
7
 - 8 a. A specific description of the school's attendance expectations for the student;
 - 9 b. The period for which the contract is effective; and
 - 10 c. Penalties for additional absences and alleged school offenses, including additional
11 disciplinary action and potential referral to juvenile court.
12
- 13 3. Regularly scheduled follow-up meetings to discuss the student's progress; and
14
- 15 4. A school employee shall conduct an individualized assessment detailing the reasons a student
16 has been absent from school. The employee may refer the student to counseling, community-
17 based services, or other services to address the student's attendance problems.

18 Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III shall
19 consist of the following interventions: Scheduled to report back in front of Elizabethton City Schools
20 Truancy Board, At Risk Cohort Meeting with school counselor or school administrator, Individual
21 Assessment by school counselor or school administrator and/or possible Department of Children
22 Services referral. The interventions shall address students' needs in an age-appropriate manner.
23 Finalized plans shall be approved by the Director of Schools/designee.

24 **NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY⁹**

25 A principal/designee may excuse a student to participate in non-school sponsored extracurricular
26 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)
27 absences each school year. No later than seven (7) business days prior to the student's absence, the
28 student shall provide documentation to the school as proof of the student's participation along with a
29 written request for the excused absence from the student's parent/guardian. The request shall include
30 the following:

- 31 1. Student's name and personal identification number;
32
- 33 2. Student's grade;
34
- 35 3. The dates of the student's absence;
36
- 37 4. The reason for the student's absence; and
38
- 39 5. The signatures of the student and parent/guardian.

1 RELEASED TIME COURSE¹⁰

2 A principal/designee may excuse a student to attend a course in religious moral instruction for up to
3 one (1) class period per school day. Students shall not be excused during any class which requires an
4 examination for state or federal accountability purposes.

5 The student shall submit a written consent form signed by the student's parent/guardian prior to
6 participation in the released time course. The principal/designee shall document the approval in
7 writing. The student shall provide documentation to the principal/designee as proof of the student's
8 participation in the released time course.

9 The district shall not be responsible for transporting students to and from the place of instruction.

10 Upon submission of the student's transcript from the entity that provided the released time course, the
11 student may be awarded one-half (1/2) unit of elective credit. The Director of Schools shall develop
12 procedures with secular criteria for determining whether credit shall be awarded.

13 MAKE-UP WORK

14 Students shall be allowed to complete make-up work for excused absences. Parents and students
15 should refer to their child's school handbook for procedures on requesting and completing make-up
16 work.

17 STATE-MANDATED TESTS/END OF COURSE EXAMS

18 Students who are absent the day of the scheduled end-of-course (EOC) exams shall have the opportunity
19 to make-up exam with in the testing window period, ~~present a signed doctor's excuse or have been given~~
20 ~~an excused release by the principal prior to testing to receive an excused absence. Students who have~~
21 ~~excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete~~
22 ~~in the course until they have taken the End of Course Exam.~~

23 EOC scores will be calculated into students' final grades based on the Testing Program Policy 4.700
24 requirements.

25 CREDIT/PROMOTION DENIAL

26 Credit/promotion denial determinations may include student attendance; however, student attendance
27 may not be the sole criterion.⁹ If attendance is a factor prior to credit/promotion denial, the following
28 shall occur:

- 29 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of
30 credit/promotion denial due to excessive absenteeism; and
- 31 2. Procedures in due process are available to the student when credit or promotion is denied.

33 DRIVER'S LICENSE REVOCATION²

Commented [MN1]: Testing window has usually ended before grades are assigned. If the student misses the window period they are not allowed to make up exam.

1 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any
2 semester shall be ineligible to retain a driver's permit or license.

3 **ATTENDANCE HEARING**¹²

4 Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion
5 denial shall have the opportunity to appeal to an attendance hearing committee appointed by the
6 principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided
7 written or actual notice of the appeal hearing and shall be given the opportunity to address the committee.
8 The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an
9 absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass
10 the course or be promoted. Upon notification of the attendance committee decision, the principal shall
11 send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student
12 of any action taken regarding the excessive unexcused absences. The notification shall advise
13 parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of
14 Schools/designee.

15 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

16 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's
17 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
18 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
19 The action of the Board shall be final.

Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c); Public Acts of 2022,
Chapter No. 878
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of
Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. TCA 49-6-3022
10. TCA 49-2-130
11. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
12. TRR/MS 0520-01-02-.17(7)

Cross References

- School Calendar 1.800
- Extracurricular Activities 4.300
- Interscholastic Athletics 4.301
- Field Trips/Excursions/Competitions 4.302
- Reporting Student Progress 4.601
- Promotion and Retention 4.603
- Recognition of Religious Beliefs, Customs, & Holidays 4.803
- Voluntary Pre-K Attendance 6.2011
- Homeless Students 6.503
- Students in Foster Care 6.505
- Students from Military Families 6.506
- Student Records 6.600

Elizabethton City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 09/16/21
		Rescinds: 6.300	Issued: 11/19/19

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of
2 conduct which are appropriate for each level of school.¹ Codes of conduct for students in
3 prekindergarten or kindergarten shall utilize alternative disciplinary practices such as RTI²B.
4 Exclusionary discipline shall only be used as a measure of last resort.² The development of each code
5 shall involve principals and staff members of each level and shall be based on evidence-based
6 behaviors supports and interventions.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
8 protect all members of the educational community in the exercise of their rights and duties and to
9 maintain a safe learning environment where orderly learning is possible and encouraged.⁴ These
10 misbehaviors apply to student conduct on school buses, on school property, and while students are on
11 school sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall
12 ensure that disciplinary measures are implemented in a manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
16 allowed at school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following
25 trauma-informed discipline practices: RTI²B. Principals shall use appropriate discipline management
26 techniques when enforcing the code of conduct.

27 **MISBEHAVIORS: Level I**

28 This level includes minor misbehavior on the part of the student which impedes orderly classroom
29 guidelines or interferes with the orderly operation of the school, but which can usually be handled by
30 an individual staff member.

31 *Examples (not an exclusive listing):*

- 32 • Classroom disturbances

- 1 • Classroom tardiness
- 2 • Cheating and lying
- 3 • Abusive language
- 4 • Failure to do assignments or carry out directions
- 5 • Wearing, while on the grounds of a public school during the regular school day,
- 6 clothing that exposes underwear or body parts in an indecent manner that disrupts the
- 7 learning environment ⁶
- 8 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 9 cyber-bullying, and/or hazing)

10 *Disciplinary Procedures:*

- 11 • The staff member intervenes immediately.
- 12 • The staff member determine what offense was committed and its severity.
- 13 • The staff member determines who committed the offense and if he/she understands the
- 14 nature of the offense.
- 15 • The staff member employs appropriate disciplinary options.
- 16 • The record of the offense and disciplinary action shall be maintained by staff member.

17 *Disciplinary Options:*

- 18 • Verbal reprimand
- 19 • Special Assignment
- 20 • Restricting activities
- 21 • Counseling
- 22 • Withdrawal of privileges
- 23 • Issuance of demerits
- 24 • Strict supervised study
- 25 • Detention
- 26 • Corporal punishment
- 27 • In-school suspension
- 28 • RTI²B

29 **MISBEHAVIORS: Level II**

30 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of
31 the school. These misbehaviors do not represent a direct threat to the health and safety of others but
32 have educational consequences serious enough to require corrective action on the part of
33 administrative personnel.

34 *Examples (not an exclusive listing):*

- 35 • Continuation of unmodified Level I misbehaviors
- 36 • Using forged notes or excuses
- 37 • Disruptive classroom behavior

1 *Disciplinary Procedures:*

- 2 • The student is referred to principal for appropriate disciplinary action.
- 3 • The principal meets with student and staff member.
- 4 • The principal hears accusation made by staff member and allows the student the
- 5 opportunity to explain his/her conduct.
- 6 • The principal takes appropriate disciplinary action and notifies the staff member of
- 7 action.
- 8 • The record of offense and disciplinary action shall be maintained by principal.

9 *Disciplinary Options:*

- 10 • Teacher/schedule change
- 11 • Peer counseling
- 12 • Referral to outside agency
- 13 • In-school suspension
- 14 • Transfer
- 15 • Detention
- 16 • Suspension from school-sponsored activities or from riding school bus
- 17 • Out-of-school suspension
- 18 • RTI²B

19 **MISBEHAVIORS: Level III**

20 This level includes acts directly against persons or property but whose consequences do not seriously

21 endanger the health or safety of others in the school.

22 *Examples (not an exclusive listing):*

- 23 • Continuation of unmodified Level I and II misbehaviors
- 24 • Fighting
- 25 • Vandalism (minor)
- 26 • Use, possession, sale, distribution, and/or being under the influence of alcohol, tobacco,
- 27 tobacco products, smoking hemp, vapor products, smokeless nicotine products, or
- 28 ~~alcohol~~ or any legally purchased cannabidiol (CBD) not containing THC⁷
- 29 • Use, possession, sale, or distribution of smoking paraphernalia, including, but not
- 30 limited to, a cigarette holder, cigarette papers, smoking pipe, water pipe, vapor product⁸
- 31 • Use, possession, sale, or distribution of drug paraphernalia
- 32 • Use, sale, distribution, and/or being under the influence of drugs
- 33 • Stealing
- 34 • Threats to others
- 35 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 36 cyber-bullying, and/or hazing)

Disciplinary Procedures:

- The student is referred to principal for appropriate disciplinary action.
- The principal meets with student and staff member.
- The principal hears accusation and allows the student the opportunity to explain his/her conduct.
- The principal takes appropriate disciplinary action and notifies the staff member of the action.
- The principal may refer incident to Director of Schools and make recommendations for consequences.
- The record of offense and disciplinary action shall be maintained by principal.

Disciplinary Options:

- In-school suspension
- Detention
- Restitution from loss, damage or stolen property
- ~~Out-of-school suspension~~
- Remand to alternative school or program
- Social adjustment classes
- Transfer
- RTI²B

MISBEHAVIORS: Level IV

This level of misbehavior includes acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.⁷⁹

Examples (not an exclusive listing):

- Continuation of unmodified Level I, II and III misbehaviors
- Death threat
- Extortion
- Bomb threat
- Possession, use, and/or transfer of dangerous weapons
- ~~Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer*~~
- Aggravated assault*
- Vandalism
- Theft, possession, and/or sale of stolen property

- 1 • Arson
- 2 • ~~Possession of unauthorized substances (e.g. any controlled substance, controlled~~
- 3 ~~substance analogue, or legend drug)*~~
- 4 • Use or transfer of unauthorized substances
- 5 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 6 cyber-bullying, and/or hazing)
- 7 • ~~Electronic threat to cause bodily injury or death to another student or school employee~~
- 8 • Zero tolerance offenses (See Board Policy 6.309.)

9 *Disciplinary Procedures:*

- 10 • The principal confers with appropriate staff members and with the student.
- 11 • The principal hears accusations and allows the student the opportunity to explain his/her
- 12 conduct.
- 13 • The parent(s)/guardian(s) are notified.
- 14 • Law enforcement officials are contacted.
- 15 • The incident is reported and recommendations made to the Director of Schools.
- 16 • The principal notifies the staff members of the resolution.
- 17 • If the student's placement is to be changed, adequate notice of the charges shall be
- 18 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 19 hearing.

20 *Disciplinary Options*

- 21 • Remand to alternative school or program
- 22 • Out-of-school suspension or expulsion
- 23 • Other hearing authority or Board action which results in appropriate placement
- 24 • RTI²B

25 ~~*Designates zero tolerance offenses~~

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. Public Acts of 2021, Chapter No. 77
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4009
7. TCA 57-4-203(b)(2); TCA 39-15-407 to -414;
39-17-1503 to -1505..

Cross References

- Traffic and Parking Controls 3.403
- Procedural Due Process 6.302
- Student Discrimination, Harassment, Bullying,
- Cyber-bullying, and Intimidation 6.304
- Title IX & Sexual Harassment 6.3041
- Interference/Disruption of School Activities 6.306
- Bus Safety and Conduct 6.308
- Zero Tolerance Offenses 6.309

8. [TCA 39-15-407 to -414.](#)
~~7.9.~~ TCA 49-6-4008

Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Elizabethton Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: 10/12/20
		Rescinds: 6.309	Issued: 07/21/20

1 In order to ensure a safe and secure learning environment, the following offenses shall not be
2 tolerated:¹

- 3 1. Bringing to school or being in unauthorized possession of a firearm on school property;²
4
- 5 2. Unlawful possession of any drug, including any controlled substance, controlled substance
6 analogue, or legend drug, and specifically including tetrahydrocannabinols (THC) at any level
7 of concentration, on school grounds or at a school-sponsored event;³
8
- 9 3. Aggravated assault;⁴ or
10
- 11 4. Assault that results in bodily injury⁵ upon any teacher, principal, administrator, any other
12 employee of the school, or school resource officer.

13 Committing any of these offenses shall result in a student being expelled from the regular school
14 program for at least one (1) calendar year unless modified by the Director of Schools. Modification of
15 the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance
16 offenses may be assigned to an alternative school or program at the discretion of the Director of
17 Schools.⁶

18 When it is determined that a student has violated this policy, the principal shall notify the student's
19 parent(s)/guardian(s) and the criminal justice or juvenile delinquency system as required by law.⁷

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 49-6-3401(g)(2); TCA 49-6-3402; Public Acts of 2020, Chapter No. 603
7. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1)

Cross References

- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319