

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, April 20, 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 Thursday, April 20, 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 the 2023 Educator's Hall of Fame Inductees, Mr. Edwin Alexander and Dr. Josh Wandell.
 - B. Recognition of Steve Hopland for his generous donation to the EHS Aviation Program.
 - C. Recognition of the 2023 TSBA SCOPE Attendees from Elizabethton High School.
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: March 31, 2023.
 - B. Approve General Purpose Fund Financial Statement, March 31, 2023.
 - C. Approve Federal Projects Fund Financial Statement, March 31, 2023.
 - D. Approve School Nutrition Fund Financial Statement, March 31, 2023.
 - E. Approve Josh Boatman's Research Proposal for Milligan University Doctoral Program.
 - F. Approve Interquest Detection Canines Agreement for 2023-2024.
 - G. Approve the second reading of Board Policy 4.206, Homebound Instruction.
 - H. Approve the second reading of Board Policy 4.210, Credit Recovery.
 - I. Approve the second reading of Board Policy 5.303, Personal and Professional Leave.
 - J. Approve the second reading of Board Policy 1.106, Code of Ethics.
 - K. Approve the second reading of Board Policy 1.107, Board Member Conflict of Interest.

- L. Approve the second reading of Board Policy 1.806, Advertising and Distribution of Materials in the Schools.
 - M. Approve the second reading of Board Policy 4.204, Summer Instructional Programs.
 - N. Approve the second reading of Board Policy 4.603, Promotion and Retention.
 - O. Approve an Equipment Disposal Request from Travis Hurley, Principal at East Side Elementary for the disposal of a VCR that no longer works.
 - P. Approve an Equipment Disposal Request from John Wright, Principal at West Side Elementary School for the disposal of a chair.
 - Q. Approve an Equipment Disposal Request from Brian Culbert, CTE Director, for the disposal of 18 outdated computers and monitors.
 - R. Approve the Elizabethton High School Girls' Basketball Team to travel to Cherokee, North Carolina for a tournament from December 19, 2023, through December 23, 2023.
8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**
- A. Personnel Report
 - a. NEW HIRES: Jennifer Tolley, INT Educational Assistant at HME, effective April 10, 2023; Karoline Warnick, ESP Student Leader, System-wide, effective April 4, 2023; Christopher Jarrett, Computer Specialist at CO, effective April 4, 2023; Hannah Shepherd, Educational Assistant at ESE, effective April 3, 2023;

 - RESIGNED: David Campbell, CTE Teacher at EHS, effective May 25, 2023; Dorothy Noelle Jenkins, Educational Assistant at HME, effective April 5, 2023; Zack Bickford, Educational Assistant at ESE, effective April 7, 2023; Courtney Erwin, ESP Student Leader, System-wide, effective July 21, 2023 (resigning only from ESP, remaining as Teacher at ESE); Marquis Bush, ESP Student Leader, System-wide, effective March 17, 2023; Alexis Rollins, Cafeteria Personnel at EHS, effective March 11, 2023; Abigail Thacker, Girls' Assistant Basketball Coach at T. A. Dugger, effective March 24, 2023; Brian Adams, Assistant Boys' Basketball Coach at TAD, effective March 8, 2023 (resigning from coaching only, remaining as Instructional Assistant at TAD);

 - TRANSFERRED: Lisa Horan, Interim Teacher at HME for Megan Howell, effective April 3, 2023; Anna Backus, Interim Teacher at ESE for Kendall Treadway, effective March 14, 2023; Rachel Darnell from Implementation Coach at CO to Assistant Principal at TAD, effective July 18, 2023;

 - LEAVE OF ABSENCES: Megan Howell, Teacher at HME, April 3, 2023, through May 24, 2023; Zach Ensor, Teacher at EHS, March 8, 2023, through March 20, 2023; Kendall Treadway, Teacher at ESE, March 14, 2023, through May 24, 2023; Carl Hall, Educational Assistant at EHS, March 6, 2023, through May 23, 2023;

OTHER: Denise Kind, Interim Teacher at WSE for Amy Ensor, March 13, 2023, through May 24, 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 FY2023 Innovative School Models Grant Application.
10. **FOR YOUR INFORMATION**
11. **NEXT REGULARLY SCHEDULED BOARD MEETING**
- A. The next regularly scheduled Board Meeting will be held on Tuesday, May 16th, at 5:30 p.m. in the Mack Pierce Board Room in the offices of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, Tennessee.
12. **ADJOURN**

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, March 16, 2023 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, March 16, 2023, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:24 PM.

Phil Isaacs: Present
Danny O'Quinn: Absent
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 Jamie Schaff, second by Phil Isaacs to approve the Consent and Regular Agendas and to combine Regular Agenda Items 9C and 9D and 9F-9J.

Motion carried.

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

aye: 4, nay: 0, absent: 1

TIME FOR CITIZENS TO SPEAK

SPECIAL RECOGNITION

Recognition of Elizabethton High School TN All-State Chorus 2023 and NAFME All-National Choir 22-23.

Recognition of the Elizabethton High School All-State Band.

Recognition of the TAD Girls' Basketball and Cheer Teams.

Recognition of the Teaching as a Profession PBS Student Journalism Challenge winners as follows:

Audio Group: Kara Cole, Morgan Compton, Makaylah Crowe, Shaylee Mathes, Sydnee McLellan.

Video Group: Andrew Barnett, Brilee Hurley, Makaylah Payne, Grace Yoder.

Recognition of the Elizabethton High School Girls' Basketball Team.

Ms. Gouge: Recognized the TN All-State Chorus and the 2023 NAFME All-National Choir.

Mr. Fox: Thanked everyone for their time and effort in coaching the girls' team. Thanks to their parents and the girls for their hard work. JV-22-0 first one since 2011. Molly Wallen selected to play Rocky Top Battle War, East vs. West All-Stars Team on March 30th. Very proud of her.

Morgan Fox: Thanks to the parents for transporting their students to all events. 18 girl squad.

Mr. Campbell: Students spoke about the events they participated in for the challenge. PBS News Hour featured the video 8.7 million people got to see the video. The video can be seen on PBS News Hour or YouTube.

Coach Lucas Andrews: Coach thanked the Board and Administration. 30-5 Toughest schedule in the State. Senior Class over 90 wins. They represent everything that is good about being a Cyclone. Never an issue. All-conference, Players of the Year, Tournament MVP's, Coaches Association All-Star game, etc. One of the best Elizabethton Cyclone teams ever.

CONSENT AGENDA

Minutes of Regular Meeting: February 13, 2023.

Approve General Purpose Fund Financial Statement, February 28, 2023.

Approve Federal Projects Fund Financial Statement, February 28, 2023.

Approve School Nutrition Fund Financial Statement, February 28, 2023.

Approve Comprehensive Educational Resources (CER) Membership Agreement for the 2023-2024 School Year.

Approve the Dual Enrollment Agreement for Tennessee Colleges of Applied Technology between Elizabethton City Schools and Tennessee College of Applied Technology-Elizabethton for one year, beginning August 1, 2023, and ending on July 31, 2024.

Approve Tiffany M. Hogan, District Literacy Coach with Johnson City Schools to conduct research for her dissertation utilizing Elizabethton City Schools' data points specific to English Language Arts (ELA) interim assessments' predictive validity of TCAP scores.

Approve Equipment Disposal Requests from Jon Minton, Principal at Elizabethton High School for the disposal of broken and non-working items.

Approve second reading of Board Policy 4.700, Testing Programs.

Approve second reading of Board Policy 6.200, Attendance.

Approve second reading of Board Policy 6.300, Code of Conduct.

Approve second reading of Board Policy 6.309, Zero Tolerance Offenses.

REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

Personnel Report

NEW HIRES: Becky Brodio, ESP Student Leader, System-wide, effective February 20, 2023; Abigail "Abby" Johnston, ESP Student Leader, System-wide, effective February 16, 2023; Tilli Maxwell, ESP-Student Leader, System-wide, effective March 2, 2023; Carley Williams, Head Volleyball Coach at EHS, effective March 7, 2023.

REHIRES: Tracy Holliday, Bus Driver, System-wide, effective March 8, 2023.

TRANSFERS: Amy King, from Educational Assistant at WSE to Educational

Assistant at ESE, effective February 21, 2023; Anna Backus, from FT INT Teacher to PT SPED Assistant at ESE, effective February 21, 2023; Amy Alexander, from Educational Assistant at EHS to Substitute Teacher, effective March 17, 2023; Lydia Wismer, from Educational Assistant at EHS to Substitute Teacher, effective March 13, 2023.

RESIGNATIONS: Becky Brodio, ESP Student Leader, System-wide, effective February 22, 2023; Allisson Irick, Educational Assistant at HME, effective March 1, 2023; Brad Thompson, Computer Specialist at CO, effective February 17, 2023; Walter "Lee" Wilson, Educational Assistant at HME, effective March 3, 2023.

LEAVE OF ABSENCE: Kendall Treadway, Teacher at ESE, from April 3, 2023, through May 24, 2023; Courtney Erwin, Teacher at ESE, from January 31, 2023, through February 13, 2023; Amy Ensor, Teacher at WSE, from March 2, 2023, through May 24, 2023.

Director's Update

Thanks for the opportunity to share everything going on in our school system. Very blessed to be here and witness all the good work going on. Next Thursday work will begin at HME. Working through Spring Break for asbestos abatement then will be working in two classrooms for finishing. Going to be a challenging year, year and a half. Budget workshop No. 1 after this meeting. Funding formula will be ongoing conversation. All teacher scales across the state BS-0 at \$50,000.00 by the Fall of 2027. Lofty goal. Continuing to follow this closely.

Attending TOSS Legislative Conference end of March. K-2 districts required to have tutoring if they are retained in the lower grades. Appeal not necessary if scored 50% or higher on benchmark. No need for an appeal. Moving forward going to be working with those students. Spring break week and a half, time will speed up and everyone will be working hard.

Graduation is May 20th. Please put that on your calendars.

Board Member Reports

Jamie, Richard, and Eddie went to TSBA Legislative and Legal Conference last month. Lots going on, potential law changes. Appreciate TSBA and how they stand up for teachers. Summer Law Institute in July. Please let Mr. VanHuss know if you plan to attend. Ms. Schaff went to the recognition for the students in Alex Campbell's class. Appreciate students who put their time into these programs.

City Council Liaison's Report

Mr. Simerly was not in attendance.

Student Liaison's Report

SCOPE Conference in Nashville. One of the most educational things in her entire high school career. Presenting at the Chamber of Commerce on the 20th. Thanks for letting the group go. The coolest thing ever! Would love to see this opportunity continue for future students.

Hannah McCoy will be the next Student Liaison.

REGULAR AGENDA

Motion was made by Phil Isaacs, second by Jamie Schaff to approve the adoptions..... Motion carried.

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

aye: 4, nay: 0, absent: 1

Approve the recommendation from ECS Math Textbook Committee for the following Math textbooks for Local Adoption:

- Eureka Math Squared TN Edition (K-1)
- Curriculum Associates: i-Ready Classroom Mathematics (2-5)
- Big Ideas Learning: Tennessee Math (6-8)
- Big Ideas Learning: Tennessee Math (ALG I, GEOM, ALG II)
- SVVAS: Larson, Elementary Statistics: Pictures of the World (Statistics)

SVVAS: Demana, Calculus: Graphical, Numerical, and Algebraic (Calculus)

SVVAS: Blitzer, Precalculus

Motion was made by Phil Isaacs, second by Jamie Schaff to approve the recommendation from ECS Math Textbook Committee for the following Math textbooks for Local Adoption: Eureka Math Squared TN Edition (K-1) Curriculum Associates: i-Ready Classroom Mathematics (2-5) Big Ideas Learning: Tennessee Math (6-8) Big Ideas Learning: Tennessee Math (ALG I, GEOM, ALG II) SVVAS: Larson, Elementary Statistics: Pictures of the World (Statistics) SVVAS: Demana, Calculus: Graphical, Numerical, and Algebraic (Calculus) SVVAS: Blitzer, Precalculus Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: absent

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, absent: 1

Dr. Newman: Representatives from each of the schools and each grade level. All samples at C.O. Training with Teachers and Leaders. The state has changed standards of content before we see the content. Textbooks align with standards. Publishers came in to present. We want to order and get the training process started now before implementing it next year. Appreciate all their work.

Approve the recommendation from ECS's K-2 Teachers to change ELA Knowledge textbook adoption to Amplify: CKLA Knowledge.

Motion was made by Jamie Schaff, second by Phil Isaacs to approve the recommendation from ECS's K-2 Teachers to change ELA Knowledge textbook adoption to Amplify: CKLA Knowledge. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: absent

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, absent: 1

Purchased ELA materials last year. Same process with ELA. Purchased Benchmark Advanced for K-5 teachers. Hard for K-2 teachers to use the material with phonetic awareness. 360 reading training, all teachers trained, science of reading. Came out with a new foundational piece of the program, and we purchased it. Foundational Skills, building knowledge of students. Needed program that works together purchased ELA with ESSER funds. Implement fully next year.

Approve a State Recognized Partnership Agreement between Elizabethton City Schools and the University of Tennessee at Knoxville College of Education, Health, and Human Sciences for a Grow Your Own Grant.

Motion was made by Phil Isaacs, second by Mike Wilson to approve a State Recognized Partnership Agreement between Elizabethton City Schools and the University of Tennessee at Knoxville College of Education, Health, and Human Sciences for a Grow Your Own Grant. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: absent

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, absent: 1

The Board voted to combine Regular Agenda Items 9C and 9D.

Currently partnering with Milligan in a Grow Your Own Grant. That is it provides opportunities for teacher assistants within the system to go back to school and earn a teaching degree. No commitment that the district has to employ them, but they receive their degree. Currently, have three employees in this program through

Milligan. State revamped program with model sustainable for the future. The district has to be approved by the State of Tennessee to be able to partner this way. We have been approved by State Department to have our own Grow Your Own Program. Appendix D evaluates and lays the groundwork for how the District, employee, and University work together.

Still learning about this program. First District in Northeast Tennessee approved. Will evaluate any employees interested in this program. Excited about this new program.

Approve Appendix D: Employer Acceptance Agreement for the Grow Your Own Grant.

Motion was made by Phil Isaacs, second by Mike Wilson to approve Appendix D: Employer Acceptance Agreement for the Grow Your Own Grant. Motion carried.

Phil Isaacs: aye

Danny
O'Quinn: absent

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, absent: 1

The Board voted to combine Regular Agenda Items 9C and 9D.

Appendix D evaluates and lays the groundwork for how the District, employee, and University work together.

Still learning about this program. We were the First District in Northeast Tennessee to be approved. Will evaluate any employees interested in this program. Excited about this new program.

Approve a Memorandum of Understanding between Elizabethton City Schools and Unicoi County Schools for a CTE Course Exchange Program.

Motion was made by Phil Isaacs, second by Mike Wilson to approve a Memorandum of Understanding between Elizabethton City Schools and Unicoi County Schools for a CTE Course Exchange Program. Motion carried.

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

aye: 4, nay: 0, absent: 1

One of our students came to us as a senior and had been in another district, very far along in a welding program, and wanted to go to TCAT and get a welding certificate. Worked with Carter County Schools to allow our student to continue his welding in Carter County. Huge demand for welders. We felt we should have a relationship like this with other districts. Continuing this process with Carter County, but have also been working with Unicoi County. Unicoi County student comes over after lunch and takes an aviation course with us then goes back to Unicoi. When they're with us, they are our students. If our student goes there, they're the other system's student. Similar to agreements Greene County and Greenville City Schools already have in place. This Agreement is all about kids and what's best for kids. Mr. Wilson asked if the children transported themselves. Mr. VanHuss stated that the child would need to be of age to drive to travel to and from. They would be able to access the College and Career Advisors as well. School credits transfer as well.

Approve revised Board Policy 1.106, Code of Ethics.

Motion was made by Jamie Schaff, second by Phil Isaacs to approve revised Board Policy 1.106, Code of Ethics. Motion carried.

Phil Isaacs: aye

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

aye: 4, nay: 0, absent: 1

The Board voted to combine Regular Agenda Items 9F through 9J.

1.106 and 1.107 changes recommended by TSBA. Language and nature of these policies have a natural flow. 1.106, Lines 7-11 Board Members can't accept gifts but one exception, is if attending an event, or providing lunch at a conference.

Approve revised Board Policy 1.107, Board Member Conflict of Interest.

The Board voted to combine Regular Agenda Items 9F through 9J.

1.106 and 1.107 changes recommended by TSBA. The language and nature of these policies have a natural flow. 1.106, Lines 7-11 Board Members can't accept gifts but one exception, if attending an event, or providing lunch at a conference.

Approve revised Board Policy 1.806, Advertising and Distribution of Materials in Schools.

The Board voted to combine Regular Agenda Items 9F through 9J.

1.806: Advertising. Beneficial causes that are legitimate and are increasing and labor-intensive. Needed to tighten it down a little more. Any organization that has some type of relationship or partnership, club, or support organization. Ex: Jump Rope for Heart. There will be some good organizations we'll have to say no to.

Approve proposed Board Policy 4.204, Summer Instructional Programs.

The Board voted to combine Regular Agenda Items 9F through 9J.

Both Policies (4.204 and 4.603) are in reference to Third Grade Retention and the attendance policy currently in place, which is required to attend summer learning camp. Must attend at 90%, documented, and make-up days will be provided by the summer programming committee. This is in both policies. We will continue to do four days a week for four consecutive weeks, Monday through Thursday. Friday will be for make-up days. Hopefully, this will help meet the attendance requirements. There is an option to have make-ups after school, after the new school year begins, but must be made up hour for hour.

Approve proposed Board Policy 4.603, Promotion and Retention.

The Board voted to combine Regular Agenda Items 9F through 9J.

Both Policies (4.204 and 4.603) are in reference to Third Grade Retention and the attendance policy currently in place, which is required to attend summer learning camp. Must attend at 90%, documented, and make-up days will be provided by the summer programming committee. This is in both policies. We will continue to do four days a week for four consecutive weeks, Monday through Thursday. Friday will be for make-up days. Hopefully, this will help meet the attendance requirements. There is an option to have make-ups after school, after the new school year begins, but must be made up hour for hour.

FOR YOUR INFORMATION

NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, the 20th day of April 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 was made by Phil Isaacs, second by Jamie Schaff Motion to Adjourn Motion carried.

Phil Isaacs: aye

Danny O'Quinn: absent

Eddie Pless: aye

Jamie Schaff: aye

Mike Wilson: aye

aye: 4, nay: 0, absent: 1

Motion to Adjourn made by Phil Isaacs.

Chairman of the Board

Director of Schools

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 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	3,088,221.97	92.19	261,778.03	1,134,141.66
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	83,000.00	83,000.00	84,633.40	101.97	-1,633.40	19,672.72
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	6,043.78	26.28	16,956.22	0.00
141 R 40140	000	INTEREST AND PENALTY	26,000.00	26,000.00	12,249.64	47.11	13,750.36	3,532.38
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	1,941,988.11	56.29	1,508,011.89	393,762.54
141 R 40275	000	MIXED DRINK TAX	18,000.00	18,000.00	15,738.71	87.44	2,261.29	1,873.31
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	413.31	68.89	186.69	13.89
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	335,000.00	335,000.00	244,927.11	73.11	90,072.89	212.52
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	170,577.42	76.65	51,974.58	18,086.19
141 R 44110	000	INVESTMENT INCOME	7,500.00	7,500.00	47,939.94	639.20	-40,439.94	12,415.18
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	100.00	10.00	900.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	0.00	0.00	0.00	-163.05
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	13,032,800.00	80.14	3,230,200.00	1,629,100.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	263,579.92	63.45	151,810.08	38,495.56
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	54,940.48	59.72	37,059.52	7,375.94
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	64,449.68	65.68	33,672.32	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	23,222.86	87.97	3,177.14	14,024.20
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	2,028,229.00	84.51	371,771.00	200,000.00
Grand Revenue Totals			27,094,468.00	27,094,468.00	21,180,380.89	78.17	5,914,087.11	3,472,543.04

Number of Accounts: 40

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 2022-23
	Acct	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	7,242,179.46	59.98	4,817,197.17	945,787.91
141 E 71200	SPECIAL EDUCATION PROGRAM	2,274,763.00	2,274,763.00	1,319,784.41	58.02	954,878.59	187,515.28
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,139,290.00	1,139,290.00	702,808.29	61.69	431,589.42	107,743.78
141 E 71400	STUDENT BODY EDUCATION PROGRAM	405,985.00	405,985.00	355,481.49	87.56	46,417.51	24,078.01
141 E 72110	ATTENDANCE	100,395.00	100,395.00	72,838.64	72.55	25,906.36	6,188.68
141 E 72120	HEALTH SERVICES	409,925.00	409,925.00	255,374.79	62.30	150,459.90	35,006.70
141 E 72130	OTHER STUDENT SUPPORT	1,191,301.00	1,191,301.00	642,113.32	53.90	531,135.51	75,943.34
141 E 72210	REGULAR INSTRUCTION PROGRAM	1,159,122.00	1,159,122.00	701,544.83	60.52	451,361.75	79,266.45
141 E 72220	SPECIAL EDUCATION PROGRAM	333,140.00	333,140.00	246,444.49	73.98	84,695.51	33,492.90
141 E 72230	VOCATIONAL EDUCATION PROGRAM	161,694.00	161,694.00	111,937.46	69.23	49,756.54	12,877.81
141 E 72250	TECHNOLOGY	652,540.00	652,540.00	479,866.26	73.54	152,353.92	38,038.15
141 E 72310	BOARD OF EDUCATION	537,860.00	537,860.00	482,841.97	89.77	45,207.23	35,854.23
141 E 72320	OFFICE OF THE SUPERINTENDENT	388,079.00	388,079.00	322,612.29	83.13	49,424.48	32,308.66
141 E 72410	OFFICE OF THE PRINCIPAL	1,777,952.00	1,777,952.00	1,202,337.13	67.62	575,314.87	141,399.07
141 E 72510	FISCAL SERVICES	391,655.00	391,655.00	289,866.38	74.01	96,113.68	28,764.62
141 E 72610	OPERATION OF PLANT	1,747,036.00	1,747,036.00	1,365,226.13	78.15	378,413.63	150,143.03
141 E 72620	MAINTENANCE OF PLANT	949,185.00	949,185.00	796,223.40	83.88	-51,565.79	4,799.21
141 E 72710	TRANSPORTATION	639,445.00	639,445.00	444,396.51	69.50	28,510.26	41,583.67
141 E 73100	FOOD SERVICE	30,145.00	30,145.00	18,551.93	61.54	11,593.07	2,062.73
141 E 73300	COMMUNITY SERVICES	221,552.00	221,552.00	153,465.65	69.27	59,483.42	22,015.44
141 E 73400	EARLY CHILDHOOD EDUCATION	415,390.00	415,390.00	264,941.72	63.78	150,106.04	35,230.67
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	603,277.50	655.74	-1,962,482.50	13,064.00
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	18,074,114.05	66.71	7,076,870.57	2,053,164.34

Number of Accounts: 537

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 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	78,150.34	80.10	19,413.66	8,380.96
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	4,000.00	7,000.00	5,287.51	75.54	1,712.49	613.92
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	35,330.00	41,197.85	27,138.04	65.87	14,059.81	788.75
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	649,927.00	679,939.71	390,071.74	57.37	289,867.97	60,087.76
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	15,530.00	19,729.95	8,694.49	44.07	11,035.46	1,242.07
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	586,098.00	677,476.59	329,414.52	48.62	348,062.07	20,316.08
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	53,791.00	61,979.56	30,408.78	49.06	31,570.78	1,944.15
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	73,929.00	106,699.14	49,726.38	46.60	56,972.76	4,609.54
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	47,784.00	47,784.00	30,865.22	64.59	16,918.78	3,888.48
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	145,334.00	110,058.75	104,999.37	95.40	5,059.38	4,109.93
142 R 47404	702	ARP Homeless	0.00	37,893.69	4,234.45	11.17	33,659.24	1,074.46
142 R 47402	902	ARP IDEA	0.00	71,625.73	33,222.13	46.38	38,403.60	8,230.81
142 R 47401	930	ESSER 3.0	435,467.00	323,605.80	153,106.11	47.31	170,499.69	0.00
142 R 47307	931	ESSER 2.0	73,030.00	48,668.94	48,668.94	100.00	0.00	6,428.03
142 R 47307	932	ESSER 2.0	1,696,069.00	1,747,999.80	582,165.90	33.30	1,165,833.90	0.00
142 R 47401	933	ESSER 3.0	2,903,925.00	2,835,780.00	219,427.79	7.74	2,616,352.21	0.00
142 R 47307	934	ESSER 2.0	200,000.00	200,000.00	121,770.81	60.89	78,229.19	0.00
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	40,000.00	98.88	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	33,854.99	57.30	25,230.41	2,043.20
Grand Revenue Totals			7,044,180.00	7,369,669.53	2,354,771.51	31.95	5,014,898.02	123,758.14

Number of Accounts: 23

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 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	1,059,915.57	44.66	1,296,329.91	145,593.36
142 E 71200	SPECIAL EDUCATION PROGRAM	665,457.00	739,953.14	428,972.08	57.97	310,981.06	65,539.98
142 E 71300	VOCATIONAL EDUCATION PROGRAM	20,830.00	25,697.85	21,225.81	82.60	2,432.04	0.00
142 E 72120	HEALTH SERVICES	50,000.00	50,000.00	20,000.00	40.00	0.00	0.00
142 E 72130	OTHER STUDENT SUPPORT	174,161.00	201,876.59	108,808.97	53.90	85,097.58	14,480.60
142 E 72210	REGULAR INSTRUCTION PROGRAM	370,906.00	532,597.10	349,604.12	65.64	113,764.85	33,967.12
142 E 72220	SPECIAL EDUCATION PROGRAM	0.00	31,342.25	4,856.61	15.50	26,485.64	4,856.61
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,500.00	2,000.00	1,799.89	89.99	-666.39	267.58
142 E 72250	TECHNOLOGY	142,204.00	141,446.00	115,742.81	81.83	25,703.19	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	2,096.45	50.87	2,024.55	184.22
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	104,999.37	95.40	5,059.38	4,109.93
142 E 76100	REGULAR CAPITAL OUTLAY	3,200,000.00	3,050,000.00	265,118.82	8.69	-839,671.49	0.00
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	2,493,157.47	33.83	1,123,937.35	275,208.07

Number of Accounts: 226

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 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	145,784.59	89.71	16,715.41	19,273.10
143 R 43522	000	LUNCH PAYMENTS - ADULTS	21,900.00	21,900.00	13,341.60	60.92	8,558.40	1,674.10
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	12,258.21	29.72	28,991.79	865.06
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,000.00	13,000.00	6,911.68	53.17	6,088.32	577.80
143 R 44110	000	INVESTMENT INCOME	1,000.00	1,000.00	13,549.81	1,354.98	-12,549.81	2,461.59
143 R 46520	000	SCHOOL FOOD SERVICE	10,000.00	10,000.00	12,445.88	124.46	-2,445.88	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	635,000.00	635,000.00	554,944.31	87.39	80,055.69	62,620.39
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	85,455.00	91.40	8,045.00	4,423.19
143 R 47113	000	USDA BREAKFAST	340,000.00	340,000.00	267,227.90	78.60	72,772.10	29,867.84
143 R 47114	000	USDA - ESP SNACK PROGRAM	18,000.00	18,000.00	21,533.03	119.63	-3,533.03	1,486.08
Grand Revenue Totals			1,336,625.00	1,336,625.00	1,133,452.01	84.80	203,172.99	123,249.15

Number of Accounts: 41

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

		2022-23	2022-23	2022-23	2022-23	Unencumbered	March 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 E 73100 --- --- ----- ---	FOOD SERVICE	1,336,625.00	1,336,625.00	1,113,379.25	83.30	223,245.75	132,411.55
<hr/> Grand Expense Totals		1,336,625.00	1,336,625.00	1,113,379.25	83.30	223,245.75	132,411.55

Number of Accounts: 86

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

Interquest Detection Canines®
(INTERQUEST)
(Elizabethton City School, Tennessee)
(The District)

This shall serve as an agreement by and between Interquest Detection Canines® and the DISTRICT for substance awareness and detection services for the period of August 2023 through May 2024.

It is understood that the DISTRICT has established and communicated a policy clearly defining contraband as all drugs of abuse (in the broadest terms), alcoholic beverages, firearms and ammunition, prescription and over-the-counter medication, and that this policy has been disseminated to all campus locations. Violations are considered inimical to the welfare of students and contrary to the DISTRICT'S desire to foster an atmosphere conducive to safety and education.

INTERQUEST shall provide contraband inspection services utilizing non-aggressive contraband detection canines. Such inspections may be conducted on an unannounced basis under the auspices and direction of the DISTRICT administration with INTERQUEST acting as an agent of the DISTRICT while conducting such inspections. Communal areas, lockers, gym areas, parking lots (automobiles), grounds, and other select areas as directed by DISTRICT officials, shall be subject to inspection. Contraband detected on DISTRICT property is the responsibility of the DISTRICT. Suspected drugs of abuse may be field-tested to provide preliminary or presumptive identification of the drug.

INTERQUEST agrees to provide **# 1 0 h a l f** day visits for the contract period (between August 2023 through May 2024). The DISTRICT may increase the total number of visits by notifying INTERQUEST in writing. Each half day visit will be **\$300.00**. Multiple canine teams will be charged on a per team basis. DA required court testimony on behalf of the DISTRICT will be charged at the same rate. INTERQUEST will invoice for service on a monthly basis at the conclusion of the service month. The DISTRICT agrees to pay for services within thirty (30) days of receipt of such invoice.

INTERQUEST will schedule DISTRICT visits in conjunction with days designated by the DISTRICT as appropriate for visits. The District will provide a school calendar with inappropriate dates for service noted. This calendar will serve as an addendum to the Agreement. All other dates will be considered acceptable for visits. DISTRICT will be responsible for payment for any visit made on any day other than those days noted as unacceptable on the attached school calendar.

Both parties shall indemnify and hold harmless each other against from any and all claims arising from either's actions or performance under the terms of this Agreement. Each shall indemnify and hold harmless the other against and from any and all claims arising from any acts, negligent or intentional, arising from the performance of this Agreement or by any officer, agent, employee, guest, or invitee of either party, and from all costs, attorneys' fees and liabilities incurred in or about the defense of any claim or any action or proceeding brought thereon.

INTERQUEST is licensed and registered by the U.S. Department of Justice, Drug Enforcement Administration, Texas Department of Public Safety and the Texas Commission on Private Security, c-05527 and other state regulatory agencies as required.

INTERQUEST DETECTION CANINES® FOR THE DISTRICT: Elizabethton City School District

Date: _____

Rocky S. Montgomery
President – Interquest Detection Canines of Tennessee/Alabama

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Homebound Instruction	Descriptor Code: 4.206	Issued Date: 09/16/21
		Rescinds: 4.206	Issued: 10/23/18

1 The homebound instruction program is for students who because of a medical condition are unable to
2 attend the regular instructional program.¹ The homebound instruction program shall consist of three (3)
3 hours of instruction per week while school is in session for a period of time determined, on a case-by-
4 case basis, by the district.

5 To qualify for this program, a student shall have a medical condition that will require the student to be
6 absent for a minimum of ten (10) consecutive instructional days, or for an aggregate of at least ten (10)
7 instructional days for a student who has a chronic medical condition. The student shall be certified by
8 his/her treating physician as having a medical condition that prevents him/her from attending regular
9 classes. The services provided to the homebound student shall reflect the student's capabilities and be
10 determined by the homebound instructor, after consultation with appropriate professional staff of the
11 student's assigned school.

12 Recertification shall be obtained after the expiration of each period of homebound instruction if the
13 student's treating physician certifies, in writing, that the student has a medical condition that prevents
14 him/her from returning to regular classes.

15 **HOMEBOUND PLACEMENT FOR STUDENTS WITH DISABILITIES³**

16 A student with a disability may be eligible for a homebound placement if the student qualifies under
17 the Individuals with Disabilities Education Act (IDEA) and State Board rules and regulations. In the
18 case of a student with a disability, the IEP team will determine if the student is in need of a homebound
19 placement.

20 The IEP team shall consider a medical homebound placement only upon certification by a licensed
21 doctor of medicine or osteopathy that a child with a disability needs a homebound placement, is
22 expected to be absent from school due to a physical or mental condition for at least ten (10)
23 consecutive school days and that the child can receive instruction in a homebound placement without
24 endangering the health of personnel providing it.

25 A homebound placement for a student with a disability shall be temporary, and shall not exceed thirty
26 (30) school days. The student's IEP shall contain a goal of returning the child to a less restrictive
27 environment within the school year, unless there is a medical necessity that requires extended
28 homebound instruction, in which case additional homebound placement of thirty (30) school days or
29 less may be instituted. The student's IEP shall also be reviewed by the IEP team every thirty (30)
30 school days to ensure the continued appropriateness of instruction and of the homebound placement.
31 An IEP team may choose to return a homebound student to the regular classroom on a gradual basis, if
32 needed.

1 COVID-19 QUARANTINE²

- 2 Students on homebound instruction who are temporarily quarantined due to a positive COVID-19 test
3 result or possible exposure to COVID-19 may participate in remote instruction during the period of
4 quarantine only.

Legal References

1. TCA 49-10-1101; TRR/MS 0520-01-02-.10
2. TRR/MS 0520-01-13-.01(d)(1)
3. TRR/MS 0520-01-09-.07

Cross References

Alternative Credit Options 4.209
Virtual Education Program 4.212
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.210	Issued Date: 08/18/22
		Rescinds: 4.210	Issued: 07/18/17

1 **GENERAL**¹

2 The Director of Schools shall ensure that credit recovery facilitators receive training regarding course
3 organization, online instruction management, and related technology.

4 Credit recovery teachers shall comply with all State Board of Education certification requirements.¹

5 **ADMISSION AND REMOVAL**²

6 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

- 7 1. The student's parent/guardian gives written consent for the student to enroll in the proposed
8 credit recovery course. Parents/guardians should be informed that not all postsecondary
9 institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will
10 not accept credit recovery courses for credit; and
- 11 2. The student has previously taken an initial, non-credit recovery section of the proposed course
12 and received a grade of at least fifty-five percent (55%). Students who receive a grade of below
13 fifty-five percent (55%) in the non-credit recovery section of the course must re-take the
14 course. Students may enter credit recovery with a qualifying minimum grade of 50 only by
15 recommendation of administrator and/or teacher of the course.

17 Prior attendance and discipline records of potential Credit Recovery candidates may be reviewed and
18 considered when making admission decisions.

19 If a student is seeking to recover credit for the first semester of a two-semester course, the student may
20 not receive the full credit for the course until he/she has enrolled in and passed the second semester of
21 the course and taken any applicable End of Course examinations.

22 The Board shall track students enrolled in credit recovery courses as directed by the Tennessee
23 Department of Education.

24 **INSTRUCTION AND CONTENT**²

25 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content
26 and instruction.

27 The Director of Schools shall ensure that all credit recovery courses:

Commented [MN1]: From TSBA - In June, the State Board of Education made changes to their grading scale. These changes conflicted with the policy impacting credit recovery. Their policy on credit recovery, however, has now been updated to align with the grading scale policy. We have incorporated these changes into our model policy to state that students completing credit recovery shall receive a grade of 60%.

Commented [MN2]: State suggest 50%. Do we want to change?

- 1 1. Align with Tennessee’s current academic standards for the relevant course content area, as
2 approved by the State Board of Education; and
3
- 4 2. Differentiate instruction to address individual student growth needs based on diagnostic
5 assessment or End of Course data.

6 Students in credit recovery programs shall:

- 7 1. Complete a course skill-specific diagnostic to determine skill-specific goals;
8
- 9 2. Meet individual skill-specific goals in a flexible time frame as established by identified student
10 need; and
11
- 12 3. Master all individualized skill-specific goals as established by the diagnostic process in order to
13 earn credit.

14 **GRADES²**

15 Students passing credit recovery shall receive a grade of sixty percent (60%) under the state uniform
16 grading system.

Legal References

1. State Board of Education Policy 2.103;
TRR/MS 0520-01-03-.03(13)
2. State Board of Education Policy 2.103
3. State Board of Education Policy 3.301

Cross References

Virtual Education Program 4.212
Grading System 4.600
Promotion and Retention 4.603

Elizabethton City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Personal and Professional Leave	Descriptor Code: 5.303	Issued Date: 04/15/21
		Rescinds: 5.303	Issued: 08/15/13

1 PROFESSIONAL PERSONNEL

2 Personal and professional leave shall be granted in accordance with laws of the State of Tennessee and
3 rules and regulations of the State Board of Education.

4 Each professional employee shall be given four (4) personal days. At the end of the current school year,
5 two (2) unused days will be carried over to two (2) equivalent sick days. The remaining days, if unused,
6 will carry over as one-half (1/2) sick day (each).¹

7 As a result of COVID-19, at the end of the 2020-2021 school year, four (4) unused days will be carried
8 over to four (4) equivalent sick days. The remaining days, if unused, will carry over as one-half (1/2)
9 sick day (each).

10 If, at the termination of services, any employee has been absent for more days than leave has been earned,
11 an amount sufficient to cover the excess days used shall be deducted from the employee's final salary
12 payment.²

13 Subject to the following conditions, personal leave may be taken at the discretion of the employee:

- 14 1. Except in emergency, each employee shall give the principal at least one day's notice in writing
15 of intent to take leave;
- 16
- 17 2. The approval of the principal of the school shall be required:³
 - 18 a. If more than ten percent (10%) of the teachers in any given school request its use on the same
19 day;
 - 20 b. If requested during any prior established student examination period;
 - 21 c. If requested on the day immediately preceding or following a holiday or vacation period; or
 - 22 d. If the proposed request imposes an undue hardship on the educational process of the school.
 - 23

1 Professional leave is a short, temporary absence for the purpose of attending workshops and other
2 meetings relating to school business or serving on boards and commissions which meet during daytime
3 hours when appointed by a mayor, city council, county executive or county commission.⁴

4 Requests shall be submitted to the principal at least five (5) days prior to requested leave of absence.

5 In addition, certificated employees shall be granted leave to serve on any board or commission of the
6 state when the appointment is made by the Governor or General Assembly. Such leave shall not be
7 counted against any other accumulated leave credits. The employee shall notify the principal at least
8 five (5) days prior to leave being taken.⁴

9 **SUPPORT PERSONNEL**

10 Persons employed in support positions shall be granted three (3) personal days per year. Personal leave
11 may be taken at the employee's discretion, provided it shall not be the day before or the day after a legal
12 holiday, except with the department head's prior approval. Leave for personal reasons shall be requested
13 at least one (1) day in advance of the anticipated leave and approved by the department head. Personal
14 leave is non-cumulative. At the end of the current school year, one (1) unused personal days will be
15 converted over to one (1) equivalent sick days. The remaining days, if unused, will carry over as one-
16 half (1/2) sick day.

17

18 **BEREAVEMENT LEAVE**

19 A maximum of three (3) working days per occurrence may be granted to a certified or a non-certified
20 employee following the death of an immediate family member. Bereavement leave is non-accumulative.
21 Leave is granted by the director of schools or his designee.

22 Immediate family shall include spouse, parents, legal guardian, step-parent, grandparents, children
23 (including an unborn child), step-children, grandchildren, brothers, sisters, mother-in-law, father-in-law,
24 son-in-law, daughter-in-law, brother-in-law, and sister-in-law.

25 No sick leave is allowed for bus drivers. Bus drivers shall be compensated at the end of each fiscal year
26 for unused personal days.

Legal References

1. TCA 49-5-711(a); TRR/MS 0520-01-02-.04(3)
2. TCA 49-5-711(b)
3. TCA 49-5-711(c)(1)
4. TCA 49-5-205

Elizabethton City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Code of Ethics	Descriptor Code: 1.106	Issued Date: 10/16/08
		Rescinds:	Issued:

1 *General*¹

2 Board members and school district employees may not accept, directly or indirectly, any gift, money,
3 gratuity, consideration, or favor that a reasonable person would understand was intended to influence
4 the vote, official action, or judgment of the board member or employee in executing decisions
5 affecting the school district. It is also prohibited for a board member's or an employee's spouse or
6 child living in the same household to accept such items.

7 It shall not be considered a violation of this policy for a board member or employee to receive
8 entertainment, food, refreshments, meals, health screenings, amenities, food, or beverages that are
9 provided in connection with a conference sponsored by an established or recognized statewide
10 association of school board officials or by an umbrella or affiliate organization of such statewide
11 association of school board officials.
12

13 **ETHICS COMPLAINTS**

14

15 The Board may create a School District Ethics Committee (Ethics Committee) consisting of three (3)
16 members who will be appointed to one-year terms by the Board Chair with confirmation by the Board.
17 At least two (2) members of the committee shall be members of the Board. The Ethics Committee shall
18 convene as soon as practicable after its appointment and elect a Chair and a Secretary. The records of
19 the Ethics Committee shall be maintained by the Secretary and shall be filed in the Director of Schools'
20 office, where they shall be open to public inspection.

21 Questions and complaints regarding violations of this Code of Ethics shall be directed to the Chair of the
22 Ethics Committee. Complaints shall be in writing, signed by the person making the complaint, and
23 include details as to the facts surrounding the complaint.

24 The Ethics Committee may investigate an ethical complaint received against a board member or
25 employee and make recommendations to cease any activity that, in the Ethics Committee's judgment,
26 constitutes a violation of this Code of Ethics. If a member of the Ethics Committee is the subject of a
27 complaint, the member shall recuse himself/herself from all proceedings involving such complaint.

28 The Ethics Committee may:

- 1 1. In the case of a board member, refer the matter to the Board of Education for possible public
2 censure, if warranted;
- 3
- 4 2. In the case of an employee, refer the matter to the Director of Schools/designee for possible
5 disciplinary action, if warranted; or
- 6
- 7 3. In a case involving possible violation of state statutes, refer the matter to the district attorney
8 for possible ouster or criminal prosecution.
- 9

Legal References

- 1. TCA 8-17-103

Cross References

- Board Member Conflict of Interest 1.107
- Duties of Board Members 1.202

Elizabethton City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date: 08/18/94
		Rescinds: 1.106	Issued:

1 *General*

2 State law provides specific instances when direct or indirect conflicts of interest may affect a board
3 member's ability to vote on certain matters.

4 Direct conflicts of interest may arise if the school district contracts with a board member or with a
5 business in which the board member is a sole proprietor, partner, or person having a controlling
6 interest.¹

7 Indirect conflicts of interest may arise if a board member votes on a matter involving a situation that a
8 reasonable person would infer affects his/her personal finances indirectly. If a board member has a
9 direct interest but is the sole supplier of goods or services in the city or county, he/she would be
10 considered indirectly interested in such a matter.²

11 **DIRECT CONFLICT OF INTEREST¹**

12

13 A board member shall not be directly interested in any contract in which the Board may be interested.

14 If there is a pre-existing contract that predates the board member's election to the Board, the board
15 member shall refrain from voting or discussing any matter related to that contract since he/she has a
16 direct interest. Upon expiration, the contract shall not be renewed by the Board.³

17 This shall not prohibit any board member from voting on the school budget or any budget amendments
18 unless the vote is on a specific budget amendment in which the board member is directly interested.⁴

19 **INDIRECT CONFLICT OF INTEREST²**

20

21 A board member shall not be indirectly interested in any contract in which the Board may be interested
22 unless the board member publicly acknowledges such interest. The disclosure of this interest shall be
23 made at the board meeting in which the Board is taking action on the contract. A board member with an
24 indirect interest is not required to refrain from voting on the contract.

25 **PENALTY FOR UNLAWFUL INTEREST⁵**

26

Commented [MN1]: From TSBA: To help clarify conflicts of interest, we have placed this information in a separate policy, a new model policy numbered 1.107. This information aligns with TCA 12-4-101 which defines conflicts of interest for school board members.

- 1 If a board member is found to have an indirect interest and fails to disclose such interest, or becomes
- 2 directly interested in any contract, he/she shall forfeit all compensation he/she shall also be dismissed
- 3 from the Board and be ineligible to serve in the same or similar position for ten (10)years.

Legal References

1. TCA 12-4-101(a); Op. Tenn. Att’y Gen. No. 10-46
2. TCA 12-4-101(b)
3. Op. Tenn. Att’y Gen. No. 99-209
4. TCA 12-4-101(a)(1)
5. TCA 12-4-102

Cross References

- Code of Ethics 1.106
Duties of Board Members 1.202

Elizabethton Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Advertising and Distribution of Materials in the Schools	Descriptor Code: 1.806	Issued Date:
		Rescinds:	Issued:

1 Advertising and distribution of materials in the schools shall not be permitted except those that promote
2 activities of a school-sponsored organization or of a board-approved school support organization. Those
3 permitted organizations must submit the proposed advertisement(s) and/or material(s) to the school
4 principal, and the principal shall screen those prior to their distribution to ensure their appropriateness.
5 The principal may prohibit materials that:

- 6
- 7 a. Would likely cause substantial disruption of the operation of the school;
 - 8 b. Violate the rights of others;
 - 9 c. Are obscene, lewd, or sexually explicit; or
 - 10 d. May inaccurately cause students to reasonably believe that they are sponsored or
11 endorsed by the school;

12 No part of the school system, including the facilities, the name, the staff, and the students, shall be used
13 for advertising or promoting the interests of any commercial, political, or other non-school agency or
14 organization except that:

- 15 1. The school may participate in radio or television programs under acceptable commercial
16 sponsorship when such programs are educationally beneficial;
- 17 2. The school may, upon approval of the Director of Schools, cooperate with any governmental
18 agency in promoting activities or distributing information related to health or safety directives;
- 19 3. Political literature shall not be distributed through the school to students, nor sent home to
20 parents, nor placed in teachers' mailboxes, lounges, or on school premises;
- 21 4. Political signs for people who are running for public office shall not be allowed on school
22 property except those being held by poll workers on election day or those being used for
23 educational purposes relative to the electoral process;¹
- 24 5. School publications may accept and publish paid advertising under procedures established by the
25 Director of Schools; and
- 26 6. A teacher may display campaign banners, signs, or other items of campaign or political
27 advertising at school only when the display or use of the item is for educational purposes relative
28 to the electoral process.¹

Legal References

1. TCA 2-19-206(d)

Cross References

- Board-Community Relations 1.500
- Vendor Relations 2.809
- Staff Gifts and Solicitations 5.605
- Political Activities 5.606
- Student Publications 6.704

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Summer Instructional Programs	Descriptor Code: 4.204	Issued Date: 09/16/21
		Rescinds: 4.204	Issued: 03/14/06

1 *General*

2 The following programs will be made available to students:^{1,2}

- 3 1. Traditional summer school;
- 4
- 5 2. Learning loss bridge camps;
- 6
- 7 3. After-school learning mini camps (2021-2023); and
- 8
- 9 4. Summer learning camps (2021-2023).

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

14 **SUMMER PROGRAMMING²**

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

- 17 1. Courses offered;
- 18
- 19 2. Transportation;
- 20
- 21 3. Class size ratios;
- 22
- 23 4. Budget, including staff compensation;
- 24
- 25 5. School nutrition needs;
- 26
- 27 6. Staffing;
- 28
- 29 7. Enrollment criteria; and
- 30
- 31 8. Any additional necessary information.

1 **ATTENDANCE REQUIREMENTS²**

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

4
5 The Director of Schools shall be responsible for developing administrative procedures regarding the
6 attendance requirements of priority students in each program.

7
8 **THIRD-GRADE PROMOTION/RETENTION LAW ATTENDANCE POLICY**

9 Students who fall into the criteria for required attendance in summer programming in order to be promoted
10 to the fourth grade must attend with a 90% rate. These days will be documented and options for make-
11 up days will be provided by the summer programming committee.

Legal References

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

Cross References

Extended Contracts 5.112

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 04/16/19
		Rescinds: 4.603	Issued: 04/17/18

1 **PROMOTION¹**

2 The director of schools/designee shall promote students to the next grade level based on the successful
3 completion of required academic work and on the satisfactory progress in each of the relevant
4 academic areas. However, no student enrolled in the third grade shall be promoted unless the student
5 has shown a basic understanding of curriculum and the ability to perform the skills required in the
6 subject of reading as demonstrated by the student's grades or standardized test results. This
7 requirement shall not apply to students who are participating in a board-approved, research-based
8 intervention prior to the beginning of the next school year or to students who have an individualized
9 education program (IEP).²

10 Students who have difficulty in achieving the requirements for promotion may be considered for
11 retention. Schools shall identify these students by February 1st. Factors used to identify students for
12 retention shall include:¹

- 13 1. The student's ability to perform at the current grade level;
- 14 2. Results of local assessments, screening, or monitoring tools;
- 15 3. State assessments, as applicable;
- 16 4. The overall academic achievement of the student;
- 17 5. Likelihood of success with more difficult material if promoted to the next grade;
- 18 6. Attendance record; and
- 19 7. Social and emotional maturity.

26 Students may be identified for retention after the February 1st deadline if the delay in identifying a
27 student is due to:

- 28 1. Date of enrollment; or
- 29 2. Additional information acquired after results of local assessment, screening, or monitoring are
30 released

31 When a student is considered for retention, the student's parent/guardian shall be notified within
32 fifteen (15) days, and an individualized promotion plan shall be developed to help the student avoid

1 retention. The plan shall be developed in coordination with the student's teachers and may also include
2 input from the student's parent(s)/guardian(s), school counselor, or other appropriate school
3 personnel. A copy of the plan will be provided to the student's parent(s)/guardian(s).

4 The director shall develop procedures governing how decisions on retention will be made after the
5 student begins work on his/her individualized promotion plan.

6 *K – 3 Reading Notification*

7 If it is determined through a student's overall performance or a state or local assessment that a student
8 in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the
9 student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days of such determination
10

11 **THIRD-GRADE PROMOTION/RETENTION LAW ATTENDANCE POLICY**

12 Students who fall into the criteria for required attendance in summer programming in order to be promoted to the
13 fourth grade must attend with a 90% rate. These days will be documented and options for make-up days will be
14 provided by the summer programming committee.

15 **RETENTION¹**

16 A student may be retained when such retention is in the best interest of the student. However, a student
17 shall not be retained more than once in any grade.

18 If a student is retained, the director of schools/designee shall develop an individualized academic
19 remediation plan prior to the start of the next school year. A copy of the plan shall be provided to the
20 student's parent/guardian within ten (10) days of its development. This plan shall include at least one
21 of the following strategies:

- 22 1. Adjustment to the current instructional strategies or materials;
- 23
- 24 2. Additional instructional time;
- 25
- 26 3. Individual tutoring outside of school hours;
- 27
- 28 4. Modification to the student's classroom assignment to ensure the student receives
29 instruction from a teacher with a level of overall effectiveness of above expectations (level
30 4) or significantly above expectations (level 5); or
- 31
- 32 5. Attendance or truancy interventions.

33 The director of schools shall develop procedures to ensure appropriate recordkeeping of students who
34 are retained.

35 For the purpose of determining the effectiveness of retention toward improving student achievement,
36 the progress of retained students shall be closely monitored and reported to parent(s)/guardian(s) at
37 least three (3) times during the school year in which the student is retained.

Legal References

1. State Board of Education Policy 3.300; TRR/MS 0520-01-03-.05(3)(b)
2. TCA 49-6-3115; 20 USCA § 1400 et seq.

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205

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: VCR - does not work

INVENTORY TAG NUMBER: 0171

METHOD OF SALE/DISPOSAL: Trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: East Side / Room 54

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 5/29/19
Principal

AUTHORIZED BY: [Signature] DATE: 4/4/23
Director of Schools

AUTHORIZED BY: [Signature] DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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ITEM:

Chair

PROPERTY OF
WEST SIDE
ELEMENTARY SCHOOL
3148

INVENTORY

TAG NUMBER:

WSE 3148

METHOD OF

SALE/DISPOSAL:

Dumpster

SCHOOL/BUILDING

WHERE ITEM IS

HOUSED

SALE/DISPOSAL

AUTHORIZED BY:

[Signature]
Principal

DATE: 3/10/23

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 3/17/23

AUTHORIZED BY:

[Signature]
Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: 18 outdated PC
18 outdated Monitors
* update Computers replacing older
Computers

INVENTORY TAG NUMBER: See attached list

METHOD OF SALE/DISPOSAL: Technology Dept.

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: *Donna Culbert* DATE: 4/11/23
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

	A	B	C	D	E	F	G	H
1	FRQYHB2							
2	HCMCKB2	64741						
3	HCPFKB2	64743						
4	82JH432							
5	HCQDKB2							
6	HQG4432	64644						
7	FJJH432							
8	BLJH432							
9	200DM52							
10	GNJH432							
11	HCPDKB2	64747						
12	1PXPGX1	64624						
13	9X1PFZ1							
14	9X2MF21							
15	9X1NFZ1							
16	9X2NF21	64620						
17	9X2LF21							
18	9X2PF21	646						
19				4/10/2023				
20			18 pc					
21			18 Monitors					
22								
23								
24								
25								
26								

J. Taylor

Dell

CTE

FRQYH32

—

HCMCKB2

64741

HCPFKB2

64743

82JH432

—

HCQDKB2

—

HQG4432

64644

FSS4432

BLJH432

200DM52

GNJH432

4CPDKB2 — 64747

1PXP6X1 64624

9X1PFZ1 —

9X2MFZ1 —

9X1NFZ1 —

9X2NFZ1 — 64620

9X2LFZ1 —

9X2PFZ1 — 64617

4/10
* disposal form

18 PCs

18 Monitors

History Log

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	4/10/2023 9:27:46 AM	Chelsea Rose	Status changed to 'TDOE Innovative School Models (ISM) Director Approved'.	S
<input type="checkbox"/>	3/29/2023 2:56:28 PM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	3/29/2023 2:56:28 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	3/29/2023 2:29:02 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	3/29/2023 10:24:58 AM	Brian Culbert	Status changed to 'Draft Completed'.	S
	11/16/2022 8:33:26 AM	Brian Culbert	Status changed to 'Draft Started'.	S
	8/4/2022 5:23:43 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Allocations

	(1)	Innovative School Models (2)	Charter ISM	Total
Original		\$1,500,000.00	\$0.00	\$1,500,000.00
Incoming Carryover		\$0.00	\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00	\$0.00
Reallocated		\$0.00	\$0.00	\$0.00
Additional		\$0.00	\$0.00	\$0.00
Released		\$0.00	\$0.00	\$0.00
Consortium		\$0.00	\$0.00	\$0.00
Forfeited		\$0.00	\$0.00	\$0.00
FER Released		\$0.00	\$0.00	\$0.00
Total		\$1,500,000.00	\$0.00	\$1,500,000.00

Elizabethhton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

* LEA ID#

101

* LEA Name

Elizabethhton City Schools

Innovative School Model Point of Contact

* Name

Brian Culbert

* Email

brian.culbert@ecschoools.net

* Phone

423-895-0952

Director of Schools

* Name

Richard VanHuss

* Email

richard.vanhuss@ecschoools.net

Phone Number

423-547-8000 ext 8203

* DUNS Number

100072768

* Unique Entity Identifier (UEI)

MP87VN3EF127

ISM Overview

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

* Is this application a multi-district application?

Yes

List all the school districts that will be collaborating.

No

Instructions

Provide the enrollment for each school within the district. Please complete the appropriate column/s based on the grades at each school.

Important: If all schools within a district or multiple districts will be collaborating to develop a districtwide or multi-district Innovative School Model, the district or district serving as fiscal lead, will list one Project Name that will be used throughout the application. If individual high schools and middle schools, or groups of high schools and/or middle schools, will be developing their own Innovative School Model, the district will need to determine a name for each project and list the appropriate project name in the column beside each participating school. Please note that a Theory of Action and aligning Action Steps, Outcomes, and Evaluation and Sustainability Strategies are required for each project.

School Name and Grade Span	Grades 6-8 Enrollment	Grades 9-12 Enrollment	Project Name	School Allocation
Elizabethton High School 9, 10, 11, 12		879	Elizabethton High School	\$1,000,000.00
T A Dugger Junior High School 6, 7, 8	633		T A Dugger Junior High	\$500,000.00

Innovative School Model Components

Instructions Check all the components that will be implemented as part of the Innovative School Model/s. Elaborate on how the checked components will be implemented.

Grade Span 9-12

Skill gaps between regional industry needs and the skill level of the students will be addressed.

Explain how.

Adding Construction program of study will allow us to offer more Industry Certifications in that area. ECS has already added Construction to our Memorandum of Understanding with TCAT--Elizabethton. Students will get clock hour credits in Construction. Multi-passenger vehicle will enable EHS to take students to IC testing sites. Equipment will be purchased to give students more up-to-date skills in the programs of study in construction, agriculture, information technology, automotive maintenance light repair. For 21--22 ECS had 171 industry certifications. They were in Health Science, Agriculture, Hospitality, and STEM. So, adding industry certifications in Construction would increase our career cluster average by 20%. This Construction class is new position. We will be helping students meet not only industry needs but will also be providing students DE credits at TCAT. First TN Development District has identified Construction as one of the four areas that our region needs to target.

Early postsecondary opportunities will be expanded for students.

Explain how.

EHS has already met with TCAT Elizabethton to go over needs as it relates to establishing our Dual Enrollment agreement with TCAT Elizabethton for Diesel Power Equipment and Construction. ISM money will purchase Kubota equipment and Snap-on Tools to match the equipment and tools at TCAT--E. The multi-passenger vehicle will be used to help transport students to worksites. ISM money will be used for parts of a salary for the Construction teacher as well as needed equipment.

Students will have increased access to earn a postsecondary credential while in high school.

Explain how.

EHS has already partnered with TCAT Elizabethton on DE opportunities in Auto MLR, STEM with Mechatronics in FESTO Lab. Starting in 23--24 EHS will add two more partnerships with TCAT-E Dual Enrollment in Computer Info Tech and Criminal Justice. Looking down the road with the ISM grant we already have plans to offer DE with TCAT-E in Diesel Powered Equipment and Construction and Office Management.

Students will have increased access to earn an industry credential while in high school.

Explain how.

Work-based learning opportunities will be expanded for students.

Explain how.

EHS in 22-23 had successes in new SBE programs that were designed to help with SED students, by allowing them to stay at EHS. We will continue Tuff's Cafe, Cyclone Network, and Cyclone Prints, but we will look to expand WBL to off campus sites for Constructon and Ag Mechanics (Diesel Power Equipment) EHS is establishing partnerships to help with the new WBL class of Construction Practicum. This will also help with the Capstone Supervised Agricultural Experience class once we develop our Dual Enrollment agreement with TCAT Elizabethton for Diesel Power Equipment. We will also have an opportunity with Three Arrows Development for students to get Construction Practicum. So, the multi passenger vehicle will help students get to WBL outside of our existing SBE

Advisement and mentorship opportunities will be expanded and improved for students.

Explain how.

Career awareness and exploration activities will be expanded and improved for students.

Explain how.

Grade Span 6-8

There will be activities implemented to increase awareness among rising 8th and 9th graders of ISM opportunities.

Explain how.

Students will have increased access to career assessments and advising.

Explain how.

Students will take career assessments (Major Clarity) in the new 7th grade CTE Pathways class (Career Exploration C25X07). Throughout the class, students will explore careers in each CTE pathway explored. They will have the opportunity to watch online interviews and have guest speakers within the explored career pathways. A middle school counselor and Career Exploration teacher will go over the summative data of what is reported to major clarity and

then share with high school stakeholders and CTE Director. will go 6th grade students with the TAD Life class (Career Awareness C25X06) will explore their futures through a focused career awareness unit. This should meet one of the major key components

Middle school students will develop targeted plans for high school EPSO participation.

Explain how.

Middle school students will have increased access to academic advising for high school course selection.

Explain how.

Within the new 7th grade CTE Pathways class, students will learn high school courses and levels for each CTE pathways. This is another key component met in the ISM grant. Students will be able to see how these classes/levels can fit into their high school 4 year plan. Students will also have the opportunity to visit Elizabethton High School's CTE classes. This new class will be based off the standards for the Career Exploration course, C25X07, with a focus on project-based learning. There will also be an CTE Open House for parents.

Early CTE courses will be offered to middle school students that result in a seamless pathway in secondary.

Explain how.

A seamless pathway to high school CTE courses will be produced with 7th grade students because they will have an early introduction through project-based learning. A seamless pathway to high school CTE courses will be produced with 6th grade students through the Career Awareness course. Students will demonstrate soft skills along with technical skills to practice critical skills needed in the workplace.

Advanced courses will be offered to middle school students to enhance their innovative school model experience.

Explain how.

Students will take a 6th grade exploratory Career Awareness class, TAD Life. Students will take a 7th grade CTE project-based class, CTE Pathways. These classes are extended from the required middle school classes.

Innovative School Model Description

Instructions: Answer the following ensuring that appropriate information is provided for all Innovative School Model projects to be implemented.

* How have student, school, and/or partner needs informed your district's Innovative School Model/s (e.g., labor market needs, student performance data, postsecondary enrollment trends, etc.)?

The 7th grade CTE Pathways class will focus on CTE Pathways offered at Elizabethton High School. The highlighted pathways have been selected based on current work force employment, wages, and project work force employment within the Elizabethton/Carter County area. Five of our highlighted pathways are in the top 8 of annual job openings in our community (Hospitality & Tourism, Business Management & Administration, Health Science, and Architecture & Construction). Three of our highlighted pathways are in the top 6 of median wages within our community (Health Science, Agriculture, Food, & Natural Resources, and Arts, Audio/Video Technology & Communications). Four of our highlighted pathways are in the top 5 of projected new jobs within our community (Health Science, Hospitality & Tourism, Business Management & Administration, and Architecture & Construction). This has informed our decision to offer this class because when students are exposed to career options early they can better plan and prepare for their future career. By focusing on career clusters who have higher job openings/projected job openings, students can receive training in fields they are likely to find a sustainable job in our area. Therefore, allowing education to positively affect our local workforce and economy. First TN Development District has identified Construction as one of the four areas that our region needs to target. The EHS Community Partnership Advisory Group meets monthly at EHS. This group includes local business leaders, elected officials, post-secondary stakeholders, parents, students, counselors, EHS and Central Office administration. This group has encouraged students to do more WBL. Their feedback is that they are thrilled with our SBE, but want us to do more WBL off campus if possible. They noted the successes of our Ag teacher and program. They wanted ECS to look for ways to expand the agriculture experiences. Major Clarity data shows students want more programs of study. For our region, the best option to add is construction.

* Describe the project-based learning (PBL) experience/s that will be developed in conjunction with community partners at the middle school level. Specify the real-world and problem-solving opportunities that will be embedded.

The powerful project-based learning opportunities students will be completing while gaining practical hands-on experiences include: local business mentorship, student-generated PBL presentations with local areas of need and job opportunities, 3D printed food truck designs, greenhouse design, flight plans including altitude and FAA regulatory requirements, and constructing a 2/4 wall with electrical "J" boxes, switches, and lights. These are revolutionary opportunities for the middle school, as students will be allowed an alignment to the high school's CTE curriculum that was never possible before. Students will be able to evolve necessary real-world skills in a way that provides a wide foundation of conception. Not only will students be discovering opportunities never before offered at our middle school but, they will be collaborating with community businesses in a way that allows for creativity and innovation. Students will be able to see opportunities existing in our local community that are of high demand leading students to anticipate and prepare to fill these needs. Due to this new student access we will be merging project-based learning with community partners and our local workforce.

* Explain how seamless alignment will be promoted in middle school to high school CTE programs of study.

Within the 7th grade Career Pathways course, ONLY CTE pathways offered at Elizabethton High School will be taught. This allows for the students middle school experience to align with the high school's CTE program. Also, our teacher will be collaborating with our CTE director and our high school CTE teachers to ensure they are exposed to realistic project-based learning activities and begin building interest and skills that will be useful with their high school CTE pathway(s). Counselors at EHS and TAD (high school and middle school) will attend High School Transitions quarterly meetings at Northeast State. They will also have semi-annual meetings with TCAT--Elizabethton.

* How will the ISM Grant impact and change students' school experiences?

Because of this grant school will be different for Middle Schoolers because of increased access to career assessments and advising, increased access to the high courses specifically CTE, culminating in a more seamless pathway between middle school and high school. Also, Because of this grant, high schoolers will have more access to post-secondary trips CTSO trip, and WBL destinations thanks to multi-passenger car; extra programs of study thanks to addition of Construction, and greater ability for better skills in industry certifications due to better, more equipment. Students will be impacted because of increased career exploration throughout the 6th and 7th grade proposed classes. Middle school students love learning about careers and exploring those they find interesting. These classes will increase students' interests and school experience. By offering earlier exposure to high school CTE Pathways, students will have knowledge to make informed decisions about high school classes and transitions. We hope this will lead to high school students having more opportunities to successfully complete EPSOs (such as industry certifications and/or dual enrollment credits). High school students will have expanded opportunities in EPSOs and WBLs. EHS will be able to provide additional programs of study, and better support the existing programs of study with more up to date equipment.

Partnerships

Instructions: Provide information on each partnering organization. **Letters of support and/or Memorandums of Understanding (MOU) outlining how the partner will support the Innovative School Model/s are strongly encouraged.** These supporting documents may be uploaded to the Related Documents page of the application.

Project Partners - MOUs and/or Letters of Support from partners are strongly encouraged to be uploaded to the 'Related Documents' page.

Partner Name	Partner Type	Provide a brief description of how this partnership will be reimaged to support the ISM project.
TCAT Elizabethton	Educational ▼	DE opportunities in Construction, Diesel power Equipment
Elizabethton/Carter County Chamber of Commerce	Community ▼	EHS will continue to work with the area Chamber of Commerce through Advisory Committee meetings to showcase strengths within our schools and community and to find solutions on needs.
Three Arrows Development, LLC	Industry ▼	Three Arrows can be used for recruiting skilled laborers. Three Arrows can be used for guest speakers, WBL Practicum opportunities, and help with our Advisory Committees.
Carter County Bank	Community ▼	T. A. Dugger will continue to work with Carter County Bank through our Leadership Committee and School Engagement Committee to showcase strengths within our school and community.

Reimagining Time, Space and Modes of Learning- Applicable Grade Span 9-12

Instructions: Select the best practices and strategies that will be implemented within the district. If additional strategies will be implemented that are not listed, select "other" and provide a brief description.

Time

- Utilizing equipment outside the traditional school day to extend and accelerate learning opportunities
- Utilizing staff outside the traditional school day to extend and accelerate learning opportunities
- Offering schedule flexibility within the school day and/or school week to maximize opportunities for students
- Expanding summer programming and learning opportunities
- Revising district academic requirements for postsecondary courses or enrollment
- Revising district graduation requirements to better align with employment standards
- Sharing instructional staff across partnering organizations and educational institutions
- Other - Please specify

Space

- Offering high school course requirements on-site at an employer
- Offering high school course requirements on-site at a postsecondary education institution
- Offering expanded on-site work-based learning opportunities
- Expanding the number of high school teachers approved to serve as postsecondary adjunct faculty for EPSOs
- Other - Please specify

Modes of Learning

- Offering students multiple types of EPSOs (dual enrollment, dual credit, AP, etc.)
- Offering students EPSOs in multiple modalities (online, hybrid, on ground)
- Offering work-based learning experiences in virtual and hybrid formats
- Offering EPSOs in a variety of content areas (general core and career and technical education)
- Expanding advisement and supportive services to address high school to college and career transitions
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Expanding mentorship opportunities for students in collaboration with partners
- Other - Please specify

Reimagining Time, Space and Modes of Learning- Applicable Grade Span 6-8

Check the following components that will be utilized within this project to reimagine the use of:

Time

- Utilizing equipment outside the traditional school day to extend and accelerate learning opportunities
- Utilizing staff outside the traditional school day to extend and accelerate learning opportunities
- Offering schedule flexibility within the school day and/or school week to maximize opportunities for students
- Expanding summer programming and learning opportunities
- Revising district academic requirements for postsecondary courses or enrollment
- Revising district graduation requirements to better align with employment standards
- Sharing instructional staff across partnering organizations and educational institutions
- Other - Please specify

Space

- Offering expanded project-based learning opportunities
- Offering field trip opportunities embedded into project-based learning opportunities
- Offering shadowing opportunities at an employer (on-site and virtual)
- Developing a school-based enterprise
- Creating a practical learning environment
- Developing a middle school academy focusing curricula on a specific career cluster
- Other - Please specify

Modes of Learning

- Offering students courses in a variety of modalities (online, hybrid, on ground)
- Offering work-based learning and project-based learning experiences in virtual and hybrid formats
- Expanding career awareness efforts to increase student exposure to non-traditional fields
- Expanding career exploration efforts to increase student knowledge of different career pathways
- Expanding career advising services to address middle school to high school transitions
- Leveraging career assessments to address career interest and exploration
- Developing non-academic standards and competencies for employment success in collaboration with partners
- Expanding mentorship opportunities for students in collaboration with partners
- Revising course content to enhance knowledge of high-demand occupations and aligning high school CTE pathways

- Integrating student portfolio development to demonstrate knowledge of career pathways
- Other - Please specify

Theory of Action

Instructions: Provide a Theory of Action for each Innovative School Model to be implemented. There should be one Theory of Action for each named project.

Project Name	Theory of Action
EHS Expansion of Programs to Fit Needs	If EHS is able to convert more facility space to offer more programs of study with better specific equipment to match industry needs, then students will be more equipped to obtain Industry Certifications with completing Work Based Learning or Practicum experiences.
T. A. Dugger Career Exploration and Awareness	If we educate students at the middle school level on Early Post Secondary Opportunities, then we can expect to increase the number of high school students taking classes connected to DE, LDC, SDC, and IC culminating in increase in Ready Grad Status.

Action Steps, Outcomes, Metrics/Evaluation, and Yearly Timeline

Instructions: In this section, major action steps need to be listed by project name. There should be multiple action steps for each project and additional action steps may be added by selecting "Add Row." For each action step, the expected outcome of that action step should be provided. Strategies to evaluate progress toward meeting the outcome must also be provided. A brief description for how the work and outcomes of the action step will be sustained over time should also be provided. Applicants should indicate which year of the project that the action step will be implemented. **Supporting documentation such as job descriptions and equipment quotes should be uploaded to the "Related Documents" page of the application.**

Action Steps, Outcomes, Metrics/Evaluation & Sustainability Strategies, and Yearly Timeline

Project Name	Action Step	Outcome	Metrics/Evaluation Strategy	Year 1	Year 2	Year 3	Year 4
EHS Expansion of Programs to Fit Needs	HS AS #1 ECS will use ISM money to remodel a recently purchased building across the street from EHS. Then EHS will move the alternative school across the street. EHS will be able to move classrooms around to make better use of existing building and facilities to offer more space to CTE classrooms	We will provide space to start a new CTE program of study in Construction.	EHS will work with its maintenance department and hired architects to review that EHS has met the facility needs of its programs of study. EHS will gather data from its CTE teachers to review and make improvements as money will allow.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EHS Expansion of Programs to Fit Needs	HS AS #2 EHS will finalize equipment needs via Advisory committees to make equipment purchases for targeted programs of study. Information will be shared during PLCs when the ISM is reviewed.	The expectation is that EHS will see more students gain concentrator status and more importantly will have students in their preferred career path.	School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #3 ECS will post the position to hire a Construction teacher to meet the needs based on job market data.	EHS will be able to recruit, hire, and retain a highly qualified teacher in constructions. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified construction teacher will educate students and over time help students obtain industry certifications and construction practicum opportunities.	Students will become concentrators in construction. EHS will help promote construction to non-traditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #4 ECS will provide Professional Development	EHS will be able to recruit, hire, and retain a highly qualified teacher in constructions. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified construction teacher will educate students and over time help students obtain industry certifications and construction practicum opportunities.	Students will become concentrators in construction. EHS will help promote construction to non-traditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #5 EHS will purchase a multi passenger vehicle to help with transportation needs of students as it relates to students taking industry certifications exams or local dual credit tests. As needs are determined students can now receive help in getting to work based learning or practicum placements. Teachers and students will also use the vehicle to travel to CTSO competitions.	More students will be able to do work based learning or practicum experiences. Teachers will be able to better handle the logistics of getting students to ICs, LDCs, or CTSO events.	All EPSO numbers will be evaluated by the CTE Director, EHS principal, and ECS admin to go over transportation requests to see if improvements can be made to better use the vehicle.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

EHS Expansion of Programs to Fit Needs	HS AS#6 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program of study.	CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since their will be a major reshuffling of classroom, it is expected that each program of study moving in will need different chairs, tables, desks to accommodate students' needs.	The CTE Director and building Principal will meet with teacher of each program of study in new/newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS #1 ECS will use ISM money to remodel a maintenance room into the 7th grade Career Exploration (CTE Pathways class) classroom.	T. A. Dugger will be able to offer the CTE Pathways course to all 7th graders in an environment that is conducive to project-based learning and accessible to all students.	ECS and T. A. Dugger will work with our maintenance department and additional contracts to prepare this classroom environment and meet the courses needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS #2 T. A. Dugger will finalize equipment needs to make equipment purchases the 6th grade TAD Life (Career Exploration) class and the 7th grade CTE Pathways (Career Awareness).	Students will have access to materials to complete project-based learning experiences.	School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS #3 ECS will post the position to hire a teacher for the 7th grade CTE Pathways class.	T. A. Dugger will be able to recruit, hire, and retain a highly qualified teacher. In the effort to Development will be given as needed. The highly qualified teacher will increase student's career awareness by providing project-based learning opportunities related to CTE pathways offered at Elizabethton High School. Students will become knowledgeable about career opportunities and pathways available throughout high school to help them be successful. We plan to see an increase in CTE pathway participation and completion at the high school level.	The CTE Director will meet with the principal to go over success of program. The number of students enrolled, the grades of those students, reports from Major Clarity, and teacher feedback will be used to make changes, if necessary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

T. A. Dugger Career Exploration and Awareness	MS AS #4 ECS will post the position to hire a teacher for a new CTE linked Career Exploration class.	All 6th grade students will have access to an exploratory class focusing on career exploration. the new teacher will be given support as needed through professional development.	The classroom teacher will have set course standards allowing for students to become more knowledgeable about career opportunities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#5 ECS will provide Professional Development	Teacher will be more successful if they are well trained and comfortable in the area they teach. In the effort to retain a good teacher, Professional Development will be given as needed.	ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#6 Buy Computers	ECS will buy computers to upgrade an aging Keyboarding class to implement more technology and capabilities for students to engage in more career opportunities.	Admin, teachers, and CTE Director will review how students are doing in both career awareness and Career Exploration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#7 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program.	CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since there will be a reshuffling of classroom, it is expected that the class moving in will need different chairs, tables, desks to accommodate students' needs. Classrooms are fully equipped to support implementation of CTE courses.	The CTE Director and building Principal will meet with teacher in newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sustainability Strategy

Instructions: Answer the following ensuring that appropriate information is captured for all Innovative School Model projects to be implemented.

* Provide an explanation for how you will leverage the state TISA funding plan, as well as local, state, and federal funding resources to sustain the ISM program long-term.

We will be able to sustain this grant by: Increase in CTE enrollment, which will increase TISA funding, yearly Perkins Allocations. We will also continue to Perkins reserve grants (when awarded) and local general funds, The vehicles (one bought in year 2 and one in year 4) for WBL, school based enterprise, and CTSO will be charged to each club or CTE dept at \$0.50/mile. After 100,000 miles there should be money to sustain and buy another vehicle or provide maintenance as needed to the existing vehicle. With increased enrollment within CTE there will be an increase in TISA funding assisting in sustainability. Local funds will provide maintenance on equipment purchases, if needed.

* Provide at least three (3) strategies for sustainability to be completed within the next year. Please note that professional development will be provided soon on what strong sustainability plans should look like. Sustainability plans will be updated on an annual basis to demonstrate progress toward meeting this long-term expectation.

We will be able to sustain this grant by: 1) Increase in CTE enrollment, which will increase TISA funding, yearly Perkins Allocations. 2) The vehicles for WBL, school based enterprise, and CTSO will be charged to each club or CTE department at \$0.50/mile. After 100,000 miles there is money to sustain and buy another one. 3) With increased enrollment within CTE there will be an increase in TISA funding assisting in sustainability. TADugger Jr High will sustain a full time Career Awareness/Teacher and Career Pathways teacher through TISA and local funding.

Resources

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

[Innovative School Models District Guidance](#)

[Innovative School Models Budget Narrative Overview](#)

[Innovative School Models Recommended Account Numbers](#)

School Allocations

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

School Name and Grade Span	School Allocation
Elizabethton High School 9,10,11,12	\$1,000,000.00
T A Dugger Junior High School 6,7,8	\$500,000.00

Budget

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Account Number	Total
71100 - Regular Instruction Program	\$0.00
71300 - Vocational Education Program	\$1,208,263.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72710 - Transportation	\$0.00
76100 - Regular Capital Outlay	\$291,737.00
Total	\$1,500,000.00
Adjusted Allocation	\$1,500,000.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models
71300 - Vocational Education Program - \$1,208,263.00 ▼

Budget Detail

Narrative Description

Account Number: 71300 - Vocational Education Program
Line Item Number: 599 - Other Charges
Priority Area: CTE Programs of Study
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$954,763.00
Line Item Total: \$954,763.00

Money to be used in years 2, 3, & 4 for ISM grant.

Account Number: 71300 - Vocational Education Program
Line Item Number: 730 - Vocational Instruction Equipment
Priority Area: CTE Programs of Study
Optional Program Code:
Location Code: Elizabethton High School (101-0015)
Quantity: 1.00
Cost: \$220,000.00
Line Item Total: \$220,000.00

EHS--buy equipment
Auto-MLR.....Lift for alignments \$60,000
Construction...saws, tools, etc \$80,000
AV/Digital Arts--printers \$20,000
Agriculture.....Saws, virtual welder, etc. \$60,000

Account Number: 71300 - Vocational Education Program

TAD--but equipment for career awareness/pathways
Agriculture...Hydroponics...\$7,000
Construction.....skills package.....\$12,000

Line Item Number: 730 - Vocational Instruction Equipment

Priority Area: Career Exploration

Optional Program Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$33,500.00

Line Item Total: \$33,500.00

EMS/Health Science package...\$13,000
STEM...laser engraver...\$2,500

Total for 71300 - Vocational Education Program: \$1,208,263.00

Total for all other Account Numbers: \$291,737.00

Total for all Account Numbers: \$1,500,000.00

Adjusted Allocation: \$1,500,000.00

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

76100 - Regular Capital Outlay - \$291,737.00 ▼

Budget Detail

Narrative Description

Account Number: 76100 - Regular Capital Outlay

Line Item Number: 707 - Building Improvements

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$250,000.00

Line Item Total: \$250,000.00

EHS --Capital Outlay to renovate a newly purchased building across the street from EHS, so we can move the alternative program there. So, we can make more room for CTE classes/programs of study.
Cost \$25,000

Account Number: 76100 - Regular Capital Outlay

Line Item Number: 707 - Building Improvements

Priority Area: Career Exploration

Optional Program Code:

Location Code: T A Dugger Junior High School (101-0025)

Quantity: 1.00

Cost: \$41,737.00

Line Item Total: \$41,737.00

TAD--Capital outlay to renovate the Maintenance Area shop for ECS into 2 classrooms for CTE Awareness and CTE Pathway teachers
Cost \$41,737

Total for 76100 - Regular Capital Outlay: \$291,737.00

Total for all other Account Numbers: \$1,208,263.00

Total for all Account Numbers:
Adjusted Allocation:
Remaining:

Budget Overview

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Filter by Location: All - \$1,500,000.00 ▼

Line Item Number	Account Number	71300 - Vocational Education Program	76100 - Regular Capital Outlay	Total
599 - Other Charges		954,763.00		954,763.00
707 - Building Improvements			291,737.00	291,737.00
730 - Vocational Instruction Equipment		253,500.00		253,500.00
Total		1,208,263.00	291,737.00	1,500,000.00
		Adjusted Allocation		1,500,000.00
		Remaining		0.00

Related Documents

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Required Documents		
Type	Document Template	Document/Link
Innovative School Models (ISM) Assurances [Upload at least 1 document(s)]	Innovative School Models (ISM) Assurances	ISM Models Grant Assurances with signature
(ISM) Year 2,3,4 Budget [Upload at least 1 document(s)]	N/A	ECS 4 year plan on Ms Rogers spreadsheet
(ISM) DOS Signature Page [Upload at least 1 document(s)]	(ISM) DOS Signature Page	ISM Director of Schools DOS signature page
Optional Documents		
Type	Document Template	Document/Link
(ISM) Job Descriptions	N/A	Career Awareness Posting TAD CTE Career Advising & Planning TAD MEPs CTE Position EHS
(ISM) Letters of Support	N/A	Carter County Bank letter of support EHS ISM Three Arrows support letter for Construction ECS Innovation Grant Chamber of Commerce ECS ISM support letter from TCAI
(ISM) Memorandums of Understanding	N/A	Dual Enrollment Agreement TCAIs Elizabethton City 23--24 Contract Routing Forms Academic Agreement Contact Summary Sheet 2022 TCAI & ECS Dual Enrollment Agreement MOU ECS NESTATE

Assurances

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

The pro forma assurances substantially represent the document that the grant awardees will sign (subject to funds availability and approvals by state procurement offices).

PRO FORMA INNOVATIVE SCHOOL MODELS GRANT ASSURANCES

An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application and these Assurances for the Innovative School Models Grant.

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

The Grantee hereby agrees to the following Assurances:

1. The Grantee shall provide the following, but not limited to:
• LEA contact information
• Project components including:
• addressing skill gaps between regional industry needs and the skill level of the students;
• expanding early postsecondary opportunities for students;
• enabling students to earn a postsecondary credential while in high school;
• allowing students to earn an industry credential while in high school;
• expanding work-based learning for high school or project-based learning for middle school;
• creating advisement and mentorship opportunities for students; and
• enhancing career awareness and exploration activities for students.
• Detailed purpose and vision statement
• Identified postsecondary, community and industry partners
• Developed program to seamlessly align middle and high school models
• How are middle school students exposed to CTE programming
• Reimagined time, space and modes of learning
• Identified action steps, outcomes and evaluation strategies for innovative school models
• Sustainability plan
• Budget plan

2.	The Grantee shall cooperate with any required State monitoring of grant activities and shall submit report performance reviews quarterly to the State.
3.	The Grantee shall participate in innovative school model implementation grant support. <ul style="list-style-type: none"> • If required by the State, the Grantee shall select a State-approved vendor that will assist the Grantee in: • Identifying a LEA's greatest economic area of need to be the focus area for the LEAs innovative school model for the duration of the grant. • Providing high touch technical assistance (i.e., Support that includes an elevated level of involvement from both parties and includes tailored support designed and delivered specifically for that district). High touch support can include elements from the following list and support shall be determined by individual district need: • Additional school leader Innovative School Model application and implementation support, • Data reporting and trend analysis to support the model, • Knowledge development strategies, and/or • Additional services to support district implementation. • As determined by the State-approved vendor, in collaboration with the school, the services may be provided in a variety of ways such as on-the-ground training and support, webinars, etc. • Project Management • If required by the State, the Grantee shall select a State-approved vendor. • If required by the State, the Grantee shall identify what State-approved vendor they select and communicate that to the State. • In addition to the State-approved vendor-based support, the Grantee shall participate in two (2) of the three (3) State led grand division district Innovative School Models collaboratives and one (1) out-of-state site visit as determined by the selected State-approved vendor in collaboration with the school.
4.	The Grantee shall administer the program, activities, and services covered by this Grant Contract shall be in accordance with all applicable state and federal statutes, regulations, and the approved application.
5.	The Grantee shall use its own documented procurement procedures in the event of contracted services, which reflect applicable state and local laws and regulations provided that the procurements conform to applicable federal law and regulations.
6.	The Grantee shall use fiscal control and fund accounting procedures and shall ensure proper disbursement of, and accounting for funds received and distributed under this program.
7.	The Grantee shall adopt and use proper methods of administering such program, including a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
8.	The Grantee shall maintain on-site documentation for all reimbursement requests for a period of five (5) years following the end of the Grant Contract period. The Grantee shall provide such documentation to the State as requested.

State of Tennessee Assurances

* The LEA agrees to the State of Tennessee Assurances and has sent **Attachment A** to cpo.auditnotice@tn.gov.

[Click here to download the State of Tennessee Assurances.](#)

ISM (GAN)

Elizabethton (101) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Grant Award Notification (GAN)

I have read this Grant Award Notification.

State Funds

Date:	11/16/2022
Grant Name:	Innovative School Models
Project Total:	\$500,000,000.00
GAN Award Date:	11/16/2022
Current Allocation:	\$0.00
State Funds Obligated by this Award/Revision:	\$1,500,000
Total Project Funds Obligated to Subrecipient :	\$1,500,000
Revised Allocation:	
Revised Date:	
State Award Project Description:	Innovative School Models
Period of Performance:	July 1,2022 to June 30,2026
TDOE Program Contact:	Deborah Knoll
TDOE Program Contact Email:	Deborah.Knoll@tn.gov

Federal Funds

Date:	
Federal Award Identification Number:	S425U210047-21A
Period of Performance:	3/24/2021 - 9/30/2023
Budget Period of Performance:	3/24/2021 - 9/30/2023
Grant Name:	Innovative School Models
Project Total:	\$532,900,000.00
GAN Award Date:	7/15/2021

Assistance Listing (CFDA #):	84.425U
Current Allocation - <i>The School Allocation Page Has the Allocations Listed</i>	\$0.00
Federal Funds Obligated by this Award/Revision:	
Total Project Funds Obligated to Subrecipient :	
Revised Allocation:	
Revised Allocation Date:	
Federal Award Project Description:	American Rescue Plan-Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
Federal Granting Agency:	U.S. Department of Education
Pass Through Entity:	Tennessee Department of Education
Approved Indirect Cost Rate:	
UEI Number:	

TERMS, CONDITIONS AND FUNDING: THIS GRANT AWARD IS MADE SUBJECT TO ALL APPLICABLE STATUTES, REGULATIONS AND FUNDING LIMITATIONS IN EDGAR 2CFR200.331

The sub-grantee will permit the State and auditors to have access to the sub-grantee's records and financial statements as necessary for the pass-through entity to meet the requirements of this grant.

This grant award is subject to the appropriation and availability of Federal grant funds. In the event that the funds are not appropriated or are otherwise unavailable, the State reserves the right to discontinue the Grant.

As deemed appropriate during the fiscal year, any condition could be added, and a modified grant award letter issued.

This is not a R&D grant.

You are authorized, in carrying out this grant, to utilize the higher threshold set for micro-purchase and simplified acquisition thresholds for federal assistance under this grant established by recent statutory changes. These statutory changes raise the threshold for micropurchases under Federal financial assistance awards to \$10,000 and raise the threshold for simplified acquisitions to \$250,000 for recipients.

*Under the "Tydings Amendment," Section 421(b) of the General Education Provisions Act, 20 U.S.C. 122(B), Any funds that are not obligated at the end of the federal funding period shall remain available for obligation for an additional period of 12 months.

USED Program Contact	USED Program Contact Email	TDOE Program Contact	TDOE Program Contact Email
Kendra Fitzgordon	Kendra.Fitzgordon@ed.gov	Deborah Knoll	Deborah.Knoll@tn.gov

Resources

LEA Grant Award Notifications Overview

Grant Award Notifications from FY15-FY22 are stored in the LEA Document Library.