

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, October 19, 2023, @ 5:30 PM

Board Members

Eddie Pless | Phil Isaacs | Danny O'Quinn | Edwin Alexander | Jamie Schaff | Hannah McCoy (Student Liaison)

The Elizabethton Board of Education will meet on Thursday, October 19, 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**
6. **SPECIAL RECOGNITION**
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: Date: September 21, 2023
 - B. Approve General Purpose Fund Financial Statement, Date: Sept. 2023
 - C. Approve Federal Projects Fund Financial Statement, Sept. 2023
 - D. Approve School Nutrition Fund Financial Statement, Sept. 2023
 - E. Approve the second reading of the following Board Policy:
4.602 Honor Roll, Awards & Class Ranking
 - F. Approve Transportation Request for Field Trip to the USS Wisconsin in Norfolk, VA. November 1-2, 2023.
 - G. Approve EPP Partnership Agreement between Elizabethton City Schools and King University for the 2023-2024 SY.
 - H. Approve EPP Partnership Agreement between Elizabethton City Schools and Tusculum University for the 2023-2024 SY.
 - I. Approve EEP Partnership Agreement between Elizabethton City Schools and Liberty University for the 2023-2024 SY.
 - J. Approve EPP Partnership Agreement between Elizabethton City Schools and Western Governors University for the 2023-24 SY.
 - K. Approve EPP Partnership between Elizabethton City Schools and Milligan University for the 2023-2024 SY.
 - L. Approve EEP Partnership between Elizabethton City Schools and ETSU for the 2023-2024 SY.

- M. Approve MOU between Elizabethton City Schools and MTSU for Agriculture Dual Credit Services.
 - N. Approve the Funding Application of the Innovative School Models for Fiscal year 2024.
 - O. Approve the ARP Homeless 2.0 Grant for SY24.
 - P. Approve the 2024 ESSER 3.0 application and School Board Form.
 - Q. Approve Contract and User Agreement with Verizon Wireless and Elizabethton City Schools for cellular services and devices, based on State contract pricing.
 - R. Approve the 2023-2024 Public School Security Grant Application.
 - S. Approve My Benefits Channel proposal for ACA Total Care Reporting for 2023.
 - T. Approve Request for Property / Equipment Sale / Disposal.
See attached.
 - U. Approve the 2023 Tennessee Department of Education LEA Compliance Report.
 - V. Approve the Director of Schools travel request to attend the State Cross Country meet in Hendersonville, TN and the Division II state band competition in Smyrna, TN,
November 2-4, 2023.
 - W. Approve Mr. Alexander to attend the TSBA Annual Convention in Nashville, November 16-19,2023.
 - X. Approve Mr.Alexander to attend the TSBA New Board Member Orientation in Nashville, January 8-9, 2024.
8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**
- A. Personnel Report
 - NEW HIRES:
 - Caroline Craig-P/T ESP Student Leader-eff. 9/29/23
 - Nathan Hall- Computer Specialist-CO-eff. 9/18/23
 - Angel Harding- P/T Cafeteria Personnel-EHS-eff. 10/02/23
 - Brisa Hernandez- P/T ESP Student Leader-eff. 9/21/23
 - Samantha Mooney- Substitute Teacher-eff. 9/25/23
 - Angela Smith- P/T Educational Assistant-EHS-eff. 10/02/23
 - Samantha White- Substitute Teacher-eff. 9/22/23
 - Steven Yencich-Substitute Teacher-eff. 9/18/23
 - Seth Carter- CIP- Open Gym Supervision-eff. 10/5/2023
 - Abigail Parsons- P/T Educational Assistant-ESE-eff. 10/5/2023
 - Kayla Carrier- Substitute Teacher-eff. 10/03/2023
 - ADDITIONAL POSITION:
 - Alyssa Fisher- Interim SPED Teacher-WSE- eff. 9/13/23-12/20/23
 - Lucas Honeycutt- P/T CIP Open Gym Supervisor-EHS-eff. 9/11/23
 - TRANSFERS:
 - Colbie Hopson-Interim F/T TNAC Educational Assistant-WSE-eff. 9/26/23
 - Heather Brodio- Interim SPED Teacher-ESE-eff. 9/13/23-12/20/23
 - Millie Pierce- P/T Educational Assistant-ESE- eff. 9/26/23
 - Lyndsay Tappert- F/T TNAC Educational Assistant-HME-eff. 9/25/23

Dollie Ruddlesdon-P/T Cafeteria Floater position-eff 10/17/2023

RESIGNATIONS:

Tina Byrd- P/T Educational Assistant- HME-eff. 9/20/23

Lenzi Rose- ESP Stuent Leader-eff. 9/26/23

Emily Harrison- Softball Coach- TAD-eff. 9/26/23

Margaret Carpenter- P/T Educational Assistant-TAD-eff. 10/21/23

TERMINATIONS:

Carol Manis- P/T Educational Assistant-EHS-eff. 9/28/23

Nicki Ferguson- P/T Educational Assistant-TAD-eff. 9/27/23

LEAVE OF ABSENCE:

Richie Burrow- eff- 9/21/23-10/4/23

Jon Byrd- eff. 9/1/23-TBD

Hannah Starkey- eff. 9/25/23-1/3/24

Tammy Buchanan-Revised eff. 8/1/2023-11/5/2023

Kevin Cornwell- eff. 10/17/2023-11/30/2023

Nancy Cornwell-eff. 10/17/2023-11/30/2023

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

9. **REGULAR AGENDA**

- A. Approve Elizabethton City Schools settlement offer for Government Entity Claims against Altria.
- B. Approve TISA District Accountability Report
- C. Approve the creation of two Assistant Track Coaching positions for Elizabethton High School.
- D. Approve Preston Construction to complete alternative school remodeling at the Community Development and Engagement Center (formerly the Union Pharmacy Building) for an amount not to exceed \$389,498.00.
- E. Approve awarding of Bid# ECSS 2023-2024-01RB for Gym Roof replacement at Harold McCormick to Eskola Roofing and Waterproofing for the amount of \$48,789.00.
- F. Approve Elizabethton City Schools 2024-2025 School Calendar.
- G. Approve purchase of 175 Chromebooks from Dell Technologies, utilizing Cooperative Purchasing pricing in the amount of \$42,875.00 to be paid for with ESSER 3.0 funds.

10. **FOR YOUR INFORMATION**

11. **NEXT REGULARLY SCHEDULED BOARD MEETING**

The next regularly scheduled Board Meeting will be held on Tuesday, November 14, 2023 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

12. **ADJOURN**

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, September 21, 2023 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, September 21, 2023, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:21 PM.

Ed Alexander: Present
Phil Isaacs: Absent
Danny O'Quinn: Present
Eddie Pless: Present
Jamie Schaff: Present

1. CALL TO ORDER
2. MOMENT OF SILENCE
3. PLEDGE TO THE FLAG
4. TIME FOR CITIZENS TO SPEAK

No citizens ask to appear before the Board.

5. SPECIAL RECOGNITION

- A. TA Dugger students participated in the Little League Softball World Series

Emily Harrison, Softball Coach @ TA Dugger commended Laci Gobble and Ava Hanson, for the great job they did representing TA Dugger and our School System. They were members of the 11-12 year old Little League All-Stars Team. The team won the State Little League Championship and went on to compete in the Little League Softball World Series, the first Tennessee team to ever make it to the World Series. They defeated West Virginia, Virginia and Florida to compete in the championship game.

The team finished as the Southeast Regional Runner-Up in the tournament. Laci and Ava are the true definition of team players on and off the field. We are so very proud of them.

B. Teachers of the year for the 2023-2024 school year.

Dr. Newman recognized the Building Level and District Teacher of The Year winners. She thanked them all for their hard work and dedication to our students. These teachers are rock stars and it is great to watch them in the classroom with their students.

Building Level Winners:

PreK - 4th Grade

Teresa Dugger- ESE

Whitney Birchfield- HME

Victoria Nanney- WSE

5th - 8th Grade

Vickie Royston- ESE

Carla Whiles- HME

Jason Baker- WSE

Collin McHenry- TAD

9th - 12th Grade

Andrew Bentley- EHS

District-Level Winners:

PreK-4th Whitney Birchfield

5th - 8th Grade Carla Whiles

9th - 12th Grade Andrew Bentley

6. CONSENT AGENDA

Motion was made by Danny O'Quinn, second by Ed Alexander To approve the Consent Agenda Motion carried.

Ed

Alexander: aye

Phil

Isaacs: absent

Danny

O'Quinn: aye

Eddie

Pless: aye

Jamie

Schaff: aye

aye: 4, nay: 0, absent: 1

- A. Approve Minutes of Regular Meeting: Date August 17,2023
- B. Approve Minutes of Special Called Meeting: August 31, 2023
- C. Approve General Purpose Fund Financial Statement, Date: 8/2023
- D. Approve Federal Projects Fund Financial Statement, Date 8/2023
- E. Approve School Nutrition Fund Financial Statement, Date: 8/2023
- F. Approve Audit Reports for 2022-2023 school year.
- G. Approve Research Study for Hayden Howard's thesis project..
- H. Approve Math Implementation Support Grant Application.
- I. Approve Agreement between Milligan University and Elizabethton City Schools- Placement Contract for the 2023-24 school year.
- J. Approve Funding Application Status Change- LEA ID 101 Elizabethton-2024 21st CCLC Remaining Funds.
- K. Approve XQ SPF Product Testing Agreement and Supplement to Grant Agreement for Elizabethton High School.
- L. Approve TN ALL Corps Application -FY 2024
- M. Approve TAD Lead & Elevate Service-Learning and Leadership Trip 2023 to Eastern Kentucky. 10/15/-10/21/2023

- N. Approve EHS Young Adult Literature Festival in Charleston, SC. November 10-11, 2023 to be attended by 12 students and 2 staff members.
- O. Approve request for property/equipment sale/disposal of various items that are no longer operable or needed.
See attached lists.
- P. Approve ESSER 3.0 Public Plan for Remaining Funds.
- Q. Approve second reading of Board Policy 6.415 Student Suicide Prevention
- R. Approve to reject bid # ECSS 2023-2021-01 for the HME Gym Roof Replacement.
The total cost was over budget.
- S. Approve to open an Escrow Account with GRC, Inc. for the purpose of the retainage for the T.A.Dugger Construction Project.
- T. Approve to request a change to our VISA account by removing Joey Trent and adding Jason Lancaster.
- U. Approve to request that our VISA credit limit be increased from \$25,000.00 to \$50,000.00.

7. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

- A. Personnel Report
- B. Director's Update

Mr. VanHuss welcomed our new Board Member, Mr. Alexander. We are very excited and happy to have him with us. He is going to be a great asset to our board and school system.

The Harold McCormick project is moving along nicely. They will soon have 2 more rooms completed.

TA Dugger continues demoing in the new lobby area. Everything is going very well with the project.

The renovations on the Union building are continuing and we are finalizing several items and working on what our own staff can take care of without having to outsource to other companies.

The EHS Training Facility budget should be completed by next week.

The ESSER 3.0 grant has allowed us to add 3 additional TN All Corp

Educational Assistants for each of the Elementary Schools for the 2023-2024 school year.

Thank you for allowing me to attend the TOSS Conference. We spent a lot of time on the Grading Procedure. The State wants to modify how to calculate the grades and the School Directors are very concerned with this proposal. There will be more to come. These are supposed to out by November 2023.

C. Board Member Reports

Mr. Pless reiterated how happy he is that we have Mr. Alexander. He is a true asset and knows more about our school system than anyone.

Mrs. Schaff is thrilled to be sitting on the board with her former teacher and good friend.

Mrs. Schaff went to visit Harold McCormick and look at the new rooms that had been completed. She said they looked amazing. She also got to read for our children at the Early Learning Center and very much enjoyed the kids.

D. City Council Liaison's Report

Mr. Simerly said it is a pleasure to see Mr. Alexander as a member of our Board.

The City is conducting a workshop for the City's 5 year plan. Once set, this will not change. They have 5-6 projects yearly. One of those being the Elizabethton Golf Course. They will continue helping with the baseball field as planned.

The City is excited and looking forward to the new Alternative School / Family Resource Center.

E. Student Liaison's Report

Ms. McCoy offered her congratulations to Mr. Bentley for being Teacher of the Year.

She discussed the ALICE Training that they had during 4th period for the students. It was very beneficial to learn what they should do in the case of an emergency situation.

She was able to go to East Side Elementary and read to the students, which was a very enjoyable experience.

8. REGULAR AGENDA

- A. Approve agreement between Elizabethton City Schools, the City of Elizabethton and Boyd Sports to complete turf installation on the infield at Joe O'Brien Field at a cost to the system of \$152,905.00

Motion was made by Danny O'Quinn, second by Ed Alexander To approve agreement between Elizabethton City Schools, the City of Elizabethton and Boyd Sports to complete turf installation on the infield at Joe O'Brien Field at a cost to the system of \$152,905.00 Motion carried.

Ed

Alexander: aye

er:

Phil

absent

Isaacs:

Danny

O'Quinn: aye

n:

Eddie

aye

Pless:

Jamie

Schaff: aye

aye: 4, nay: 0, absent: 1

This agreement to complete the baseball infield will be a huge improvement for the program. It will cut down on upkeep and maintenance of the field as well as reduce having to reschedule possible rainouts.

B. Approve contract between Elizabethton City Schools and Baseline Sports Construction to install infield turf on the EHS softball field for a cost of \$234,824.00, using Sourcewell Cooperative Purchasing Agreement. Motion was made by Danny O'Quinn, second by Ed Alexander To approve contract between Elizabethton City Schools and Baseline Sports Construction to install infield turf on the EHS softball field for a cost of \$234,824.00, using Sourcewell Cooperative Purchasing Agreement. Motion carried.

Ed

Alexander: aye

er:

Phil

absent

Isaacs:

Danny

O'Quinn: aye

n:

Eddie

aye

Pless:

Jamie

Schaff: aye

aye: 4, nay: 0, absent: 1

This is the companion item to the previous agenda item. We want to be equal for our girls and this will also be very beneficial to the softball program. It may be cost effective because they will be here working on the baseball field at the same time. These monies are in a reserve account.

C. Approve modifications to the Certified Staff Member Sick Leave Bank Guidelines

Motion was made by Danny O'Quinn, second by Jamie Schaff To approve modifications to the Certified Staff Member Sick Leave Bank Guidelines Motion carried.

Ed
Alexander: aye
Phil
Isaacs: absent
Danny
O'Quinn: aye
Eddie
Pless: aye
Jamie
Schaff: aye

aye: 4, nay: 0, absent: 1

We have had the Certified Sick Bank for a number of years to be used for a qualifying medical illness of a certified employee when the member is out of sick time. The legislature has made some changes this past year, so we are adding that the sick bank can now be used for an injury or illness of a minor child.

- D. Approve creation of a Classified Staff Member Sick Bank and Guidelines. Motion was made by Jamie Schaff, second by Ed Alexander To approve creation of a Classified Staff Member Sick Bank and Guidelines. Motion carried.

Ed
Alexander: aye
Phil
Isaacs: absent

Danny
O'Quinn aye
n:
Eddie
Pless: aye
Jamie
Schaff: aye

aye: 4, nay: 0, absent: 1

We felt like it was only fair to create a Classified Sick Bank. We think this will be beneficial for our classified employees. The guidelines will mirror those of the Certified Bank. There has to be a minimum enrollment of 20 members to move forward with the Classified Sick Bank. We will have the same trustees for both banks. If an employee goes from Classified to Certified, the days do not transfer from one bank to another. They will need to contribute another 3 days to the Certified Bank to join.

August - October is Annual Enrollment every year.

E. Approve proposed Board Policy 4.602 Honor Roll, Awards & Class Ranking

Motion was made by Danny O'Quinn, second by Jamie Schaff To approve proposed Board Policy 4.602 Honor Roll, Awards & Class Ranking Motion carried.

Ed
Alexander aye
er:
Phil
Isaacs: absent

Danny
O'Quinn aye
n:

Eddie
Pless: aye
Jamie
Schaff: aye

aye: 4, nay: 0, absent: 1

We have tried to find a way to recognize students and also included 9th grade students. All grades earned in the 9th -11th grades and the first 3 quarters of 12th grade will count toward the grade point average and class rank for purposes of recognition. We are going to have a good measure by the end of the 3rd semester. We want to give every student a fair chance.

9. FOR YOUR INFORMATION

10. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, XXX at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

11. ADJOURN

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

Ed

Alexander: aye

Phil
Isaacs: absent

Danny
O'Quinn: aye

Eddie
Pless: aye

Jamie
Schaff: aye

aye: 4, nay: 0, absent: 1

Chairman of the Board

Director of Schools

		2023-24	2023-24	2023-24	2023-24	Unencumbered	September 2023-24	
<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	3,600,000.00	3,600,000.00	0.00	0.00	3,600,000.00	0.00
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	86,000.00	86,000.00	17,305.17	20.12	68,694.83	9,552.20
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	2,911.48	12.66	20,088.52	1,079.15
141 R 40140	000	INTEREST AND PENALTY	27,000.00	27,000.00	2,119.66	7.85	24,880.34	1,101.03
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	59,000.00	59,000.00	12.57	0.02	58,987.43	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	4,200,000.00	4,200,000.00	682,148.76	16.24	3,517,851.24	343,689.10
141 R 40275	000	MIXED DRINK TAX	22,000.00	22,000.00	6,450.40	29.32	15,549.60	2,121.60
141 R 40320	000	BANK EXCISE TAX	30,000.00	30,000.00	0.00	0.00	30,000.00	0.00
141 R 41110	000	MARRIAGE LICENSES	600.00	600.00	121.44	20.24	478.56	58.08
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	380,000.00	380,000.00	-1,500.00	-0.39	381,500.00	-1,200.00
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	227,975.00	227,975.00	62,911.70	27.60	165,063.30	17,773.63
141 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	19,936.32	49.84	20,063.68	9,900.00
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	1,083.26	0.00	-1,083.26	87.50
141 R 44990	000	OTHER LOCAL REVENUES	273,195.00	273,195.00	7,500.00	2.75	265,695.00	7,500.00
141 R 46510	000	TISA STATE FUNDING	19,250,000.00	19,250,000.00	3,819,681.09	19.84	15,430,318.91	1,909,840.54
141 R 46515	000	EARLY CHILDHOOD EDUCATION	407,000.00	407,000.00	0.00	0.00	407,000.00	0.00
141 R 46550	000	DRIVER EDUCATION	6,500.00	6,500.00	0.00	0.00	6,500.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	239,876.00	239,876.00	0.00	0.00	239,876.00	0.00
141 R 46610	000	CAREER LADDER PROGRAM	30,907.00	30,907.00	0.00	0.00	30,907.00	0.00
141 R 46790	000	OTHER VOCATIONAL	340,113.00	340,113.00	0.00	0.00	340,113.00	0.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 47590	000	OTHER FEDERAL THROUGH STATE	64,842.00	64,842.00	0.00	0.00	64,842.00	0.00
141 R 48610	000	DONATIONS	26,400.00	26,400.00	10,944.91	41.46	15,455.09	5,000.00
141 R 49800	000	OPERATING TRANSFERS	2,460.00	2,460.00	0.00	0.00	2,460.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	400,000.00	16.67	2,000,000.00	0.00
Grand Revenue Totals			31,853,618.00	31,853,618.00	5,031,626.76	15.80	26,821,991.24	2,306,502.83

Number of Accounts: 40

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

Acct	2023-24	2023-24	2023-24	2023-24	Unencumbered	September 2023-24	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity	
141 E 71100 --- ---	REGULAR INSTRUCTION PROGRAM	14,555,796.00	14,555,796.00	1,579,774.65	10.85	12,670,099.37	1,025,509.03
141 E 71200 --- ---	SPECIAL EDUCATION PROGRAM	2,561,690.00	2,561,690.00	216,689.18	8.46	2,339,250.23	212,078.08
141 E 71300 --- ---	VOCATIONAL EDUCATION PROGRAM	1,716,235.00	1,716,235.00	180,021.25	10.49	1,441,500.69	155,993.91
141 E 71400 --- ---	STUDENT BODY EDUCATION PROGRAM	425,130.00	425,130.00	87,960.20	20.69	330,091.78	11,510.67
141 E 72110 --- ---	ATTENDANCE	111,810.00	111,810.00	39,044.95	34.92	72,615.05	7,622.67
141 E 72120 --- ---	HEALTH SERVICES	433,622.00	433,622.00	47,894.00	11.05	382,752.85	36,273.30
141 E 72130 --- ---	OTHER STUDENT SUPPORT	1,117,740.00	1,117,740.00	125,599.17	11.24	979,978.99	56,803.83
141 E 72210 --- ---	REGULAR INSTRUCTION PROGRAM	1,326,988.00	1,326,988.00	273,155.51	20.58	1,048,269.03	83,321.11
141 E 72220 --- ---	SPECIAL EDUCATION PROGRAM	413,459.00	413,459.00	60,548.99	14.64	349,135.01	35,899.68
141 E 72230 --- ---	VOCATIONAL EDUCATION PROGRAM	178,895.00	178,895.00	36,613.81	20.47	142,281.19	13,485.37
141 E 72250 --- ---	TECHNOLOGY	830,510.00	830,510.00	310,786.44	37.42	506,436.74	56,470.07
141 E 72310 --- ---	BOARD OF EDUCATION	596,365.00	596,365.00	298,888.41	50.12	284,826.13	13,738.77
141 E 72320 --- ---	OFFICE OF THE SUPERINTENDENT	438,535.00	438,535.00	111,088.88	25.33	301,713.02	30,391.34
141 E 72410 --- ---	OFFICE OF THE PRINCIPAL	1,897,951.00	1,897,951.00	361,722.36	19.06	1,536,228.64	147,840.54
141 E 72510 --- ---	FISCAL SERVICES	422,650.00	422,650.00	127,039.21	30.06	290,823.87	29,867.61
141 E 72610 --- ---	OPERATION OF PLANT	2,016,211.00	2,016,211.00	558,664.47	27.71	1,451,495.80	136,552.91
141 E 72620 --- ---	MAINTENANCE OF PLANT	1,228,225.00	1,228,225.00	316,967.80	25.81	692,693.77	104,176.80
141 E 72710 --- ---	TRANSPORTATION	813,436.00	813,436.00	130,264.42	16.01	503,465.75	51,589.00
141 E 73100 --- ---	FOOD SERVICE	41,395.00	41,395.00	6,534.74	15.79	34,860.26	2,166.74
141 E 73300 --- ---	COMMUNITY SERVICES	227,975.00	227,975.00	69,466.87	30.47	139,834.65	20,065.91
141 E 73400 --- ---	EARLY CHILDHOOD EDUCATION	407,000.00	407,000.00	54,330.62	13.35	352,169.38	36,034.41
141 E 76100 --- ---	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	367,964.65	399.96	-898,941.22	160,584.22
Grand Expense Totals		31,853,618.00	31,853,618.00	5,361,020.58	16.83	24,951,580.98	2,427,975.97

Number of Accounts: 614

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

142 R	Acct	2023-24		2023-24		2023-24		2023-24		September 2023-24	
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	YTD Act	Monthly Activity		
47141	OCA	95,123.00	95,123.00	22,888.70	24.06	72,234.30		8,782.89			
47189	OCA	9,000.00	9,000.00	2,165.63	24.06	6,834.37		831.00			
47131	0CP	35,330.00	35,330.00	0.00	0.00	35,330.00		0.00			
47143	0ID	611,680.00	611,680.00	42,510.86	6.95	569,169.14		42,510.86			
47145	0PS	16,128.00	16,128.00	1,228.50	7.62	14,899.50		1,228.50			
47141	0T1	516,142.00	516,142.00	62,739.41	12.16	453,402.59		59,387.99			
47590	0T1	52,820.00	52,820.00	6,420.58	12.16	46,399.42		6,077.59			
47189	0T2	87,544.00	87,544.00	11,960.64	13.66	75,583.36		7,897.33			
47590	0VR	48,895.00	48,895.00	8,089.44	16.54	40,805.56		7,157.72			
47147	21C	110,059.00	110,059.00	0.00	0.00	110,059.00		0.00			
47401	930	339,480.00	339,480.00	0.00	0.00	339,480.00		0.00			
47401	933	4,250,000.00	4,250,000.00	0.00	0.00	4,250,000.00		0.00			
47141	T1N	23,337.00	23,337.00	0.00	0.00	23,337.00		0.00			

Grand Revenue Totals 6,195,538.00 6,195,538.00 158,003.76 2.55 6,037,534.24 133,873.88

Number of Accounts: 13

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

Acct	2023-24 Original Budget	2023-24 Revised Budget	2023-24 FYTD Activity	2023-24 FYTD %	Unencumbered Balance - YTD Act	September 2023-24 Monthly Activity
142 E 71100	1,752,151.00	1,752,151.00	446,093.20	25.46	892,447.20	167,678.35
142 E 71200	627,808.00	627,808.00	47,713.26	7.60	580,094.74	47,713.26
142 E 71300	19,830.00	19,830.00	8,205.58	41.38	10,045.43	6,765.58
142 E 72120	50,000.00	50,000.00	5,000.00	10.00	45,000.00	5,000.00
142 E 72130	407,469.00	407,469.00	53,168.71	13.05	334,123.72	35,935.37
142 E 72210	367,979.00	367,979.00	55,834.60	15.17	310,894.40	28,909.44
142 E 72230	2,000.00	2,000.00	968.67	48.43	-443.12	0.00
142 E 72250	83,326.00	83,326.00	12,771.74	15.33	70,554.26	7,250.10
142 E 72710	0.00	0.00	817.46	0.00	-817.46	469.45
142 E 73300	110,059.00	110,059.00	28,644.73	26.03	81,414.27	8,100.92
142 E 76100	2,772,456.00	2,772,456.00	720,989.20	26.01	2,051,466.80	449,595.10
142 E 99100	2,460.00	2,460.00	0.00	0.00	2,460.00	0.00
Grand Expense Totals	6,195,538.00	6,195,538.00	1,380,207.15	22.28	4,377,240.24	757,417.57

Number of Accounts: 171

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

Acct	2023-24		2023-24		2023-24		2023-24		September 2023-24	
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Unencumbered	Unencumbered	Unencumbered	Monthly Activity	Monthly Activity
143 R 43521 000	175,000.00	175,000.00	38,133.95	21.79	136,866.05	11,502.68	11,502.68	11,502.68	11,502.68	11,502.68
143 R 43522 000	15,500.00	15,500.00	3,363.86	21.70	12,136.14	1,935.51	1,935.51	1,935.51	1,935.51	1,935.51
143 R 43525 000	16,000.00	16,000.00	13,734.85	85.84	2,265.15	8,296.10	8,296.10	8,296.10	8,296.10	8,296.10
143 R 43990 000	13,000.00	13,000.00	387.85	2.98	12,612.15	387.85	387.85	387.85	387.85	387.85
143 R 44110 000	20,000.00	20,000.00	7,499.31	37.50	12,500.69	3,753.36	3,753.36	3,753.36	3,753.36	3,753.36
143 R 46520 000	12,500.00	12,500.00	0.00	0.00	12,500.00	0.00	0.00	0.00	0.00	0.00
143 R 47111 000	700,000.00	700,000.00	59,998.65	8.57	640,001.35	59,998.65	59,998.65	59,998.65	59,998.65	59,998.65
143 R 47112 000	93,500.00	93,500.00	0.00	0.00	93,500.00	0.00	0.00	0.00	0.00	0.00
143 R 47113 000	325,000.00	325,000.00	29,503.48	9.08	295,496.52	29,503.48	29,503.48	29,503.48	29,503.48	29,503.48
143 R 47114 000	14,500.00	14,500.00	1,249.56	8.62	13,250.44	1,249.56	1,249.56	1,249.56	1,249.56	1,249.56
Grand Revenue Totals	1,385,000.00	1,385,000.00	153,871.51	11.11	1,231,128.49	116,627.19	116,627.19	116,627.19	116,627.19	116,627.19

Number of Accounts: 36

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

Acct	2023-24	2023-24	2023-24	2023-24	Unencumbered	September 2023-24
	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
143 E 73100 --- FOOD SERVICE	1,385,000.00	1,385,000.00	236,573.97	17.08	1,148,426.03	181,305.41
Grand Expense Totals	1,385,000.00	1,385,000.00	236,573.97	17.08	1,148,426.03	181,305.41

Number of Accounts: 81

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

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Honor Roll, Awards, & Class Ranking	Descriptor Code: 4.602	Issued Date: 09/21/23
		Rescinds: 4.602	Issued: 03/29/90

- 1 Students must be enrolled full time at the home base school to be eligible for ranking among the top high
2 school seniors.
- 3 All grades earned in grades 9, 10, 11 and the first three-quarters of grade 12 will be counted toward the
4 grade point average and the rank in class for purposes of recognition.
5
- 6 The final grade point average and class rank on transcripts will be calculated after completion of all
7 coursework.
- 8 Honor roll students will be determined by standards approved by the Board. Students who meet these
9 standards, and who do not request otherwise, will have their names submitted to the principal for release
10 to the news media.
- 11 Each school department or club which presents honors or awards or conducts contests will file with the
12 principal the name of the honor, award or contest; the basis for selection of the award and honor; the
13 method of participation; and the reason for the contest.
- 14 Beginning with Class of 2024 and subsequent cohorts students will be recognized at graduation utilizing
15 the Latin System outlined in policy 4.600 Grading System.

Cross References

Grading System 4.600
Graduation Requirements 4.605

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:

FIELD TRIP ATHLETIC/BAND EXCURSION ACADEMIC COMPETITION

METHOD OF TRANSPORTATION:

SCHOOL BUS RENTAL VEHICLE 3 VANS WALKING

DATE OF REQUEST: 9/18/23 GROUP/TEAM/GRADE: NNOCC

EHS
SCHOOL

11/1/23
DATE OF TRIP

6:00 a.m.
DEPARTURE TIME

11/2/23 MIDNIGHT
RETURN TIME

YES NO
DESTINATION IS GREATER THAN 50 MILES

YES NO
DESTINATION IS OUT-OF-STATE

YES NO
DESTINATION IS ON BOARD APPROVED LIST

21
TOTAL NUMBER INVOLVED

3 VANS
NUMBER OF BUSES OR VANS NEEDED

\$50
COST PER STUDENT (if applicable)

USS WISCONSIN, NORFOLK, VA
DESTINATION

ADDITIONAL STOP 1

ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES NO NA
PERMISSIONS SLIPS OBTAINED

YES NO NA
CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Jeanne Behrmann - 305-528-8594
Ryan Presnell - 423-525-0747

Christy Manning - 423-202-4897

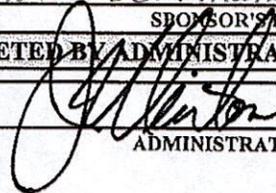
Jeanne Behrmann
SPONSOR'S NAME

jeanne.behrmann@ecschools.net
SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR:

APPROVED DENIED


ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR:

APPROVED DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME _____ RETURN TIME _____ TOTAL TIME _____ DRIVER'S SIGNATURE _____

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	King University		
Local Education Agency (LEA)	Elizabethton City Schools		
Academic Year of Agreement	2023-2024		
EPP Contact/Designee			
Name: Dr. Dwain Arnold		Title: Director of Teacher Education	
Email: edarnold@king.edu		Phone Number: 423-863-2259	
LEA Contact/Designee			
Name: Dr. Myra Newman		Title: Assistant Director of Schools	
Email: myra.newman@ecschoosls.net		Phone Number: 423-547-8000 X8209	
Certification (signatures verify partnership)			
EPP Head Administrator: Dr. Donna H. Watson		Title: Dean of the School of Education	
Signature:		Date:	
LEA Head Administrator: Richard VanHuss		Title: Director of Schools	
Signature:		Date:	

Prompt 1	Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. <i>NOTE: Responses should not exceed one page per prompt.</i>
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Dr. Myra Newman, Assistant Director of Schools, and Richard VanHuss, Director of Schools, will collaborate with King University's Dean, Dr. Donna Watson, and Director of Teacher Education, Dr. Dwain Arnold, to select, prepare, support, and retain high-quality clinical educators.

For classroom teachers to serve as mentors for student teachers, we abide by mutually agreed upon criteria requiring each mentor to (1) have a professional teaching license with at least three year's experience and endorsement in the content area in which the candidate seeks licensure; (2) be a data-driven highly effective teacher with a level 4 or 5 rating based in the TDOE's evaluation model; (3) demonstrate mentor leadership showing a strong desire to guide student teaching candidates; and (4) be willing to assume the roles defined by the King University's current Teacher Education Handbook which includes standards developed for student teachers, classroom mentors, and college supervisors.

College supervisors guide both student teachers and embedded teachers. Supervisors have experience and expertise in the grade or content area for which they are assigned, and they have TEAM training encouraging fidelity to the rubric. Regular meetings/communication with the Dean, Director of Teacher Education, and the LEA Administrators occur to review observation guidelines, research-based student teacher reflection documentation, lesson planning rubrics, and expectations of the LEA School District. Weekly reviews of rubric guided lesson plans, six formal observations, a summative conference, and a summative survey are all a part of the process.

Classroom mentors and college supervisors are evaluated at the completion of each placement by student teachers, mentors by supervisors, and supervisors by mentors. The quantitative and qualitative results are applied to a rubric which is reviewed by the Director of Teacher Education, Compliance Officer, and the Dean. Those results are then shared with the Human Resources Office of the LEA for further discussion and collaboration.

Any issues or concerns with teacher candidates, mentors, or supervisors are reviewed collaboratively by the LEA and EPP. If additional support appears to be needed, meetings may be held with the clinical educator and the Dean and/or the Director. Access to a Canvas course (The School House) may be granted for additional online training, and/or face-to-face clinical educator meetings or trainings may be provided by the LEA. If expectations are still unmet, the LEA and EPP may determine to reassign a mentor or supervisor.

Prompt
2

Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.).

NOTE: Responses should not exceed one page per prompt.

Clinical experiences involve a variety of modalities including synchronous, asynchronous, job-embedded, and directed studies, as well as non-traditional experiences such as Boys and Girls Club, and the Coalition for Kids. These experiences are designed to help students identify if teaching is their vocational calling, and if so, best prepare them for the challenges of 21st century teaching. For example, the first course that students typically experience in the School of Education is Introduction to Teaching. This class requires 30 hours of classroom experience assisting and sometimes co-teaching. In addition, 20 hours are spent assisting after school at the Boys and Girls Club. These experiences allow 50 hours total of observation/assisting. Other courses in the School of Education have varying requirements (15 hours each for Content Area Reading, Reflective Teaching, Survey of Exceptional Children and 30 hours for Secondary Methods, as examples). The culmination of coursework and required clinical experiences is student teaching – a one semester, two placement setting that involves at least 500 hours in the field. Students begin student teaching with a week of inservice training, a week observing, and a week teaching one third of the school day. Then the student teacher assumes responsibility for all classes, under the supervision of the mentor. After being observed three times by the mentor and the supervisor, the student teacher releases the students back to the mentor before transitioning to the second placement where the process is repeated.

Embedded teachers are enrolled in two semesters of Clinical Practicum. They are assigned a college supervisor who does four classroom evaluations per semester and a summative evaluation at the end of each semester. A peer teacher or mentor teacher, if assigned by the LEA, or an administrator or their designee will be asked to complete a midpoint evaluation and a summative evaluation. All these assessments will be collected for data analysis. Job-embedded candidate effectiveness will be measured by overall evaluation scores, observation scores, and individual growth scores.

King University (and partners seem to agree, based on survey information and direct feedback) believes that these clinical experiences provide ample opportunities for candidates to apply their content knowledge, display their professional and ethical dispositions, and deliver their pedagogical training. This belief is borne out in that our graduates typically score above the state in value-added and teacher-effect numbers.



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

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

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

LEA Administrator for Field Placement	
--	--

Name:	Title:
Email Address:	Phone Number:

Certification (Signatures verify partnership)	
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EPP Unit Head	Name: Dr. Miriam Stroder Date: September 6, 2023 Title: Dean, College of Education Signature:
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LEA Director of Schools	Name: Date: Title: Signature:
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**State-Recognized Partnership Agreement between
Elizabethton City Schools
and**



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

WITNESSETH

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

I. Purpose and Responsibility

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

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

II. Scope and Sequence of Clinical Experiences

Clinical Experiences are defined as follows:

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

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

III. Scope and Sequence of Content Mentoring Program

The purpose of the content mentoring program is to provide job embedded candidates with purposeful, structured, and specific support by an assigned content mentor. The content mentor will be a resource throughout their first two semesters of full-time teaching. Throughout this experience, candidates will meet with an assigned mentor to discuss how to apply content and pedagogical knowledge in P-12 settings that progressively develop and demonstrate the knowledge, skills, and dispositions necessary to demonstrate positive impact on all P-12 students' learning and development. Additionally, job embedded candidates will complete 10 hours of observation in the content mentor's classroom per semester.

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

IV. Recruitment and Selection Strategies and Goals

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

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

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

V. Responsibilities of the LEA

Responsibilities of the LEA related to Clinical Experience:

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

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

Responsibilities of LEA related to Content Mentoring:

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

classroom for onsite coaching and collaboration. Mentor will use one visit to complete a lesson observation using a Modified TEAM rubric. The times and dates of these visits will be recorded by the content mentor on the “Weekly Points of Contact” form.

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

VI. Responsibilities of the EPP

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

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

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

The Director of the EPP's Content Mentoring Program is:
Stephanie Efird
Tusculum University
60 Shiloh Road
Greeneville, TN 37745
Office Phone: 423-636-7300 ext. 5026
Cell Phone: 865-776-9708
Email Address: sefird@tusculum.edu
- ii. The Director of edTPA will provide the LEA with specific requirements for each Content Mentoring course in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will provide orientation and training information which will inform content mentors and job-embedded candidates of the purposes and expectations of the experience.
- c. University Clinical Supervisors employed to work with teacher education candidates must meet the following criteria:
 - Documented evidence of having been a highly-effective teacher
 - Minimum of 5 years classroom experience
 - Ability to provide candidates with strategies for engaging diverse learners in meaningful learning
 - Ability and willingness to provide constructive feedback to teacher candidates about their strengths and areas for improvement
 - Ability and willingness to communicate effectively with teacher candidates and cooperating teachers
 - Ability and willingness to foster positive relationships between and among school-based administrators, teachers, teacher candidates, and university faculty and staff
 - Current knowledge of and training on TEAM, Praxis exams, edTPA, and current trends in education to aid in the retention of mentors who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development
 - Consistent demonstration of professionalism
- d. University clinical supervisors and teacher education candidates will be provided appropriate guidelines and expectations from the Tusculum Director of Clinical Experiences. Additionally, clinical supervisors will be provided on-going support through workshops and seminars.
- e. University clinical supervisors will be given the opportunity at the end of each placement to provide open-ended feedback of the candidate, cooperating teacher,

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

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

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

VII. Additional Provisions

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

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

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

Out-of-State Educator Preparation Partnership Agreement

The State Board of Education (SBE) [Educator Preparation Rule](#) (0520-02-04) allows Educator Preparation Providers (EPPs) approved to recommend teacher candidates for initial licensure in a state other than Tennessee and place these candidates in Tennessee school districts to complete **job-embedded clinical practice**. The provider and district must have a partnership that is formally recognized by the Tennessee Department of Education. Per [Educator Preparation Policy](#) (5.504) job-embedded clinical practice allows for candidates who hold a bachelor's degree to serve as teacher of record for the full school year (occupational programs may have different degree/certification requirements). At least 100 days of the job-embedded clinical practice must include direct teaching experiences. Prior to beginning a job-embedded clinical practice, candidates must have a valid Tennessee teaching license with the appropriate endorsement(s).

To receive department recognition, the EPP must submit a signed out-of-state partnership agreement to the department's office of educator licensure and preparation (OELP) for review at least thirty days prior to the start of the clinical practice. The term of this agreement may not exceed three years. All sections below are **required**, except section five. Missing information will delay processing of the request by the department.

Completed agreements must be submitted electronically to Educator.Preparation@tn.gov.

Section 1: Out-of-State EPP Information

Provider Name	Mailing Address
Head Administrator Name	Head Administrator Title
Contact Name and Title	Contact Email
Current EPP Approval State	State agency website for verification of licensure program approval

Section 2: Tennessee School District Information

School District Name	Mailing Address
Contact Name and Title	Contact Email
Contact Phone	

Section 3: Required Partnership Components

1. Describe the roles and responsibilities of all EPP faculty/staff (including clinical supervisors). Strong responses will include a thorough description of clearly identified roles and responsibilities of all EPP faculty and staff involved in the preparation of teacher candidates.

2. Describe the roles and responsibilities of all Tennessee school district personnel (including clinical mentors). Strong responses will include a thorough description of clearly identified roles and responsibilities of all school district personnel involved in the preparation of teacher candidates.

3. Identify the criteria used for selecting clinical educators (clinical mentors/cooperating teachers and clinical supervisors/university supervisors). At a minimum, selection criteria must meet requirements of [SBE policy 5.504](#). Strong responses will include selection criteria and strategies used by the partnership to select clinical mentors and clinical supervisors who will support teacher candidates during their clinical experiences.

4. Describe expectations regarding the delivery of candidate support and candidate evaluation. Strong responses will include a description of how both clinical mentors and clinical supervisors support teacher candidates during their clinical experience. The response should include how teacher candidates are observed, provided formal and informal feedback, are formally evaluated, and provided growth opportunities for identified areas of need.

Section 4: Specialty Area and Grade-Span Endorsement Alignment

Providers must be regionally accredited and programs must be approved for licensure in a state other than Tennessee. Programs recognized by Tennessee must correspond with the specialty area and grade span of an existing [Tennessee endorsement](#).

List below all endorsements and grade spans that are approved in the home state and for which the provider is requesting recognition by Tennessee.

Home State Endorsement with Grade Span	Aligned Tennessee Endorsement <i>To be completed by OELP</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Section 5: Additional Partnership Agreement Items (optional)

EPPs are encouraged to provide any additional supporting information about their partnership and related clinical experiences.

<p>List any additional items and include as attachments any supporting documentation that describes partnership activities and practices that support clinical experiences.</p>

Section 6: Authorized EPP and Tennessee School District Signatures

Electronic signatures are accepted.

EPP Signature and Date	District Signature and Date
Name and Title	Name and Title
Agreement Start Date (Must be at least 30 days later than submission date)	Agreement End Date (May not exceed three years from start date)

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

Educator Preparation Provider (EPP)	Western Governors University
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Local Education Agency (LEA)	Elizabethton City Schools
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Academic Year of Agreement	1 September 2023– 31 August 2024
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EPP Contact/Designee	
Name: Jonathan Workman	Title: Field Experience Outreach Relationship Specialist
Email Address: Jonathan.workman@wgu.edu	Phone Number: 385-428-8965

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

Other Key Staff	
Name: Amy Warren	Name: Danielle Borja
Title: Placement Coordinator	Title: Placement Coordinator
Name:	Name:
Title	Title:

Certification (signatures verify partnership)							
EPP Head Administrator	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Name: Jennifer Doshier</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td colspan="2">Title: <input style="width: 90%;" type="text" value="Director, Field Experience, Teachers College"/></td> </tr> <tr> <td colspan="2">Signature:</td> </tr> </table>	Name: Jennifer Doshier	Date:	Title: <input style="width: 90%;" type="text" value="Director, Field Experience, Teachers College"/>		Signature:	
Name: Jennifer Doshier	Date:						
Title: <input style="width: 90%;" type="text" value="Director, Field Experience, Teachers College"/>							
Signature:							
LEA Director of Schools	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Name:</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td colspan="2">Title: <input style="width: 90%;" type="text"/></td> </tr> <tr> <td colspan="2">Signature:</td> </tr> </table>	Name:	Date:	Title: <input style="width: 90%;" type="text"/>		Signature:	
Name:	Date:						
Title: <input style="width: 90%;" type="text"/>							
Signature:							

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

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

General Candidate Selection and Support

Educator candidates are admitted to WGU followed by formal admission to the TC and the educator preparation program. During the program candidates receive guidance and support to ensure professional success after graduation.

WGU General Admission Requirements

WGU focuses on student success by identifying students who are most likely to thrive in WGU's learning environment. To be admitted into WGU undergraduate programs applicants must:

- Have earned a high school diploma or GED
- Submit official transcripts of all prior academic work completed at community colleges, colleges, or universities attended.
- Meet any program-specific admissions requirements (see below).
- Interview with a WGU Enrollment Counselor to determine "fit" with WGU's expectations

WGU general admission requirements and policies appear on the website at www.wgu.edu/admissions/requirements. Candidate Recruitment, Selection, and Monitoring, provides a synopsis of this admission process. WGU uses a three-part screening strategy to ensure that admitted students have a higher likelihood of success in the WGU learning environment. This assessment is required for any applicant to the TC who does not submit a transcript verifying completion of at least an associate degree. In addition, to guide the admission of students into its programs, WGU employs a predictive admissions model to assess the likelihood of success for each student, based primarily on their prior academic experience in conjunction with the results of the readiness assessment.

TC Formal Program Admission

Students are accepted into TC programs upon successful completion of basic skills and content exams, background check, dispositional assessment, and competencies in program-specific courses. Formal admission into the program provides access to the Preclinical Experience (PCE). In preparation for DT, candidates complete PCE designed to introduce them to the classroom through a series of activities, including observations and lesson planning.

See agreement below for further information

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

Prompt 2: Identify how entities will collaborate to **select, prepare, evaluate, support, and retain high-quality clinical educators**, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. **(500 words)**

Clinical educators support teacher candidates throughout clinical experiences and play key roles in the quality of the experience. WGU has collaborated with the school district to implement processes for the selection, training, and support of clinical educators.

Selection

Clinical educators provide regular, detailed feedback to candidates during the clinical experience: Clinical Supervisors (CSs), hired by WGU, and Host Teachers (HTs), selected by the school district, based upon qualifications from Tennessee Educator Preparation Policy 5.504, WGU and the school district.

The CS serves as advisor, observer, and assessor throughout the candidate's experience. The CS must meet the following qualifications:

- Master's degree in education preferred, minimum of a bachelor's degree in education
- 5-years of teaching and/or education administration experience
- Knowledgeable in current teaching strategies
- Comfortable in using technology to enhance teaching
- Comfortable with virtual settings

The HT is the cooperating teacher in the school who hosts the candidate.

WGU additional qualifications:

- 5-years of experience preferred
- Models WGU ethical considerations
- Demonstrated competence with technology

Training

WGU provides training for clinical educators. The Clinical Experience Liaison Team (CEL) conducts training, tracks completion of training, and creates all support resources.

Clinical Supervisors. Must attend orientation prior to each cohort, which provides training information, expectations, and informs when and where to go for support.

Host Teachers. WGU provides training and support to effectively guide, collaborate, and support the teacher candidate. Prior to the clinical experience, a welcome email is sent including a links to the Host Teacher Training Webinar, the Online Host Teacher Folder, and the Host Teacher Training and Support Site.

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

Support Resources

CEL maintains support sites for CSs and HTs that serve as resources after orientation and houses all training materials. They contain all information CS's and HT's need to complete their duties, including policies, procedures, and expectations concerning CS and HT quality and job duties; support for our candidates; how to work with adult learners; pacing during demonstration teaching, etc.

CEL implemented outreach programs for CSs and HTs to increase communication, training, support, and to help build a sense of community. Emails are sent to provide just-in time support throughout the cohort. These short but impactful outreach efforts include updates, timely reminders, tips, and trainings to assist the CS/HT continue to support candidates, and inspirational stories about our students.

Evaluation and Retention

The WGU Clinical Partner Survey provides a 360-degree evaluation of how well Teachers College programs prepare and support candidates during demonstration teaching. Perspectives from the HT, CS, principals, and candidates provide evidence of the quality of candidate performance, program preparation, and support mechanisms during demonstration teaching. Individual feedback will be shared with the appropriate clinical educators.

See agreement below for further information

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

STUDENT TEACHING LETTER OF AGREEMENT

Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and the District. The terms and conditions set forth in this Agreement shall take effect and bind the parties upon District's acceptance of a WGU Teacher Candidate for Field Experience. (Alternatively, if a different agreement is desired, or if a signed agreement is needed please contact WGU as described at the end of this Agreement.)

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the WGU full-time and continuous requirement of 12 weeks or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.

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

C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
 - Caring and considerate
 - Affirming of diversity and cross-culturally competent
 - Reflective practitioner
 - Equitable and fair
 - Committed to the belief that all students can learn
 - Collaborative
 - Technologically proficient
 - Professional leadership

D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to have completed a background check acceptable to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.
- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.

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

- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Encourage Cooperating Teachers to participate in WGU's training, held for each cohort (Fall or Spring) when a new Teacher Candidate is assigned, to understand WGU's policies, processes, procedures, and how to mentor adult learners.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

F. Additional Terms

- **Designation of Representative.** Each party shall designate a representative to serve as a point of contact between the parties for communication and coordination of Student Teaching.
- **Education Records.**
 - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
 - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

Teacher Candidate Guidelines

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work

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

samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.

- You must follow appropriate protocol to submit recordings to WGU.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
- **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
- **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
- **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties.
- **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
- **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.

This Agreement is effective as indicated above.

Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	
Local Education Agency (LEA)	
Academic Year of Agreement	

EPP Contact/Designee	
Name:	Title:
Email:	Phone Number:

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

Certification (signatures verify partnership)	
EPP Head Administrator:	Title:
Signature:	Date:

LEA Head Administrator:	Title:
Signature:	Date:

**Prompt
1**

Identify goals for recruiting high-quality candidates, including candidates from a broad range of backgrounds and diverse populations, and how evidence will be collected, shared, and used to increase the educator pipeline. *NOTE: Responses should not exceed one page per prompt.*

**Prompt
2**

Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. *NOTE: Responses should not exceed one page per prompt.*

**Prompt
3**

Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed one page per prompt.*

Prompt
4

Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

**Prompt
5**

Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

**Primary
Partnership
Outcomes**

As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	
Local Education Agency (LEA)	
Academic Year of Agreement	

EPP Contact/Designee	
Name:	Title:
Email:	Phone Number:

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

Certification (signatures verify partnership)	
EPP Head Administrator:	Title:
Signature: <i>Cynthia Chambers</i>	Date:

LEA Head Administrator:	Title:
Signature:	Date:

**Prompt
1**

Describe the strategies and actions in place to co-select clinical educators and collaborate to prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-k-12 students. *NOTE: Responses should not exceed one page per prompt.*

**Prompt
2**

Describe the design and implementation of clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on pre-k-12 students (For instructional leader programs, ensure how clinical experiences allow opportunities for candidates to practice applications of content knowledge and skills.). *NOTE: Responses should not exceed one page per prompt.*

AGREEMENT BETWEEN
Elizabethton City Schools
AND
MIDDLE TENNESSEE STATE UNIVERSITY
FOR
AGRICULTURE DUAL
CREDIT SERVICES

This Agreement is entered into by and between Elizabethton City Schools ("School") and Middle Tennessee State University and signifies the agreement of the parties concerning a dual credit program.

1. Dual Credit Program. A Dual Credit Program is an opportunity for high school students to receive college credit hours through enrollment in a secondary course with postsecondary content embedded, taught in a high school by a certified secondary instructor. After successful completion of the secondary course, the student can then take a challenge exam administered under the supervision of postsecondary faculty. College credit will be awarded to students who meet or exceed a cut score of 70%.
2. Duties and Responsibilities of Each Party.
 - a. University will provide the curriculum and challenge exam for each course listed below to be offered by School.
 - b. The dual credit course will be taught at School by a certified secondary instructor that has completed a fingerprint background check pursuant to T.C.A. 49-5-413.
 - c. A dual credit program challenge exam will be given at School by the Teacher Record.
 - d. School will ensure that high school students participating in this opportunity are aware of the following:
 - Each participating student will pay (if they choose to take the final exam) to University \$20/credit hour (\$60/ for a 3-hour class) to take the challenge exam
 - Participation in this opportunity is not a guarantee of admission to University. Students must meet University admissions standards in place at the time of enrollment application.
3. Term. The term of this Agreement will begin upon the date of final signature below and end on July 31, 2024. The Agreement may be renewed upon agreement of the parties. In no event shall the term of this Agreement exceed 3 years. Either party may terminate this Agreement at any time upon thirty (30) days' written notice to the other party. Termination of this Agreement will not affect any students currently enrolled in a dual credit class who shall continue to receive the benefits provided under this Agreement.

4. Compliance with Laws. Each party agrees to comply with all applicable federal, state, and local laws and regulations, including but not limited to, any applicable non-discrimination or affirmative action requirements.
5. Assignment. Neither party shall assign this Agreement or enter into subcontracts for any of the work described herein without obtaining the prior written approval of the other party.
6. Modification of Agreement. This Agreement may be modified only by written amendment executed by all parties and their signatories hereto.
7. Relationship of Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties. Neither party shall hold itself out in a manner contrary to the terms of this Agreement. No party shall become liable for any representation, act, or omission of any other party contrary to the terms of this Agreement.
8. Notices.

Notices to School shall be sent by a method that verifies proof of delivery or hand-delivered to (if applicable, add contact for notice to governing body of school):

Elizabethton City Schools
Attn: Richard VanHuss
Address: 804 S. Watauga Ave. Elizabethton, TN 37643
Phone: 423-547-8000
Email: richard.vanhuss@ecschoools.net

Notices to University shall be sent by a method that verifies proof of delivery or hand-delivered to:

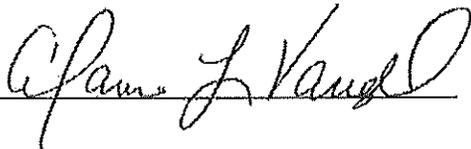
Dept: School of Agriculture
Attn: Dr. Alanna Vaught
Address: Box 5, MTSU
Phone: 615 898 2523
Email: alanna.vaught@mtsu.edu

9. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee. The Contractor acknowledges and agrees that any rights or claims against the University or its employees hereunder, and any remedies arising therefrom, shall be subject to and limited to those rights and remedies, if any, available under Tennessee Code Annotated, Sections 9-8-101 through 9-8-407.

10. Severability. Should any provision of this Agreement be declared to be invalid by any court of competent jurisdiction, such provision shall be severed and shall not affect the validity of the remaining provisions of this Agreement.
11. Confidentiality of Records. All educational records created, disclosed, or maintained pursuant to the terms of this Agreement are confidential and shall be created, disclosed, and maintained pursuant to the provisions of Family Educational Right to Privacy Act, also known as FERPA (20 U.S.C.A. §1232g) and its regulations.
12. Illegal Immigrants. The parties hereby attest that they will not knowingly utilize the services of illegal immigrants in the performance of this Agreement and will not knowingly utilize the services of any subcontractor, if permitted under this Agreement, who will utilize the services of illegal immigrants in the performance of this Agreement. If a party is discovered to have breached this attestation, that party shall be prohibited from contracting with any state entity for a period of one (1) year from the date of discovery of the breach. A party may appeal the one (1) year by utilizing the established appeals process.
13. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals, and which together shall constitute a single agreement. For purposes of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.
14. Force Majeure. To the extent that the dual credit program is substantially delayed, interrupted, prevented or rendered impractical by pandemic, fire, flood, riot, earthquake, civil commotion, war, strike, pandemic, natural disaster, lockout, labor disturbances, exposition, sabotage, accident or other casualty, act of GOD, any law ordinance, rule or regulation which becomes effective after the date of this Agreement, or any other cause beyond the reasonable control of either party, the University agrees to comply with all federal and State statutes, rules, and regulations applicable to the assignment of grades and credit for enrolled students.

In witness whereof, the parties have by their duly authorized representatives set their signatures.

MIDDLE TENNESSEE STATE UNIVERSITY

By: 

Date: 10-1-23

, Director of Schools

Date: _____

History Log

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/15/2023 7:58:16 AM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	9/15/2023 7:58:16 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/15/2023 7:52:10 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/15/2023 7:11:59 AM	Brian Culbert	Status changed to 'Draft Completed'.	S
	8/14/2023 12:07:50 PM	Brian Culbert	Status changed to 'Draft Started'.	S
	7/15/2023 1:01:41 PM	Holly Kellar	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Allocations

	(1)	Innovative School Models (2)	Charter ISM	Total
Original		\$0.00	\$0.00	\$0.00
Incoming Carryover		\$1,431,162.36	\$0.00	\$1,431,162.36
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		\$1,431,162.36	\$0.00	\$1,431,162.36

Cover Page

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

*** LEA ID#**

101

*** LEA Name**

Elizabethton City Schools

Innovative School Model Point of Contact

*** Name**

Brian Culbert

*** Email**

brian.culbert@ecschoos.net

*** Phone**

4238950952

Director of Schools

*** Name**

Richard VanHuss

*** Email**

Richard.vanhuss@ecschoos.nete

Phone Number

423-547-8000 ext 8203

*** DUNS Number**

100072768

*** Unique Entity Identifier (UEI)**

MP87VN3EF127

ISM Overview

Elizabethton (101) Public District - FY 2024 - 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 Juniior 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 Cons truction 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.

- Students will have increased access to earn an industry 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.

- 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 Construction 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

Page 15 of 54 8/16/2023 7:45:27 AM 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 pathway. 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 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 checked="" 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"/>	<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 nontraditional 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"/>	<input checked="" 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 construction. In the effort to retain a good teacher, Professional Development will be given as needed to all CTE teachers. The highly qualified teachers will educate students and over time help students obtain industry certifications and practicum opportunities.	Students will become concentrators in construction. EHS will help promote construction to nontraditional 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"/>	<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 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 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 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). Amendment #1 5.24.23 Upon hiring a teacher for year two (beginning July 1, 2023) T A Dugger has modified equipment request to include Instructional supplies at less than \$500 per many items.	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 retain a good teacher, Professional 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"/>	<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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #7 Buy STEM equipment to help recruit students for SkillsUSA. Buy robotics kit.	EHS has only sent 1 student to SkillsUSA competition in last 4 years. We will increase those numbers exponentially. Student learning will be expanded outside the classroom to do after-school sessions to get ready to go compete in various competitions.	CTE Director, STEM teacher, and other teachers that could align with SkillsUSA to go over how to recruit students for an extension of classroom learning. Future budget requests will be based on the success/failure of this initiative.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #8 Buy consumables for Construction class. Thousands of dollars of equipment was purchased as a start-up for a new program of study, but supplies were overlooked.	The new construction class will actually have enough materials to get started on projects that will complete learning process and make it a possibility for the class to create projects that can help with sustainability to fund-raise and do more projects.	CTE Director and Construction teacher will go over what projects could be created to fund raise. Future budget requests will be based on the success/failure of this initiative.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2024 - 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 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Account Number	Total
71100 - Regular Instruction Program	\$40,263.00
71300 - Vocational Education Program	\$985,662.36
72130 - Other Student Support	\$13,500.00
72210 - Support Services/Regular Instruction Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72510 - Fiscal Services	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$100,000.00
76100 - Regular Capital Outlay	\$291,737.00
	Total \$1,431,162.36
	Adjusted Allocation \$1,431,162.36
	Remaining \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

71100 - Regular Instruction Program - \$40,263.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 722 - Regular Instruction Equipment</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$20,263.00"/></p> <p>Line Item Total: <input type="text" value="\$20,263.00"/></p>	<p>laptop computers for career exploration classes</p>
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 722 - Regular Instruction Equipment</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$10,000.00"/></p> <p>Line Item Total: <input type="text" value="\$10,000.00"/></p>	<p>furniture for new career exploration classes like talbes, chairs, etc.</p>
<p>Account Number: 71100 - Regular Instruction Program</p>	<p>Buy furniture based on new needs like tables, desks, chairs, etc.</p>

Line Item Number: 722 - Regular Instruction Equipment

Priority Area: CTE Programs of Study

Optional Program Code:

Location Code: Elizabethton High School (101-0015)

Quantity: 1.00

Cost: \$10,000.00

Line Item Total: \$10,000.00

Total for 71100 - Regular Instruction Program: \$40,263.00

Total for all other Account Numbers: \$1,390,899.36

Total for all Account Numbers: \$1,431,162.36

Adjusted Allocation: \$1,431,162.36

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

71300 - Vocational Education Program - \$985,662.36 ▼

Budget Detail	Narrative Description
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 116 - Certified Teachers</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: 1.00</p> <p>Cost: \$306,138.00</p> <p>Line Item Total: \$306,138.00</p>	<p>hire two career exploration teachers</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 116 - Certified Teachers</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$144,732.00</p> <p>Line Item Total: \$144,732.00</p>	<p>EHS hired Construction teacher</p>
<p>Account Number: 71300 - Vocational Education Program</p>	<p>social security for two new teachers</p>

<p>Line Item Number: 201 - Social Security</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: 1.00</p> <p>Cost: \$19,019.00</p> <p>Line Item Total: \$19,019.00</p>	
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<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 201 - Social Security</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$8,876.00</p> <p>Line Item Total: \$8,876.00</p>	<p>Construction teacher social security</p>
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<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 204 - State Retirement</p> <p>Priority Area: Career Advising</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p>	<p>state retirement for two new teachers</p>
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Code: Quantity: 1.00 Cost: \$20,983.00 Line Item Total: \$20,983.00	
Account Number: 71300 - Vocational Education Program Line Item Number: 204 - State Retirement Priority Area: CTE Programs of Study Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: 1.00 Cost: \$9,792.00 Line Item Total: \$9,792.00	state retirement for construction teacher
Account Number: 71300 - Vocational Education Program Line Item Number: 206 - Life Insurance Priority Area: Career Exploration Optional Program Code: Location Code: T A Dugger Junior High School (101-0025) Quantity: 1.00 Cost: \$406.00 Line Item Total: \$406.00	life insurance for 2 new teachers
Account Number: 71300 - Vocational Education Program	life insurance for construction teacher

Line Item Number: 206 - Life Insurance Priority Area: Career Assessment Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: 1.00 Cost: \$203.00 Line Item Total: \$203.00	
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Account Number: 71300 - Vocational Education Program Line Item Number: 207 - Medical Insurance Priority Area: Career Exploration Optional Program Code: Location Code: T A Dugger Junior High School (101-0025) Quantity: 1.00 Cost: \$37,226.00 Line Item Total: \$37,226.00	medical insurance for two new teachers
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Account Number: 71300 - Vocational Education Program Line Item Number: 207 - Medical Insurance Priority Area: CTE Programs of Study Optional Program Code: Location Code: Elizabethton High School (101-0015)	medical insurance for construction teacher
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	<p>dental insurance for two new teachers</p>	<p>dental insurance for construction</p>	<p>employer medicare for two new teachers</p>
<p>Code: <input type="text"/></p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$18,613.00"/></p> <p>Line Item Total: <input type="text" value="\$18,613.00"/></p>	<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 208 - Dental Insurance</p> <p>Priority Area: Career Assessment</p> <p>Optional Program Code: <input type="text"/></p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$1,418.00"/></p> <p>Line Item Total: <input type="text" value="\$1,418.00"/></p>	<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 208 - Dental Insurance</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code: <input type="text"/></p> <p>Location Code: Elizabethon High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$709.00"/></p> <p>Line Item Total: <input type="text" value="\$709.00"/></p>	<p>Account Number: 71300 - Vocational Education Program</p>

<p>Line Item Number: 212 - Employer Medicare</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: 1.00</p> <p>Cost: \$4,810.00</p> <p>Line Item Total: \$4,810.00</p>	
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 212 - Employer Medicare</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$2,075.00</p> <p>Line Item Total: \$2,075.00</p>	<p>employer medicare for construction teacher</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 429 - Instructional Supplies & Materials</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p>	<p>Supplies to start up for new Career Exploration teachers like: Ag seeds, hydro kit for grow tents, etc. Culinary pressure cooker, canning supplies, etc. health science heart rate monitors, blood pressure monitors, etc. construction tools, etc.</p>

Code: Quantity: 1.00 Cost: \$10,500.00 Line Item Total: \$10,500.00	
Account Number: 71300 - Vocational Education Program Line Item Number: 429 - Instructional Supplies & Materials Priority Area: Industry Alignment Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: 1.00 Cost: \$2,000.00 Line Item Total: \$2,000.00	Buy construction items less than \$100, screwdrivers, measuring tape, wrenches, pliers, etc.
Account Number: 71300 - Vocational Education Program Line Item Number: 429C - Instructional Supplies & Materials (Consumables) Priority Area: Project-Based Learning Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: 1.00 Cost: \$2,500.00 Line Item Total: \$2,500.00	Construction teacher needs some consumables like nails, screws, glue etc for class projects.
Account Number: 71300 - Vocational Education Program	EHS--buy equipment

Line Item Number: 730 - Vocational Instruction Equipment	Auto-MLR.....Lift for alignments Construction...planer, jointer, tools, etc AV/Digital Arts--printers Agriculture....saw stop table Saws, virtual welder, etc. STEM--Robotic equipment
Priority Area: Industry Alignment	
Optional Program Code:	
Location Code: Elizabethton High School (101-0015)	
Quantity: 1.00	
Cost: \$372,662.36	
Line Item Total: \$372,662.36	

Account Number: 71300 - Vocational Education Program	TAD--buy equipment for career awareness/pathways (adjustment will be for shipping/handling) STEM 3D Printer Agriculture Grow tents (x2) Storage pantrys (x2)
Line Item Number: 730 - Vocational Instruction Equipment	
Priority Area: Industry Alignment	
Optional Program Code:	
Location Code: T A Dugger Junior High School (101-0025)	
Quantity: 1.00	
Cost: \$23,000.00	
Line Item Total: \$23,000.00	

Total for 71300 - Vocational Education Program: \$985,662.36

Total for all other Account Numbers: \$445,500.00

Total for all Account Numbers: \$1,431,162.36

Adjusted Allocation: \$1,431,162.36

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

72130 - Other Student Support - \$13,500.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 72130 - Other Student Support</p> <p>Line Item Number: 524 - In-Service / Staff Development</p> <p>Priority Area: Professional Development</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$9,000.00</p> <p>Line Item Total: \$9,000.00</p>	<p>Professional Development based on new needs of new teachers and new programs.</p>
<p>Account Number: 72130 - Other Student Support</p> <p>Line Item Number: 524 - In-Service / Staff Development</p> <p>Priority Area: Professional Development</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: 1.00</p> <p>Cost: \$4,500.00</p> <p>Line Item Total: \$4,500.00</p>	<p>Professional development for new needs of teachers in new exploration classes</p>
<p style="text-align: right;">Total for 72130 - Other Student Support: \$13,500.00</p>	
<p style="text-align: right;">Total for all other Account Numbers: \$1,417,662.36</p>	

Total for all Account Numbers: \$1,431,162.36

Adjusted Allocation: \$1,431,162.36

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

72710 - Transportation - \$100,000.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 72710 - Transportation</p> <p>Line Item Number: 729 - Transportation Equipment</p> <p>Priority Area: Academic Advising</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$100,000.00</p> <p>Line Item Total: \$100,000.00</p>	<p>buy two 8-passenger vehicles to transport students to IC testing and WBL opportunities</p>
<p>Total for 72710 - Transportation: \$100,000.00</p>	
<p>Total for all other Account Numbers: \$1,331,162.36</p>	
<p>Total for all Account Numbers: \$1,431,162.36</p>	
<p>Adjusted Allocation: \$1,431,162.36</p>	
<p>Remaining: \$0.00</p>	

Budget Detail

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

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

Budget Detail	Narrative Description
<p>Account Number: 76100 - Regular Capital Outlay</p> <p>Line Item Number: 707 - Building Improvements</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: 1.00</p> <p>Cost: \$250,000.00</p> <p>Line Item Total: \$250,000.00</p>	<p>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 \$250,000 carryover from year 1</p>
<p>Account Number: 76100 - Regular Capital Outlay</p> <p>Line Item Number: 707 - Building Improvements</p> <p>Priority Area: Career Assessment</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: 1.00</p> <p>Cost: \$41,737.00</p> <p>Line Item Total: \$41,737.00</p>	<p>TAD--Capital outlay to renovate the Maintenance Area shop for ECS into 2 classrooms for CTE Awareness and CTE Pathway teachers Line Item Cost \$41,737</p>
<p>Total for 76100 - Regular Capital Outlay: \$291,737.00</p>	
<p>Total for all other Account Numbers: \$1,139,425.36</p>	

Total for all Account Numbers: | \$1,431,162.36

Adjusted Allocation: | \$1,431,162.36

Remaining: | \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2024 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Filter by Location: ▼

Account Number	71100 - Regular Instruction Program	71300 - Vocational Education Program	72130 - Other Student Support	72710 - Transportation	76100 - Regular Capital Outlay	Total
Line Item Number						
116 - Certified Teachers	0.00	450,870.00				450,870.00
201 - Social Security	0.00	27,895.00	0.00	0.00	0.00	27,895.00
204 - State Retirement	0.00	30,775.00	0.00	0.00	0.00	30,775.00
206 - Life Insurance	0.00	609.00	0.00		0.00	609.00
207 - Medical Insurance	0.00	55,839.00	0.00		0.00	55,839.00
208 - Dental Insurance	0.00	2,127.00	0.00		0.00	2,127.00
212 - Employer Medicare	0.00	6,885.00	0.00	0.00	0.00	6,885.00
429 - Instructional Supplies & Materials	0.00	12,500.00				12,500.00
429C - Instructional Supplies & Materials (Consumables)		2,500.00				2,500.00
524 - In-Service / Staff Development			13,500.00			13,500.00
707 - Building Improvements					291,737.00	291,737.00
722 - Regular Instruction Equipment	40,263.00					40,263.00
729 - Transportation Equipment				100,000.00		100,000.00
730 - Vocational Instruction Equipment		395,662.36				395,662.36
Total	40,263.00	985,662.36	13,500.00	100,000.00	291,737.00	1,431,162.36

Account Number	71100 - Regular Instruction Program	71300 - Vocational Education Program	72130 - Other Student Support	72710 - Transportation	76100 - Regular Capital Outlay	Total	
Line Item Number						Adjusted Allocation	1,431,162.36
						Remaining	0.00

Related Documents

Elizabethton (101) Public District - FY 2024 - 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 update 9.14.23
(ISM) DOS Signature Page [Upload at least 1 document(s)]	(ISM) DOS Signature Page	EHS ISM DOS Signature page with sig 8.28.23
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	ECS Innovation Grant Chamber of Commerce EHS ISM Three Arrows support letter for Construction ECS ISM support letter from TCAT ECS for ISM Carter County Bank letter of support
(ISM) Memorandums of Understanding	N/A	Dual Enrollment Agreement TCATs Elizabethton City 23--24 Contract Routing Forms Academic Agreement Contact Summary Sheet 2022 TCAT & ECS Dual Enrollment Agreement Elizabethton MOU Proposal with Jacobs

Assurances

Elizabethton (101) Public District - FY 2024 - 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:
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • Additional school leader Innovative School Model application and implementation support,
	<ul style="list-style-type: none"> • Data reporting and trend analysis to support the model,
	<ul style="list-style-type: none"> • Knowledge development strategies, and/or
	<ul style="list-style-type: none"> • Additional services to support district implementation.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Project Management
	<ul style="list-style-type: none"> • If required by the State, the Grantee shall select a State-approved vendor.
	<ul style="list-style-type: none"> • If required by the State, the Grantee shall identify what State-approved vendor they select and communicate that to the State.
	<ul style="list-style-type: none"> • 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 2024 - 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:	
Total Project Funds Obligated to Subrecipient :	
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.

History Log

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/10/2023 10:16:07 AM	Vanessa Waters	Status changed to 'TDOE ARP Homeless 2.0 Director Approved'.	S
	10/9/2023 7:15:17 AM	Lynn Dotson	Status changed to 'TDOE ARP Homeless 2.0 Consultant Approved'.	S
<input type="checkbox"/>	10/8/2023 4:49:11 PM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	10/8/2023 4:49:11 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/8/2023 3:24:58 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/8/2023 2:07:03 PM	John Hutchins	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	10/8/2023 2:06:33 PM	John Hutchins	regarding this checklist item: <ul style="list-style-type: none"> ▪ In spending plan # 8 please provide details on how the van will be tracked and monitored for the use of the LEA homeless program. I answered the above item in #7 rather than #8 since #7 deals with transportation. Please let me know if I need to change this.	C
	10/3/2023 9:05:11 AM	Vanessa Waters	Status changed to 'TDOE ARP Homeless 2.0 Director Returned Not Approved'.	S
	9/29/2023 11:29:02 AM	Henry LaFollette	Status changed to 'TDOE ARP Homeless 2.0 Consultant Approved'.	S
<input type="checkbox"/>	9/29/2023 10:42:14 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	9/29/2023 10:42:14 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/29/2023 10:33:00 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/29/2023 10:24:21 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	9/28/2023 1:36:02 PM	John Hutchins	Status changed to 'Draft Started'.	S
	8/23/2023 9:19:02 PM	Maryanne Durski	Status changed to 'Not Started'.	S

Elizabethhton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - History Log

* LEA ID# [101] * LEA Name [Elizabethhton City Schools]

LEA Official Address

* Street [804 S. Watauga Ave.] * City [Elizabethhton] * Zip Code [37643]
* Phone [423-547-8000] * LEA Website [ecschools.net]

Director of Schools

* Name [Richard VanHuss] * Email [richard.vanhuss@ecschools.net] * Phone [423-547-8000]

McKinney-Vento Liaison Point of Contact

* Name [John Hutchins] * Email [john.hutchins@ecschools.net] * Phone [423-547-8000]

Allocations

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - Allocations

(1)		ARP Homeless 2.0	Total
Original	\$0.00	\$0.00	\$0.00
Incoming Carryover	\$31,109.92	\$31,109.92	\$31,109.92
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	\$31,109.92	\$31,109.92	\$31,109.92

Budget

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Account Number	Total
71100 - Regular Instruction Program	\$4,109.92
72120 - Health Services	\$0.00
72130 - Other Student Support	\$6,000.00
72210 - Support Services/Regular Instruction Program	\$0.00
72610 - Operation of Plant	\$0.00
72710 - Transportation	\$20,000.00
73100 - Food Service	\$1,000.00
99100 - Transfers Out	\$0.00
Total	\$31,109.92
Adjusted Allocation	\$31,109.92
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

71100 - Regular Instruction Program - \$4,109.92

Budget Detail

Narrative Description

Account Number: 71100 - Regular Instruction Program

Line Item Number: 499 - Other Supplies and Materials

Use of Funds: Providing Academic Supports

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$4,109.92

Line Item Total: \$4,109.92

Funds to purchase school supplies, dual enrollment textbooks, glasses, and other materials for students to participate in school (\$4,109.92).

Total for 71100 - Regular Instruction Program: \$4,109.92

Total for all other Account Numbers: \$27,000.00

Total for all Account Numbers: \$31,109.92

Adjusted Allocation: \$31,109.92

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

72130 - Other Student Support - \$6,000.00 ▼

Budget Detail

Narrative Description

Account Number: 72130 - Other Student Support
Line Item Number: 189 - Other Salaries & Wages
Use of Funds: LEA Program Administration
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$1,715.00
Line Item Total: \$1,715.00

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

Account Number: 72130 - Other Student Support
Line Item Number: 201 - Social Security
Use of Funds: LEA Program Administration
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$106.00
Line Item Total: \$106.00

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

Account Number: 72130 - Other Student Support

State Retirement for our Homeless Liaison to provide program administration (\$154.00).

Line Item Number: 204 - State Retirement

Use of Funds: LEA Program Administration

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$154.00

Line Item Total: \$154.00

Account Number: 72130 - Other Student Support

Line Item Number: 212 - Employer Medicare

Use of Funds: LEA Program Administration

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$25.00

Line Item Total: \$25.00

Account Number: 72130 - Other Student Support

Line Item Number: 599 - Other Charges

Use of Funds: Providing Short-Term Housing Support...

Optional Program Code:

Employer Medicare for the Homeless Liaison to provide program administration (425.00).

Funds to pay for Emergency temporary housing (hotel) for families experiencing homelessness (\$4,000.00).

Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$4,000.00

Line Item Total: \$4,000.00

Total for 72130 - Other Student Support:	\$6,000.00
Total for all other Account Numbers:	\$25,109.92
Total for all Account Numbers:	\$31,109.92
Adjusted Allocation:	\$31,109.92
Remaining:	\$0.00

Budget Detail

Elizabethhton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

72710 - Transportation - \$20,000.00

Budget Detail

Narrative Description

Account Number: 72710 - Transportation

Line Item Number: 729 - Transportation Equipment

Use of Funds: Providing Transportation

Optional Program Code:

Location Code: Elizabethhton (101)

Quantity: 1.00

Cost: \$20,000.00

Line Item Total: \$20,000.00

If approved, Elizabethhton City Schools will purchase a van with 50% of the cost being covered by ARP 2.0 and the other 50% coming from our school systems General Purpose fund. The vehicle would be used to transport Homeless students that may live in the county, but are served by our schools because the school of origin is in our district. We have had no luck in attracting route and spare drivers for the past couple of years. Our buses can only pick up students that are in-zone, as they do not travel into the county. The van would be driven by the Homeless Liaison or Federal Programs Director to pick up these students. We would also use it to transport students to appointments set up by the district, and from tutoring in the afternoon to where they are staying. Due to the fact that half would come from general purpose, we will also use the van to transport Foster students that were originally served in the city schools and have been placed in the county. This will allow them to stay in the school of origin. It may also be used to transport sped students that do not need to be picked up by a vehicle with a lift.

Total for 72710 - Transportation:	\$20,000.00
Total for all other Account Numbers:	\$11,109.92
Total for all Account Numbers:	\$31,109.92
Adjusted Allocation:	\$31,109.92
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

73100 - Food Service - \$1,000.00

Budget Detail

Narrative Description

Account Number: 73100 - Food Service

Line Item Number: 422 - Food Supplies

Use of Funds: Providing Short-Term Housing Suppor...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,000.00

Line Item Total: \$1,000.00

The system will set aside \$1,000.00 for providing food supplies to students in short-term housing and while the school system is out on break (Fall Break (5-days), Thanksgiving Break (3-days), Christmas Break (14-days), and Spring Break (5-days), where students would not receive free breakfast and lunch (at school).

Total for 73100 - Food Service: \$1,000.00

Total for all other Account Numbers: \$30,109.92

Total for all Account Numbers: \$31,109.92

Adjusted Allocation: \$31,109.92

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Filter by Location: All - \$31,109.92 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72710 - Transportation	73100 - Food Service	Total
189 - Other Salaries & Wages		0.00	1,715.00	0.00	0.00	1,715.00
201 - Social Security		0.00	106.00	0.00	0.00	106.00
204 - State Retirement		0.00	154.00	0.00	0.00	154.00
212 - Employer Medicare		0.00	25.00	0.00	0.00	25.00
422 - Food Supplies				1,000.00		1,000.00
499 - Other Supplies and Materials		4,109.92	0.00	0.00	0.00	4,109.92
599 - Other Charges		0.00	4,000.00	0.00	0.00	4,000.00
729 - Transportation Equipment				20,000.00		20,000.00
Total		4,109.92	6,000.00	20,000.00	1,000.00	31,109.92
					Adjusted Allocation	31,109.92
					Remaining	0.00

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

*** ARP Homeless 2.0 Budget Options**

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

List consortia members if applicable.

Resources

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

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

N/A - LEA is not joining a consortium

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

	Budget Tag	Amount	Narrative Description
71100: Regular Instructional Education	Select...	\$	
Sub-Total: 71100 Subtotal Regular Instructional Education		\$	
72130: Support Services / Other Student Support	Budget Tag	Amount	Narrative Description
Select...	Select...	\$	
Sub-Total: 72130 Support Services / Other Student Support		\$	
72210: Regular Instructional Program Support Services	Budget Tag	Amount	Narrative Description
Select...	Select...	\$	
Sub-Total: 72210 Regular Instructional Program Support Services		\$	
72710: Support Services / Transportation	Budget Tag	Amount	Narrative Description
Select...	Select...	\$	
Sub-Total: 72710 Support Services / Transportation		\$	
Grand Total		\$ 0	
Allocation		\$	
Remaining		\$ 0	

Resources

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

LEA Program Administration

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

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

The LEA is not utilizing grant funds to administer the ARP Homeless 2.0. Provide information of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and the other funding sources that will contribute to administrative staff salaries/benefits below. No additional information is required on this page..

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

	Headcount	FTE
Administration		
Resource Specialist		
Program/Project Director		
Other (specify) Homeless Liaison	1.00	0.03
Total	1	0.03

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

The Homeless Liaison receives a stipend as a Title I setaside to currently administer the Homeless program. The additional \$1,715.00 from ARP 2.0 will be used to administer the grant-funded programs associated with the ARP 2.0 funds. Funds will be used to provide subject and/or grade-level tutor Transportation to and from school along with transportation from tutoring after school will be scheduled by the liaison as well. Dual enrollment opportunities will be afforded to Homeless students, at no cost, which will include books. Lastly, our liaison will secure emergency, temporary housing for families.

Resources

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

Personnel Details (Systemwide)

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify)		
Total	0.00	0.00

Resources

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

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

School Name	LEA ID / School Number	Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Other 4 - Specify		Total	
		Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
		5	0.65																	5	0.65
Total		5	0.65	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.65

Resources

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

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

N/A

Summer School Personnel Funded with ARP Homeless 2.0

School Name	LEA ID - School Number	Teachers		Paraprofessionals		Instructional Facilitators		Site Administrator / Clerical		School Counselors		Parent and Family Engagement		Other - Specify	
		Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Total															

Resources

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

Spending Plan

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Planning

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

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

Services

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

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

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

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

Use of Funds

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

1. Staffing Supports

\$ 0.00 Amount

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

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

2. Providing Communication Supports

\$ 0.00 Amount

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

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

3. Providing Counseling and Social Work Service Supports

\$ 0.00 Amount

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

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

4. Providing Wrap Around Supports

\$ 0.00 Amount

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

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

5. Providing Academic Supports

\$ 4,109.92 Amount

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

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

Students will have the benefit of having a teacher in each building designated to tutor homeless students before or after school. These tutors differ from other school tutors as they only serve our qualifying homeless students (before and after school). These homeless students will benefit from having bus transportation to school and home (in the afternoon), which is something we do not offer to other students beyond the regular school day. While transportation is provided to everyone at the beginning and end of the day, these students will be provided transportation to arrive before school begins for tutoring, or after their tutoring concludes later in the afternoon. High school students will also have an opportunity to sign up and complete dual enrollment classes to earn high school and college credit. Books and supplies will also be provided. Lastly, students K-8 will have the opportunity to stay after school in the Extended School Program (ESP) and receive a snack, & homework assistance. The effectiveness of the tutoring program will be determined by student progress reports from the teacher, pre and post testing data, and use of other assessments and checkpoints. The classroom or subject area teachers will provide the tutors with weekly updates on areas they have identified as areas where students need assistance. They will provide weekly progress reports to the tutors with feedback as they check for understanding.

6. Providing Early Childhood Education Supports

\$ 0.00 Amount

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

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

7. Providing Transportation

\$ 20,000.00 Amount

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

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

A van would be purchased to help in transporting homeless students outside of the district to and from school. Having additional transportation will allow us to transport Homeless students to the health department for treatment, vaccines, and dental procedures they might not normal receive. Filling prescriptions for glasses will be easier and is also appreciated. Transportation provided to and from a local hotel will be available as an emergency temporary housing solution for those needing continuity of services. The effectiveness of this program will be determined by the use of the vehicle for pickup and drop off of students and the need and use of the vehicle for providing transportation to before or after school tutoring. Having this vehicle should open opportunities some may have felt were not previously available. Daily use will be tracked, noting the date, time, and use of the vehicle. A monthly report will be completed to show the usefulness and effectiveness of having this vehicle.

8. Providing Short-Term Housing Supports

\$ 5,000.00 Amount

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

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

Emergency, short-term housing at a local motel for up to 3 nights will be secured by our homeless liaison to ensure continuity of services. Effectiveness of providing emergency short term housing will be determined by students being able to remain in their school of origin, providing short term stability while the district works with the students, parents, and community organizations that might be able to help the family get back on their feet and provide a more stable environment.

9. LEA Program Administration

\$ Amount

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

Timeline

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

All of the logistics associated with the timeline were completed last year. Discussion was held concerning the award, the services that could be provided and then finalizing a budget. After approval last year, implementation was led by, and coordinated by our homeless liaison. Service offerings were put on our district website and office staff were trained in identifying homeless students. For the first time, we were able to provide short-term housing for several students and families. This was so awesome to be able to truly provide an answer to a need.

Funding Coordination

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

Title I, Part A Homeless Set-Aside

McKinney-Vento Subgrant

ESSER 1.0

ESSER 2.0

ESSER 3.0

ARP Homeless 1.0

Other Funding Source

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

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

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

Resources

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

Assurances

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

Assurances

1. Activities must align with the intent and purpose of the American Resource Plan Act for Homeless Children and Youth (ARP).
2. Funds will be administered in a manner consistent with all the requirements of the Education for Homeless Children and Youths (EHCY) program.
3. ARP Homeless 2.0 funds must be administered by the LEA established Homeless Children Liaison.
4. The LEA(s) assures that the combined fiscal effort per student, or the aggregate expenditures of that agency and the state with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.
5. The LEA shall report spending progress and reimbursement request on a quarterly basis to the Tennessee Department of Education.
6. The LEA will use funds received under the grant to supplement, not supplant, funds used before the award of the grant for purposes of providing services to homeless children and youth, including the McKinney-Vento subgrant, and ESSER 1.0, 2.0, and 3.0.
7. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
8. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
9. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State before line items are modified.
10. The LEA acknowledges that this program is subject to funds availability and that the State reserves the right to terminate program activities and expenditures for convenience at any time.
11. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation ARP section.
12. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
13. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

ARP Homeless 2.0 Checklist

Elizabethton (101) Public District - FY 2024 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0 Checklist

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

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

General Checklist Comment

No comments have been made at this time

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

<input type="checkbox"/> 1. Budget	OK ▼	Vanessa Waters	10/3/2023 9:05:00 AM
1.01 Budget			
1.02 Consortia Review Budget			
<input type="checkbox"/> 2. Consortia Program Details	OK ▼	Vanessa Waters	10/3/2023 9:05:00 AM
2.01 Consortia Program Details			
<input type="checkbox"/> 3. LEA Program Administration	OK ▼	Vanessa Waters	10/3/2023 9:05:00 AM
3.01 LEA Program Administration			
<input type="checkbox"/> 4. Spending Plan	OK ▼	Vanessa Waters	10/10/2023 10:15:23 AM
4.01 Planning			
4.02 Services			
4.03 Use of Funds			
4.04 Timeline			
4.05 Funding Coordination			
<input type="checkbox"/> 5. Personnel Details	OK ▼	Vanessa Waters	10/3/2023 9:05:00 AM
5.01 Systemwide			
5.02 Regular School Year			
5.03 Summer School			

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

LEA ID#

101

LEA Name

Elizabethton City Schools

LEA Official Address

Street

804 S. Watauga Avenue

City

Elizabethton

Zip Code

37643

Phone

423-574-8000

LEA Website

www.ecschools.net

Director of Schools

Name

Richard VanHuss

Email

richard.vanhuss@ecschoools.net

Phone

423-547-8000

ESSER 3.0 Point of Contact

Name

John Hutchins

Email

john.hutchins@ecschoools.net

Phone

423-547-8000

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

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

DUNS Number

100072768

UEI Number

MP87VN3EF127

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

Budget

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost Guide

Total Allocation	\$3,759,105.60
Existing Budget In Categories Not Eligible for Indirect Cost	\$2,094,479.60
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$1,664,626.00
Indirect Cost Rate	18.25%
Max Available Budget In Categories Eligible for Indirect Cost	\$1,407,717.55
Max Indirect Cost	\$256,908.45

Account Number	Total
71100 - Regular Instruction Program	\$1,194,185.00
71150 - Alternative Instruction Program	\$0.00
71200 - Special Education Program	\$0.00
71300 - Vocational Education Program	\$0.00
72110 - Attendance	\$0.00
72120 - Health Services	\$55,000.00
72130 - Other Student Support	\$306,450.00
72210 - Support Services/Regular Instruction Program	\$75,665.00
72215 - Support Services/Alternative Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$83,326.00
72260 - Support Services/Adult Education Program	\$0.00
72320 - Office of the Superintendent	\$0.00
72410 - Office of the Principal	\$0.00
72510 - Fiscal Services	\$0.00
72520 - Human Resources/Personnel	\$0.00
72610 - Operation of Plant	\$0.00
72620 - Maintenance of Plant	\$0.00

72710 - Transportation	\$0.00
73100 - Food Service	\$0.00
73300 - Community Services	\$0.00
73400 - Early Childhood Education	\$0.00
76100 - Regular Capital Outlay	\$2,044,479.60
99100 - Transfers Out	\$0.00
Total	\$3,759,105.60
Adjusted Allocation	\$3,759,105.60
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

71100 - Regular Instruction Program - \$1,194,185.00

Budget Detail

Narrative Description

Account Number: 71100 - Regular Instruction Program

Line Item Number: 116 - Teachers

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$337,165.00

Line Item Total: \$337,165.00

Due to the disproportionate impact of COVID-19 on learning loss, new positions will continue to support students' social, emotional, mental, and academic needs.

One FTE for an ELA classroom size reduction teacher at Elizabethton High School for the 23-24 school year.

One FTE for a math classroom size reduction teacher at T.A. Dugger Jr. High School for the 23-24 school year.

Four FTEs for school-based learning loss interventionists to instruct students in Tier II and Tier III intervention for the 23-24 school year.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 116 - Teachers

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: Best for All grant

Location Code: Elizabethton (101)

Due to the disproportionate impact of COVID-19 on learning loss, new positions will continue to support students' social, emotional, mental, and academic needs.

One FTE for Best for All math teacher tutor at EHS for the 23-24 school year.

<p>Quantity: 1.00</p> <p>Cost: \$51,000.00</p> <p>Line Item Total: \$51,000.00</p>	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.</p> <p>6.5 FTEs for thirteen TN All-Corps tutoring instructional assistants at four schools: East Side, Harold McCormick, West Side, and T.A. Dugger for the 23-24 school year.</p>
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 163 - Educational Assistants</p> <p>Focus Area: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code: TN All Corps</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$159,320.00</p> <p>Line Item Total: \$159,320.00</p>	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will continue to support students' social, emotional, mental, and academic needs.</p> <p>One FTE for Best for All math tutor teacher assistant at EHS for the 23-24 school year.</p>
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 163 - Educational Assistants</p> <p>Focus Area: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code: Best for All grant</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$159,320.00</p> <p>Line Item Total: \$159,320.00</p>	<p>Due to the disproportionate impact of COVID-19 on learning loss, new positions will continue to support students' social, emotional, mental, and academic needs.</p> <p>One FTE for Best for All math tutor teacher assistant at EHS for the 23-24 school year.</p>

<p>1.00</p> <p>Cost: \$24,095.00</p> <p>Line Item Total: \$24,095.00</p>	<p>71100 - Regular Instruction Program</p> <p>Account Number: 201 - Social Security</p> <p>Line Item Number: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$20,905.00</p> <p>Line Item Total: \$20,905.00</p>	<p>This line item would provide the necessary funds to pay social security for our learning loss class size reduction teachers and interventionists.</p>
<p>1.00</p> <p>Cost: \$24,095.00</p> <p>Line Item Total: \$24,095.00</p>	<p>71100 - Regular Instruction Program</p> <p>Account Number: 201 - Social Security</p> <p>Line Item Number: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$20,905.00</p> <p>Line Item Total: \$20,905.00</p>	<p>This line item would provide the necessary funds to pay social security for our learning loss TN All Corp tutoring instructional assistants.</p>

Cost: \$9,875.00
Line Item Total: \$9,875.00

Account Number: 71100 - Regular Instruction Program

Line Item Number: 201 - Social Security

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: Best for All grant

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$4,655.00

Line Item Total: \$4,655.00

This line item would provide the necessary funds to pay social security for our learning loss Best for All EHS math tutor and tutoring instructional assistant.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 204 - Pensions

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

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

Cost:	\$28,500.00	
Line Item Total:	\$28,500.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay state retirement for our learning loss TN All Corp tutoring instructional assistants.
Line Item Number:	204 - Pensions	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$19,670.00	
Line Item Total:	\$19,670.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay state retirement for our learning loss Best for All EHS math teacher tutor and tutoring instructional assistant.
Line Item Number:	204 - Pensions	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:	Best for All grant	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$6,535.00	
Line Item Total:	\$6,535.00	

Line Item Total: \$6,535.00

Account Number: 71100 - Regular Instruction Program

Line Item Number: 206 - Life Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$540.00

Line Item Total: \$540.00

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

Account Number: 71100 - Regular Instruction Program

Line Item Number: 206 - Life Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corps

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$290.00

This line item would provide the necessary funds to pay life insurance for our learning loss TN All Corp tutoring instructional assistants.

Line Item Total:	\$290.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay life insurance for our learning loss Best for All EHS math teacher tutor and tutoring instructional assistant.
Line Item Number:	206 - Life Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:	Best for All grant	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$135.00	
Line Item Total:	\$135.00	
Account Number:	71100 - Regular Instruction Program	This line item would provide the necessary funds to pay medical insurance for our learning loss tutoring instructional assistants.
Line Item Number:	207 - Medical Insurance	
Focus Area:	Addressing Learning Loss: Coordinat...	
School Type:	Traditional Public School	
Optional:	Meeting Students' Academic, Social,...	
Optional Program Code:	TN All Corps	
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	\$47,725.00	
Line Item Total:	\$47,725.00	

Total:

Account Number: 71100 - Regular Instruction Program

Line Item Number: 207 - Medical Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$44,945.00

Line Item Total: \$44,945.00

This line item would provide the necessary funds to pay medical insurance for our learning loss class-size reduction teachers and interventionists.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 207 - Medical Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$7,925.00

Line Item Total: \$7,925.00

This line item would provide the necessary funds to pay medical insurance for our learning loss Best for All EHS math teacher tutor and tutoring instructional assistant.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 208 - Dental Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corps

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,890.00

Line Item Total: \$1,890.00

This line item would provide the necessary funds to pay dental insurance for our learning loss tutoring instructional assistants.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 208 - Dental Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corps

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,575.00

Line Item Total: \$1,575.00

This line item would provide the necessary funds to pay dental insurance for our learning loss class-size reduction teachers and interventionists.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 208 - Dental Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: Best for All grant

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$315.00

Line Item Total: \$315.00

This line item would provide the necessary funds to pay dental insurance for our learning loss Best for All EHS math teacher tutor and tutoring instructional assistant.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 212 - Employer Medicare

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: Best for All grant

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$4,885.00

Line Item Total: \$4,885.00

This line item would provide the necessary funds to pay employer Medicare for our learning loss class-size reduction teachers and interventionists.

Account 71100 - Regular Instruction Program

This line item would provide the necessary funds to pay employer medicare for our learning loss tutoring instructional assistants.

Number: 212 - Employer Medicare

Line Item Number: Addressing Learning Loss: Coordinat...

Focus Area: Traditional Public School

School Type: Meeting Students' Academic, Social, ...

Optional: TN All Corps

Optional Program Code: Elizabethton (101)

Quantity: 1.00

Cost: \$2,300.00

Line Item Total: \$2,300.00

This line item would provide the necessary funds to pay employer Medicare for our learning loss EHS math teacher tutor and tutoring instructional assistant.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 212 - Employer Medicare

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: Best for All grant

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,090.00

Line Item Total: \$1,090.00

Account Number: 71100 - Regular Instruction Program

Purchase HQIM for math adoption for grades K-12 for SY 23-24: \$244,800.00

Line Item Number: 449 - Textbooks - Bound

Focus Area: High Quality Instructional Material...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$244,800.00

Line Item Total: \$244,800.00

The HQIM math materials include Eureka Math (grades K-1), Curriculum Associates Ready Mathematics (grades 2-5), Big Ideas Learning (grades 6-8, Algebra 1, 2, and Geometry), and SAVVAS (Elementary Statistics, Pre-Calculus, Calculus). This includes digital licenses and consumables for two years of the adoption cycle. These materials will be key resources as we work toward our goal of math proficiency throughout the grade levels.

Account Number: 71100 - Regular Instruction Program

Line Item Number: 449 - Textbooks - Bound

Focus Area: High Quality Instructional Material...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$95,550.00

Line Item Total: \$95,550.00

Purchase HQIM Amplify CKLA Knowledge activity books for students and instructional classroom kits for teachers for SY 23-24 - \$95,500.00

ECS will purchase student activity books and high-quality instructional material kits to assist our teachers with implementing our Early Literacy Program. These items include digital licenses and consumables for literacy instruction with our K-2 students. These materials will be key resources as we work toward our goal that all students will be reading on grade level by 3rd grade.

Account Number: 71100 - Regular Instruction Program

Line Item 471 - Software

Purchase CASE/MasteryConnect benchmark assessment: \$28,500.00

This online benchmark assessment measures student progress by providing a quality

formative assessment tool to identify student achievement and gaps, as well as have the capability to complete these assessments in both in-person and remote learning environments.

Number:
Focus Area: Purchasing Education Technology
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$28,500.00
Line Item Total: \$28,500.00

Account Number: 71100 - Regular Instruction Program
Line Item Number: 722 - Regular Instruction Equipment
Focus Area: Purchasing Education Technology
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$50,000.00
Line Item Total: \$50,000.00

Purchase regular instruction equipment (teacher laptops and student Chromebooks) to provide the technology tools necessary to provide high-quality learning experiences for students and long-distance learning if needed. Budgeting \$50,000 due to continuous price fluctuation.

6 laptops @ \$875 each = \$5,250
 175 Chromebooks @ \$245 each = \$42,875

Total for 71100 - Regular Instruction Program:	\$1,194,185.00
Total for all other Account Numbers:	\$2,564,920.60
Total for all Account Numbers:	

\$3,759,105.60

\$3,759,105.60

\$0.00

Adjusted Allocation:

Remaining:

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72120 - Health Services - \$55,000.00 ▼

Budget Detail

Narrative Description

Account Number: 72120 - Health Services

Line Item Number: 399 - Other Contracted Services

Focus Area: Providing Mental Health Supports

School Type: Traditional Public School

Optional: Mental Health Supports for Students...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$55,000.00

Line Item Total: \$55,000.00

As a result of the COVID-19 Closures, the mental health and well-being of our students are more critical than ever. Our district will partner with Frontier Health to continue to provide a counselor to assist students who have been negatively impacted by the COVID-19 pandemic. We acknowledge the hardships associated with the pandemic have created educational and behavioral challenges for students, as well as their families. The mental health counselor will help students manage these stressors and provide mental health support in the school environment. (SY 23-24)

Total for 72120 - Health Services:	\$55,000.00
Total for all other Account Numbers:	\$3,704,105.60
Total for all Account Numbers:	\$3,759,105.60
Adjusted Allocation:	\$3,759,105.60
Remaining:	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72130 - Other Student Support - \$306,450.00 ▼

Budget Detail

Narrative Description

Account Number: 72130 - Other Student Support

Line Item Number: 123 - Guidance Personnel

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$178,135.00

Line Item Total: \$178,135.00

Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.

Two FTEs for two College and Career Advisor positions (SY 23-24) at our high school and one FTE for an additional middle school counselor. The advisors and school counselor provide increased readiness support for students seeking continuing education guidance and academic support as well as social, behavior, and attendance support.

Account Number: 72130 - Other Student Support

Line Item Number: 130 - Social Workers

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code:

Location Code: Elizabethton (101)

Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.

One FTE for a district social worker (SY 23-24) to promote and support student's academic and social success by assisting with mental health concerns, behavioral concerns, attendance intervention, positive behavioral support, academic support, and consultation with teachers, parents, and administrators.

Quantity: 1.00 Cost: \$55,030.00 Line Item Total: \$55,030.00	<p>This line item would provide the necessary funds to pay social security for our social worker, college & career advisors, and additional school counselor.</p>
Account Number: 72130 - Other Student Support Line Item Number: 201 - Social Security Focus Area: Addressing Learning Loss: Coordinat... School Type: Traditional Public School Optional: Meeting Students' Academic, Social,... Optional Program Code: Location Code: Elizabethton (101) Quantity: 1.00 Cost: \$14,455.00 Line Item Total: \$14,455.00	<p>This line item would provide the necessary funds to pay state retirement for our social worker, college & career advisors, and additional school counselor.</p>
Account Number: 72130 - Other Student Support Line Item Number: 204 - Pensions Focus Area: Addressing Learning Loss: Coordinat... School Type: Traditional Public School Optional: Meeting Students' Academic, Social,... Optional Program Code: Location Code: Elizabethton (101) Quantity:	

<p>1.00</p> <p>Cost: \$21,775.00</p> <p>Line Item Total: \$21,775.00</p>	<p>72130 - Other Student Support</p> <p>Account Number: 206 - Life Insurance</p> <p>Line Item Number: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$360.00</p> <p>Line Item Total: \$360.00</p>	<p>This line item would provide the necessary funds to pay life insurance for our social worker, college & career advisors, and additional school counselor.</p>
<p>1.00</p> <p>Cost: \$21,775.00</p> <p>Line Item Total: \$21,775.00</p>	<p>72130 - Other Student Support</p> <p>Account Number: 207 - Medical Insurance</p> <p>Line Item Number: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$360.00</p> <p>Line Item Total: \$360.00</p>	<p>This line item would provide the necessary funds to pay medical insurance for our social worker, college & career advisors, and additional school counselor.</p>

Cost: \$32,050.00
Line Item Total: \$32,050.00

Account Number: 72130 - Other Student Support
Line Item Number: 208 - Dental Insurance

Focus Area: Addressing Learning Loss: Coordinat...
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...

Optional Program Code:
Location Code: Elizabethton (101)

Quantity: 1.00
Cost: \$1,260.00
Line Item Total: \$1,260.00

This line item would provide the necessary funds to pay dental insurance for our social worker, college & career advisors, and additional school counselor.

Account Number: 72130 - Other Student Support
Line Item Number: 212 - Employer Medicare

Focus Area: Addressing Learning Loss: Coordinat...
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...

Optional Program Code:
Location Code: Elizabethton (101)

Quantity: 1.00

This line item would provide the necessary funds to pay employer Medicare for our social worker, college & career advisors, and additional school counselor.

Cost: \$3,385.00

Line Item Total: \$3,385.00

Total for 72130 - Other Student Support: \$306,450.00

Total for all other Account Numbers: \$3,452,655.60

Total for all Account Numbers: \$3,759,105.60

Adjusted Allocation: \$3,759,105.60

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72210 - Support Services/Regular Instruction Program - \$75,665.00 ▼

Budget Detail

Narrative Description

Account Number: 72210 - Support Services/Regular Instruction Program

Line Item Number: 189 - Other Salaries & Wages

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corp

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$35,398.00

Line Item Total: \$35,398.00

Account Number: 72210 - Support Services/Regular Instruction Program

Line Item Number: 189 - Other Salaries & Wages

Focus Area: Administrative Cost

School Type: Traditional Public School

Optional: Operational Continuity and Other Al...

Optional Program Code:

Location Code: Elizabethton (101)

Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.

0.5 FTE for a District Implementation Coach to support planning and implementation work related to ESSER funds for SY 23-24.

Due to the disproportionate impact of COVID-19 on learning loss, new positions will be added to support students' social, emotional, mental, and academic needs.

0.5 FTE for Federal Programs Assistant/ESSER Grant Manager to support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and other Federal Programs Grants for SY 23-24.

<p>Quantity: 1.00</p> <p>Cost: \$30,375.00</p> <p>Line Item Total: \$30,375.00</p>	<p>This line item would provide the necessary funds to pay social security for our District Implementation Coach.</p>
<p>Account Number: 72210 - Support Services/Regular Instruction Program</p> <p>Line Item Number: 201 - Social Security</p> <p>Focus Area: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code: TN All Corp</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$2,195.00</p> <p>Line Item Total: \$2,195.00</p>	<p>This line item would provide the necessary funds to pay state retirement for our District Implementation Coach.</p>
<p>Account Number: 72210 - Support Services/Regular Instruction Program</p> <p>Line Item Number: 204 - Pensions</p> <p>Focus Area: Addressing Learning Loss: Coordinat...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code: TN All Corp</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity:</p>	<p>This line item would provide the necessary funds to pay state retirement for our District Implementation Coach.</p>

1.00
Cost: \$2,578.00
Line Item Total: \$2,578.00

Account Number: 72210 - Support Services/Regular Instruction Program
Line Item Number: 206 - Life Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corp

Location Code: Elizabethton (101)

Quantity: 1.00
Cost: \$45.00
Line Item Total: \$45.00

This line item would provide the necessary funds to pay life insurance for our District Implementation Coach.

Account Number: 72210 - Support Services/Regular Instruction Program
Line Item Number: 207 - Medical Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code: TN All Corp

Location Code: Elizabethton (101)

Quantity: 1.00

This line item would provide the necessary funds to pay medical insurance for our District Implementation Coach.

Cost: \$3,963.00
Line Item Total: \$3,963.00

Account Number: 72210 - Support Services/Regular Instruction Program

Line Item Number: 208 - Dental Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: TN All Corp

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$158.00

Line Item Total: \$158.00

This line item would provide the necessary funds to pay dental insurance for our District Implementation Coach.

Account Number: 72210 - Support Services/Regular Instruction Program

Line Item Number: 212 - Employer Medicare

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code: TN All Corp

Location Code: Elizabethton (101)

Quantity: 1.00

This line item would provide the necessary funds to pay employer Medicare for our District Implementation Coach.

Cost: \$513.00

Line Item Total: \$513.00

Account Number: 72210 - Support Services/Regular Instruction Program

Line Item Number: 212 - Employer Medicare

Focus Area: Administrative Cost

School Type: Traditional Public School

Optional: Operational Continuity and Other Al...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$440.00

Line Item Total: \$440.00

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

Total for 72210 - Support Services/Regular Instruction Program: \$75,665.00

Total for all other Account Numbers: \$3,683,440.60

Total for all Account Numbers: \$3,759,105.60

Adjusted Allocation: \$3,759,105.60

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72250 - Education Technology - \$83,326.00 ▼

Budget Detail

Narrative Description

Account Number: 72250 - Education Technology
Line Item Number: 138 - Instructional Computer Personnel
Focus Area: Conducting Other Necessary Activiti...
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$62,205.00
Line Item Total: \$62,205.00

One FTE for an Instructional Technology Coach (SY 23/24) to support teachers with technology integration. Prior to the pandemic, our district did not employ a person to support our teachers with instructional technology integration. With the move to blended learning and distance learning, it has become evident that teacher support is a significant need. The technology coach will continue to support our teachers with the Learning Management System and all the new programs implemented to support distance learning if needed. This position would continue to provide professional development for our teachers through large groups, small groups, and job-embedded activities. This position will continue to build the capacity of our Learning Leaders in each building to support colleagues on a daily basis.

Account Number: 72250 - Education Technology
Line Item Number: 201 - Social Security
Focus Area: Conducting Other Necessary Activiti...
School Type: Traditional Public School
Optional: Meeting Students' Academic, Social,...
Optional Program Code:
Location Code: Elizabethton (101)

This line item would provide the necessary funds to pay social security for our technology coach.

<p>Quantity: 1.00</p> <p>Cost: \$3,855.00</p> <p>Line Item Total: \$3,855.00</p>	<p>This line item would provide the necessary funds to pay state retirement for our technology coach.</p>
<p>Account Number: 72250 - Education Technology</p> <p>Line Item Number: 204 - Pensions</p> <p>Focus Area: Conducting Other Necessary Activiti...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity: 1.00</p> <p>Cost: \$7,685.00</p> <p>Line Item Total: \$7,685.00</p>	<p>This line item would provide the necessary funds to pay life insurance for our technology coach.</p>
<p>Account Number: 72250 - Education Technology</p> <p>Line Item Number: 206 - Life Insurance</p> <p>Focus Area: Conducting Other Necessary Activiti...</p> <p>School Type: Traditional Public School</p> <p>Optional: Meeting Students' Academic, Social,...</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton (101)</p> <p>Quantity:</p>	<p>This line item would provide the necessary funds to pay life insurance for our technology coach.</p>

1.00
 Cost: \$90.00
 Line Item Total: \$90.00

Account Number: 72250 - Education Technology

Line Item Number: 207 - Medical Insurance

Focus Area: Addressing Learning Loss: Coordinat...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$8,276.00

Line Item Total: \$8,276.00

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

Account Number: 72250 - Education Technology

Line Item Number: 208 - Dental Insurance

Focus Area: Conducting Other Necessary Activiti...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social,...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

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

Cost: \$315.00

Line Item Total: \$315.00

Account Number: 72250 - Education Technology

Line Item Number: 212 - Employer Medicare

Focus Area: Conducting Other Necessary Activiti...

School Type: Traditional Public School

Optional: Meeting Students' Academic, Social, ...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$900.00

Line Item Total: \$900.00

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

Total for 72250 - Education Technology: \$83,326.00

Total for all other Account Numbers: \$3,675,779.60

Total for all Account Numbers: \$3,759,105.60

Adjusted Allocation: \$3,759,105.60

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

76100 - Regular Capital Outlay - \$2,044,479.60 ▼

Budget Detail

Narrative Description

Account Number: 76100 - Regular Capital Outlay

Line Item Number: 707 - Building Improvements

Focus Area: Addressing Facility Needs and Defer...

School Type: Traditional Public School

Optional: Addressing Physical Health and Safe...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$2,044,479.60

Line Item Total: \$2,044,479.60

Asbestos Removal, HVAC, Windows, Lighting, Electrical, Plumbing, Floor Tile Upgrades, and Architectural Fees at Harold McCormick Elementary School

HME is in need of many upgrades, including energy-efficient windows and updated HVAC units. A major portion of the building is over 60 years old and needs some electrical, lighting, and plumbing upgrades. This work has been delayed by the costly nature of removing encapsulated asbestos from the building. This has created a deferred maintenance issue in several systems throughout the school. This project would allow us to improve the energy efficiency of the building, improve the overall learning environment, and improve the indoor air quality of the facility.

Total for 76100 - Regular Capital Outlay: \$2,044,479.60

Total for all other Account Numbers: \$1,714,626.00

Total for all Account Numbers: \$3,759,105.60

Adjusted Allocation: \$3,759,105.60

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost Guide	
Total Allocation	\$3,759,105.60
Existing Budget In Categories Not Eligible for Indirect Cost	\$2,094,479.60
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$1,664,626.00
Indirect Cost Rate	18.25%
Max Available Budget In Categories Eligible for Indirect Cost	\$1,407,717.55
Max Indirect Cost	\$256,908.45

Filter by Location: ▼

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	76100 - Regular Capital Outlay	Total
116 - Teachers	388,165.00						388,165.00
123 - Guidance Personnel			178,135.00				178,135.00
130 - Social Workers			55,030.00				55,030.00
138 - Instructional Computer Personnel				0.00	62,205.00		62,205.00
163 - Educational Assistants	183,415.00			0.00			183,415.00
189 - Other Salaries & Wages	0.00	0.00	0.00	65,773.00	0.00		65,773.00
201 - Social Security	35,435.00	0.00	14,455.00	2,195.00	3,855.00		55,940.00
204 - Pensions	54,705.00	0.00	21,775.00	2,578.00	7,685.00		86,743.00
206 - Life Insurance	965.00	0.00	360.00	45.00	90.00		1,460.00
207 - Medical Insurance	100,595.00	0.00	32,050.00	3,963.00	8,276.00		144,884.00

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	76100 - Regular Capital Outlay	Total
Line Item Number							
208 - Dental Insurance	3,780.00	0.00	1,260.00	158.00	315.00		5,513.00
212 - Employer Medicare	8,275.00	0.00	3,385.00	953.00	900.00		13,513.00
399 - Other Contracted Services	0.00	55,000.00	0.00	0.00	0.00	0.00	55,000.00
449 - Textbooks - Bound	340,350.00						340,350.00
471 - Software	28,500.00	0.00	0.00	0.00	0.00		28,500.00
707 - Building Improvements						2,044,479.60	2,044,479.60
722 - Regular Instruction Equipment	50,000.00						50,000.00
Total	1,194,185.00	55,000.00	306,450.00	75,665.00	83,326.00	2,044,479.60	3,759,105.60
					Adjusted Allocation		3,759,105.60
					Remaining		0.00

Spending Plan

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

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

* The LEA assures the amounts listed below in the boxes as expended on Address Learning Loss in FY22 and FY23 are correct and documentation is available at the local level for monitoring and oversight.

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

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

Learning Loss Calculation (LEAs must spend a minimum of 20%, across the life of the grant, on Addressing Learning Loss)

\$5,659,315.09	Original Allocation
\$ 1131863.018	20% to be expended on <u>Addressing Learning Loss</u> .
* \$ 727,739.15	How much was expended on Addressing Learning Loss in <u>FY22</u> ?
\$ 297,165.19	How much was expended on Addressing Learning Loss in <u>FY23</u> ?
\$ 106,958.68	The remaining minimum amount based on the LEA original allocation minus the amount expended on Addressing Learning Loss in FY22 and FY23.

\$ 1,134,911.00 Amount

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

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

Elizabethton City Schools will mitigate learning loss with additional teaching and student support positions at our five schools. This includes one ELA classroom size reduction teacher at Elizabethton High School, one math classroom size reduction teacher at T.A. Dugger Jr. High School, and four school-based learning loss interventionists to instruct students in Tier II and Tier III intervention at East Side, Harold McCormick, and West Side Elementary Schools. Thirteen TN All-Corp assistants will provide tutoring support for our TN All-Corp program. We will also add a math teacher tutor and tutoring assistant at Elizabethton High School. Two high school College and Career advisors and a middle school counselor will also be funded to provide additional support for students. We will maintain our District Implementation Coach to provide district-wide programmatic planning and implementation support for ESSER funded programs. Learning loss will also be addressed with a full time district-wide school social worker to support students' social, emotional and academic needs.

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

intervention for students needing additional assistance based on benchmark and state testing data. Student outcomes for these activities will be measured through enCASE/MasteryConnect throughout the year and with the EOC assessments at EHS and TCAP for 7th and 8th grades.

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

The addition of TN All-Corps tutoring teachers (TN All-Corp funding) and thirteen tutoring instructional assistants (ESSER 3.0 funding) at four schools will provide our students access to high dosage, low-ratio tutoring over a three-year period to significantly increase student achievement over the next three years. Our tutoring teachers and assistants will work with students at ESE, HME, WSE, and TAD during our structured intervention blocks during the school day. Student achievement will be measured through progress monitoring, benchmark data and TCAPs when applicable at grade level.

To support student readiness ECS will fund two College and Career Advisor positions at our high school and an additional middle school counselor. The advisors and school counselor will provide increased readiness support for students seeking continuing education guidance and academic support as well as social, behavior, and attendance support. The effectiveness of our student readiness positions will be measured by a review of data including student grades, school attendance, and referral tracking. Teacher, administrative, and parent surveys will also be utilized to measure the effectiveness of the advisors and school counselor.

We will maintain the addition of our District Implementation Coach to support ESSER funded programs (early literacy instruction and TN All Corps tutoring) district-wide. Our implementation coach provides professional development in the TN Foundational Skills Curriculum, supports school leaders and teachers with implementation of TNFSCS, assists schools in the identification of students served in TN All Corps tutoring, assists teachers in developing benchmark assessments, and monitors AIMSweb and ESGI data to ensure progress with Foundational Literacy Skills. Student achievement will be measured through progress monitoring, benchmark data, and 3rd grade TCAPs. Program effectiveness will be measured by documentation of professional development sessions; individual and small group planning, data, and monitoring sessions; a review of resources provided to support teachers with early literacy implementation; and teacher/administrator surveys.

Our social worker will promote and support students' academic success by assisting with attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators. The social worker will be a key resource for assistance with students having attendance issues and provide family outreach connecting students' families with community resources. The effectiveness of our social worker will be measured by a review of student grades, school attendance, office referrals, and referrals to outside agencies. Teacher, administrative, and parent surveys will also be utilized to measure the social worker's effectiveness.

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

\$ 0.00 Amount

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

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

3. Addressing Facility Needs and Deferred Maintenance/Infrastructure

\$ 2,044,479.60 Amount

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

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

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

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

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

\$ 78,500.00 Amount

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

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

We will address our education technology needs by purchasing CASE/MasteryConnect benchmark assessment software. CASE/MasteryConnect is a competency-based learning platform that helps teachers identify levels of understanding, target students for intervention, and inform instruction. It provides our teachers with current formative assessment data to improve student outcomes immediately. Teachers efficiently identify which standards need reteaching and which students need remediation. We will utilize the data to determine student achievement and gaps and have the capability to complete these assessments in both in-person and remote learning environments. The effectiveness of CASE/MasteryConnect will be measured by comparing achievement data with TCAP outcomes as well as feedback from administrator and teacher surveys.

Additional teacher laptops and student Chromebooks will be purchased to provide continued technology support for new teachers and aging Chromebooks going out of circulation. These technology tools are necessary to provide high-quality learning experiences for students and long-distance learning if needed. The effectiveness of the technology tools will be measured by teacher and student usage through Canvas/Google Classroom/Clever login data as well as teacher and student surveys.

5. Addressing the Unique Needs of Special Populations

\$ 0.00 Amount

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

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

6. School Facility Repairs

\$ 0.00 Amount

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

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

7. Providing Mental Health Supports

\$ 55,000.00 Amount

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

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

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

8. High Quality Instructional Materials for Math Adoption

\$ 244,800.00 Amount

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

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

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

Elizabethton City Schools will purchase high-quality instructional materials for math adoption for grades K-12 for two years of the adoption cycle. The HQIM math materials include Eureka Math (grades K-1), Curriculum Associates Ready Mathematics (grades 2-5), Big Ideas Learning (grades 6-8, Algebra 1, 2, and Geometry), and SAVVAS (Elementary Statistics, Pre-Calculus, Calculus). These materials have been thoroughly vetted by the Tennessee Department of Education and selected by a team of teachers, instructional coaches, and curriculum leaders at all grade levels. These high-quality instructional materials will help teachers set a new standard for rigor, coherence, and focus in the classroom so students gain a deeper understanding of math concepts and relevance, develop mathematical reasoning, and prepare them for future success. This includes digital licenses and consumables for two years of the adoption cycle. The high-quality materials will be key resources as we work toward our goal of mathematics proficiency throughout grades K-12. The effectiveness of these math materials will be assessed by analyzing data on student performance on AIMSweb benchmarks, TCAP scores, EOC test scores, and embedded program testing. Implementation integrity of these programs will be monitored through math learning walks conducted quarterly. Teachers will also analyze the program effectiveness of the new math materials in monthly PLCs while collaborating with unit and lesson preparation.

9. High Quality Instructional Materials for Early Literacy

\$ 95,550.00 Amount

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

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

Elizabethton City Schools will purchase HQIM Core Knowledge Language Arts Knowledge (CKLA) student activity books and instructional classroom kits to assist our teachers with implementing our Early Literacy Program. CKLA "FOUNDATIONS" is a high-quality comprehensive language arts curriculum program we adopted that teaches reading, writing, listening, and speaking skills. These proposed high-quality instructional materials include the "KNOWLEDGE" portion of the curriculum that builds students' knowledge and vocabulary in literature, history, geography, and science. This includes digital licenses and consumables to be used during literacy instruction with our K-2 students. The high-quality materials will be key resources as we work toward our goal that all students will be reading on grade level by 3rd grade. The effectiveness of CKLA Knowledge will be assessed by analyzing data on student performance on AIMSweb benchmarks and/or progress monitoring throughout the school year. Implementation integrity of these programs will be monitored through literacy learning walks conducted quarterly. Teachers will also analyze the program effectiveness of CKLA in monthly PLCs while collaborating with unit and lesson preparation.

10. Public Health Coordination and Protocols

\$ 0.00 Amount

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

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

11. Conducting Other Necessary Activities

\$ 75,050.00 Amount

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

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

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

12. Indirect Cost

\$ 0.00 Amount

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

13. Administrative Cost

\$ 30,815.00 Amount

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

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 3.0 Technical Guide](#)

[Learning Loss Allowability Chart](#)

[Click here to open the Learning Loss Tool guide.](#)

[ESSER Checklist for LEAs](#)

LEA Program Details

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Administration Cost

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

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

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

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

	Headcount	FTE
Administration		
Resource Specialist		
Program/Project Director		
Other (specify) ESSER Grant Manager	1.00	0.50
Total	1.00	0.50

Will new positions be hired with these funds?

Yes ▼

If yes, ensure these positions are reflected above.

Provide a brief description of the reasonable and necessary administrative activities and personnel. This includes the FTE and amount deducted from the grant. Elizabethton City Schools employs a 0.5 FTE ESSER Grant Manager to support and provide services essential to maintaining and completing budgetary requirements for ESSER funding and grant administration. This position changed from full time to part time FY24.

Planning

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

Elizabethton City Schools faced learning loss challenges due to the COVID-19 pandemic.

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

- We did not have enough student devices to support one-to-one online learning.
 - We did not have laptops for teachers to utilize and support online learning.
 - We did not have a consistent Learning Management System (LMS).
 - There were insufficient internet connections for all students at home.
 - Teachers and students were not trained or familiar with how to deliver and receive online courses.
 - Teachers were not trained on how to address the social-emotional needs of students returning to school.
 - Meeting the intensified social and emotional needs of students was challenging for our teachers and school counselors.
 - School infrastructure improvements are necessary for health and safety measures.
- As we returned to in-person learning in the Fall of 2020 we discovered more challenges:
- Student and teacher quarantines contributed to schedule disruptions which decreased the amount of time students had access to in-person instruction.
 - Teachers provided distance learning instruction to students, but meeting the unique needs of students in this format was challenging.
 - Social distancing policies influenced a hybrid (A/B) schedule for the first nine weeks of school which positively reduced the number of students at school for social distancing, but negatively impacted learning, social, and emotional needs as students were in person only two days per week.
 - Students experienced learning loss due to school closure in March 2020 and the hybrid schedule in the Fall of 2020.
 - Student and family needs were intensified throughout the pandemic impacting students' mental health.

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

- Interventionists at the three elementary schools will serve more students during the RTI intervention blocks to mitigate learning loss and provide additional intervention instruction.
- Class size reduction teachers at the middle (TAD math) and high (EHS English) schools will enable teachers to accelerate academic achievement by serving fewer students per class.
- Teacher tutors and assistants will serve students identified through data monitoring to mitigate learning loss and increase growth and achievement.
- Mental health therapists will address our students' social, emotional, attendance, and academic needs.
- A school social worker will address the social, emotional, attendance, and academic needs of our students.
- An instructional technology coach will support our teachers by providing professional development and daily support for digital modes of instruction.
- The learning management system (Canvas) will provide students and teachers at EHS a well-established platform to deliver high-quality, student-centered learning experiences.
- The benchmark assessment tool will provide formative assessment data for teachers and administrators to measure student progress and achievement.
- The opportunity to complete some deferred maintenance on some of our infrastructures is critical in developing improved learning environments that promote student and staff safety, health, and well-being.

Learning Loss

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

Elizabethton City Schools continues to measure and address learning loss due to the impact of Covid -19. Our district administered SchoolNet assessments to measure standards students had not mastered from the previous school year. The data from SchoolNet was analyzed and missing standards were embedded into TIER I instruction. ECS has also utilized CASE/MasteryConnect Cyclone Checkpoints to measure students' proficiency predictability for TCAP and EOC assessments. The data from Cyclone Checkpoints has been and will be analyzed to aid in the development of action plans to remediate non-mastery standards. Teachers are creating standards-aligned assessments with the CASE/MasteryConnect benchmark program that monitors students' progress toward identified standards mastery. We are also utilizing our AIMSweb data to identify students who show a learning loss in reading and math skills. This data helps us to identify students who need intervention in TIER I, II, and III. Progress monitoring data through AIMSweb is also monitored on a 4.5-week basis to ensure students are progressing with these skills that may have been lost during the pandemic. The ESSER 3.0 funds will be utilized to continue our benchmark program to help us continue to identify learning loss in our students and the progress toward mastery of grade-level standards. Our ESSER funds will support personnel (interventionists, teacher tutors, class size reduction teachers, a district implementation coach, college and career advisors, a middle school counselor, and school social worker) who will focus on measuring and addressing learning loss at all grades throughout the district.

We will mitigate learning loss with six additional teaching positions at our five schools. This includes one ELA classroom size reduction teacher at Elizabethton High School, one math classroom size reduction teacher at T.A. Dugger Jr. High School, and four school-based learning loss interventionists instruct students in Tier II and Tier III intervention at East Side, Harold McCormick, and West Side Elementary Schools. We will also add a math teacher tutor and tutoring assistant at Elizabethton High School and maintain our District Implementation Coach to provide district-wide programmatic planning and implementation support for ESSER funded programs.

The addition of two classroom size reduction teachers at EHS (English I and II) and TAD (Grades 7 and 8) will reduce the number of students per teacher at the two schools. This will accelerate academic achievement for all students, but especially with our underrepresented student subgroups. Classrooms with fewer students allow teachers to build meaningful relationships with their students and understand their students' specific instructional needs. This enables teachers to personalize instruction, which in turn will improve academic achievement. A math teacher tutor and tutoring assistant at EHS will provide intervention for Algebra I students needing additional assistance based on benchmark and state testing data. Student outcomes for these activities will be measured through enCASE/MasteryConnect throughout the year and with the EOC assessments at EHS and TCAP for 7th and 8th grades. Adding four elementary school-based learning loss interventionists at ESE HME and WSE will enhance our elementary intervention program by allowing us to serve more students in our Tier II and III intervention programs at each school. They will provide targeted teaching to address learning loss for our underrepresented student subgroups and help struggling students succeed in reaching target goals. We will utilize the universal screener AIMSweb to benchmark our students three times per year. The interventionists will review AIMSweb data to develop an instructional plan for each student that supports closing learning loss gaps created by COVID-19. Students identified for Tier II and III will receive targeted and intensive interventions based on individual needs. Weekly progress monitoring will determine if a student is making progress towards his or her target goal. Benchmark data will be reviewed to determine Interventionists' effectiveness on the targeted students they serve.

Thirteen TN All-Corp tutoring instructional assistants at four schools will provide our students access to high dosage, low-ratio tutoring over a three-year period to significantly increase student achievement over the next three years. TN All-Corp teachers and assistants will work with students at ESE, HME, WSE, and TAD during our structured intervention blocks during the school day. Student achievement will be measured through progress monitoring, benchmark data, and TCAPs when applicable at grade level. We will maintain the addition of our District Implementation Coach (SY23-24) to support ESSER funded programs (early literacy instruction and TN All Corps tutoring) district-wide. Our implementation coach provides professional development in the TN Foundational Skills Curriculum, supports school leaders and teachers with the implementation of TNFSCS, assists schools in identification of students served in TN All Corps tutoring, assists teachers in developing benchmark assessments, and monitors Aimsweb and ESGI data to ensure progress with Foundational Literacy Skills. Student achievement will be measured through progress monitoring, benchmark data, and 3rd grade TCAPs. Program effectiveness will be measured by documentation of professional development sessions; individual and small group planning, data, and monitoring sessions; a review of resources provided to support teachers with early literacy implementation; and teacher/administrator surveys.

To support student readiness ECS will fund two College and Career Advisor positions at our high school and an additional middle school counselor. The advisors and school counselor will provide increased readiness support for students seeking continuing education guidance and academic support as well as social, behavior, and attendance support. The effectiveness of our student readiness positions will be measured by a review of data including student grades, school attendance, and referral tracking. Teacher, administrative, and parent surveys will also be utilized to measure the effectiveness of the advisors and school counselor. A district-wide social worker will promote and support students' academic success by assisting with attendance intervention, positive behavioral support, academic support and consultation with teachers, parents, and administrators. The effectiveness of our social worker will be measured by a review of student grades, school attendance, office referrals, and referrals to outside agencies. Teacher and administrative surveys will also be utilized to measure the social worker's effectiveness.

Oversight Plan

Summarize the LEA's plan for reporting, monitoring, and auditing supports and capacity related to ESSER 3.0 funds.

The ESSER budgets are entered and approved by the TN Department of Education. Utilizing our Universal Grant Guidance document for accounting purposes, each grant is given a separate sub-fund within the Federal Projects Fund of the system's financial software. Purchase Orders are issued for each purchase following local Board Policies. Proper quotes and board approvals are obtained as necessary. All Purchase Orders are checked to the details of the

budget in ePlan before being issued. All invoices are signed to document the receipt of goods or services before payment is made. Checks are issued to vendors promptly. Requests for reimbursement of funds are made in ePlan after funds have been expended. When the funds are received through ACH, the revenue is recorded in the appropriate revenue account in the sub-fund of the Federal Projects Fund.

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

ECS contracts with Blackburn, Childers, and Stegall for external auditing to confirm that policies/procedures are in place, current, and in alignment with LEA practices.

Consultation with Stakeholders

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

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

*

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

While reviewing ESSER funding and planning for additional school years we continued to engage our stakeholders for feedback on ESSER funded activities and programs. We have an ESSER information page on our district website that includes all plans in English and Spanish. An email address is provided for

stakeholder feedback or questions regarding ESSER funds and programs. School administrators provided feedback on current ESSER funded programs' effectiveness in a survey specifically designed for future planning. We updated our initial community stakeholder survey to seek input from teachers, students, families, and special interest populations regarding activity and program effectiveness. This survey was administered in May of 2022 and again in May 2023 prior to the end of the school year and remained open throughout the summer. This allowed more engagement among our stakeholder groups especially parents and students as we utilized social media to communicate our desire for feedback from stakeholders. Links to the survey were distributed to students via Canvas and Google Classroom at EHS and TAD which provided more opportunities for students to participate. Our director of schools also requested feedback from ECS school board members and city council members. Overall, the surveys and communication from stakeholders indicated positive feedback on the current funding focus and program effectiveness. Throughout this process, the ESSER budget and plans were shared with the school board, city council, and community stakeholders at school board meetings. Our school board meetings are open to all stakeholders including parents, school staff, students, and community leaders. Community members are given the opportunity to address the board at each monthly meeting. Our school board meetings are streamed live, and recordings are posted on our YouTube channel. We also produced a video of our principals sharing the positive impact ESSER funding has had in each of our schools. An ESSER info-graphic on the district webpage provides funding investment information to stakeholders and an email contact (ESSER Grant Manager) is for anyone to ask questions or provide feedback at any time. www.ecschools.net/Content/806

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

The ESSER 3.0 budget proposal was posted on the district website with an opportunity for all stakeholders to provide feedback through surveys distributed each year. We utilized social media, call reach, news media, and our learning management systems to communicate with stakeholders our desire for them to provide feedback on our ESSER 3.0 plan. News media (Elizabethton Star, WBEJ, and WJHL) provided information to the public regarding the importance of stakeholder feedback and survey location. Mr. VanHuss (Director of Schools) met with students at EHS to review the plan and receive feedback. After the comment and feedback period, our ESSER Grant Manager reviewed and compiled comments and suggestions. Next, district team leaders met and reviewed the comments and suggestions to consider the valuable feedback provided for initial ESSER planning. Ongoing feedback from school administrators and community stakeholders provides district leaders input on the effectiveness of ESSER funded programs and activities.

Planning for the Use and Coordination of ARP ESSER Funds

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

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

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

Elizabethton City Schools is attentively committed to responding to the academic, social, emotional, and mental health needs of all students due to the disproportionate impact of COVID-19. With our budgeted ESSER 3.0 funds and additional funding for participating in TN All Corps Elizabethton City Schools intends to spend at least 50% of that funding to address student learning loss. Elizabethton City Schools plans to mitigate learning loss with the addition of teachers by reducing class sizes at the middle and high schools as well as the addition of a teacher tutor and tutoring assistant in Algebra I at EHS. Four interventionists at the elementary schools will target underrepresented student subgroups in Tier II and III intervention. Two college and career advisors at the high school and a second school counselor at the middle school will provide increased readiness support for students seeking continuing education guidance and academic support as well as social, behavior, and attendance support. The addition of a district-wide social worker will increase mental health and social support services for our students as well as address attendance and academic success, particularly for those disproportionately impacted by the COVID-19 pandemic. Participation in TN All-Corps tutoring will provide our students access to high dosage, low ratio tutoring over a three-year period to significantly increase student achievement. An ESSER Planning Implementation Coach will provide support to early literacy teachers and TN All-Corps teachers and assistants with TN Foundational Skills Curriculum.

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 3.0 Technical Guide](#)

[Learning Loss Allowability Chart](#)

[Click here to open the Learning Loss Tool guide.](#)

[ESSER Checklist for LEAs](#)

Personnel Details Systemwide

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Systemwide Instruction & Support - Staff in this table are those who are supported with one-time funds and work across multiple school sites as needed. Personnel for grant administration already included on the Program Details page should not be included here. Stipends are not to be included in the Personnel Details pages.

	Headcount	FTE
Coaches / Consulting Teachers		
Instructional Paraprofessionals		
Non-Instructional Paraprofessionals		
Interventionists		
Parent and Family Engagement		
Other (specify) District Implementation Coach	1.00	0.50
Other (specify) Social Worker	1.00	1.00
Other (specify) Instructional Technology Coach	1.00	1.00
Total	3.00	2.50

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 3.0 Technical Guide](#)

[Learning Loss Allowability Chart](#)

[ESSER Checklist for LEAs](#)

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

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

Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify CC Advisors		Other 2 - Specify		Other 3 - Specify		Other 4 - Specify		Total	
Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
3	3.00	14	7.50	4	4.00	1	1.00	0	0.00	2	2.00	0	0.00	0	0.00	0	0.00	24	17.5
3	3.00	14	7.50	4	4.00	1	1.00	0	0.00	2	2.00	0	0.00	0	0.00	0	0.00	24	17.50

Resources

- USED Use of Funds Detail Appendix
- ESSER 3.0 Technical Guide
- Learning Loss Allowability Chart
- ESSER Checklist for LEAs

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

Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify		Other 2 - Specify		Other 3 - Specify		Other 4 - Specify		Total			
Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE		
0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 3.0 Technical Guide](#)

[Learning Loss Allowability Chart](#)

[ESSER Checklist for LEAs](#)

Charter Schools Program Details

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

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

The following question must be answered by LEAs with charter schools. ARPA and specifically the ESSER 3.0 funds were intended to provide relief funding and support for all public schools - both traditional and charter. Additionally, all LEAs with charter schools can retrieve the Charter School Needs Assessment template from the Related Documents page, share the template with each charter school, and reupload all completed overviews prior to submitting this application for review and approval.

* 1. LEAs receive a per-pupil allocation for students in public and charter schools. Outline the process used to ensure charter schools are receiving their proportionate share of ESSER 3.0 benefits to their traditional public school counterparts.

Resources

[USED Use of Funds Detail Appendix](#)

[ESSER 3.0 Technical Guide](#)

[Learning Loss Allowability Chart](#)

[ESSER Checklist for LEAs](#)

Related Documents

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Optional Documents	
Type	Document/Link
Charter School Needs Assessments: Only for LEAs That Have Charter Schools within Their Boundaries	Charter School Needs Assessment Template

Assurances

Elizabethton (101) Public District - FY 2024 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

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

Assurances

1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
2. **The LEA shall report spending progress and reimbursement request on a monthly basis to the Tennessee Department of Education, along with any other required documentation.**
3. The LEA must track in their standard accounting program ESSER 3.0 funds separately from ESSER 1.0 and 2.0 funds.
4. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available [here](#).
5. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and [F&A Accounts Policy 03](#).
6. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
7. Grant funds **will not** be expended in any manner other than as outlined in the budgeted section of the approved grant application. Funds **will** only be expended for allowable costs. Any changes to the original budget must be pre-approved by the department before line items are modified. The LEA acknowledges that this program is subject to funds availability and that the department reserves the right to terminate program activities and expenditures for convenience at any time.
8. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in Cash Management Improvement Act (CMIA) 7211R rule.
9. Keep such records, and provide such information to the department, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
10. Program activities, expenditures, and records shall be subject to monitoring by the department. LEAs must maintain documentation of all expenditures and should submit this documentation with the final report.
11. Activities should align with the intent and purpose of the ARPA Acts as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the ARPA Act align with the ESEA, IDEA, and Perkins, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.
12. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.
13. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;
14. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and
15. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

Charter Assurances (if applicable)

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

1. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.
2. The charter school will comply with all requirements associated with the funding source as a condition for the state to receive any of the federal funds.
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.
4. Charter schools will receive reimbursements within three business days of the LEA receiving the reimbursement request allocation from the Tennessee Department of Education.
5. Charter plans submitted to the LEA must be approved within five business days and any non-approved plan must be sent Tennessee Department of Education, Division of Federal Programs and Oversight for a third-party review.

*** Additional Assurances -updates made for FY24. The assurances below were added to the application in May 2021, in connection with the Safe Return to In-Person Instruction and Continuity of Services Plan. Check the box to agree.**

1. LEAs must develop and make publicly available their initial *ARP ESSER Funding Application* no later than **Aug. 1, 2021**. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days of approval.
2. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, and advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaningful consideration of that input.
3. ESSER plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format to that parent. Plans must be translated into any applicable languages, and those translated plans must also be posted on the LEA's website.
4. LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services Plan* and **ESSER 3.0 Public Plan for Remaining Funds at least every six months** through **Sept. 30, 2023**, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
5. Updated plans must be approved by the Tennessee Department of Education as well as the local school board before public posting on the LEA's website.

State of Tennessee, Department of General Services, Central Procurement Office – Contract #32110-32711 –
Authorized User Agreement

Cellco Partnership d/b/a Verizon Wireless (“Vendor”) and the State of Tennessee, Department of General Services, Central Procurement Office have entered into a contract for Cellular Devices, other Devices, Services, Accessories and Business Solutions with an effective date of November 1, 2019 (together with any and all amendments and/or addenda thereto the “Contract”). Pursuant to the Contract, [Enter Eligible Entity Name
Elizabethton City Schools], a Tennessee State governmental entity; Tennessee local governmental agency; member of the University of Tennessee or Tennessee Board of Regents systems; private not-for-profit institution or higher education chartered in Tennessee; or any corporation which is exempted from taxation under 26 U.S.C. Section 501c (3), as amended and which contracts with the Department of Mental Health and Substance Abuse to provide services to the public (Tennessee Code Ann. 33-2-10001), is eligible to participate under the Contract as an authorized user (“Authorized User”). Authorized User and Vendor may be referred to herein individually as “Party” and collectively as “Parties.” All capitalized terms not defined herein shall have the meaning provided in the Contract.

In accordance with the Contract, the Authorized User may, pursuant to this Authorized User Agreement (the “User Agreement”), purchase wireless services and products under the terms, conditions, and pricing established by the Contract for Authorized User participation. Participation is further subject to any and all applicable state and local purchasing statutes and ordinances. Orders placed under the Contract through a Verizon Wireless online portal are subject only to the Contract terms and conditions. Any online Verizon “Terms of Service” do not apply to purchases made under the Contract.

Furthermore, the Authorized User states, acknowledges and agrees, as follows:

- (1) It is an Authorized User as defined under the terms of the Contract;
- (2) Authorized User is eligible and desires to purchase wireless services and products from Vendor pursuant to the terms and conditions of the Contract, User Agreement, and any and all amendments, addenda and schedules thereto, as well as the terms and conditions of all plans activated under this User Agreement, which are incorporated herein by reference;
- (3) Authorized User will provide documentation and substantiate Authorized User status as appropriate and as requested from time to time by Vendor;
- (4) The Authorized User by signing below agrees to be subject to the terms and conditions of the Contract and this User Agreement. By placing an order under the Contract, each and every Authorized User provides its consent to the disclosure, by Verizon Wireless to the State of Tennessee, Department of General Services, Central Procurement Office or its designee, upon the State of Tennessee, Department of General Services, Central Procurement Office request or as part of a contractual reporting requirement to the State of Tennessee, of its Customer Proprietary Network Information (CPNI), as defined by the Federal Communications Commission (FCC), or other Authorized User/account information, for purposes of managing the Services and Products provided under this User Agreement and the Contract;
- (5) This User Agreement will be effective when executed by the Authorized User and accepted by Vendor;
- (6) Authorized User acknowledges and agrees that the State of Tennessee, Department of General Services, Central Procurement Office (or successor agency) and Vendor may modify the Contract at any time and Authorized User shall be subject to all of the terms and conditions set forth in the Contract as so modified, and agrees to be bound by such modifications. If Vendor and the State of Tennessee execute a new agreement that supersedes the Contract, any User Agreement previously entered into under the Contract that is still in effect shall be deemed subject to the new agreement. Authorized User will ensure that wireless services and products purchased under the Contract via this User Agreement will only be used for government, not-for-profit or private education business;

**State of Tennessee, Department of General Services, Central Procurement Office – Contract #32110-32711 –
Authorized User Agreement**

- (7) The undersigned is duly authorized by the Authorized User to designate the individual(s) (the “Authorized Contacts”) set forth below who are authorized to access the Authorized User’s account, established pursuant to this User Agreement, to purchase equipment, add lines of service, cancel lines of service and make changes to the account that financially bind the Authorized User to the terms and conditions of this User Agreement, and the Contract;
- (8) The Contract specifically authorizes the purchase of wireless services and products only by an Authorized User. No third party, including but not limited to Authorized User’s agents, contractors, vendors, distributors, contract employees, members, franchisees, parents or affiliates, is permitted to purchase under this User Agreement, except upon written agreement between State of Tennessee and Vendor. Additionally, Authorized User may not resell wireless services or products purchased under the Contract to any third party. Authorized User shall be the customer of record for purchases made under the Contract and this User Agreement, and may not modify the price for any wireless services and products;
- (9) Applications added by device manufacturers or downloaded by end users may enable capabilities (such as file sharing, presence, cloud storage, etc.) that are not managed by Vendor. It is the responsibility of the Authorized User to take appropriate actions to ensure these applications are securely managed and monitored to meet their security requirements as Vendor does not make any representations or guarantees that these products meet any contract security requirements;
- (10) Vendor requires that an authorized representative of Authorized User approve the delegation of an Authorized Contact on your account in writing using this form. An Authorized Contact is defined as an individual who is designated and granted authority to act on behalf of the Authorized User for any and all matters contemplated by the User Agreement to include access to the account, ability to purchase equipment, add lines of service, cancel service, and make changes to the account that financially bind the Authorized User (“Authorized User Subscriber billed lines”). Authorized User billed lines of service are billed under the "Authorized User Name" and "Authorized User Federal Tax ID". At the request of the Authorized Contact, monthly billing for Authorized User billed lines of service can be sent to the Authorized User address. . By completing Schedule 'A' - "Request for Authorized Contact" and signing this form you have certified that you have the authority to bind the Authorized User to the terms of this User Agreement, including any financial terms.
- (11) The following employee(s) are authorized to access the account, purchase equipment, add lines of service, cancel service, make changes to the account and to sign a Vendor customer service order for Authorized User billed lines of cellular and paging service. Subsequent changes or removal of an Authorized Contact or Point of Contact information on your account must be in writing.

Schedule 'A' – “Request for Authorized Contact” - List below the employee(s) that you are designating as Authorized Contact(s).

Print Name: Jason Lancaster	Print Name:
Title: Admin	Title:
Office Phone: 4235478000	Office Phone:
Cell Phone:	Cell Phone:
Email Address: Jason.Lancaster@ecschools.net	Email Address:

Schedule 'B' – "Eligible Entity Information" - Enter below the Eligible Entity's information.

Participation Eligibility – check only one box **(REQUIRED)**:

- 1. **Tennessee State Agency:**
 (e.g., Tennessee Department of Health, etc.)
- 2. **Tennessee Local Governmental Agency:**
 (e.g., Anderson County, etc.)
- 3. **Member of the University of Tennessee or Tennessee Board of Regents system:**
 (e.g., Middle Tennessee State University, etc.)
- 4. **Private nonprofit institution of higher education chartered in Tennessee:**
 (e.g., King University, etc.)
- 5. **Corporation which is exempted from taxation under 26 U.S.C. Section 501c(3):**

Questions regarding your organization's eligibility to purchase from this Contract may be directed to State of Tennessee, Department of General Services, Central Procurement Office at (615) 741-1035 or <https://www.tn.gov/generalservices/procurement/central-procurement-office--cpo-/contract-information.html>

Verizon Wireless Information to be completed by Account Manager.

Account Representative Name: Rick Somers		
Account Representative Address/Location: Nashville, TN		
Manager Name: Brandon Robinson		
Account Numbers: 0742045462-00001, 0742045462-00003		
Add Domain(s):		
Existing Employee Profile:	Existing Corporate Profile:	Or Create New Profile (check only 1 box below):
3352976	3352909	Corporate Only: <input checked="" type="radio"/>
		M2M Only: <input type="radio"/>
		Corporate & M2M: <input type="radio"/>
		Employee Only: <input type="radio"/>
		Corporate & Employee: <input type="radio"/>
		Corporate, Employee & M2M: <input type="radio"/>

In no event will Vendor or the State of Tennessee be liable for any indirect, special, consequential incidental, or punitive damages, however caused, which arise out of any act or failure to act relating to this User Agreement, even if such party has been advised of the claim or potential claim or the possibility of such damages. This Agreement and the Contract set forth the entire agreement between the Parties regarding the subject matter contained herein, and supersede any and all previous communications, representations or agreements, whether oral or written. If any provision of the User Agreement or Contract conflicts with the law under which the agreement is to be construed or if any such provision is held invalid by a competent authority, such provision shall be deemed to be restated to reflect as nearly as possible the original intentions of the parties in accordance with such applicable law. The remainder of the agreement shall remain in full force and effect.

The Authorized User represents and warrants that: (a) it has received or read a copy of the Contract; (b) the execution, delivery and performance of this Authorized User Agreement has been duly authorized by all necessary action to the extent applicable; and (c) the person signing this Agreement is duly authorized to execute this Agreement and bind the Authorized User.

Agreed and Accepted:

Authorized User:
Signature:
Printed Name:
Title:
Date:

History Log

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/29/2023 12:48:05 PM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	9/29/2023 12:48:05 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/29/2023 12:46:18 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/29/2023 12:44:48 PM	Joshua Boatman	Status changed to 'Draft Completed'.	S
	9/25/2023 7:39:04 AM	Joshua Boatman	Status changed to 'Draft Started'.	S
	7/10/2023 5:10:25 PM	Maryanne Durski	Status changed to 'Not Started'.	S

Allocations	
Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Allocations	
(1)	Public School Security
Original	\$108,620.64
Incoming Carryover	\$0.00
Outgoing Carryover	\$0.00
Reallocated	\$0.00
Additional	\$0.00
Released	\$0.00
Consortium	\$0.00
Forfeited	\$0.00
FER Released	\$0.00
Total	\$108,620.64

Overview

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

User Access

LEA roles can be assigned by the district user access administrators (listed in the Address Book) or the ePlan.Help@tn.gov team.

[Click here to access the LEA user access form.](#)

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started. LEA Public School Security Grant Director, LEA Fiscal Representative, or LEA Authorized Representative roles can move the application into Draft Started status.
Draft Started	The LEA Public School Security Grant Director, LEA Fiscal Representative or LEA Authorized Representative can edit the CFA in the Draft Started status (or Revision Started for revisions).
Draft Completed	The LEA Public School Security Grant Director can click Draft Completed (or Revision Completed for revisions)
LEA Fiscal Representative Approved or Not Approved	The LEA Fiscal Representative can click Approved or Not Approved.
LEA Authorized Representative Approved or Not Approved	The LEA Authorized Representative can click Approved or Not Approved.
TDOE Public School Security Grant Director Approved or Not Approved	The TDOE Public School Security Grant Director can click Approved or Not Approved.

Resources

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

TDOE Contacts

Program Director	Kimberly.Daubenspeck@tn.gov
District Technology (SSO Support)	DT.Support@tn.gov
User access or Technical Assistance	ePlan.Help@tn.gov

Cover Page

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

* LEA ID#

101

* LEA Name

Elizabethton City Schools

LEA Official Address

* Street

804 S Watauga Ave

* City

Elizabethton

* Zip Code

37643

* Phone

423-547-8000

* LEA Website

www.ecschools.net

Director of Schools

* Name

Richard VanHuss

* Email

richard.vanhuss@ecschoools.net

* Phone

423-547-8000

Public School Security Point of Contact

* Name

Josh Boatman

* Email

josh.boatman@ecschoools.net

* Phone

423-547-8000

Budget

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

Account Number	Total
71100 - Regular Instruction Program	\$0.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
72620 - Maintenance of Plant	\$108,620.64
Total	\$108,620.64
Adjusted Allocation	\$108,620.64
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

72620 - Maintenance of Plant - \$108,620.64 ▼

Budget Detail **Narrative Description**

Account Number: 72620 - Maintenance of Plant

Line Item Number: 790 - Other Equipment

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$93,620.64

Line Item Total: \$93,620.64

These funds from the grant will be utilized to purchase and install ballistic film on the entrance and first-floor windows across the buildings in our district.

Account Number: 72620 - Maintenance of Plant

Line Item Number: 790 - Other Equipment

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$15,000.00

Line Item Total: \$15,000.00

These funds will be used to install new fencing in areas where our campuses are currently vulnerable to unauthorized public access and entry.

Total for 72620 - Maintenance of Plant:	\$108,620.64
Total for all other Account Numbers:	\$0.00
Total for all Account Numbers:	\$108,620.64
Adjusted Allocation:	\$108,620.64

Remaining:

\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

Filter by Location: All - \$108,620.64 ▼

	Account Number	72620 - Maintenance of Plant	Total
Line Item Number			
790 - Other Equipment		108,620.64	108,620.64
Total		108,620.64	108,620.64
	Adjusted Allocation		108,620.64
	Remaining		0.00

Program Details

Elizabethton (101) Public District - FY 2024 - Public School Security Grant - Rev 0 - Public School Security Grant

Needs Assessment and Project Narrative

* Describe how the available funds will be utilized to address needs. Identify the outcomes that you hope to achieve and your plans for evaluating the project.

In analyzing the district-wide security assessment for our district, it was clear that our greatest security risk exists in exterior access to our campuses. Do the age and landlocked nature of the school buildings in our small community, it is a challenge to prevent unauthorized and intrusive access to our campuses. The security assessment revealed that 3 of our 5 schools are not properly "fenced, walled," or otherwise secured from unauthorized access. This grant will allow to us install new fencing in some of our most vulnerable areas.

Additionally, the windows in our buildings were not designed to withstand assault or forced entry. Only 2 of our 5 campuses have fragmentation retention film to minimize glass breakage and fragmentation risks. Funding from the grant will allow to properly install fragmentation filming on the windows of our main entry doors and lower first floor windows which are susceptible to forced entry.

Many of the other exterior findings of our site assessments (i.e. window/door signage, entrance barriers, speed humps/bumps) will be able to be addressed utilizing local funding as a result of the aforementioned "big ticket" items that will be funded by the Public School Security Grant.

Proposal For: Elizabethton City Schools



Proposal ID

Q-00013

Date

09/27/2022

Modules & Services

Employees

Annual Cost

PEPM

Compliance: ACA Reporting Total Care (Upgrade from Software Only)

450.00

\$3,100.00

\$0.57

Totals

\$3,100.00

\$0.57

PEPM = Per Employee Per Month

- 1 Discounts available for number of users, payment frequency, and/or contract length.
- 2 MBC works with most carriers' versions of Selerix BenSelect. Ask your sales rep for details.
- 3 Pay Info features may vary depending on Customer's payroll system.
Electronic delivery of 1095-Cs is included. Print & Mail for 1095-C is an additional cost billed separately as incurred. Print & Mail cost is \$1.85 per form for non-peak service requests, or \$3.35 per form for peak service requests. Peak service is the time period including the IRS furnishing due date for a form and the 7 calendar days prior to the IRS due date.
- 4
- 5 Quotes are valid for 90 days from quote date. Pricing is subject to change. All pricing and services are conditioned on the acceptance of written contract terms.

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 \$500.00. 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: Intelligent external HDD SN# 0940903710126
J Pan 32gb Ink 3466 SN# DYTJ8JCADJBR
microwave SN# 344334
OKidata C610 printer SN# AK 4803052280
HP Laptop SN# CNP63P2B96 Dell Laptop ST# 72F35RZ

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Disposal

SCHOOL/BUILDING WHERE ITEM IS HOUSED CO

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 9-26-23
Principal

AUTHORIZED BY: [Signature] DATE: 10/2/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

ITEM: 2 Dell Monitor 2x Optiplex 7010

INVENTORY TAG NUMBER: 11778, 11768, 11799, 11789

METHOD OF SALE/DISPOSAL: Recycle

SCHOOL/BUILDING WHERE ITEM IS HOUSED C O

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 10-6-23
Principal

AUTHORIZED BY: [Signature] DATE: 10/6/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. 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: See Attached

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Dispose

SCHOOL/BUILDING WHERE ITEM IS HOUSED CO

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 9-26-23
Principal

AUTHORIZED BY: [Signature] DATE: 10/2/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

Item	Inv#
Dell 7010 Computer	11804
Dell 7010 Computer	11805
Dell 7010 Computer	11806
Dell 7010 Computer	11807
Dell 7010 Computer	11800
Dell 7010 Computer	11801
Dell 7010 Computer	11802
Dell 7010 Computer	11803
Dell 7010 Computer	11796
Dell 7010 Computer	11797
Dell 7010 Computer	11798
Dell 7010 Computer	11795
Dell 7010 Computer	11794
Dell 7010 Computer	11793
Dell 7010 Computer	11792
Dell 7010 Computer	11791
Dell 7010 Computer	11790
Dell 7010 Computer	11788
Dell 7010 Computer	11787
Dell Monitor	11783
Dell Monitor	11784
Dell Monitor	11785
Dell Monitor	11786
Dell Monitor	11779
Dell Monitor	11780
Dell Monitor	11781
Dell Monitor	11782
Dell Monitor	11775
Dell Monitor	11776
Dell Monitor	11777
Dell Monitor	11774
Dell Monitor	11773
Dell Monitor	11772
Dell Monitor	11771
Dell Monitor	11770
Dell Monitor	11769
Dell Monitor	11797
Dell Monitor	11766
Konica 4560en Printer	11763
Epson Short Throw Projector	11761

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: 1988 Ford ECO VAN

INVENTORY TAG NUMBER: GK6494

METHOD OF SALE/DISPOSAL: Sale

SALE/DISPOSAL AUTHORIZED BY: *Ruel Vatt* DATE: 10/6/23
Principal

AUTHORIZED BY: *Ruel Vatt* DATE: 10/6/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

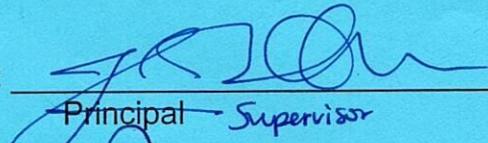
The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made in an appropriate manner.

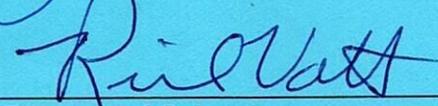
ITEM: Lenovo Chromebook 300e Media
Tek MTK 8173C

INVENTORY TAG NUMBER: 4925

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED ESE - SPED

SALE/DISPOSAL AUTHORIZED BY:  DATE: 9/8/23
~~Principal~~ Supervisor

AUTHORIZED BY:  DATE: 9/14/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: 55 Lenovo Chromebooks
(retired)

INVENTORY TAG NUMBER: Attached

METHOD OF SALE/DISPOSAL: I.T.

SCHOOL/BUILDING WHERE ITEM IS HOUSED: West Side Elementary

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 9/29/23
Principal

AUTHORIZED BY: [Signature] DATE: 10/3/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

serialNumber	model	lastPolicySync
LR05KVLU	Lenovo N22 Chromebook	1/27/2023 10:20
LR049UG0	Lenovo N21 Chromebook	6/8/2023 10:29
LR04A3US	Lenovo N21 Chromebook	8/3/2023 15:47
LR04A6VP	Lenovo N21 Chromebook	5/31/2023 9:38
LR04A6XE	Lenovo N21 Chromebook	5/18/2023 10:10
LR04A6YC	Lenovo N21 Chromebook	7/25/2023 11:59
LR04A6YZ	Lenovo N21 Chromebook	6/22/2023 9:20
LR04A78S	Lenovo N21 Chromebook	6/8/2023 10:25
LR04A7J7	Lenovo N21 Chromebook	6/8/2023 10:28
LR04A7LY	Lenovo N21 Chromebook	5/18/2023 10:10
LR04A7MY	Lenovo N21 Chromebook	4/6/2023 9:19
LR04A7NY	Lenovo N21 Chromebook	4/6/2023 9:20
LR04A7WH	Lenovo N21 Chromebook	6/19/2023 9:33
LR04KT1F	Lenovo N21 Chromebook	5/18/2023 10:10
LR04KU2D	Lenovo N21 Chromebook	6/8/2023 10:28
LR04LBSS	Lenovo N21 Chromebook	6/19/2023 9:44
LR04LBT6	Lenovo N21 Chromebook	8/3/2023 15:47
LR04LC4Z	Lenovo N21 Chromebook	5/18/2023 10:11
LR04LDDR	Lenovo N21 Chromebook	6/21/2023 8:18
LR04LDDZ	Lenovo N21 Chromebook	6/22/2023 10:36
LR04LDH2	Lenovo N21 Chromebook	8/3/2023 15:47
LR04LFXH	Lenovo N21 Chromebook	6/19/2023 9:44
LR04LFZT	Lenovo N21 Chromebook	5/18/2023 10:10
LR04LG1X	Lenovo N21 Chromebook	6/8/2023 10:31
LR04LG1Z	Lenovo N21 Chromebook	5/18/2023 12:42
LR04LG2C	Lenovo N21 Chromebook	5/23/2023 8:31
LR04LG2U	Lenovo N21 Chromebook	4/6/2023 9:19
LR04LG4V	Lenovo N21 Chromebook	6/19/2023 9:44
LR04LG5F	Lenovo N21 Chromebook	6/19/2023 9:44
LR04LG5M	Lenovo N21 Chromebook	8/3/2023 15:46
LR04LG5S	Lenovo N21 Chromebook	6/15/2023 15:07
LR04LG5Z	Lenovo N21 Chromebook	6/8/2023 10:37
LR04LG6A	Lenovo N21 Chromebook	5/18/2023 10:10
LR04LG6U	Lenovo N21 Chromebook	7/25/2023 11:59
LR04LG6Z	Lenovo N21 Chromebook	4/6/2023 9:20
LR04LG80	Lenovo N21 Chromebook	5/30/2023 12:37
LR04LGG6	Lenovo N21 Chromebook	6/22/2023 13:08
LR04LGKP	Lenovo N21 Chromebook	6/21/2023 9:25
LR04LGQ3	Lenovo N21 Chromebook	6/6/2023 14:47
LR04LGS4	Lenovo N21 Chromebook	8/10/2023 7:38
LR04LKB4	Lenovo N21 Chromebook	8/3/2023 15:46
LR04LKBJ	Lenovo N21 Chromebook	8/3/2023 15:47
LR04LKCO	Lenovo N21 Chromebook	6/6/2023 14:45
LR04U7X8	Lenovo N22 Chromebook	4/24/2019 13:19
LR05JZC1	Lenovo N22 Chromebook	5/23/2023 8:31
LR05K5L6	Lenovo N22 Chromebook	5/18/2023 10:19

orgUnitPath**mostRecentUser**

/WSE Chromebook Labs/WSE Clever Login/WSE-K	baileyd.fredericks@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	emileaha.ide@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	kholettee.young@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	prestonm.hite@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	reaganj.price@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	asiyas.everett@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	anabellr.rydbeck@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	wyatth.whitaker@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	miraclei.mccourry@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	elliotttr.sutton@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	jackson.gregory@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	tyson.price@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	logand.hartpoteat@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	peytona.melton@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	keifera.wolfe@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	samuelc.scalf@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	michaelr.sheets@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	nevaehl.scalf@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	emilyc.bentley@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-2	ryleea.parks@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K		
/WSE Chromebook Labs/WSE Clever Login/WSE-1	jacksonc.buckles@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	hozierm.cooper@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	aarona.shelby@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	daniellei.mcknight@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	kharaj.kellerman@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	aidenp.myers@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	masont.bowling@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	ese@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	allysonn.disoso@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	kanes.blackburn@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	faithk.musa@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	anabellac.baker@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	alexanderj.vargas@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	elainea.nischan@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	josiahl.stout@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	richardc.kennon@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-1	mileya.bowling@ecs.schools.org	campbell
/WSE Chromebook Labs/WSE Clever Login/WSE-K	sophiae.hyder@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	maryf.ridlehuber@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	danieller.leach@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	matthewd.mckinney@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-K	kaitlynr.dobbins@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	connors.williams@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	naasona.lambert@ecs.schools.org	
/WSE Chromebook Labs/WSE Clever Login/WSE-1	leilak.buckles@ecs.schools.org	

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:

98 School Desk Chairs

INVENTORY
TAG NUMBER:

METHOD OF
SALE/DISPOSAL:

Donate to charity org.

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

West Side Elementary

SALE/DISPOSAL
AUTHORIZED BY:

Jack Wright
Principal

DATE: 9/15/23

AUTHORIZED BY:

Bill Vant
Director of Schools

DATE: 9/18/23

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Discarded library Books - out dated
+ worn

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Donate / Dispose

SCHOOL/BUILDING WHERE ITEM IS HOUSED West Side Elem

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 9/27/23
Principal

AUTHORIZED BY: [Signature] DATE: 10/2/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM:

Dell Laptop serial# C5hbnx1
 Dell Laptop serial# 1q5w9t1

INVENTORY
TAG NUMBER:

TAG# 4025
 No tag

METHOD OF
SALE/DISPOSAL:

Disposed by Darrin Brewer.
 Email states 10 years old.

SALE/DISPOSAL
AUTHORIZED BY:

C. By
 Principal DATE: 9-18-23

AUTHORIZED BY:

[Signature]
 Director of Schools DATE: 9/19/23

AUTHORIZED BY:

 Board Chairman DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. 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: Dell PowerVault Nx400

Dell PowerVault Nx400

Dell PowerVault Nx400

Dell PowerVault Nx400

INVENTORY TAG NUMBER: 12155, 11875, 11879, 11873

METHOD OF SALE/DISPOSAL: Recycle

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 10-4-23
Principal

AUTHORIZED BY: [Signature] DATE: 10/4/23
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM:

Apollo Overhead projector

INVENTORY
TAG NUMBER:

#24 (T22018)

METHOD OF
SALE/DISPOSAL:

Donation to Milligan University

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

CAP room

SALE/DISPOSAL
AUTHORIZED BY:

[Signature]
Principal

DATE: 9/15/23

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 9/19/23

AUTHORIZED BY:

Board Chairman

DATE: _____



2023 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 30, 2023**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

- I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name: Elizabethton City Schools

Director of Schools/Superintendent Name: Richard VanHuss

Director of Schools/Superintendent Signature:

School Board Chair Name: Eddie Pless

School Board Chair Signature:

Date of School Board Approval: 10/19/2023

UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 30, 2023

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).



*Emerald Plaza • 402 West Broadway, Suite 860 • San Diego, CA 92101 •
Ph (619) 233.5945 • Fax (619) 525.7672 • frantzlawgroup.com*

**CONFIDENTIAL
ATTORNEY-CLIENT COMMUNICATION**

September 8, 2023

Richard VanHuss
804 South Watauga Ave
Elizabethton, TN 37643

Re: *Settlement Offer for Government Entity Claims Against Altria*

Dear Elizabethton City School:

We are pleased to inform you that pursuant to the global “Government Entity Settlement Agreement” with Altria Group, Inc., Philip Morris USA, Inc., Altria Client Services LLC, Altria Enterprises LLC, and Altria Group Distribution Company (collectively “Altria”), Elizabethton City School is eligible to receive a gross offer of \$ 13,405 to resolve its Government Entity claims against Altria. From that amount, attorneys’ fees, case costs, and the court-ordered Common Benefit Expense assessment will be deducted. In addition, any liens that may exist on the Settlement Funds must be satisfied and discharged before any Settlement Funds are released to Elizabethton City School.

This gross settlement offer amount was determined by an allocation method and group of objective factors approved by the court-appointed Mediator. The accompanying “Altria School District Allocation Approach” document describes in detail those factors and the allocation methodology. The accompanying “Final Allocation: School Districts” document provides further information regarding the objective factors used in the allocation.

You are free to accept or reject this settlement offer, but we strongly recommend that you accept it. We believe that this is a fair and reasonable settlement offer for your Government Entity claims against Altria given (a) the Altria-related harm the Entity has suffered; and (b) the burdens, risks, uncertainties, time, and expense of continued litigation (expense that the Entity would ultimately bear). In our opinion, this Settlement is the best opportunity to receive fair and reasonable compensation for your Government Entity claims against Altria in the foreseeable future. Based upon the knowledge and experience we have gained through our years of involvement in the litigation against Altria, we believe that settling now and receiving payment for your

Government Entity claims is clearly in your best interest.

If you reject this settlement offer, your Government Entity claims against Altria will continue in the court system. This will involve substantial additional delay and expense to you, and you also run the risk of ultimately receiving nothing for your claims against this defendant.

If you choose to follow our recommendation and accept your Government Entity settlement offer, please carefully review all of the accompanying documents, and then do ALL of the following:

1. An individual authorized by law to enter into settlement agreements on behalf of the Government Entity should sign the accompanying "Government Entity Release of All Claims" ("Release").
2. That same authorized individual should sign this letter where indicated below.

Please return BOTH signed documents as soon as possible. You must return ALL PAGES of BOTH documents so that the processing of your claim will not be delayed.

A. Effect of Signing the Release

Please keep in mind that by its authorized representative signing the Release, the Government Entity is agreeing to accept the settlement money offered by Altria through the Settlement Program and, in exchange, is giving up its right to a trial against Altria and the other Released Parties.¹ Of course, trial is risky because the Government Entity could win or lose its case. If the Entity goes to trial, the jury could award it more, less, or no money against Altria. In addition, even if the Entity is successful at trial, Altria always has the right to appeal any jury award. The appeal process may take anywhere from two to three years to complete and would result in additional costs and expenses in the Entity's case. Any money awarded by the jury would not be paid to the Entity until the appeal process is complete and only if a finding has been made in the Entity's favor. Further, an appeal could also result in a judgment in the Entity's favor being set aside entirely, or a new trial could be ordered, meaning that the entire time-consuming, risky, and expensive litigation process would start over again.

Please note that the Release is a full and final release of ALL claims the Government Entity currently has, or may have in the future, against Altria and the other Released Parties "concerning and/or connected with JUUL Products and/or with any injury [the Government Entity] has ever claimed, or may at any time in the future claim, the Released Parties [including Altria] caused in whole or in part concerning and/or connected with JUUL Products." Please also note that, pursuant to the terms of the Release and the

¹ Page 3 of the enclosed Release (definition 10) sets out all of the Released Parties.

Settlement Agreement, the executed Release becomes effective concurrent with Altria's payment into the Government Entity Qualified Settlement Account of the total gross Settlement Amount described in the accompanying "Description of Settlement Agreement."

B. The Government Entity's Net Settlement Offer Amount

As indicated at the outset of this letter, the *net* settlement amount the Government Entity will receive will be the gross settlement amount after deductions for attorneys' fees, case costs, and the court-ordered Common Benefit Expense assessment. In addition, any liens that may exist on the Government Entity's Settlement Funds must be satisfied and discharged by the Government Entity before any Settlement Funds can be released to the Entity.

The Government Entity's *gross* settlement offer amount was determined by an allocation method and group of objective factors approved by the court-appointed Mediator. The accompanying "Altria School District Allocation Approach" document and the "Final Allocation: School Districts" document describe in detail those factors and the allocation methodology. Please feel free to contact us if you have any questions about how the settlement offer value for your Government Entity was determined.

C. When the Government Entity Should Expect to Receive Its Settlement Payment

As explained in the accompanying "Description of Settlement Agreement," Altria's Settlement Payment into the Government Entity Qualified Settlement Account will be paid within 60 days of the federal MDL Court's Final Approval of the proposed class action settlement against Altria involving economic loss claims by consumers who said they overpaid for JUUL's vaping products. We do not yet know what the Court's timetable will be for considering preliminary, then final, approval of the proposed class action settlement, but expect payments to be made in the first half of 2024.

The best way to ensure that your Government Entity receives its settlement payment as quickly as possible is to promptly review, sign, and return the Release and this letter, after you carefully review all of the accompanying documents. We will keep you apprised of any developments that may affect the timing of Judge Orrick's grant of final approval of the class action settlement and, thus, the anticipated date of Altria's Settlement Payment into the Government Entity Qualified Settlement Account.

* * * * *

Again, if your choose to follow our strong recommendation and accept your Government Entity settlement offer, please have an authorized official sign BOTH the Release and this letter where indicated and return all pages of BOTH executed documents to us as soon as possible.

If you have questions about any aspects of this aggregate Government Entity Settlement, this letter, the Release, or any of the accompanying documents, feel free to contact me by email: WShinoff@frantzlawgroup.com or by phone: 619-964-0073.

Sincerely,

William Shinoff, Esq.

READ AND AGREED:

I am an official of the Government Entity on whose behalf I am acting and affirm that I am authorized by law to enter into settlement agreements on behalf of the Government Entity. I affirm that any and all processes required by law for me to enter into a settlement agreement on behalf of the Government Entity have been followed. I affirm that I have read and understand this letter, the Release, and the accompanying disclosure documents, and I am consenting on behalf of the Government Entity to the terms of the aggregate settlement and the settlement offer described in this letter, the Release, and the accompanying documents.

Richard VanHuss

Printed Name

Date

Director of Schools

Title within Government Entity

Signature

DESCRIPTION OF SETTLEMENT AGREEMENT
BETWEEN ALTRIA
AND SETTLING GOVERNMENT ENTITY PLAINTIFFS

Altria Group, Inc., Philip Morris USA, Inc., Altria Client Services LLC, Altria Enterprises LLC, and Altria Group Distribution Company (collectively “Altria”) has entered into a Settlement Agreement with court-appointed Plaintiffs’ Leadership in MDL No. 2913 and JCCP No. 5052 (together “Plaintiffs’ Leadership”¹) on behalf of all Settling Government Entity Plaintiffs. The Settlement Agreement establishes a program to resolve, only as against Altria and the other Released Parties², the actions and claims that the Settling Government Entity Plaintiffs had, now have, or will have in the future against Altria in connection with: the design, manufacture, production, advertisement, marketing, distribution, sale, use, and performance of JUUL Products; Altria’s conduct related to its investment in JUUL Labs, Inc. (“JLI”); and Altria’s interactions with JLI and JLI-related persons.

Total Value of Settlement and Payment Schedule

Plaintiffs’ Leadership negotiated a total gross Government Entity settlement fund with Altria of \$168,250,000.

The total settlement funds will be paid by Altria into the Government Entity Qualified Settlement Account within sixty (60) days of Final Approval of the Altria Class Action settlement. The settlement funds will be divided such that the Municipality Portion is 21.5% and the School District Portion is 78.5%, *if all* Eligible Government Entity Plaintiffs agree to participate in this Settlement Program. Thus, the total *maximum* Settlement Payment funds to be received by the Settling Municipalities is \$36,173,750 and by the Settling School Districts is \$132,076,250. This allocation of the total Government Entity settlement fund was recommended and ultimately approved by the Mediator, Thomas J. Perrelli, who was appointed by the MDL Court.

If an Eligible Government Entity Plaintiff declines to participate in this Settlement Program, an amount equal to that Government Entity’s allocated share of the settlement funds shall be deducted from the total settlement fund amount.

Settlement Offer Values and the Claim Valuation Process

In order to be an Eligible Government Entity Plaintiff and participate in the Settlement Program, the Government Entity must have (1) filed a claim or cause of action against Altria as of May 10, 2023, whether or not those claim(s) or causes of action have been consolidated into *In re: JUUL Labs, Inc. Marketing Sales Practices & Products Liability Litigation* (N.D. Cal.) or *JUUL Labs*

¹ “Plaintiffs’ Leadership” means the court-appointed Plaintiffs’ Co-Lead Counsel in MDL No. 2913 (Sarah London, Dena Sharp, Ellen Relkin, and Dean Kawamoto), MDL Government Entity Liaison Counsel Tom Cartmell, and the court-appointed Public Entity Plaintiffs Co-Lead Counsel in JCCP No. 5052 (John Fiske and Rahul Ravipudi).

² The “Released Parties” are set out in the “Government Entity Release of All Claims” in Definition 10 (page 3).

Product Cases, JCCP No. 5052; or (2) been represented by Plaintiffs' Counsel to pursue a cause of action against Altria and/or any other Released Party and executed a signed retainer as of May 10, 2023. (The San Francisco Unified School District is excluded from this settlement and is entering a separate settlement agreement.) A Government Entity under the Settlement Agreement is any U.S. domestic government entity, including but not limited to school districts, counties, cities, and municipalities (but not including Native American Tribes, U.S. States, or U.S. territories).

A total of approximately 1,596 Eligible Government Entity Plaintiffs are covered by the Settlement Agreement. The School District Portion of the Settlement Funds will be allocated to approximately 1,540 of these Entities (1,508 School Districts and 32 Regional Offices of Education), and the Municipality Portion of the Settlement Funds will be allocated to 56 of these Entities (46 Counties, 9 Cities, and 1 County Health Agency). As noted above, the total Settlement Payment will be divided such that the Municipality Portion is 21.5% and the School District Portion is 78.5%, assuming that *all* Eligible Government Entity Plaintiffs agree to participate in this Settlement Program. Thus, the total maximum Settlement Payment funds to be received by the Settling Municipalities is \$36,173,750 and by the Settling School Districts is \$132,076,250.

The accompanying "Altria School District Allocation Approach" document sets out in detail the method and factors approved by the court-appointed Mediator for allocating the School District Portion of the Settlement Funds among the 1,540 Eligible School Districts. (A similar method is used to determine the allocation for the Municipality portion of the Settlement Funds.) The accompanying "Final Allocation: School District" document sets out each of the 1,540 Eligible School District's allocated percentage and dollar amount share of the \$132,076,250 total Settlement Payment along with each School District's relevant allocation factors.

We believe that each Eligible Government Entity's settlement offer value under this Settlement Agreement fairly reflects the circumstances of each Government Entity's case against Altria. If you have any questions regarding the court-appointed Mediator's allocation factors and method, the amount of your allocated share of the Settlement Funds, or any aspect of the information provided in this "Description of Settlement Agreement" document, please contact us and we will be happy to answer your questions.

Use of Settlement Proceeds

The settlement proceeds are intended to be used for "compensatory restitution or remediation," and no amount to be distributed under the Settlement Agreement "represents reimbursement to any Settling Government Entity Plaintiff for the costs of any investigation or litigation." Nothing in the Settlement Agreement prohibits or impairs the payment of Attorneys' Fees and Expenses by Settling Government Entity Plaintiffs out of the settlement proceeds. Compensatory restitution or remediation are broad terms that are not specifically enumerated or defined in the Settlement and thus provide flexibility to Settling Government Entity Plaintiffs to use the settlement proceeds to address the problem of youth vaping and nicotine addiction.

Attorneys' Fees, Litigation Costs, and Common Benefit Assessment

Each Eligible Government Entity's Settlement Allocation -- set out in the accompanying court-appointed Mediator's "Final Allocation: School Districts" document -- is the Entity's gross

settlement amount before the reduction for attorney's fees, case expenses, the court-ordered Common Benefit assessment, and any applicable liens.

The attorneys' fees to be paid by each settling Government Entity are those set forth in the Entity's attorney-client contract. Expenses to be reimbursed by a settling Entity will be reflected on the final "Disbursement Statement" (to be provided in the future) and will include case-specific and general expenses. Case-specific expenses are those that benefit a specific Entity (e.g., the costs of filing the Entity's lawsuit). General expenses are those that benefit a larger group of Entities represented by the same law firm. General expenses are allocated across the group of benefited Entities in accordance with the Entity's attorney-client contract. In addition, each settling Entity's net settlement amount will reflect a court-ordered assessment for the Common Benefit Fee and Expense fund of between 7% and 10% of the Claimant's total gross settlement amount.³ The common benefit Fee and Expense Fund assessment is used by the Court to reimburse the attorneys who spent time and outlaid expenses in connection with Common Benefit Work in the coordinated Federal and California litigation.

Liens

The "Government Entity Release of All Claims" ("Release") to be signed by each Settling Government Entity Plaintiff provides that the Entity "shall identify to the Government Entity Settlement Administrator for the Government Entity Settlement all Persons and entities known to it to hold or assert any Lien with respect to any Settlement Payment." The Release further provides that the settling Government Entity is solely responsible for the "satisfaction and discharge of any and all Liens with respect to any Settlement Payment," and that prior to the first time that an Individual Government Entity Settlement Payment is made to it, the Entity "shall represent and warrant that any and all Liens with respect to any and all Settlement Payments (and/or the right to receive any and all Settlement Payments) have been satisfied and discharged."

Right of Termination

Under the terms of the Settlement Agreement, Altria retains the right to terminate this Settlement Agreement if more than a certain number of Eligible Government Entity Plaintiffs do not timely accept their settlement offers through the Settlement Program and submit a properly executed "Government Entity Release of All Claims." Altria also retains the right to terminate this Settlement Agreement if the MDL Court does not grant Preliminary or Final Approval to the Class Settlement Agreement. If this Settlement Agreement is terminated for any reason, the JUUL-related claims of each Eligible Government Entity against Altria shall revert to the same position

³ This assessment is required by parallel federal and state court orders: Case Management Order 5(A) "Establishing a Common Benefit Fee and Expense Fund," entered on May 27, 2020, by Judge William H. Orrick, U.S. District Court Northern District of California in *In re: JUUL Labs, Inc., Marketing, Sales Practices, and Products Liability Litigation* (MDL No. 2913); and Case Management Order 10 -- "Public Entity Plaintiffs' Supplemental Common Benefit Order," entered on July 28, 2020, by Judge Ann I. Jones, Superior Court of the State of California, County of Los Angeles-Spring Street in *JUUL Labs Product Cases* (JCCP No. 5052). Both orders provide for a Costs Assessment of 2% and a Fee Assessment of 5% (or, in one instance, 8%) of the gross settlement amount. "Late Participating Counsel" under Judge Orrick's CMO 5(A) are the lone exception and are subject to an 8% Fee Assessment. The specific allocation of the overall hold back, i.e. the percentage for fees and the percentage for costs, may be altered by court order.

they were in immediately prior to the execution of this Settlement Agreement, and those claims against Altria will continue to be prosecuted in the court system.



Tennessee Investment in Student Achievement

Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third-grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of third-grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve its stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2023**.

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION		
District Name	Elizabethton City Schools	
Director of Schools Name	Richard VanHuss	
District Point of Contact for TISA Accountability Report	Name	Richard VanHuss
	Phone Number	423-547-8000
	Email Address	richard.vanhuss@ecschoos.net
Percent of third-grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP	49.7%	

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3rd Grade ELA Proficiency ²	70% of students will score proficient on the third-grade ELA TCAP by 2030
Goal Statement 2: 3-12 Grade ELA Proficiency	Overall ELA proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.5% rate of proficiency.
Goal Statement 3: 3-12 Math Proficiency	Overall Math proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.2% rate of proficiency.
Goal Statement 4:	
Goal Statement 5:	

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency ²		70% of students will score proficient on the 3rd grade ELA TCAP by 2030		
Year 1: 2023-24 school year	52.7%	2024 3rd Grade ELA TCAP Data	<p>HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained 3rd-grade students in the content area of ELA.</p> <p>RTI² - small group support for at-risk students who need more intensive interventions in ELA.</p> <p>Summer Programming - an extension of the school year with an emphasis on acceleration of grade level standards for students who did not score proficient on 3rd grade ELA TCAP.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM.</p> <p>Standards-Based Benchmarking - Third-grade students will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level ELA standards.</p>	<p>HD/LR ELA Tutoring: TISA funds will be used to supplement TN ALL Corps funds to provide high dosage, low ratio ELA tutoring to 3rd-grade at-risk and retained students by providing materials and programs aligned to 3rd grade ELA standards.</p> <p>RTI²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for third-grade teachers across the district to have</p>

² The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

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			<p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>3rd grade ELA Teachers and Assistants - Third-grade ELA teachers and assistants are employed to provide highly effective ELA instruction.</p>	<p>common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>3rd Grade ELA Teachers and Assistants: TISA funds will be utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I.</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Year 2: 2024-25 school year	55.7%	2025 3rd Grade ELA TCAP Data	<p>HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained 3rd-grade students in the content area of ELA.</p> <p>RTP² - small group support for at-risk students who need more intensive interventions in ELA.</p> <p>Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on 3rd-grade ELA TCAP.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM.</p> <p>Standards-Based Benchmarking - 3rd-grade students will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade level ELA standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p>	<p>HD/LR ELA Tutoring: TISA funds will be used to provide high dosage, low ratio ELA tutoring to 3rd grade at-risk and retained students by providing by employing tutors for each elementary school and purchasing materials and programs aligned to 3rd grade ELA standards.</p> <p>RTP²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for 3rd-grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd Grade</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>3rd grade ELA Teachers and Assistants - Third-grade ELA teachers and assistants are employed to provide highly effective ELA instruction.</p>	<p>Benchmark Assessment Tool for progress monitoring mastery of grade-level standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>3rd Grade ELA Teachers and Assistants: TISA funds will be utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I.</p>
Year 3: 2025-26 school year	58.7%	2026 3rd Grade ELA TCAP Data	<p>HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained 3rd grade students in the content area of ELA.</p> <p>RTI² - Small group support for at-risk students who need more intensive interventions in ELA.</p>	<p>HD/LR ELA Tutoring: TISA funds will be used to provide high dosage, low ratio ELA tutoring to 3rd grade at-risk and retained students by providing by employing tutors for each elementary school and purchasing materials and programs aligned to 3rd grade ELA standards.</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on 3rd grade ELA TCAP.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM</p> <p>Standards Based Benchmarking - 3rd-grade students will be progressed monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade level ELA standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p>	<p>RTI²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for 3rd-grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be hired to provide services for identified students. Supplies and</p>

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			<p>3rd grade ELA Teachers and Assistants - Third grade ELA teachers and assistants employed to provide highly effective ELA instruction.</p>	<p>materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>3rd Grade ELA Teachers and Assistants: TISA funds will be utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I.</p>
Goal Statement 2:	Overall ELA proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.5% rate of proficiency.			
Year 1: 2023-24 school year	49.5%	2024 ELA TCAP, EOC, & MSAA Data for grades 3-12	<p>HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades K-8th grades in the content area of ELA.</p> <p>RTI² - Small group support for at-risk students who need more intensive interventions in ELA.</p> <p>Summer Programming - An extension of the school year with an emphasis on the acceleration of</p>	<p>HD/LR ELA Tutoring: TISA funds will be used to supplement TN ALL Corps funds to provide high dosage, low ration ELA tutoring to students in grades 1st-8th. TISA funds will be used to provide high dosage/low ration ELA tutoring to students who were retained in Kindergarten. TISA funds will be used to support additional texts, materials, and tutoring resources aligned with grade-level standards and HQIM.</p>

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			<p>grade-level standards for students who did not score proficient on ELA TCAP in grades K-9. Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the ELA credit.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progressed monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level ELA standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a</p>	<p>RTP: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students a high-quality and interactive learning opportunities. TISA funds will be utilized to staff the Credit Recovery summer program and to pay for Credit Recovery programming software.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction, including the CKLA curriculum for K-2. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level ELA standards.</p>

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			<p>continuum of the whole group to job-embedded.</p> <p>ELA Teachers and Assistants - ELA Teachers for grades K-12 and instructional assistants will be employed to provide highly effective ELA instruction.</p>	<p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>ELA Teachers and Assistants: TISA funds will be utilized to employ teachers of ELA at each grade level to provide high-quality ELA grade level standards instruction to all K-12 students in TIER I.</p>
Year 2: 2024-25 school year	52.5%	2025 ELA TCAP, EOC, & MSAA Data for grades 3-12	<p>HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades K-8th grades in the content area of ELA.</p> <p>RTP - Small group support for at-risk students who need more intensive interventions in ELA.</p>	<p>HD/LR ELA Tutoring: TISA funds will be used to provide high dosage, low ration ELA tutoring to students in grades Kindergarten-4th. TISA funds will be used to employ tutors and to support additional texts, materials, and tutoring resources aligned with grade-level standards and HQIM.</p>

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			<p>Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on ELA TCAP in grades K-9. Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the ELA credit.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progressed monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level ELA standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM,</p>	<p>RTP: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide high-quality and interactive learning opportunities for students. TISA funds will be utilized to staff the Credit Recover summer program and to pay for Credit Recovery programming software.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction, including the CKLA curriculum for K-2. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for</p>

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			<p>leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>ELA Teachers and Assistants - ELA Teachers for grades K-12 and instructional assistants will be employed to provide highly effective ELA instruction.</p>	<p>progress monitoring mastery of grade-level ELA standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>ELA Teachers and Assistants: TISA funds will be utilized to employ teachers of ELA at each grade level to provide high-quality ELA grade level standards instruction to all K-12 students in TIER I.</p>
Year 3: 2025-26 school year	55.5%	2026 ELA TCAP, EOC, & MSAA Data for grades 3-12	HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades K-8th grades in the content area of ELA.	HD/LR ELA Tutoring: TISA funds will be used to provide high dosage, low ration ELA tutoring to students in grades Kindergarten-4 th . TISA funds will be used to employ tutors and to support additional texts, materials, and tutoring

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			<p>RTI² - Small group support for at-risk students who need more intensive interventions in ELA.</p> <p>Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on ELA TCAP in grades K-9. Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the ELA credit.</p> <p>HQIM - Consistent unit and lesson prep implementation of ELA HQIM.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level ELA standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p>	<p>resources aligned with grade-level standards and HQIM.</p> <p>RTI²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity. TISA funds will be utilized to staff the Credit Recover summer program and to pay for Credit Recovery programming software.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction, including the CKLA curriculum for K-2. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p>

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			<p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>ELA Teachers and Assistants - ELA Teachers for grades K-12 and instructional assistants will be employed to provide highly effective ELA instruction.</p>	<p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level ELA standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>ELA Teachers and Assistants: TISA funds will be utilized to employ teachers of ELA at each grade level to provide high-quality ELA grade level standards instruction to all K-12 students in TIER I.</p>

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Goal Statement 3:	Overall Math proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.2% rate of proficiency.			
Year 1: 2023-24 school year	49.2%	2024 Math TCAP, EOC, MSAA Data for grades 3-12	<p>HD/LR Math Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades 1 -8th grades in the content area of Math. A Math Interventionist will provide HD/LR tutoring during the school day for students who have not mastered ALG I standards.</p> <p>RTP² - Small group support for at-risk students who need more intensive interventions in Math.</p> <p>Summer Programming – an extension of the school year with an emphasis on acceleration of grade level standards for students who did not score proficient on Math TCAP in grades K-9. A Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the Math credit.</p> <p>HQIM – Implementation of High-Quality Math Instructional</p>	<p>HD/LR Math Tutoring: TISA funds will be used to supplement Project On-Track funds to provide high dosage, low ration Math tutoring to students in grades 1st-8th. TISA funds will be used to support additional materials and tutoring resources aligned with grade-level standards and HQIM. TISA funds will be utilized to supplement the employment of a high-dosage/low-ratio tutor/interventionist for Algebra I at the high school.</p> <p>RTP²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity. TISA funds will be utilized to staff the Credit Recovery summer program and to pay for Credit Recovery programming software.</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Materials. Consistent unit and lesson prep implementation of Math HQIM. A continuation of a partnership with a third-party vendor to support teachers and leaders in implementing High-Quality Math Instructional Materials.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level Math standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to</p>	<p>HQIM: TISA funds will be used to supplement HQIM with additional manipulatives and classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level Math standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will</p>

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			<p>job-embedded. A partnership with a third-party vendor will support teacher and leader training on the importance of implementing HQIM in math.</p> <p>Math Teachers and Assistants - Math Teachers for grades K-12 and instructional assistants will be employed to provide highly effective math instruction.</p>	<p>provide this training and job-embedded coaching for staff.</p> <p>Math Teachers and Assistants: TISA funds will be utilized to employ teachers of Math at each grade level to provide high-quality Math grade level standards instruction to all K-12 students in TIER I.</p>
Year 2: 2024-25 school year	52.2%	2025 Math TCAP, EOC, MSAA Data for grades 3-12	<p>HD/LR Math Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades 1 -8th grades in the content area of Math. A Math Interventionist will provide HD/LR tutoring during the school day for students who have not mastered ALG I standards.</p> <p>RTP² - small group support for at-risk students who need more intensive interventions in Math.</p> <p>Summer Programming – An extension of the school year with an emphasis on acceleration of grade</p>	<p>HD/LR Math Tutoring: TISA funds will be used to supplement Project On-Track funds to provide high dosage, low ration Math tutoring to students in grades 1st-8th. TISA funds will be used to support additional materials and tutoring resources aligned with grade-level standards and HQIM. TISA funds will be utilized to employ a high dosage/low ratio tutor for Algebra I at the high school.</p> <p>RTP²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>level standards for students who did not score proficient on Math TCAP in grades K-9. A Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the Math credit.</p> <p>HQIM – Implementation of High-Quality Math Instructional Materials. Consistent unit and lesson prep implementation of Math HQIM.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level Math standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p> <p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support</p>	<p>for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity. TISA funds will be utilized to staff the Credit Recovery summer program and to pay for Credit Recovery programming software.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional manipulatives and classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade level Math standards.</p> <p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>Math Teachers and Assistants - Math Teachers for grades K-12 and instructional assistants will be employed to provide highly effective math instruction.</p>	<p>materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>Math Teachers and Assistants: TISA funds will be utilized to employ teachers of Math at each grade level to provide high-quality Math grade level standards instruction to all K-12 students in TIER I.</p>
Year 3: 2025-26 school year	55.2%	2026 Math TCAP, EOC, MSAA Data for grades 3-12	<p>HD/LR Math Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades 1 -8th grades in the content area of Math. A Math Interventionist will provide HD/LR tutoring during the school day for students who have not mastered ALG I standards.</p> <p>RTI² - Small group support for at-risk students who need more intensive interventions in Math.</p>	<p>HD/LR Math Tutoring: TISA funds will be used to supplement Project On-Track funds to provide high dosage, low ration Math tutoring to students in grades 1st-8th. TISA funds will be used to support additional materials and tutoring resources aligned with grade-level standards and HQIM. TISA funds will be utilized to employ a high dosage/low ratio tutor for Algebra I at the high school.</p> <p>RTI²: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally,</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Summer Programming – an extension of the school year with an emphasis on acceleration of grade level standards for students who did not score proficient on Math TCAP in grades K-9. A Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the Math credit.</p> <p>HQIM – Implementation of High-Quality Math Instructional Materials. Consistent unit and lesson prep implementation of Math HQIM.</p> <p>Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level Math standards.</p> <p>Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.</p>	<p>these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity. TISA funds will be utilized to staff the Credit Recovery summer program and to pay for Credit Recovery programming software.</p> <p>HQIM: TISA funds will be used to supplement HQIM with additional manipulatives and classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.</p> <p>Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade level Math standards.</p>

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.</p> <p>Math Teachers and Assistants - Math Teachers for grades K-12 and instructional assistants will be employed to provide highly effective math instruction.</p>	<p>Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.</p> <p>Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.</p> <p>Math Teachers and Assistants: TISA funds will be utilized to employ teachers of Math at each grade level to provide high-quality Math grade level standards instruction to all K-12 students in TIER I.</p>

Public Comment	
The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.	
Date(s) of opportunity for local public comment.	October 19, 2023 - October Board Meeting

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.

Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	The TISA Accountability Report was presented at the October 19th board meeting. Individuals who were interested in discussing the plan were given the opportunity during the open comments portion of the meeting. Comments from Board members and any other community members are noted here
Summary of public comment received, if any.	Note comments here.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Indicate if the plan was modified based on these comments.

Cindy Walker

From: Forrest Holt
Sent: Wednesday, October 4, 2023 10:46 AM
To: Richard VanHuss
Subject: School Board Proposal

I would like to propose we add 2 additional coaching positions for track and field. The last few years we have grown in roster number for track. Previously we have hovered around 35 students, last year we finished with 57 students in track. We have a large number of track and XC athletes that will continue to come from TAD the next couple of years as well. We really need a sprinters coach and a middle distance coach to help with numbers and development. With 57 students and 3 coaches, the training has been very broad and some students doing the physical training on their own after being instructed. If we were able to have the additional coaching positions, we would maximize our effectiveness as a program and increase the number of competitive student/athletes during the season and possibly the state level. We had a tremendous track season last year with a 3rd place finish in the state decathlon by Teddy Orton, who also won the state 110 hurdles and the 300 hurdles. Landry won the state championship in discus and broke the school record. Kaiya Simmons finished 2nd in the state in the 100 and Jamira Smalls Placed in the state in shot put. The previous year Connor Johnson won the state championship in shot put and also broke a school record. Riley Vernon just broke the school XC record as well just a week ago. I feel like this is the prime time to capitalize on our situation with Coach Presnell and the phenomenal athletes we currently have and will continue to have.

Thank You!



Forrest Holt

Athletic Director

Phone: 423-547-8015 ext. 1525

Email: forrest.holt@ecschoools.net

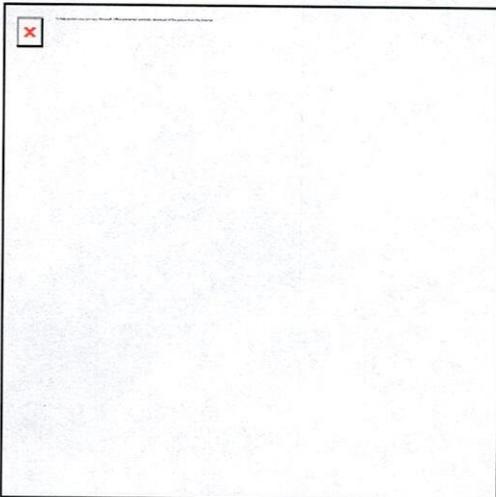
907 Jason Witten Way
Elizabethton, TN 37643

www.ecschools.net



I lead to inspire and model service, perseverance, and integrity in a positive environment.

InSideOut Leadership - CORE





AIA® Document G701™ – 2001

Change Order

PROJECT <i>(Name and address):</i> Renovations To Elizabethton Alternative School, Conference Center and Social Work 402 Bemberg Road Elizabethton, Tennessee 37643	CHANGE ORDER NUMBER: 001 DATE: October 6, 2023	OWNER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO CONTRACTOR <i>(Name and address):</i> Preston Construction Company 1503 Narrow Lane Johnson City, Tennessee 37604 Telephone: 423-926-0172	ARCHITECT'S PROJECT NUMBER: 022-020 CONTRACT DATE: July 14, 2023 CONTRACT FOR: General Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:
(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

Preston Construction Company - Phase 1 - Elizabethton High School – Alternative School – Revision 3 Scope of Work and Schedule of Values dated September 21, 2023.

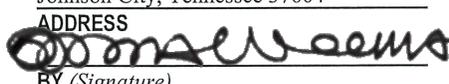
Preston Construction Company - Phase 1 - Elizabethton High School – Alternative School – Revision 3 Preliminary Schedule dated September 20, 2023.

The original Contract Sum was	\$	0.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	0.00
The Contract Sum will be increased by this Change Order in the amount of	\$	398,498.00
The new Contract Sum including this Change Order will be	\$	398,498.00

The Contract Time will be increased by One Hundred Fifty (150) days.
The date of Substantial Completion as of the date of this Change Order therefore is One Hundred Fifty (150) calendar days from date of commencement, no later than March 1, 2023.

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

<u>Thomas Weems Architect</u> ARCHITECT <i>(Firm name)</i>	<u>Preston Construction Company</u> CONTRACTOR <i>(Firm name)</i>	<u>Elizabethton City Schools</u> OWNER <i>(Firm name)</i>
<u>3203 Hanover Road</u> <u>Johnson City, Tennessee 37604</u> ADDRESS	<u>1503 Narrow Lane</u> <u>Johnson City, Tennessee 37604</u> ADDRESS	<u>804 South Watauga Avenue</u> <u>Elizabethton, Tennessee 37643</u> ADDRESS
 BY <i>(Signature)</i>	 BY <i>(Signature)</i>	 BY <i>(Signature)</i>
<u>Thomas Weems, AIA</u> <i>(Typed name)</i>	<u>John R. Preston, President</u> <i>(Typed name)</i>	<u>Richard Van Huss, Director</u> <i>(Typed name)</i>
<u>10 / 09 / 2023</u> DATE	<u>10/6/2023</u> DATE	 DATE

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

=====

BIDS AND PURCHASES OVER \$25,000

DEPARTMENT: Capital Outlay

SUBJECT: Bid Number ECSS 2023-2024-01RB for GYM ROOF REPLACEMENT AT HAROLD McCORMICK ELEMENTARY

SUMMARY: Bids were advertised and solicited for GYM ROOF REPLACEMENT AT HAROLD McCORMICK ELEMENTARY. Two (2) bids were received and deemed to be acceptable as per bid specifications. Bids were opened at 11:00 a.m., on Wednesday, the 11th day of October 2023. Bids were as follows:

BIDDER	AMOUNT
Eskola Roofing and Waterproofing 2418 Morelock Road Morristown, TN 37814	\$48,789.00
Vanderpool Roofing 3196 East Stone Drive Kingsport, TN 37660	\$58,370.00

ACCOUNT

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

RECOMMENDATION: Mr. Richard VanHuss, Director of Schools, and Mr. Richie Burrow, Maintenance Foreman, have reviewed the bids. It is their recommendation that the bid for the GYM ROOF REPLACEMENT AT HAROLD McCORMICK ELEMENTARY be awarded to Eskola Roofing and Waterproofing in the amount of \$48,789.00 based on specifications.

NECESSARY

BOARD ACTION: Motion to approve the award of bid number ECSS 2023-2024-01RB for the GYM ROOF REPLACEMENT AT HAROLD McCORMICK ELEMENTARY be awarded to Eskola Roofing and Waterproofing in the amount of \$48,789.00.

APPROVED BY ELIZABETHTON BOARD OF EDUCATION:

Eddie Pless, Chairman

Richard VanHuss, Director of Schools

DATE

DATE

ELIZABETHTON CITY SCHOOLS

2024 K-12 CALENDAR 2025

AUGUST 2024					SEPTEMBER 2024					OCTOBER 2024				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
			1 TEACHER INSERVICE	2 TEACHER INSERVICE DAY	2 LABOR DAY	3	4	5	6 PR		1	2	3	4 X
5 TEACHER WORKDAY	6 	7 TEACHER WORKDAY	8 FIRST FULL DAY	9	9	10	11	12	13	7	8	9	10	11 H
12	13	14	15	16	16	17	18	19	20 PARENT TEACHER CONF.	14 PD DAY	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	
NOVEMBER 2024					DECEMBER 2024					JANUARY 2025				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
				1	2	3	4	5	6			1	2	3
4 PD DAY	5 ELECTION DAY PD DAY	6	7	8	9	10	11	12	13	6 TEACHER WORKDAY	7 PD DAY	8	9	10
11	12	13 PR	14	15	16	17	18	19	20 X	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20 MARTIN LUTHER KING DAY	21	22	23	24
25	26	27 THANKSGIVING	28	29	30	31				27	28	29	30	31
FEBRUARY 2025					MARCH 2025					APRIL 2025				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
3	4	5	6	7 PR	3	4	5	6	7		1	2	3	4
10	11	12	13	14	10	11	12 X	13	14	7	8	9	10	11
17	18	19	20	21	17	18	19	20	21	14	15	16	17 PD DAY	18 GOOD FRIDAY
24 PD DAY	25	26	27	28	24	25	26	27	28	21	22	23	24	25
					31					28	29	30		
MAY 2025					KEY									
MON	TUE	WED	THU	FRI	1ST SEM DAYS: 85 2ND SEM. DAYS: 88 173 - STUDENT DAYS 7 - PROF. DEV. DAYS 180 - TOTAL DAYS 4 - TEACHER WORKDAYS 3 - ALT. INSERVICE DAYS 2 - TEACHER INSERVICE HOLIDAYS AND BREAKS 7 - PROF. DEV. DAYS 3 - ABBREVIATED DAYS: GRADES K-5 (8:00 - 11:46 AM); GRADES 6-12 (7:45-11:16 AM) 1 - P/T CONF. DAY: GRADES K-5 (8:00 - 11:00 / 12:00 - 3:00); GRADES 6-12 (7:45 - 11:00 / 12:00 - 2:45); (LUNCH FROM 11:00 - 12:00) PR - PROGRESS REPORTS 6 - STOCKPILED INCLEMENT WEATHER DAYS X - END OF GRADING PERIOD - FIRST/LAST STUDENT DAY									
			1	2	BOARD APPROVAL DATE:									
5 PD DAY	6	7	8	9										
12	13	14	15	16										
19	20	21	22	23 X										
26 MEMORIAL DAY TEACHER WORKDAY	27	28	29	30										



A quote for your consideration

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

Quote No.	3000163335039.1	Sales Rep	Alex Silva
Total	\$42,875.00	Phone	(800) 456-3355, 6179136
Customer #	6952593	Email	Alex_Silva1@Dell.com
Quoted On	Oct. 12, 2023	Billing To	TECHNOLOGY COORDINATOR
Expires by	Oct. 31, 2023		ELIZABETHTON BOARD OF ED
Contract Name	Dell National Cooperative Purchasing Alliance-NCPA		ACCOUNTS PAYABLE
Contract Code	Master Agreement		804 S WATAUGA AVE
Customer Agreement #	C000000005600		ELIZABETHTON, TN 37643-4207
Deal ID	NCPA 01-42		
	26298441		

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you are ready to place an order. Thank you for shopping with Dell!

Regards,
Alex Silva

Shipping Group

Shipping To	Shipping Method
DARRIN BREWER ELIZABETHTON BOARD OF ED 804 S WATAUGA AVE SECRETARY ELIZABETHTON, TN 37643 (423) 547-8000	Standard Delivery Free Cost

Product	Unit Price	Quantity	Subtotal
Chromebook 3110	\$245.00	175	\$42,875.00

Subtotal:	\$42,875.00
Shipping:	\$0.00
Environmental Fee:	\$0.00
Non-Taxable Amount:	\$42,875.00
Taxable Amount:	\$0.00
Estimated Tax:	\$0.00

Total: **\$42,875.00**

Special pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

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respond to threats 24/7

Dell Managed Detection and Response



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Shipping Group Details

Shipping To

DARRIN BREWER
 ELIZABETHTON BOARD OF ED
 804 S WATAUGA AVE
 SECRETARY
 ELIZABETHTON, TN 37643
 (423) 547-8000

Shipping Method

Standard Delivery Free Cost

Chromebook 3110

Estimated delivery if purchased today:
 Nov. 17, 2023
 Contract # C000000005600
 Customer Agreement # NCPA 01-42

Unit Price	Quantity	Subtotal
\$245.00	175	\$42,875.00

Description	SKU	Unit Price	Quantity	Subtotal
Dell Chromebook 3110	210-BCGK	-	175	-
Intel(R) Celeron(TM) N4500 (Dual Core, up to 2.8GHz, 4M Cache, 6W), 4GB Memory, 32GB Storage	329-BGLC	-	175	-
4GB 2933MHz LPDDR4 Non-ECC	370-AGYU	-	175	-
32GB eMMC Hard Drive	400-AWCZ	-	175	-
11.6" HD (1366 x 768) Anti-Glare Non-Touch, Camera & Microphone, WLAN Capable	391-BGHL	-	175	-
Single Pointing Non Backlit, US English	583-BINI	-	175	-
Intel Dual Band Wi-Fi 6 AX201 2x2 802.11ax 160MHz	555-BHJR	-	175	-
3 Cell 42Whr Battery	451-BCWJ	-	175	-
65W Type-C EPEAT Adapter	492-BCXP	-	175	-
E4 Power Cord 1M for US	537-BBBL	-	175	-
Quickstart Guide	340-CXGY	-	175	-
LCD, Non Touch	320-BENN	-	175	-
Not Included	631-ABBH	-	175	-
Google Zero Touch Enrollment	634-BYQH	-	175	-
Chrome Education Upgrade	634-BYQI	-	175	-
Chrome Education FGA	800-BBTT	-	175	-
Fixed Hardware Configuration	998-FHYO	-	175	-
Label C0, Mini Celeron, 4GB,32GB without HDMI + NonTouch LCD	389-EBXG	-	175	-
System Shipment, Chromebook 3110	340-CXHC	-	175	-
Intel 11th Gen Celeron CPU label.	389-DYFS	-	175	-
BTS/BTP Smart Selection Shipment, Chromebook (VS)	800-BBQM	-	175	-
Bottom Door	321-BHEO	-	175	-
Dell Limited Hardware Warranty Initial Year	868-9850	-	175	-
Mail In Service after Remote Diagnosis, 1 Year	868-9852	-	175	-
No Accidental Damage Selected	981-4619	-	175	-

Subtotal:	\$42,875.00
Shipping:	\$0.00
Environmental Fee:	\$0.00
Estimated Tax:	\$0.00

Total:	\$42,875.00
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Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

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