

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, February 15, 2024, @ 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, February 15, 2024, 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: January 18, 2024
 - B. Approve General Purpose Fund Financial Statement, Date: January 2024
 - C. Approve Federal Projects Fund Financial Statement, Date: January 2024
 - D. Approve School Nutrition Fund Financial Statement, Date: January 2024
 - E. Approve second reading of the following Board Policies:
4.700 Testing Programs
 - F. Approve request for Property / Equipment - Sale / Disposal.
 - G. Approve CTE Exchange agreement between Elizabethton City Schools and Unicoi County Schools for the 2023-2024 school year.
 - H. Approve the 2024-2025 Pre- K Continuous Quality Improvement Plan.
 - I. Approve Federal Projects Budget Amendments #1
8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**
 - A. Personnel Report
 - NEW HIRES:
 - Keirstyn Brooks-ESP Student Leader-Effective 1/30/2024
 - Amy Emmert- Interim Educational Assistant @ EHS- Effective 1/23/2024
 - Austene Smith-Interim SS Teacher @ TAD-Effective 1/23/2024
 - Cassie Minton- Assistant Softball Coach @ TAD-Effective 1/31/2024
 - Stan Ogg- Interim Teacher @ EHS-Effective 2/1/2024
 - Arista Bremer-ESP Student Leader-Effective 2/5/2024

Annie Willis- Assistant Softball Coach @ EHS-Effective 2/6/2024

REHIRE:

Zach Bickford-Interim SPED Teacher @HME-Effective 1/22/2024

Elly Cash-Educational Assistant@TAD-Effective 2/7/2024

ADDITIONAL POSITION:

Margie Lopez-ESP Student Leader-Effective 1/23/2024

TRANSFERS:

Alexis Bier-Interim TNAC Teacher-Effective 1/26/2024

Olivia Roe-Interim Teacher-Effective 3/2024

Amanda Woodby-from P/T SPED. Assistant to F/T Educational Assistant-Effective 2/5/2024

Carolyn Ayers-from SPED Assistant.to Reg. Ed Assistant-Effective 2/5/2024

RESIGNATIONS:

Angela Taylor-Educational assistant-Effective 1/19/2024

Bo Toft-Educational Assistant-Effective 2/5/2024

TERMINATIONS:

LEAVE OF ABSENCE:

Jordy Harrison-Effective 1/22/2023-3/1/2024

Michael Wilson-Effective 1/12/2024-2/2/2024

Brooke Clawson-Effective 2/12/24-4/30/24

Sheila Yelton-Effective 2/12/2024-2/23/2024

- 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 Budget Request for the 2024-2025 school year.
 - B. Approve awarding RFP ECSS 2023-2024-02 for Purchase and Installation of Security Film for Windows and Entrance Doors to Solar Response,LLC.
10. **FOR YOUR INFORMATION**
11. **NEXT REGULARLY SCHEDULED BOARD MEETING**
- The next regularly scheduled Board Meeting will be held on Thursday, March 21, 2024 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, January 18, 2024 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, January 18, 2024, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:25 PM.

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

1. CALL TO ORDER
2. MOMENT OF SILENCE
3. PLEDGE TO THE FLAG
4. APPROVE CONSENT AGENDA AND REGULAR AGENDA

Motion was made by Phil Isaacs, second by Ed Alexander to approve the Consent and Regular Agendas. Motion carried.

Ed

Alexander: aye

Phil
Isaacs: aye

Danny
O'Quinn: aye

Eddie
Pless: aye

Jamie
Schaff: aye

aye: 5, nay: 0

- A. Minutes of Regular Meeting: Date. December 19, 2023
- B. Approve General Purpose Fund Financial Statement, Date: December 2023
- C. Approve Federal Projects Fund Financial Statement, Date: December 2023
- D. Approve School Nutrition Fund Financial Statement, Date: December 2023
- E. Approve request for property/equipment sale /disposal.
- F. Approve second reading of Board Policies:
 - 2.400 Revenue
 - 2.601 Fundraising Activities
 - 2.8051 Credit Cards
 - 3.205 Security

5. TIME FOR CITIZENS TO SPEAK

No citizens ask to appear before the Board.

6. SPECIAL RECOGNITION

7. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

A. Personnel Report

NEW HIRES:

B. Director's Update

All of our various capital projects are going great. They have completed 2 more classrooms at Harold McCormick. They were also able to remove all the asbestos from the cafeteria

ceiling and get the duct work installed for the new HVAC system.

The secure entrance project at TA Dugger is close to completion. They are waiting for the roll up window to arrive, which should be in the next couple of weeks.

The Union building is moving along nicely. We are waiting for the HVAC unit to be installed and hope to be able to occupy a portion of the building by March.

We are finalizing the drawings for the new training facility. Mr. Weems is going back over everything to see if there are areas where we can lower the cost.

We received a Supply Chain Disruption Assistance Grant for our School Nutrition Program. We want to thank Mrs. Wilson and Mrs. Isaacs for their work in getting this 68,000.00 grant for our system.

It will be used for vegetables, fruits, milk and some items that have been minimally processed since covid. The main thing we will get is milk for the school system.

We put out an RFP last week for Ballistic Film for windows and glass doors. We will be using the Safe Schools and COPS Grant funding for this project. We will be opening the Bids on

January 29, 2024. This will be a huge improvement for our system.

School letter grades came out. A letter grade is a small fraction of what happens on a daily basis. There is always room for improvement, but we are very proud and appreciative of our students and staff.

The softball turf is completed. There are a few small things left to do, but it looks fantastic. The Twins field, they are at a point where they can begin the actual turf installation. Also on January 24th, Coach Presnell and the baseball team will have a groundbreaking for the new batting facility. The funding is being paid for in large through a donation from Evan Carter and his t-shirt sales. The baseball team has raised all the money for this facility.

C. Board Member Reports

Mr. Alexander wanted to thank the system for allowing him the opportunity to attend the New Board Members' Conference. It was very enlightening.

He also commended Mrs. Wilson and Mrs. Simcox for determination of various categories for which we received money. He thanked the grant writer who made the free breakfast and lunch for all students possible. He thinks we will see a boom in test scores. It is proven that a student can't

learn if they are hungry. Our system is making progress, and we need to fight these vouchers.

D. City Council Liaison's Report

Mr Simerly had no comments or concerns.

E. Student Liaison's Report

Hannah wished Mr. VanHuss a Happy Birthday!

She talked about how she and Dr. Minton had been discussing and working on a text message system so that the students can have access and be able to get all the daily announcements.

There will be more information coming out about that next week.

8. REGULAR AGENDA

A. Approve Tenure recommendations for the following teachers:

Amanda Barnett

Brooke Clawson

Jacob Davis

Jordy Harrison

Lauren Meier

Cassie Minton

Laura Reasor

Lara Beth Fair

Victoria Nanney

Shelley Smithdeal, SLP

Motion was made by Jamie Schaff, second by Ed Alexander To approve

Tenure recommendations for the following teachers: Amanda Barnett

Brooke Clawson Jacob Davis Jordy Harrison Lauren Meier Cassie Minton

Laura Reasor Lara Beth Fair Victoria Nanney Shelley Smithdeal, SLP

Motion carried.

Ed

Alexander

er:

Phil
Isaacs: aye
Danny
O'Quin aye
n:
Eddie
Pless: aye
Jamie
Schaff: aye

aye: 5, nay: 0

This is a great group of educators and their efforts are amazing and go far beyond the classroom. I am very proud of these educators, and we are excited to present these teachers to the Board.

B. Approve first reading of Board Policy 4.700 Testing Programs.

Motion was made by Danny O'Quinn, second by Jamie Schaff To approve first reading of Board Policy 4.700 Testing Programs. Motion carried.

Ed
Alexand aye
er:
Phil
Isaacs: aye
Danny
O'Quin aye
n:
Eddie
Pless: aye
Jamie
Schaff: aye

aye: 5, nay: 0

These changes focus on new state laws for students to be able to test out of certain course. A test must be put together that includes all the information on that particular subject. There is a lot of work that goes into this, and we are recommending not offering these tests at this time based on the many tests that would be required. We will continue to review this and consult with other individuals who are allowing students to choose this option.

C. Approve resolution opposing Governor Lee's proposed Education Freedom Scholarship Act.

Motion was made by Ed Alexander, second by Jamie Schaff To approve resolution opposing Governor Lee's proposed Education Freedom Scholarship Act. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: aye

n:

Eddie

Pless: aye

Jamie

Schaff: aye

aye: 5, nay: 0

Mr. VanHuss is very appreciative to the Board for taking such a strong stand against vouchers. It is not advantageous to public schools. It takes funds away from public schools and when this happens, then budgets and funds must be cut. There are several concerns about this, such as where

the funds go and what the accountability standards are. When parents were surveyed about their "satisfaction" of student learning, they were satisfied with the program. When have we ever been asked about our satisfaction with our children's learning. The commissioner admitted that the initial results of the voucher program have not had very promising results. If it goes into place, a lot of these private school entities will be very selective with who they allow to admit. We could potentially lose 6800.00 per student if this goes into effect.

Mr Pless stated last year it was 3rd grade retention and this year it is this. It is a shame that public education has to continually fight for its life and never a guaranteed improvement is presented.

Mr. VanHuss stated that when you think about all the positive publicity over the past 3 years. The learning loss gains that the state produced. The results from TN ALL CORP tutoring and all the different things. We have made tremendous gains from this program. Was the timing of the release of the school letter grades strategic? We can all have our own opinion on this.

Mrs Schaff commented that during the Legislative Conference, not one committee member had a child that attended public schools.

D. Approve contract with Central Technologies, Inc. to install electronic card readers on interior classroom and office doors at a cost of \$457,059.17, utilizing the TIPS Cooperative Purchasing agreement.

Motion was made by Danny O'Quinn, second by Ed Alexander To approve contract with Central Technologies, Inc. to install electronic card readers on interior classroom and office doors at a cost of \$457,059.17, utilizing the TIPS Cooperative Purchasing agreement. Motion carried.

Ed

Alexander

er:

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

aye: 5, nay: 0

This contract will be funded through TIPS Cooperative Purchasing agreement. This is a tack on to an earlier project that was bid and approved by the state which meets all criteria of board policy and state law. This will be paid for by the COPS Grant and will encompass installing card readers on all interior classroom and office doors in the school system.

There is a matching portion of the COPS grant that we will address on the Ballistic Film and hopefully have ready to submit for approval next month. That will be the entirety of the 2 projects encompassed in this grant.

9. FOR YOUR INFORMATION

10. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, February 15, 2024 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: aye

Danny

O'Quinn: aye

Eddie

Pless: aye

Jamie

Schaff: aye

aye: 5, nay: 0

Chairman of the Board

Director of Schools

		2023-24	2023-24	2023-24	2023-24	Unencumbered	January 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	1,630,592.80	45.29	1,969,407.20	1,370,016.13
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	86,000.00	86,000.00	48,987.40	56.96	37,012.60	15,328.53
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	10,260.19	44.61	12,739.81	5,056.51
141 R 40140	000	INTEREST AND PENALTY	27,000.00	27,000.00	8,458.23	31.33	18,541.77	3,867.66
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	1,297,642.80	30.90	2,902,357.20	643,518.62
141 R 40275	000	MIXED DRINK TAX	22,000.00	22,000.00	14,582.41	66.28	7,417.59	2,262.97
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	374.87	62.48	225.13	107.36
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	380,000.00	380,000.00	209,900.55	55.24	170,099.45	48,291.88
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	125,628.01	55.11	102,346.99	15,752.94
141 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	64,761.06	161.90	-24,761.06	13,639.15
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	193,694.27	0.00	-193,694.27	192,761.01
141 R 44990	000	OTHER LOCAL REVENUES	273,195.00	273,195.00	96,183.16	35.21	177,011.84	18,900.65
141 R 46510	000	TISA STATE FUNDING	19,250,000.00	19,250,000.00	11,996,455.38	62.32	7,253,544.62	2,059,427.07
141 R 46515	000	EARLY CHILDHOOD EDUCATION	407,000.00	407,000.00	201,407.76	49.49	205,592.24	82,770.71
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	15,504.89	50.17	15,402.11	0.00
141 R 46790	000	OTHER VOCATIONAL	340,113.00	340,113.00	95,089.99	27.96	245,023.01	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	11,844.91	44.87	14,555.09	0.00
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	1,400,000.00	58.33	1,000,000.00	600,000.00
Grand Revenue Totals		31,853,618.00	31,853,618.00	17,421,381.25	54.69	14,432,236.75	5,071,701.19	

Number of Accounts: 40

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

Acct	2023-24		2023-24		Unencumbered		January 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	5,816,248.93	39.96	8,734,924.78	1,071,882.99
141 E 71200 --- --- -----	SPECIAL EDUCATION PROGRAM	2,561,690.00	2,561,690.00	1,095,841.00	42.78	1,465,624.00	212,127.09
141 E 71300 --- --- -----	VOCATIONAL EDUCATION PROGRAM	1,716,235.00	1,716,235.00	788,715.60	45.96	910,217.29	124,661.58
141 E 71400 --- --- -----	STUDENT BODY EDUCATION PROGRAM	425,130.00	425,130.00	268,432.54	63.14	156,697.46	-11,025.92
141 E 72110 --- --- -----	ATTENDANCE	111,810.00	111,810.00	63,037.13	56.38	47,922.87	5,942.00
141 E 72120 --- --- -----	HEALTH SERVICES	433,622.00	433,622.00	191,968.64	44.27	236,668.66	33,321.76
141 E 72130 --- --- -----	OTHER STUDENT SUPPORT	1,117,740.00	1,117,740.00	366,623.13	32.80	740,092.89	57,904.20
141 E 72210 --- --- -----	REGULAR INSTRUCTION PROGRAM	1,326,988.00	1,326,988.00	610,677.05	46.02	712,462.49	66,345.88
141 E 72220 --- --- -----	SPECIAL EDUCATION PROGRAM	413,459.00	413,459.00	203,937.87	49.32	209,521.13	33,154.31
141 E 72230 --- --- -----	VOCATIONAL EDUCATION PROGRAM	178,895.00	178,895.00	92,906.21	51.93	85,629.47	13,565.42
141 E 72250 --- --- -----	TECHNOLOGY	830,510.00	830,510.00	509,057.27	61.29	314,394.11	48,561.87
141 E 72310 --- --- -----	BOARD OF EDUCATION	596,365.00	596,365.00	425,556.57	71.36	160,333.43	67,579.83
141 E 72320 --- --- -----	OFFICE OF THE SUPERINTENDENT	438,535.00	438,535.00	252,970.91	57.69	167,714.67	34,405.77
141 E 72410 --- --- -----	OFFICE OF THE PRINCIPAL	1,897,951.00	1,897,951.00	961,082.56	50.64	936,868.44	150,231.45
141 E 72510 --- --- -----	FISCAL SERVICES	422,650.00	422,650.00	253,447.51	59.97	164,596.53	30,128.66
141 E 72610 --- --- -----	OPERATION OF PLANT	2,016,211.00	2,016,211.00	1,137,115.99	56.40	874,287.08	139,249.93
141 E 72620 --- --- -----	MAINTENANCE OF PLANT	1,228,225.00	1,228,225.00	790,517.72	64.36	214,064.06	114,040.51
141 E 72710 --- --- -----	TRANSPORTATION	813,436.00	813,436.00	314,659.51	38.68	265,104.07	41,580.77
141 E 73100 --- --- -----	FOOD SERVICE	41,395.00	41,395.00	11,522.34	27.84	29,872.66	1,897.32
141 E 73300 --- --- -----	COMMUNITY SERVICES	227,975.00	227,975.00	109,916.69	48.21	105,636.36	2,467.80
141 E 73400 --- --- -----	EARLY CHILDHOOD EDUCATION	407,000.00	407,000.00	200,223.65	49.20	206,776.35	36,247.94
141 E 76100 --- --- -----	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	1,348,968.04	1,466.27	-1,955,378.18	355,810.89
Grand Expense Totals		31,853,618.00	31,853,618.00	15,813,426.86	49.64	14,784,030.62	2,630,082.05

Number of Accounts: 637

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

		2023-24	2023-24	2023-24	2023-24	Unencumbered	January 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>	
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	95,123.00	95,123.00	57,066.81	59.99	38,056.19	8,031.30
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	9,000.00	9,000.00	6,221.52	69.13	2,778.48	953.07
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	35,330.00	35,330.00	19,602.98	55.49	15,727.02	3,044.98
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	611,680.00	611,680.00	212,096.21	34.67	399,583.79	43,465.56
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	16,128.00	16,128.00	6,142.50	38.09	9,985.50	1,228.50
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	516,142.00	516,142.00	234,212.15	45.38	281,929.85	41,306.85
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	52,820.00	52,820.00	24,293.45	45.99	28,526.55	4,305.48
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	87,544.00	87,544.00	54,683.39	62.46	32,860.61	8,777.81
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	48,895.00	48,895.00	24,284.00	49.67	24,611.00	7,225.14
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,059.00	110,059.00	86,616.77	78.70	23,442.23	0.00
142 R 47401	930	ESSER 3.0	339,480.00	339,480.00	232,007.06	68.34	107,472.94	148,910.12
142 R 47401	933	ESSER 3.0	4,250,000.00	4,250,000.00	2,016,386.61	47.44	2,233,613.39	264,418.18
142 R 47307	936	ESSER 2.0	0.00	0.00	35,625.00	0.00	-35,625.00	35,625.00
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	23,337.00	23,337.00	6,440.00	27.60	16,897.00	1,610.00
Grand Revenue Totals			6,195,538.00	6,195,538.00	3,015,678.45	48.68	3,179,859.55	568,901.99

Number of Accounts: 14

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

	Acct	2023-24		2023-24		Unencumbered		January 2023-24	
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity		
142 E 71100	REGULAR INSTRUCTION PROGRAM	1,752,151.00	1,752,151.00	1,118,888.39	63.86	539,450.17	143,856.24		
142 E 71200	SPECIAL EDUCATION PROGRAM	627,808.00	627,808.00	220,327.91	35.09	407,480.09	43,611.87		
142 E 71300	VOCATIONAL EDUCATION PROGRAM	19,830.00	19,830.00	11,284.58	56.91	6,395.56	864.00		
142 E 72120	HEALTH SERVICES	50,000.00	50,000.00	25,000.00	50.00	25,000.00	15,000.00		
142 E 72130	OTHER STUDENT SUPPORT	407,469.00	407,469.00	162,323.31	39.84	234,806.42	21,229.17		
142 E 72210	REGULAR INSTRUCTION PROGRAM	367,979.00	367,979.00	238,077.31	64.70	91,976.69	81,087.88		
142 E 72230	VOCATIONAL EDUCATION PROGRAM	2,000.00	2,000.00	1,189.62	59.48	-888.62	0.00		
142 E 72250	TECHNOLOGY	83,326.00	83,326.00	39,127.88	46.96	44,198.12	6,610.66		
142 E 72710	TRANSPORTATION	0.00	0.00	2,208.59	0.00	-2,208.59	34.76		
142 E 73300	COMMUNITY SERVICES	110,059.00	110,059.00	105,200.49	95.59	4,858.51	9,997.70		
142 E 76100	REGULAR CAPITAL OUTLAY	2,772,456.00	2,772,456.00	1,132,321.25	40.84	1,640,134.75	159,163.95		
142 E 99100	OPERATING TRANSFERS	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	3,055,949.33	49.33	2,993,663.10	481,456.23		

Number of Accounts: 185

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

		2023-24	2023-24	2023-24	2023-24	Unencumbered	January 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>	
143 R 43521	000	LUNCH PAYMENTS - CHILDREN	175,000.00	175,000.00	83,230.32	47.56	91,769.68	-91.09
143 R 43522	000	LUNCH PAYMENTS - ADULTS	15,500.00	15,500.00	8,964.94	57.84	6,535.06	1,235.35
143 R 43525	000	A LA CARTE SALES	16,000.00	16,000.00	34,234.95	213.97	-18,234.95	3,976.86
143 R 43990	000	OTHER CHARGES FOR SERVICES	13,000.00	13,000.00	11,070.20	85.16	1,929.80	294.84
143 R 44110	000	INVESTMENT INCOME	20,000.00	20,000.00	21,262.35	106.31	-1,262.35	3,291.81
143 R 46520	000	SCHOOL FOOD SERVICE	12,500.00	12,500.00	0.00	0.00	12,500.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	700,000.00	700,000.00	354,573.70	50.65	345,426.30	56,076.45
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	0.00	0.00	93,500.00	0.00
143 R 47113	000	USDA BREAKFAST	325,000.00	325,000.00	177,902.48	54.74	147,097.52	29,144.37
143 R 47114	000	USDA - ESP SNACK PROGRAM	14,500.00	14,500.00	12,274.23	84.65	2,225.77	1,024.92
Grand Revenue Totals			1,385,000.00	1,385,000.00	703,513.17	50.80	681,486.83	94,953.51

Number of Accounts: 37

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

		2023-24	2023-24	2023-24	2023-24	Unencumbered	January 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>
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,385,000.00	1,385,000.00	801,699.39	57.88	583,300.61	116,577.79
<hr/> Grand Expense Totals		1,385,000.00	1,385,000.00	801,699.39	57.88	583,300.61	116,577.79

Number of Accounts: 81

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

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 03/16/23
		Rescinds: 4.700	Issued: 09/16/21

General

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

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

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

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

Commented [MN1]: From TSBA:

Public Chapter 269 allows students to test out of certain courses. For courses with no end of course exam, high school students will be able to receive credit for the class if they earn a qualifying score. At its August meeting, the State Board of Education revised its policy 2.103 which includes a list of eligible courses and goes into more detail regarding implementing this new law. The school district will determine the score needed for these exams.

Below are the eligible courses per the updated State Board of Education policy.

- English IV
- Pre-Calculus
- Anatomy & Physiology
- Ecology
- World History and Geography
- Economics
- Personal Finance
- Latin I
- French I
- German I
- Spanish I
- Russian I
- Japanese I
- Chinese I
- American Sign Language I
- Other Languages I

This update to state law and State Board of Education policy also requires that local Boards create a policy on this topic. We have updated our model policy to include a provision on testing for credit. As always, we recommend reviewing this model language to fit your district's needs.

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

3 **WEIGHTING TCAP SCORES**

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

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

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

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

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

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

15 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

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

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

23 **TESTING INFORMATION AND PARENTAL CONSENT**

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

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

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

- 32 1. The name of the test;

33

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

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

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

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

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

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

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

32 **HIGH SCHOOL CREDIT EXAM FOR ELIGIBLE COURSES¹⁰**

33 The district does not offer students in grades 9-12 the option of obtaining credit for eligible
34 courses via a credit exam.

1

Legal References

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

Legal References

9. TCA 49-10-108
10. 20 USCA § 1232(g)
11. TRR/MS 0520-01-03-.03(11)
12. TCA 49-1-617; State Board of Education Policy 2.102
13. TRR/MS 0520-01-03-.03(10); State Board of Education Policy 2.103; TCA 49-1-617
14. TCA 49-6-412
15. TCA 10-7-504(a)(4)(A)
16. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103
17. TRR/MS 0520-07-01-.03(3)
18. Public Acts of 2023, Chapter No. 269; State Board of Education Policy 2.103

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

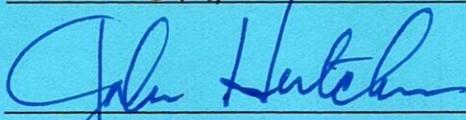
The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

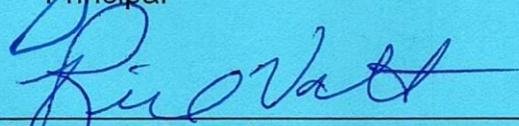
ITEM: Smartboard SB680 FY11 Tag# 4776
Daniel Memorial DVD FY11 Tag# 4794
Character Development Notebook-CD FY11 Tag# 4795
IPAD FY17 Tag # 9530
(3) HP Notebooks FY17 Tag #'s 9531, 9532, 9533

INVENTORY TAG NUMBER: Multiple - See above

METHOD OF SALE/DISPOSAL: Items not in working order, ^{or outdated} will be discarded

SCHOOL/BUILDING WHERE ITEM IS HOUSED ETCHA

SALE/DISPOSAL AUTHORIZED BY:  DATE: 1/31/24
Principal

AUTHORIZED BY:  DATE: 1/31/24
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: ① old filing cabinets' ② Podium ③ Teacher chair
④ Approximately 100 student chairs
⑤ Approximately 20 student desks

Very old equipment, Basement is full

INVENTORY TAG NUMBER: ① Unmarked (ETSU) ② Unmarked ③ Unmarked ④ r ⑤ Some are marked

METHOD OF SALE/DISPOSAL: Trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: HME

SALE/DISPOSAL AUTHORIZED BY: Eric Wampler DATE: 6 Feb 24
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Office Desk + Credenza - (No ID #)
2-Teacher Desk

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Donation or trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: West Side Elementary

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: _____
Principal

AUTHORIZED BY: [Signature] DATE: 2/8/24
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: 98 Student Desk
41 Student Chairs
12 Tables
1 Overhead Projector
7 Devices for non mobile Students

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Dumpster/trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED West Side Elementary

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 2/5/24
Principal

AUTHORIZED BY: [Signature] DATE: 2/8/24
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

**MEMORANDUM OF UNDERSTANDING BETWEEN
ELIZABETHTON CITY SCHOOLS & UNICOI COUNTY SCHOOLS
FOR A CTE COURSE EXCHANGE PROGRAM**

This Memorandum of Understanding (“MOU”) is made entered into by and between Elizabethton City Schools (“ECS”) and Unicoi County Schools (“UCS”), each individually a “Party” and collectively, the “Parties”, pursuant to their authority under TENN. CODE ANN. § 7-51-908 to contract for matters concerning education. The purpose of the MOU is to establish a Career and Technical Course Exchange Program.

1. **Effective Date.** The MOU shall be effective on the date executed by authorized representatives of both Parties, and if different, then on the latter date thereof.
2. **Term and Termination.** The MOU shall terminate on June 30 following its effective date. Prior to June 30, the Parties will discuss and mutually agree to renewal or termination of the MOU. Additionally, either Party may terminate the MOU by written notice to the other Party specifying that the MOU will terminate ninety (90) calendar days after receipt of the written notice or the end of the current academic year.
3. **Definitions.**
 - a. Career and Technical (“CTE”) Course Exchange Program [“Program”] is a plan allowing high school students from each Party to participate in CTE courses offered by the other Party.
 - b. Home District is the Party in which students participating in the Exchange Program are enrolled full-time.
 - c. Host District is the Party offering a CTE course in which students from the Home District may participate.
4. **Roles and responsibilities of the Host District**
 - a. The Host District retains the authority to designate the CTE courses for which students from the Home District are eligible.
 - b. The Host District must notify the other Party no later than thirty (30) calendar days before the beginning of each school semester as to how many spaces are available for students from the other district. Decisions regarding the number of spaces available shall enhance opportunities for students without detriment to students in the Host District’s academic program.
 - c. The Host District will provide and fund an instructor who is appropriately licensed and certified and who is otherwise legally authorized to teach in Tennessee.
 - d. The Host District will provide and fund an appropriate and adequate classroom space to provide a quality educational experience for students.
 - e. The Host District will retain the authority and responsibility to assign all grades related to the CTE course. Course instructors will provide updates to the student’s Home District to include, at minimum, timely submission of final grades required for progress reports and report cards .
 - f. The Host District school will supply usual and reasonable student materials, technology, and costs associated with CTE course(s).

5. Roles and Responsibilities of Both Parties.
 - a. Each Party must commit to good faith cooperation in the development and operation of the Program.
 - b. The CTE Director of each Party is responsible for communication and coordination of services with the other Party. Liaisons will speak regularly, no less than once a quarter, to discuss and evaluate the effectiveness of collaborative efforts and to develop and refine additional strategies and opportunities of mutual benefit.
 - c. The Parties will jointly evaluate the Program and the effectiveness of the Parties' collaboration during an annual meeting that includes at least one representative of each Party.
 - d. Each Party retains responsibility and liability for any transportation required for its own students to participate in the Program.

6. Roles and Responsibilities of Students Participating in Exchange Program Courses
 - a. Students are permitted to attend field trips and excursions related to the CTE course in which they are enrolled but shall be subject to the same rules and requirements imposed upon students in the Host District for such participation.
 - b. Students are required to provide materials, pay fees or otherwise meet responsibilities reasonably required of students in the Host District for courses in which they are enrolled, provided, however, that fees must be assessed consistent with Tenn. Comp. R. & Regs. 0520-01-02-.16 or any subsequent revision thereof.
 - c. Students must maintain satisfactory attendance, academic achievement and disciplinary records, and if not, they may be removed from the Program with at least one (1) business day advance notice to the Home District.

7. The Parties expect significant mutual benefit from their collaborative efforts in this Program but do not commit nor expect commitment by either Party regarding specific projects or the use of specific resources to achieve the purpose of this MOU. Should funding commitments be required, the MOU will be modified pursuant to paragraph eleven (11) herein.

8. The Parties agree that personally identifiable information regarding students will be accessed, used, retained or disclosed in compliance with the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g), together with its implementing rules and regulations, and other applicable laws governing confidentiality.

9. The Parties agree, warrant and assure that no person shall be excluded from participation in, be denied benefits of, or be otherwise subject to discrimination in the performance of this MOU on the grounds of disability, age, race, color, religion, sex, national origin, or any other classification protected by federal or Tennessee constitutional or statutory law.

10. Both Parties shall have the duty to meet and attempt, in good faith, to resolve any disputes or disagreements. Any dispute not resolved within twenty-five (25) days shall be referred to mediation conducted by a Tennessee Supreme Court listed Rule 31 mediator chosen by mutual agreement of the Parties. Should mediation fail, a complaint may be filed in a court of competent jurisdiction in Carter County,

Tennessee, or if there is no court of competent jurisdiction within the county, then such court that is nearest Carter County, Tennessee . The Parties hereby consent to the venue in those courts. Should there be a material breach and should the same fail to be cured or resolved, then both Parties shall have all rights and remedies against the other as permitted by law or by this MOU.

11. No change, alteration or modification of the MOU shall be effective unless in writing and signed by a duly authorized agent of the respective Parties hereto. This MOU may be executed in counterparts, each of which shall constitute an original and all of which when taken together shall constitute one document.
12. No waiver of any term, provision, or condition of this Agreement, whether by conduct or otherwise, in any one or more instances, shall be deemed to be or construed as a further and continuing waiver of any such term, provision or condition of this Agreement.
13. This MOU and its Attachment A constitute the entire agreement between the Parties relating to the subject matter hereof and supersede all other agreements between the Parties relating to the matters discussed herein, whether written or verbal.
14. This Agreement was drafted jointly by the Parties and shall not be construed or interpreted against any Party based upon the contention that this Agreement or a portion of it was drafted by that Party.

IN TESTIMONY HEREOF, the Parties have executed this MOU, effective on the date appearing opposite their signatures below or the latter date thereof.

Director of Schools
Elizabethton City Schools

Date

Director of Schools
Unicoi County Schools

Date

ATTACHMENT A
Elizabethton City Schools and Unicoi County Schools
Roles & Responsibilities

CTE Instructors

- Teach with fidelity to the approved curriculum
- Teach using provided A/V equipment
- Instruct using Canvas or Google Classroom as collaboration tool with students
- Provide grades for entry to the class proctor in a timely manner
- Organize fields trips, if appropriate
- Coordinate Local Dual Credit assessments, if applicable
- Oversee completion of industry certifications, if applicable

CTE Directors

- Coordinate services and communications regarding the Program
- Complete evaluations and/or reports required to implement the Program
- Conduct monthly partnership meetings to assess success and lessons learned
- Address escalated issues/concerns in a timely manner to ensure success of the Program
- Approve field trips, provided that approval shall be consistent with applicable board policies and procedures
- Monitor compliance with the MOU



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

Thompson, Travis

Production
Session Timeout
00:06:49

Continuous Quality Improvement

Elizabethton (101) Public District - FY 2025 - Voluntary Pre-K - Rev 0 - Voluntary Pre-K

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

- The specific state-approved curriculum and sounds-first foundational skills supplement used and how the district supported teachers and assistants in the implementation of these high-quality materials
- Examples of how your district ensured curricula is being used to fidelity without additional supplements outside of the required foundational skills supplement
- Examples of how high-quality instructional materials are being used to support teaching and learning
- A plan for delivering relevant and meaningful professional development to voluntary pre-kindergarten teachers, specific to ensuring a high-quality pre-kindergarten experience*
- A breakdown of the required 5.5 hours of instructional time and how this time is used to promote learning goals with preschool children
- How the district ensures coordination and alignment between VPK classrooms and kindergarten with the goal of ensuring that elementary grade instruction builds upon pre-kindergarten classroom experiences*

ARTIFACTS: VPK Daily Schedule and Curriculum Implementation Training Schedule

In the 2024-25 school year, teachers will use the adopted curriculum, Connect 4 Learning, and the Tennessee Foundational Skills Curriculum in the classroom. Research has proven that implementing Sounds First foundational skills into the daily instruction and providing teachers with high quality instructional materials are critical to both student and teacher success. All Pre-K teachers participated in the Reading 360 early literacy training from the state in July of 2021. The district has also supported curriculum implementation support to the teachers during the 2023-2024 school year by including district and school-level coaches in the process. Pre-K teachers were also involved in our Early Literacy Network work with our vendor, School Kit. Our partnership began in the 2021-22 school year and continued through the 2022-23 school year. School Kit worked with teachers and instructional leaders on practical systems to sustain the outstanding work of our teachers in early literacy. Our district has also adopted the Tennessee Foundational Skills Curriculum Supplement for foundational skills instruction in K-2, so the systematic scope and sequence that begins in PreK will be continued through kindergarten and beyond. Additionally, continued work with instructional coaches will ensure coordination between VPK classrooms and elementary schools. To strengthen the alignment between VPK classrooms and kindergarten, Pre-K teachers and assistants will participate in trainings with kindergarten teachers, engage in classroom observations of kindergarten classrooms, and engage in reflective conversations around how to best prepare students for kindergarten. Also, the district is participating in a Kindergarten Readiness consortium with other districts in the region. There are Pre-K and Kindergarten representatives on the district team. This advocates for an easy transition from Pre-K to Kindergarten.

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

The district ensures that the curricula is being taught with fidelity without additional supplements by announced and unannounced observations and walkthroughs. The Pre-K director evaluates all Pre-K teachers using CLASS, he, along with the building principal conduct routine fidelity checks and walkthroughs that focus on quality instruction being delivered with the use of only approved curriculum or resources.

Artifacts requested are attached in "related documents".

2. In 750 words or less, please explain how the district focuses on engaging VPK parents and families throughout the school year beyond what is minimally required within the VPK Scope of Services*. Please include how your district encourages participation on the VPK family satisfaction survey and how this data is used to support programming decisions.

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

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

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

- Physical Therapy thru contracted services
- Speech (articulation/language/hearing)
- Vision
- Access to mental health counseling and at school counselors

- Children who have been referred from TEIS and Child Find to develop an IEP.

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

- "Get the Scoop" - a back to school night where parents met teachers, looked at grade level specific standards, and teacher/staff shared important information about the school year.
- "Bingo for Books" - a night where students played bingo and took home books as the prize. Their parents were given and trained on a reading skill card by grade level. This gave them questions and activities to assist the child with comprehension and fluency skills at home.
- Academic Conferences
- All-Pro Dad's Program
- Anti-bullying Committee (parents)
- Book Fairs
- Calendars (Yearly with main events, holidays...)
- Classroom Volunteers – Parents, College Students, Community Members
- Character Education (Assembly)
- Character Education Visitors
- Clothes Donations – Parents, Community
- Discipline Committee (parents)
- Fire safety Week Visits – school trips
- Food Drive
- Guest Speakers/Visitors
- Handbooks
- Holiday and Special Occasion Parties
- Homeroom Mom/Dad
- Library Volunteers
- Lunch/Breakfast with Child – Daily
- News releases (newspaper, radio, TV)
- Nurses – Hearing, Vision and Scoliosis Screenings
- On campus Parent Coordinator
- Open Parent Conferences – Available Daily - Our first scheduled conference on the calendar, we demonstrated 100% attendance - our next scheduled is later in the school year
- Parental Involvement Contract
- Parent Night (Open House)
- Parental Notification of Title I Read/Reading Recovery Students
- Parent/Teacher Conferences
- Parent/Grandparent Visitation Day
- Planned Family Engagement Events for each grade level

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

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

ECS, VPK, consistently released information in regard to the VPK Satisfaction Survey this past school year. When our final survey results were released to us, we were extremely surprised to see the embarrassing low numbers of participation. When discussing this matter during CPAC and PLCs, we determined that our method of release was not effective and that we needed to make changes. This year, instead of only releasing the survey via through use of technology, we will make the survey available through various means of technology, but we will also set up Chromebook stations during parent nights, before and after car drop off and pick up, during our Extended School Program, and upon request by parents as the need arises due to lack of personal technology. Our goal is to significantly increase the number of participants this year so that we can make better informed decisions that are derived from full participation of stakeholders.

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3. In 750 words or less, please describe how your district used pre-K observational data to improve quality in the 2022-23 school year (must minimally include data points and focus areas) and how the data was used to increase high-quality teaching and learning. For the 2023-24 school year, describe what data have you collected and how are you using this data to provide coaching and support to teachers and assistants in order to ensure that your students have a high-quality VPK experience. Specifically describe ways your district ensures continuous quality improvement of the pre-K program by implementing quality measurement tools and at what frequency these measures occur. Your response must include the following:

- The specific pre-K observational tool utilized to provide coaching support
- Areas of identified coaching support for teachers and teaching assistants including data points guiding decisions related to areas of support
- The specific tool used to evaluate environmental quality on all new teachers to pre-K and all other teachers on a rotating three year basis
- Areas of identified support related to environmental quality and how support led to quality improvement

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

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

Teacher Observations:

-Teachers are observed multiple times throughout the school year by utilizing the Classroom Assessment Scoring System (CLASS). This system allows us to focus on teacher-student interactions all the while focusing on quality improvement for our students and teachers to remain successful. Data derived from our CLASS observations has supported us in customizing professional development and specific coaching in order to provide more impactful improvements and learning within our classrooms. During the 2022-23 school year we placed a strong focus on the new "sounds first" initiative within our classrooms. CLASS assisted us in identifying the need for further developing our instructional learning formats as well as concept development. Through targeted coaching by district staff as well as the "School Kit" professional development team, we noticed a positive trend throughout our 4 classrooms specifically in the listed domains and ultimately leading to success and growth for our teachers and students. Teacher assistants were also included in this training as well as completing the online training for Tennessee Foundational Skills.

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

-Throughout this 2023-24 school year, our teachers have continued to be observed using CLASS. Current data demonstrates that our 4 classroom teachers are averaging around a 4 in the domains of Concept Development, Quality of Feedback, and Language Modeling. Although these domains were trending higher in the previous school year, our teachers attribute some of the lower scoring due to learning and implementing the new Connect4Learning curriculum. As addressed in our Curriculum Implementation training (see related documents) we have full confidence that we will see increases within these domains in our walkthroughs and future CLASS observations.

Supplemental Tool:

-Students - teachers utilize ESGI as well as portfolio to gain specific data and feedback on each individual student. ESGI is used on a weekly basis as a tool for teachers and parents. It provides real-time data on each students' individual growth and achievement. Most notable is that teachers are able to further assess their implementation of foundational skills by various assessments throughout ESGI. Since the start of the school year, we have noticed significant gains in letter recognition, sounds, & oral language and listening, just to name a few. An example, for instance is demonstrated by teacher A. Her class average of 20 students on the oral language and listening assessment has increased from 42% correct at the start of the school year to a current 78% correct. By use of these weekly assessments, our teachers gain valuable data that is used to drive and inform instruction. Information and data gathered from these assessments is also shared and reviewed with the other preK and K classrooms as well as the school and the district. This allows for continuity across all involved. District coaches build professional development around data retrieved. This PD's target is having an audience that includes preK teachers and assistants, K teachers, and our SPED teachers. Depending on the time of year and what results during that time are producing allows the coaches to be specific and meaningful in the PD. Most recently, due to results from CLASS as well as classroom assessments, our teachers and assistants received PD on data analysis, small grouping, and the effects of feedback in relation to student progress.

Environmental Quality Tool:

-Currently, The Early Childhood Environment Rating Scale (ECERS) is being utilized to measure environmental quality throughout our VPK program. During the next FY, we will shift to the CLASS model. One trend we have identified this year falls within the Language and Literacy Indicator. Due to the change in curriculum and continuing to integrate the "Sounds First" initiative, our teachers and assistants initially struggled with helping children with the expansion of vocabulary. They struggled with delivering their instruction in a completely different method (As developed by Connect 4 Learning). This in return affected the expansion of vocabulary. Utilizing ECERS feedback as well as extensive professional development and PLCs aligned with curriculum, teachers and assistants have already seen positive improvements within this indicator.

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4. In 750 words or less, please describe how your district prioritized enrollment of income-eligible four-year old children, including children with disabilities in the 2023-24 school year. Your response must include:

- Current utilization rate (if your utilization rate is below 80%, you must include additional information on ongoing efforts to increase the utilization rate including recruitment and enrollment strategies)
- A breakdown of how many children in your VPK seats are income-eligible and non-income eligible and percent of how many children qualify as children with disabilities representing various categories assigned to children ages 3-5 in the district
- Utilization trends from last three years including how you supported an increase in enrollment for qualifying children
- Efforts to ensure prioritization of income-eligible children including specific strategies your district uses to decide when to enroll three-year-olds or over-income children
- Efforts to ensure equal access for income-eligible children with disabilities including what general education options your district uses to serve preschool children who are not eligible for VPK
- Wait list including income-eligible and non-income eligible students and specific information on how children are enrolled from the waitlist

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

Elizabethton City Schools (ECS) understands the importance of VPK for our community. We continually emphasize the need to identify and serve students who are at-risk, financially as well as needing special services, and need the opportunity to develop in pre-academic and social skills. Our classrooms promote love, joy, and a rich learning environment that adds to students' successes and readies them for kindergarten and adds an extension of greatness that carries throughout their life. Our current utilization rate continues to display numbers that are steady in income eligibility but trend higher in students with disabilities. We are currently at 75% of our capacity. 76% of these students are identified as income-eligible, 20% currently have IEPs, and 2% are in foster care. We do have a waitlist of more non-income eligible students; however, we are holding remaining seats for students in our 619 Pre-K class to transition into our VPK program.

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

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

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

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

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

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

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

Ultimately, throughout the year, working with our CPAC, local housing agency, community partners, and businesses, we are able to successfully spread the word and specifically assist those who are considered at-risk. One partnership that was recently strengthened happened during our Winter CPAC meeting. One of our members, Kelley Geagley, Director of Elizabethton Housing and Development Agency offered our district the use of facilities located in one of our local government housing sections. We are currently examining the property and discussing moving 1-2 of our classrooms to this location. This location would completely embed us inside one of the most impoverished areas inside our district allowing us to remove barriers such as transportation, trust, and the other many factors that deny family's access. Records show that at any given time, we could serve more than twenty students from in and around that area. The facilities would offer classroom space, outside play area, kitchen space, and restroom facilities. If this option comes to fruition, it could help open space within our other building to help support the option of serving all students no matter of income status.

We accept registrations all year long and if we have available space, we will enroll students regardless of time of year. Due to the extreme popularity of our VPK program, we continue to have a waitlist. Currently, our waitlist consists of 14 non-income-eligible students.

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

- Districts long-range plan for serving all four-year old children regardless of income including the proposed sources of local matching funds*
- Statement of need including preschool opportunities, poverty rates*, workforce demographics and other outstanding factors impacting families throughout your community including specific sources of information and data
- Collaborative partnerships supporting children and families in your district
- Additional services you have provided to VPK families in order to increase enrollment (ex: transportation, extended care, same hours as K-12, etc.) and support at-risk families
- Student level data to demonstrate children leaving VPK have the skills necessary to excel in kindergarten
- If applicable, requests for additional classroom allocations for FY25 including plan for facility space, teacher recruitment, and additional costs related to opening a new classroom

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

Elizabethton City Schools is committed to offering and promoting a high-quality academic environment for its Voluntary Pre-K Program. It is the district's belief that students in our county/city (Elizabethton City is encompassed within Carter County), specifically, income-eligible students are afforded the opportunity and have access to our VPK program. Although, demographics have remained unchanged over the past few years, currently, Carter County has a child poverty rate of 29.4% along with a median household income of \$47,000. 50.5% of civilians, ages 16 and greater are currently in the labor workforce. 54.3% of children in Carter County are on TennCare and 43.4% of children under 5 years old are receiving WIC. Many of the previous data mentioned are factors that impact our families in the area. One other area of impact that is important to mention is the COVID pandemic. Although, schools continue to operate as normal, we still have families who continue to shelter their children because of the pandemic and will not allow them to enter PreK. This continues to remain evident as our utilization rate is continuing to remain between 70-80%. Even though our utilization rate is holding at these rates, we are still not back to the level we would like it. Luckily, through collaborative partnerships, our program is able to successfully benefit our students and families. The following are significant partners in our area that have a significantly positive impact in supporting our families in need.

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

Due to the lack of funding, we have unfortunately cut out our transportation services for our Pre-K program. We do however offer transportation for a few over our special needs students within our program. Our district does continue to offer extended services for our Pre-K students. Within this program, students participate in ongoing instruction, nap time, and food services. Students can stay as late as 6:00 pm in order to support the parent's needs.

The lack of an affordable quality childcare is evident across our region as well as the state. Recent studies by Tennesseans for Quality Early Education have shown that parents have significant employment disruptions and/or choose to stay at home with their children rather than work a job. Because of this, there is an astronomical loss of earnings and revenue that heavily impact our area as well as the state. Overall, the lack of accessibility, quality, and affordability has caused

many children, regardless of economic status to be without early childhood education. Without this early foundation of education, many students will enter school well-behind many of their peers and will struggle closing the gap. We see this many times in our district, specifically based on the number of over-income students who register with us (FY24 - approximately 25) who won't be enrolled in our program nor any other early childhood program. In regard to the idea of serving all four-year-old children regarding of income, our district's early childhood team has met on numerous occasions to discuss and maintain a plan if it were ever an option. The most significant factors regarding this initiative are funding and space. We are currently at full capacity in all of our schools. This would require us to develop an MOU with a local church or organization that would be willing to share space within their walls. Funding then becomes significant as we would be assisting this shared structure with funds to operate our classrooms. Also, there would need to be additional startup funding for classrooms as well as revolving funds to pay for additional staff to operate. Nonetheless, we understand the importance of a quality early education program and would do everything possible to make it possible and available for our community.

ESGI platform was and is currently our primary tool for gathering data. We use it for our weekly assessments and for our kindergarten readiness benchmarking. ESGI provides an ample amount of student data that enables us to adjust and fine-tune instruction. It also provides us data to share with parents and K teachers on current student performance as they progress towards Kindergarten. This enables K teachers the ability build instruction based on what the students actually knew when entering their classrooms. As stated previously, we saw the most improvement and continuity in regard to our sounds first initiative as the district as a whole from grades PreK and up implementation continues. ESGI was critical in providing evidence as well as a foundation for K teachers as to where our PreK students currently performing. Because K teachers utilize ESGI as well, our district coaches are able to tailor professional development to meet the current needs of our teachers and more specifically as they enter the next school year. For the FY24 school year, we are continuing the use of ESGI and will continue implementing portfolios as our AGM. We will continue to use this data to drive daily instruction as well as informing the parents and K teachers as the students promote.

6. In 750 words or less, describe how your district supports Voluntary Pre-K teaching assistants in becoming instructional partners in the classroom. Your response must include:

- The number of teaching assistants holding a Child Development Associate (CDA), early childhood technical certificate, associate degree in early childhood, or higher credentialing in a related field.
- How your district supports teaching assistants in obtaining the appropriate credentials
- Specific ways teaching assistants are included in professional development and training beyond what is required in the VPK Scope of Services and Chapter 0520-12-01

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

Elizabethton City Schools (ECS) supports the ongoing instructional training and development of our teaching assistants in numerous ways. It is our belief that they, along with their teachers, can effectively provide sound instruction and assistance within the classroom. ECS teaching assistants participate in almost all the same training and opportunities that our teachers do. They are required to expand their knowledge above and beyond that of the required amount. Additional training includes Pre-K curriculum development and sound first sustainment training and development. Our assistants meet with their teachers, curriculum coaches and Pre-K director throughout the year for enriched professional development, professional learning communities, and self-assessment opportunities. Another important method of professional growth is that our teaching assistants are embedded for the full day with their teachers. This allows the assistants to work hand-in-hand with their partners and share the ownership of instructional time. They even plan alongside their teacher which gives them continued ownership.

We value our assistants and the experience and knowledge they add to our Pre-K program. They have full-time employment status and receive full benefits from the district. We have very little turnover and the most recent turnover that we have had is due to retirement. Frankly, our Pre-K program is the most sought-after program in the district but few are able to transfer to it due to the lack of turnover.

Currently, five of the seven assistants that work with our students possess a degree beyond high school. These include a vocational associate, Nursing (BSN), B.S. in Criminal Justice, B.S. in Psych, SPED & Early Education, and a Master's in Business Admin. None of our teaching assistants possess the Child Development Associate (CDA). ECS is in the process of developing a plan to support the initiative of offering a pathway to the CDA. We are modeling the plan after that of a neighboring district. The plan includes funding for the cost of the CDA, an increase in hourly wages, and a one-time bonus if the assistant completes the CDA. The overall focus for ECS is to continue the development of our assistants beyond what we offer inside the school system and encouraging their personal growth as they continue to serve our students.

Resources

[Click here to open the FY25 VPK Rubric](#)

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**ELIZABETHTON CITY SCHOOLS
FEDERAL PROJECTS BUDGET
2023-2024**

		<u>ORIGINAL BUDGET</u>	<u>AMENDMENT # 1FP February</u>	<u>AMENDED BUDGET</u>
ESTIMATED REVENUES AND OTHER SOURCES				
47100	Federal Funds Received thru State	6,195,538.00	(10,075.26)	6,185,462.74
47900	Direct Federal Revenue	0.00	458,899.00	458,899.00
49800	Operating Transfer	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	TOTAL ESTIMATED REVENUES AND OTHER SOURCES	<u>6,195,538.00</u>	<u>448,823.74</u>	<u>6,644,361.74</u>
ESTIMATED RESERVES				
39000	Unassigned Fund Balance	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
	TOTAL ESTIMATED REVENUES AND OTHER SOURCES	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
ESTIMATED EXPENDITURES				
INSTRUCTION				
71100	Regular Instruction Program	1,752,151.00	510,325.23	2,262,476.23
71200	Special Education Program	627,808.00	31,499.27	659,307.27
71300	Vocational Education Program	<u>19,830.00</u>	<u>121.18</u>	<u>19,951.18</u>
	TOTAL INSTRUCTION	<u>2,399,789.00</u>	<u>541,945.68</u>	<u>2,941,734.68</u>
SUPPORT SERVICES				
72100	Students	457,469.00	22,387.00	479,856.00
72200	Instructional Staff	369,979.00	133,059.08	503,038.08
72250	Technology Services	83,326.00	0.00	83,326.00
72710	Transportation Services	<u>0.00</u>	<u>20,000.00</u>	<u>20,000.00</u>
	TOTAL SUPPORT SERVICES	<u>910,774.00</u>	<u>175,446.08</u>	<u>1,086,220.08</u>
NON-INSTRUCTIONAL SERVICES				
73100	Nutrition Services	0.00	1,000.00	1,000.00
73300	Community Services	<u>110,059.00</u>	<u>(0.25)</u>	<u>110,058.75</u>
	TOTAL NON -INSTRUCTIONAL SERVICES	<u>110,059.00</u>	<u>999.75</u>	<u>111,058.75</u>
Capital Outlay				
76100	Building Improvements	<u>2,772,456.00</u>	<u>(269,077.40)</u>	<u>2,503,378.60</u>
	TOTAL OTHER USES	<u>2,772,456.00</u>	<u>(269,077.40)</u>	<u>2,503,378.60</u>
OTHER USES				
99100	Operating Transfers	<u>2,460.00</u>	<u>(490.37)</u>	<u>1,969.63</u>
	TOTAL OTHER USES	<u>2,460.00</u>	<u>(490.37)</u>	<u>1,969.63</u>
	TOTAL EXPENDITURES & OTHER USES	<u>6,195,538.00</u>	<u>448,823.74</u>	<u>6,644,361.74</u>
ESTIMATED REVENUE AND RESERVES OVER EXPENDITURES		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Account Code		REVENUES Description	Approved Budget	Debit Decrease	Credit Increase	Amended Budget
Consolidated Administration - Project OCA						
47141	OCA	Title I-Grants to Local Educ. Agencies	95,123.00		6,000.00	101,123.00
47189	OCA	Eisenhower Prof Development Grants	9,000.00		3,000.00	12,000.00
Carl Perkins - Project OCP						
47131	OCP	Vocational Education - Basic Grants to State	35,330.00		6,267.18	41,597.18
ARP Homeless 2.0- Project 702						
47404	702	ARP Homeless 2.0	0.00		31,109.92	31,109.92
Title IV, Part B, 21st CCLC - Project 21C						
47147	21C	Safe and Drug Free Schools - ESP	110,059.00	0.25		110,058.75
ESSER 3.0 - Project 933						
47401	933	ESSER 3.0	4,250,000.00	490,894.40		3,759,105.60
IDEA, Part B - Project 0ID						
47143	0ID	Special Education Grants to States	611,680.00		32,144.08	643,824.08
COPS Grant - Project CPS						
47990	CPS	Direct Federal Revenue	0.00		458,899.00	458,899.00
Math Implementation Support - Project 936						
47307	936	ESSER 2.0	0.00		71,250.00	71,250.00
TN ALL Corps - Project 930						
47401	930	TN ALL Corps	339,480.00		236,286.01	575,766.01
IDEA, Preschool - Project 0PS						
47145	0PS	Special Education Preschool Grants	16,128.00		6,355.19	22,483.19
Title I - Project 0T1						
47141	0T1	Title I-Grants to Local Educ. Agencies	516,142.00		37,330.94	553,472.94
47590	0T1	Other Federal Thru State	52,820.00		4,869.14	57,689.14
Title I, Neglected - Project T1N						
47141	T1N	Title I-Grants to Local Educ. Agencies	23,337.00		9,505.65	32,842.65
Title II, Part A - Project 0T2						
47189	0T2	Eisenhower Prof Development Grants	87,544.00		36,701.28	124,245.28
TOTALS			6,146,643.00	490,894.65	939,718.39	6,595,466.74
				\$448,823.74	Increase in Revenues	

Account Code		EXPENDITURES Description	Approved Budget	Debit Increase	Credit Decrease	Amended Budget
		Title IV, Part B, 21st CCLC - Project 21C				
73300		Community Services				
207	21C	Medical Insurance	6,003.00		0.25	6,002.75
		Consolidated Administration - Project 0CA				
72210		Regular Education Program-Support				
105	0CA	Supervisor/Director	57,000.00	4,001.00		61,001.00
212	0CA	Employer Medicare	1,198.00		3.00	1,195.00
499	0CA	Other Supplies & Materials	0.00	2,001.00		2,001.00
524	0CA	Inservice / Staff Development	0.00	3,001.00		3,001.00
		Carl Perkins - Project 0CP				
71300		Vocational Education Program				
429	0CP	Instructional Supplies & Materials	3,400.00	7,000.00		10,400.00
499	0CP	Other Supplies & Materials	7,000.00	1,490.00		8,490.00
730	0CP	Vocational Instructional Equipment	9,430.00		8,368.82	1,061.18
72130		Support Services-Other Student Support				
189	0CP	Other Salaries & Wages	0.00	1,800.00		1,800.00
201	0CP	Social Security	0.00	110.00		110.00
204	0CP	State Retirement	0.00	145.00		145.00
212	0CP	Employer Medicare	0.00	25.00		25.00
524	0CP	Inservice / Staff Development	7,500.00	4,300.00		11,800.00
72230		Support Services -Vocational Education				
524	0CP	Inservice / Staff Development	2,000.00		234.00	1,766.00
		ARP Homeless 2.0- Project 702				
71100		Regular Education Program				
499	702	Other Supplies & Materials	0.00	4,109.92		4,109.92
72130		Support Services-Other Student Support				
189	702	Other Salaries & Wages	0.00	1,715.00		1,715.00
201	702	Social Security	0.00	106.00		106.00
204	702	State Retirement	0.00	154.00		154.00
212	702	Employer Medicare	0.00	25.00		25.00
599	702	Other Charges	0.00	4,000.00		4,000.00
72710		Transportation				
729	702	Tranportation Equipment	0.00	20,000.00		20,000.00
73100		Food Service				
422	702	Food Supplies	0.00	1,000.00		1,000.00

Account Code		EXPENDITURES Description	Approved Budget	Debit Increase	Credit Decrease	Amended Budget
IDEA, Part B - Project 01D						
71200		Special Education Program				
163	01D	Educational Assistants	520,209.00	20,086.00		540,295.00
201	01D	Social Security	30,700.00		630.00	30,070.00
204	01D	State Retirement	28,544.00	3,370.08		31,914.08
207	01D	Medical Insurance	23,600.00		3,000.00	20,600.00
212	01D	Employer Medicare	7,547.00	318.00		7,865.00
499	01D	Other Supplies & Materials	0.00	5,000.00		5,000.00
Support Services-Special Education						
72220		Support Services-Special Education				
312	01D	Contracts with Private Agencies	0.00	7,000.00		7,000.00
ESSER 3.0 - Project 933						
71100		Regular Education Program				
116	933	Teachers	273,246.00	114,919.00		388,165.00
163	933	Educational Assistants	148,096.00	35,319.00		183,415.00
189	933	Other Salaries & Wages	252,300.00		252,300.00	0.00
201	933	Social Security	41,767.00		6,332.00	35,435.00
204	933	State Retirement	60,234.00		5,529.00	54,705.00
206	933	Life Insurance	1,080.00		115.00	965.00
207	933	Medical Insurance	105,988.00		5,393.00	100,595.00
208	933	Dental Insurance	4,622.00		842.00	3,780.00
212	933	Employer Medicare	9,765.00		1,490.00	8,275.00
449	933	Textbooks	0.00	340,350.00		340,350.00
722	933	Instructional Equipment	0.00	50,000.00		50,000.00
Medical Services						
72120		Medical Services				
312	933	Contracts w/Private Agencies	50,000.00		50,000.00	0.00
399	933	Other Contracted Services	0.00	55,000.00		55,000.00
Support Services-Other Student Support						
72130		Support Services-Other Student Support				
123	933	Guidance Personnel	178,134.00	1.00		178,135.00
130	933	Social Worker	55,028.00	2.00		55,030.00
201	933	Social Security	14,456.00		1.00	14,455.00
204	933	State Retirement	21,774.00	1.00		21,775.00
212	933	Employer Medicare	3,381.00	4.00		3,385.00
Regular Education Program-Support						
72210		Regular Education Program-Support				
189	933	Other Salaries & Wages	93,150.00		27,377.00	65,773.00
201	933	Social Security	3,892.00		1,697.00	2,195.00
204	933	State Retirement	5,455.00		2,877.00	2,578.00
206	933	Life Insurance	90.00		45.00	45.00
207	933	Medical Insurance	7,925.00		3,962.00	3,963.00
208	933	Dental Insurance	315.00		157.00	158.00
212	933	Employer Medicare	1,350.00		397.00	953.00

Account Code		EXPENDITURES Description	Approved Budget	Debit Increase	Credit Decrease	Amended Budget
72250		Technology Services				
201	933	Social Security	3,857.00		2.00	3,855.00
204	933	State Retirement	7,682.00	3.00		7,685.00
207	933	Medical Insurance	8,275.00	1.00		8,276.00
212	933	Employer Medicare	902.00		2.00	900.00
76100		Capital Outlay				
707	933	Building Improvements	2,772,456.00		727,976.40	2,044,479.60
		TN ALL Corps - Project 930				
71100		Regular Education Program				
116	930	Teachers	118,858.00	84,094.00		202,952.00
163	930	Educational Assistants	122,932.00	36,388.00		159,320.00
201	930	Social Security	14,992.00	7,468.00		22,460.00
204	930	State Retirement	23,466.00	10,357.00		33,823.00
206	930	Life Insurance	405.00	250.00		655.00
207	930	Medical Insurance	53,118.00	27,005.00		80,123.00
208	930	Dental Insurance	2,205.00	945.00		3,150.00
212	930	Employer Medicare	3,504.00	1,745.00		5,249.00
429	930	Instructional Materials and Supplies	0.00	10,000.00		10,000.00
499	930	Other Supplies & Materials	0.00	12,686.01		12,686.01
72210		Regular Education Program-Support				
189	930	Other Salaries & Wages	0.00	35,398.00		35,398.00
201	930	Social Security	0.00	2,195.00		2,195.00
204	930	State Retirement	0.00	3,076.00		3,076.00
206	930	Life Insurance	0.00	45.00		45.00
207	930	Medical Insurance	0.00	3,963.00		3,963.00
208	930	Dental Insurance	0.00	158.00		158.00
212	930	Employer Medicare	0.00	513.00		513.00
		IDEA, Preschool - Project OPS				
71200		Special Education Program				
499	OPS	Other Supplies & Materials	0.00	6,355.19		6,355.19
		Title I, Neglected - Project T1N				
71100		Regular Education Program				
429	T1N	Instructional Supplies	11,037.00	4,990.22		16,027.22
72130		Support Services-Other Student Support				
399	T1N	Other Contracted Services	9,500.00	5,000.00		14,500.00
99100		Operating Transfers				
504	T1N	Indirect Cost	1,500.00		484.57	1,015.43

Account Code		EXPENDITURES Description	Approved Budget	Debit Increase	Credit Decrease	Amended Budget
Title I - Project 0T1						
71100		Regular Education Program				
429	0T1	Instructional Supplies	68,941.00	21,059.00		90,000.00
722	0T1	Regular Instruction Equipment	0.00	20,641.08		20,641.08
72210		Regular Education Program-Support				
524	0T1	Inservice / Staff Development	15,000.00	500.00		15,500.00
Math Implementation Support - Project 936						
72210		Regular Education Program-Support				
399	936	Other Contracted Services	0.00	71,250.00		71,250.00
COPS Grant - Project CPS						
76100		Capital Outlay				
707	CPS	Building Improvements	0.00	458,899.00		458,899.00
Title II, Part A - Project T2						
72210		Regular Education Program-Support				
189	0T2	Other Salaries & Wages	57,305.00	1.00		57,306.00
201	0T2	Social Security	3,735.00	4.00		3,739.00
204	0T2	State Retirement	4,490.00		2.00	4,488.00
208	0T2	Dental Insurance	155.00	3.00		158.00
499	0T2	Other Supplies & Materials	2,000.00	6,000.00		8,000.00
524	0T2	Inservice / Staff Development	11,019.00	30,701.08		41,720.08
99100		Operating Transfers				
504	0T2	Indirect Cost	960.00		5.80	954.20
TOTALS			5,354,473.00	1,548,046.58	1,099,222.84	5,803,296.74
				\$448,823.74	Increase in Expenditures	
				\$0.00	Net Change	



Richard VanHuss
Director of Schools

John Hutchins

Assistant Director of Schools- Operations

Dr. Myra Newman

Assistant Director of Schools - Academics

February 15, 2024

Mr. Daniel Estes, City Manager
City of Elizabethton
136 South Sycamore Street
Elizabethton, TN 37643

Dear Mr. Estes:

After the preliminary review of our budget needs for 2024-2025, we are not requesting an increase in our 2024-2025 operating allocation.

We would like to thank you for your commitment of \$500,000 towards capital projects for 2023-2024 and an additional \$500,000 for the 2024-2025 school year.

Additionally, we anticipate the need for approximately \$1,500,000 to be budgeted from the excess ½ cent sales tax to complete projects in 2024-2025.

Thank you for your support of our students.

Sincerely,

Richard VanHuss
Director of Schools

804 S. Watauga Ave.
Elizabethton, TN 37643
P(423) 547-8000
F(423) 547-8929

ELIZABETHTON CITY SCHOOLS
RFP ECSS 2023-2024-02
Security Film for Windows & Entrance Doors
January 29, 2024
2:00 PM
RFP TABULATION SHEET

COMPANY	Brand of Window Film	Window Film \$/SF	Brand of Adhesive	Adhesive \$/FT
Ethan Gouge SpeedPro	Llumar	\$ 12.50	Dowsil 995	\$ 6.33
Central Technology	Riotlite	\$ 8.61	Dowsil 995	\$ 8.82
Tint Works	3M	\$ 9.85	3M	\$ 5.00
T's Auto Detailing & Window Tinting	Madico	\$ 13.40	Dowsil 995	\$ 6.00
Solar Response, LLC	Llumar	\$ 7.00	Dowsil 995	\$ 3.00
Stephanie Wheatley CoolVu	3M	\$ 17.00	3M	\$ 5.50



REQUEST FOR PROPOSALS

RFP ECS 2023-2024-02

Date Advertised: January 11, 2024
Optional Pre-Bid Meeting: Monday, January 22, 2024 at 1:00 p.m.
Opening Date: Monday, January 29, 2024 at 2:00 p.m.

ELIZABETHTON CITY SCHOOLS

Seeking Contract for:

Security Film for Windows & Entrance Doors
Monday, January 29, 2024 at 2:00 p.m.

Submit proposals to:

Richie Burrow, Maintenance Supervisor
Elizabethton City Schools
RFP ECS 2023-2024-02 – Security Film for Windows & Entrance Doors
804 South Watauga Avenue
Elizabethton, TN 37643

01. General Conditions

01.1 Invitation to Bid

Elizabethton City Schools, 804 South Watauga Avenue, Elizabethton, TN will receive proposals for **RFP ECS 2023-2024-02 – Security Film for Windows & Entrance Doors** until 2:00pm on January 29, 2024 at which time all bids will be publicly opened. An optional pre-bid conference will be held on Monday, January 22, 2024 at 1:00 p.m. at 804 South Watauga Avenue, Elizabethton, TN 37643. Detailed specifications may be obtained from the Business Office of the Elizabethton City Schools at the above address, Monday-Friday from 7:30am until 4:00pm, or by contacting Richie Burrow at richie.burrow@ecschoools.net. Elizabethton City Schools reserves the right to reject any and all bids and/or negotiate with the low Bidder when it is in the best interest of the school system.

01.2 Scope of Work

Base Bid

The Base Bid will be to provide unit prices to furnish and install new, unused, **3M Scotchshield Safety & Security Window Film Ultra S800** (or owner-approved equal) on all glass at entrances, ground level windows, and critical interior locations at the site addresses listed in section 01.4 of this RFP. The security film shall be applied using an attachment system, such as **3m Impact Protection Adhesive** (or owner-approved equal). Unit prices must include all associated costs to furnish and install security film and IPA system including, but not limited to, taxes, fees, overhead, profit, etc. After a bid is selected, prior to moving forward with the successful bidder, a representative from ECS and the contractor will agree on the total square footage of film and linear footage of attachment adhesive to be included in the scope of the project. These totals will be multiplied by the unit prices to determine the value of the contract. It is the intent of Elizabethton City Schools to install security film at all entries, grade-level windows, and certain interior windows and glass doors, however we reserve the right to increase or reduce this scope at our sole discretion. Window film should meet the requirements of the attached specification, **Appendix A**. Any changes to this RFP will be issued through addendum. The contractor shall be held liable for any property damage by its equipment and/or employees.

01.3 Projected Timetable

The following projected timetable should be used as a working guide for planning purposes. The Owner reserves the right to adjust this timetable as required during the course of the process.

<u>Event</u>	<u>Date</u>
Request for Proposals Issued	January 11, 2024
Optional Pre-Bid meeting	Monday, January 22, 2024 at 1:00 p.m.
RFP Proposals Due/Proposal Opening	Monday, January 29, 2024 at 200 p.m.
Substantial Completion	June 30, 2024

01.4 Site Locations

<u>School/Location</u>	<u>Address</u>
ECS Central Office Building	804 South Watauga Avenue, Elizabethton, TN 37643
East Side Elementary	800 Siam Road, Elizabethton, TN 37643
Harold McCormick Elementary	226 South Cedar Avenue, Elizabethton, TN 37643
West Side Elementary	1310 Burgie Street, Elizabethton, TN 37643
T. A. Dugger Jr. High	305 West E Street, Elizabethton, TN 37643
Elizabethton High School	907 Jason Witten Way, Elizabethton, TN 37643

01.5 Pre-Bid Meeting

An optional Pre-Bid meeting will be held on Monday, January 22, 2024 at 1:00 p.m., at 804 South Watauga Avenue, Elizabethton, TN 37643. The pre-bid meeting will include a tour of facilities included in this RFP. Vendors should familiarize themselves thoroughly with any conditions, which may in any manner affect the cost, progress, or performance of the work.

01.6 Inquiries

Direct all questions related to this RFP to Richie Burrow, Maintenance Supervisor. Questions may be submitted to Mr. Burrow at::

Phone: (423) 547-8000 ext. 8231

E-mail: richie.burrow@ecschools.net.

01.7 Constraints on the Contractor

The Contractor shall be responsible for all licenses, fees, taxes, insurances and permits required for performance of the contract resulting from this RFP. The Contractor is solely responsible for complying with any city, county, state, or federal ordinances and/or laws that apply to the contractor's business. This may include but is not limited to city business licenses, and building permits. The Contractor should gain approval from the City of Elizabethton, Tennessee Codes Enforcement Department before commencing any work.

01.71 Tennessee Code Annotated, Title 49, Chapter 5, Part 4

The Contractor will be working around an active school campus. The security of our students is paramount. The Contractor will comply with TCA Title 49, Chapter 5, Part 4; and is required to conduct background checks on all employees accessing school grounds. Copies of employee background checks shall be furnished upon request.

01.72 Safety Regulations

The Contractor is solely responsible for complying with any city, county, state or national ordinances or laws that apply to the safe and legal operation of the business. This may include but are not limited to compliance with TOSHA regulations.

01.73 Insurance

The Contractor must be properly licensed with liability insurance of at least \$1,000,000 and must name Elizabethton City School system as an "additional insured". The Contractor must have workers compensation insurance as required by law, and vehicular insurance to limits that are satisfactory to the School System. Proof of Insurance must be furnished to the School District prior to awarding of the contract.

01.74 Payment

Contractor must submit a monthly invoice for the portion of the work completed, on or about the last day of the month. After approval by the Owner's Representative and the portion of the work is deemed complete, prompt payment will be made by ECS.

01.75 Contract Security

For contracts over one hundred thousand dollars (\$100,000) and prior to the signing of the contract, the Bidder shall have entered into a bond with the surety approved as hereinafter provided. The bond shall be for at least the amount of the contract, payable to the Owner, and to the persons performing the labor and furnishing the materials, conditioned upon faithful performance of the contract in strict conformity to the plans, specifications and conditions of said contract, and conditioned further upon the payment to all persons who have, and fulfill contracts directly with the Contractor for performing labor and furnishing materials in the prosecution of such work is required by the contract. This bond shall be construed, regardless of its language, as incorporating within its provisions, the obligations to faithfully perform the contract and to pay all persons who have, and fulfill, contracts directly, and the Contractor for performing labor and furnishing materials in the prosecution of the work provided in the contract. Persons who have, and fulfill, contracts which are directly with the Contractor for performing labor and furnishing materials in the prosecution of construction work defined herein shall have a direct right of action against the obligors and sureties on the bond required herein of the Contractor. Persons who have, and fulfill, contracts which are directly with subcontractors for performing labor and furnishing materials in the prosecution of construction work defined herein shall have a direct right of action against the obligors and sureties on the bond required herein of the subcontractors. Provided, however, any and all rights, claims, actions at law or equity or persons performing labor or furnishing materials as aforesaid which arise under the bond provided for in the first paragraph hereof shall be subject to all rights, claims, actions at law or equity in the State of Tennessee under such bond. No action on any bond required herein shall be brought unless within one year after substantial completion of the contract; provided, however, every action brought under this section shall be brought in a Tennessee Court of competent jurisdiction in and for the county in which this project is situated, or in the United States District Court for the district in which the project or any part thereof, is situated and not elsewhere.

02. Instructions to Bidders**02.1 Submitting Proposals**

The proposal should be sealed in an envelope and marked on the outside of the envelope, **RFP ECS 2023-2024-02 – Security Film for Windows & Entrance Doors**. Elizabethton City Schools will not be held responsible for the premature opening of unmarked envelopes if sent through the regular mailing system.

Envelopes should be mailed or delivered to:

Beth Wilson, Director of Finance
Elizabethton City Schools
804 South Watauga Avenue
Elizabethton, TN 37643

02.2 Form of Proposal

The Contractor, by executing a proposal, warrants that the service and/or products to be supplied to Elizabethton City Schools shall be of the highest quality and workmanship. In the event that the service/product is found to be ineffective or the vendor does not conform to specification and/or terms of this RFP, Elizabethton City Schools reserve the right to, at any time, cancel the contract upon written notice to the vendor and/or to obtain the service/product from a separate Contractor, in which case the original Contractor shall be held liable for any additional costs which may be incurred.

The Owner shall consider the qualifications of the Contractors, their subcontractors or representatives, and may conduct investigations as deemed necessary in order to evaluate any person or groups of persons designated to perform the service/product. The Contractor shall inform the Owner in writing of all subcontractors performing work on this project and which areas of work each subcontractor will be performing. The Contractor shall state qualifications and experience, and details of his organization and any subcontractors. Owner reserves the right to disallow any subcontractors to work on the project that are believed to be unable to satisfactorily complete any portion of their work during the Owner's investigation.

Proposals shall be submitted on the "Proposal Form" which is a part of this RFP and must be signed by an officer or employee having the authority to bind their company or firm by his or her signature. Qualified bids will not be accepted.

Each Bidder should submit at least two (2) references of similar size and scope jobs that have been completed by the Bidder. All Bidders are required to include names, e-mails, and phone numbers of contacts familiar with similar proposals.

02.3 Disclaimer and Cancellation

Elizabethton City Schools reserve the right to accept any bid, reject any or all bids, and to waive any informality, where such acceptance, rejection, or waiver is considered to be in the best interest of Elizabethton City Schools. Elizabethton City Schools also reserves the right to reject any proposal where evidence or information submitted by the vendor does not satisfy Elizabethton City Schools that the vendor is qualified to carry out the requirements of the contract documents. The school system reserves the right to disregard any and all nonconforming, incomplete, or conditional proposals and to negotiate contract terms with the successful vendor.

This RFP does not commit Elizabethton City Schools to any specific course of action. Elizabethton City Schools reserve the right to not select any vendor or purchase any goods or services resulting from this RFP.

02.4 Method of Source Selection

The Owner is using the Competitive Sealed Bid method of source selection, as authorized by Elizabethton City School System Board Policy for this procurement.

Awards, if made, will be made to the responsible Bidder whose proposal is most advantageous to Elizabethton City Schools, taking into consideration price and other factors set forth in this RFP.

The Owner may conduct discussions with responsible Bidders that may be selected for the award for the purpose of clarification to assure full understanding of, and responsiveness to solicitation requirements.

02.5 Bid Sheet

The Bidder will fully complete and submit the following bid sheet:



Proposal Sum

RFP ECS 2023-2024-02 – Security Film for Windows & Entrance Doors
--

SUBMITTED January 29, 2024 at 2:00pm

I. OFFER

The undersigned, as Bidder, hereby declares that the only person or persons interested in this proposal as principal or principals is or are named herein and that no other person or firm herein mentioned has any interest in this proposal or in the contract to be entered into; that this is made without connection with any other person or company or parties making a bid or proposal; and that is in all respect fair and in good faith without collusion or fraud.

The Bidder further declares that he has examined the site of the work and informed himself fully in regard to all the conditions pertaining to the place where the work is to be done; that he has examined the plans and specifications for the work and the contract documents relative thereto, and has read all special provisions furnished prior to the opening of the bids; that he has satisfied himself relative to the work to be performed.

The Bidder proposes and agrees, if his proposal is accepted, to contract with Elizabethton City Schools in the form of contract included in these documents, to furnish all necessary materials, equipment, machinery, tools, apparatus, means of transportation and all labor necessary to use the materials required for the: RFP ECS 2023-2024-02 – Security Film for Windows & Entrance Doors. In full and complete accordance with the shown, noted, described and reasonably implied requirements of the plans, specifications and contract documents to the full and entire satisfaction of the Owner, with the definite understanding that no money will be allowed for extra work except as set forth in the attached General Conditions and contract documents for the sum of:

BASE BID

ITEM 1 – 3M Scotchshield Safety & Security Window Film Ultra S800

Or, list alternate product _____

Cost per SF \$ _____

ITEM 2 – 3M Impact Protection Adhesive (IPA) Attachment System

Or, list alternate product _____

Cost per FT \$ _____

II. Addenda

The following addenda have been received and are hereby acknowledged:

Addendum # _____ Dated _____

Addendum # _____ Dated _____

Addendum # _____ Dated _____

III. Acceptance

This offer shall be open for acceptance and is irrevocable for sixty (60) days from the bid closing date. If this bid is accepted by the Owner within the time period stated above, we, the undersigned, will enter into and execute a contract for the above referenced bid documents, accomplish the work in accordance with the bid documents, and commence work immediately upon "Notice to Proceed".

IV. Bid Form Signatures

Note: If a corporation, bid must be signed by person authorized by the Corporation By-Laws to bind it into contract.

Name of Firm: _____

Signed: _____

Title: _____

Date: _____

TN License Number: _____ Exp. Date: _____

Address: _____

Phone: _____

Fax: _____

E-Mail: _____

End of Bid Form – Stipulated Price.

APPENDIX A
SAFETY AND SECURITY FILMS

PART 1 GENERAL

1.1 SECTION INCLUDES

- A. Glazing film applied to existing assemblies.

1.2 REFERENCE STANDARDS

- A. 16 CFR 1201 - Safety Standard for Architectural Glazing Materials Current Edition.
- B. ANSI Z97.1 - American National Standard for Safety Glazing Materials Used in Buildings - Safety Performance Specifications and Methods of Test 2015 (Reaffirmed 2020).
- C. ASTM D882 - Standard Test Method for Tensile Properties of Thin Plastic Sheeting 2018.
- D. GSA TS01 - Standard Test Method for Glazing and Window Systems Subject to Dynamic Overpressure Loadings; General Services Administration 2003.

1.3 QUALITY ASSURANCE

- A. Manufacturer Qualifications: Glazing film manufacturer specializing in manufacture of safety glazing films with minimum 10 years successful experience.
- B. Installer Qualifications: Certified by glazing film manufacturer.

1.4 DELIVERY, STORAGE, AND HANDLING

- A. Store products in manufacturer's unopened packaging until ready for installation.
- B. Store and dispose of solvent-based materials, and materials used with solvent-based materials, in accordance with requirements of authorities having jurisdiction.

1.5 FIELD CONDITIONS

- A. Maintain environmental conditions (temperature, humidity, and ventilation) within limits recommended by manufacturer for optimum results. Do not install products under environmental conditions outside manufacturer's absolute limits.

PART 2 PRODUCTS

2.1 MANUFACTURERS

- A. 3M Window Film; Scotchshield Ultra S800 Safety and Security Window Film
: www.solutions.3m.com/#sle.
- B. Substitutions: Must meet specifications referenced in this Appendix

2.2 SAFETY AND SECURITY GLAZING FILM

- A. Blast Resistant Glazing at Ground Level: Provide retrofit existing glazing assemblies to provide Level 2 blast resistance when tested in accordance with GSA TS01 at a peak pressure of 9 psi, and a positive phase impulse of 60; and impact resistance complying with ANSI Z97.1 and 16 CFR 1201, Category II, as specified.
 - 1. 1/4 inch thick clear fully tempered glass.
 - 2. Surface applied film.
 - 3. Requiring no supplemental anchoring devices.

2.3 MATERIALS

- A. Glazing Film: Transparent polyester film for permanent bonding to glass.
 - 1. Thickness: 0.008 inch, minimum.
 - 2. Color: Clear.
 - 3. Construction: Multi-ply laminate.
 - 4. Adhesive Type: Pressure sensitive acrylic.
 - 5. Tensile Strength: 31,500 psi minimum when tested in accordance with ASTM D882.
 - 6. Breaking Strength: 253 psi when tested in accordance with ASTM D882.
 - 7. Light Transmission of Film Applied on 1/4 inch Thick Clear Annealed Glass:
 - a. Visible Light Transmittance: 89 percent.
- B. Glass Cleaner: As recommended by glazing film manufacturer.

PART 3 EXECUTION

3.1 EXAMINATION

- A. Field -Applied Film: Verify that existing conditions are adequate for proper application and performance of film.
- B. Examine glass and frames. Verify that existing conditions are adequate for proper application and performance of film.
- C. Verify glass is not cracked, chipped, broken, or damaged.
- D. Verify that frames are securely anchored and free of defects.

3.2 PREPARATION

- A. Clean glass of dust, dirt, paint, oil, grease, mildew, mold, and other contaminants that would inhibit adhesion.
- B. Immediately prior to applying film, thoroughly wash glass with neutral cleaning solution.
- C. Protect adjacent surfaces.

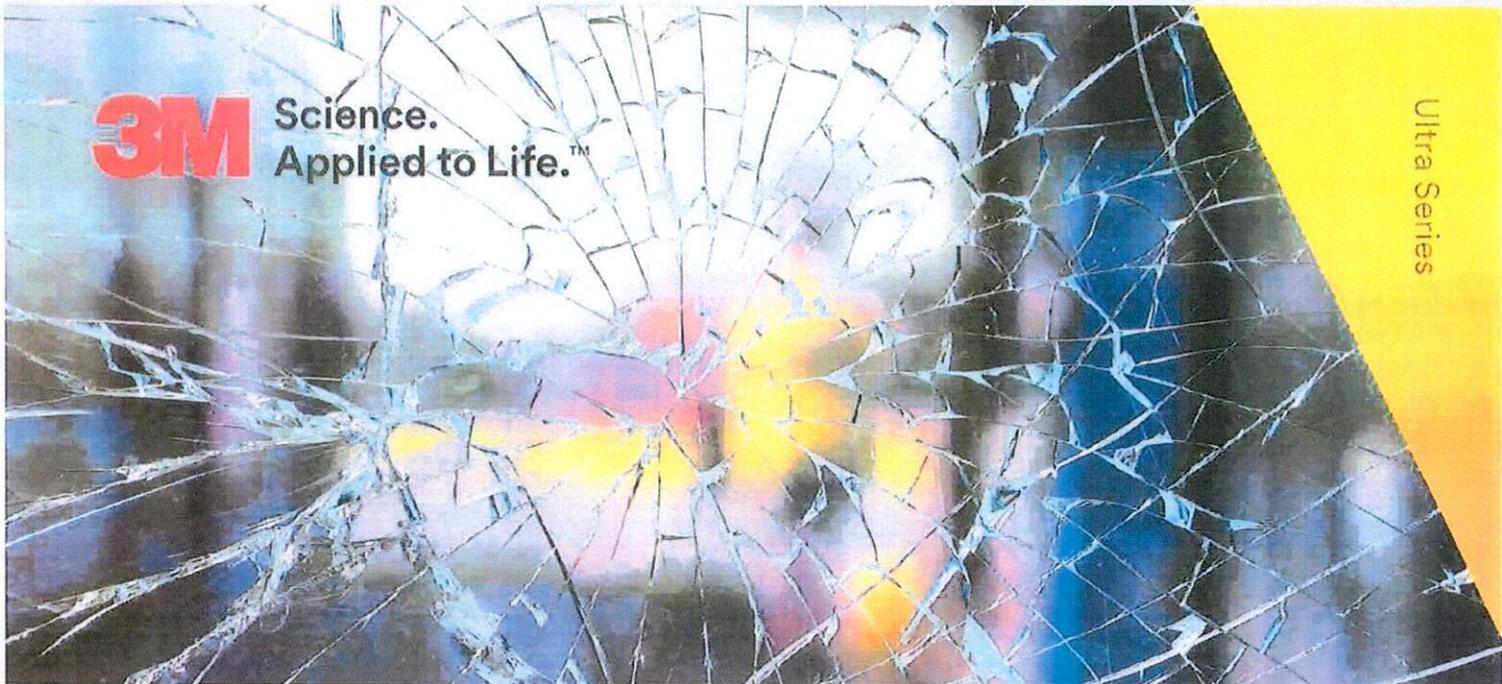
3.3 INSTALLATION

- A. Do not apply glazing film when surface temperature is less than 40 degrees F or if precipitation is imminent.
- B. Install in accordance with manufacturer's instructions, without air bubbles, wrinkles, streaks, bands, thin spots, pinholes, or gaps, as required to achieve specified performance.
- C. Accurately cut film with straight edges to required sizes allowing 1/16 inch to 1/8 inch gap at perimeter of glazed panel unless otherwise required by anchorage method.
- D. Seams: Seam film only as required to accommodate material sizes; form seams vertically without overlaps and gaps; do not install with horizontal seams.
- E. Clean glass and anchoring accessories following installation. Remove excess sealants and other glazing materials from adjacent finished surfaces.
- F. Remove labels and protective covers.

3.4 PROTECTION

- A. Protect installed products until completion of project.
- B. Touch-up, repair or replace damaged products before completion date.

END OF SECTION



Keep outside dangers securely outside with 3M™ Scotchshield™ Safety & Security Window Film Ultra Series.

- ▶ Co-extruded micro-layered film composite with high grades tear resistance and high energy absorption for enhanced protection of people, property and possessions
- ▶ Mitigates hazards from shattered glass due to natural disasters
- ▶ Meets and exceeds many industry performance standards for glass fragment retention
- ▶ Helps protect people from flying glass shards, one of the most common causes of blast related injuries and fatalities
- ▶ Can be combined with 3M™ Impact Protection Attachment Systems for additional safety and security
- ▶ Helps extend the life of furnishings by significantly reducing harmful UV rays, the largest cause of fading
- ▶ Comprehensive warranty from 3M

Ultra 800

Blast Mitigation	★★★★★
Break and Entry	★★★★★
Safety Glazing	★★★★★
Seismic	★★★★★

Best ★★★★★
 Better ★★★★
 Good ★★★
 Fair ★★
 Not Recommended ★

In comparison to other 3M™ Safety & Security Window Films

Superior protection and clarity.



Valued Associations and Alliances:





Bomb Blast and Explosion Protection

- ▶ Help protect people from flying glass shards, one of the most common causes of blast related injuries and fatalities

Completed Testing

- ▶ ASTM F1642
- ▶ GSA TS01-2003



Safety Glazing

- ▶ Upgrade your glass to meet safety glazing codes*
- ▶ Help protect your occupants from broken glass hazards

Completed Testing

- ▶ ANSI Z97.1
- ▶ 16 CFR CPSC 1201
- ▶ EN 12600

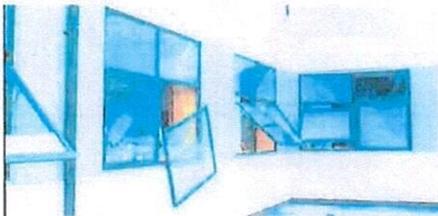


Break and Entry

- ▶ Provides precious time by helping to deter unwanted individuals from entering your building or home
- ▶ Help protect occupants and assets

Completed Testing

- ▶ Independent lab evaluations, contact 3M for details



Seismic and Spontaneous Glass Breakage

- ▶ Help keep glass fragments from falling from your windows, helping to protect people and potentially reducing injuries on your property

Completed Testing

- ▶ ASTM E 1886

Film Properties (nominal) — not for specification purposes

Film Type	Film Thickness	Construction	Graves Tear Resistance	Tensile Strength	Break Strength	Elongation at Break	Peel Strength	Abrasion Resistance
Ultra 800	8 mil (0.20mm)	Micro-layered	1,075 lbs%	31,500 psi (217 MPa)	253 lbs/in (1,123 N / 25mm)	135%	> 6 lbs/in (27 N / 25mm)	<5%

3M products are tested to multiple industry standards. Glazing systems vary. Contact 3M for more information.

*Building codes vary, please consult with 3M and your local code official.

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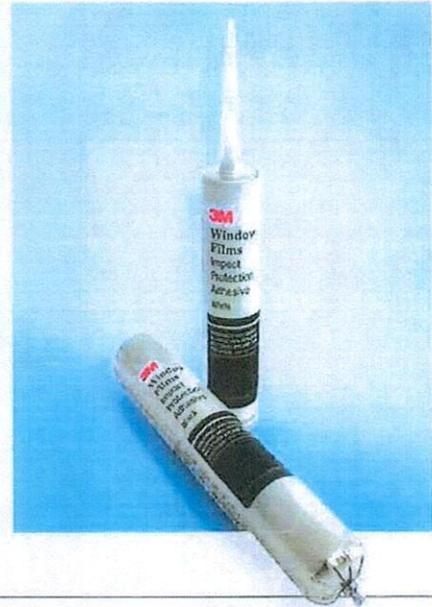
3M™ Impact Protection Adhesive Attachment System Installation Instructions



3M™ Impact Protection Adhesive improves the overall performance of 3M Safety and Security Window Films. This unique window protection system combines the toughness of 3M's patented micro-layer safety film with 3M's world-class expertise in adhesives to help shield against impact energy from severe weather, earthquakes, bomb blasts or forced entry events. The 3M Impact Protection System also helps protect against personal injury from flying glass.

3M Impact Protection Adhesive:

- Commercial and Residential Applications



The following procedure describes the materials and steps that are necessary to install the 3M™ Impact Protection Adhesive attachment system.

Products Recommended:

- 3M™ Citrus Base Cleaner (3M I.D. No. 62-4615-4930-5)
- 3M™ Adhesive Remover, Citrus Base (3M I.D. No. 62-4667-2925-8)
- 3M™ Foaming Glass Cleaner (3M I.D. No. 70-0708-2870-5)
- 3M™ 0000, Super Fine Synthetic Steel Wool Pad (3M I.D. No. 70-0706-5285-7)
- 3M™ Scotch™ Safe Release™ Masking Tape (3M I.D. No. 98-0701-1931-2)
- 3M™ Scotch™ Long Mask™ Masking Tape (3M I.D. No. 98-0701-3183-8)
- 3M™ Impact Protection Adhesive

Window Preparation

A thorough cleaning of the glazing and frame systems before applying film and attachment is required to remove all foreign matter and contaminants such as adhesives, grease, oil, dust, water, surface dirt, old sealant or glazing compounds by using 3M Citrus Base Cleaner, alcohol or commercial cleaning solution.

Detergent or soap and water treatments are not recommended for this step.

1. Assess the type of glazing stop and with an Olfa knife, trim as much of the rubber as possible without disturbing the window seal or allowing the rubber to fall into the glazing channel.
2. Spray the glazing bead, glass and frame surface with an appropriate cleaning product and remove with a lint free cloth. Repeat if necessary to remove all foreign materials from the glass and inside window frame surfaces. If the area is particularly dirty, a light scrub with a 3M 0000 Super Fine Synthetic Steel Wool Pad is recommended to loosen contaminants. Finish with a final cleaning if needed.
3. Spray the glass with 3M Foaming Glass Cleaner or a soap and water solution. Flush the glazing bead to glass area starting at the top and working down to drain or remove any remaining contaminant from the area. Scrape the glass with a razor to remove all foreign matter. Thoroughly clean the glass a final time with soapy water and a window cleaning squeegee. Wipe around the glazing bead and frame area one final time to remove all of the soap and water solution.

Film Installation

1. Apply the 3M™ Ultra Safety & Security Window Film to the glass, making sure that the film is installed as far into the glazing channel as possible. Cut film as you normally would around the remaining glazing bead. **Remember to leave enough spacing between film and glazing bead to facilitate the removal of the slip solution.**
2. Squeegee the film to the glass by pressing firmly to remove as much of the slip solution as possible, especially at the edges of the film. Two "edge-drying" methods can be used before applying the Impact Protection attachment system.
 - A. The panels can be left for a few weeks to ensure proper drying of the film before the IPA system is applied.

– OR –

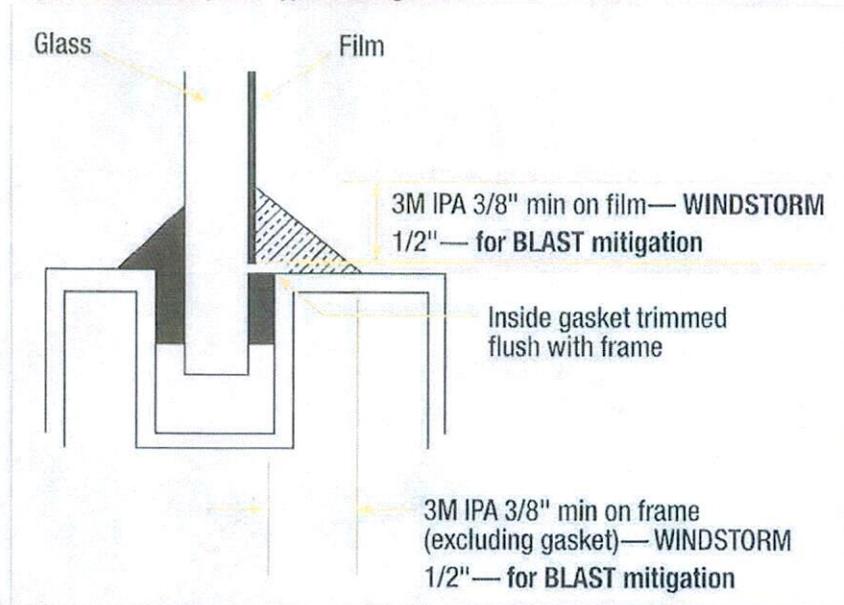
 - B. Using a hair dryer, gently heat and bump the edges of the film to hasten the removal and drying of the water from the edges. **Make sure that all of the soap and water solution has been removed from the film/glass/glazing channel before applying the IPA attachment system.**



Impact Protection Adhesive Installation

1. Apply a 1" (25mm) strip of 3M™ Scotch™ Safe Release™ White Masking Tape to the ultra film surface 3/8" (9mm) in from the edge of the film to all four sides.
2. Apply a 1" (25mm) strip of 3M Safe Release Blue Masking Tape to the window frame 3/8" (9mm) from the edge of the trimmed gasket. This will form a parallel sealant channel that will allow a uniform sealant bead to be applied to the glass/frame interface. **Note:** Use a clean drop cloth before proceeding to Step 3.
3. Apply a triangular bead of IPA Impact Protection Adhesive, and tool as needed to form an acceptable finish. Refer to Figure 1. **Read and follow all product information and installation instructions provided by 3M Company.** We recommend you start in a corner and apply the sealant bead out approximately 6". Then turn the gun and push the sealant bead to the next corner where the same method is repeated. **Pushing the sealant bead will insure proper penetration and minimize the chances of air gaps in the bead.** Pulling the gun can also be done if confident no air gaps are formed.
4. Smooth the sealant bead with an appropriate tool, if necessary, to give a finished look. Tooling should be completed in one continuous stroke immediately after adhesive application and before a skin forms.

Figure 1. 3M™ IPA System Typical Configuration



5. Carefully remove the two masking strips from the glass/frame immediately after tooling. Do not allow the excess adhesive to contact the film, frame or flooring surfaces. A light colored drop cloth is needed to protect the work area. **Be careful not to step on adhesive and transfer it to surrounding surfaces.**

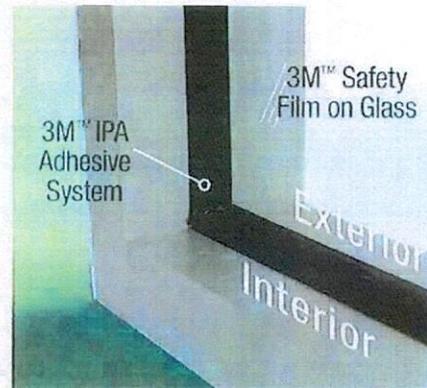
Note: Should you get some of the adhesive on the surrounding surfaces, an application and gentle wipe with a 3M Citrus Based Cleaner is recommended.

Curing time for the IPA will vary depending on temperature and relative humidity. It is not recommended to clean the film/IPA system for at least 36 hours following the installation. Full curing/adhesion can take up to 7 days, depending on conditions.

Table 1

Property	Test Method Used	Units	3M IPA
Curing Time (25°C (77°F), 50% RH)		days	3-7
Full Adhesion		days	7-14
Tack-Free Time (25°C (77°F), 50% RH)	ASTM D5895	minutes	21
Flow, Sag or Slump		inches	0
Working Time (25°C (77°F), 50% RH)		minutes	10-20
Specific Gravity		n/a	1.403
VOC content		g/L	16
As Cured — After 21 Days at 25°C (77°F), 50% RH			
Ultimate Tensile Strength	ASTM D0412	psi (Mpa)	380 (2.62)
Ultimate Elongation	ASTM D0412	%	640
Durometer Hardness, Shore A	ASTM D2240	points	38-39
Tear Strength, Die B	ASTM D0624	ppi	72

Bomb Blast and Windstorm Testing results available upon request.



IMPORTANT NOTICE: 3M MAKES NO PERFORMANCE PROMISES OR OTHER REPRESENTATIONS ABOUT THE EFFECTIVENESS OF THE IPA ATTACHMENT SYSTEM FOR USE WITH 3M WINDOW FILM IN A PARTICULAR APPLICATION. All statements, technical information and recommendations contained in these IPA Attachment System installation instructions are based on tests believed to be reliable. However, many factors beyond the control of 3M can affect the use and performance of the 3M products in particular applications. Because these factors are uniquely within the user's knowledge and control, it is essential that the user evaluates and determines whether the 3M Ultra Safety & Security Window Film and/or 3M Impact Protection Adhesive Attachment System are appropriate for the particular application.



Building and Commercial Services Division

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