

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, October 17, 2024, @ 5:30 PM

Board Members

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

The Elizabethton Board of Education will meet on Thursday, October 17, 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**
 - A. Elizabethton High School students who received the AP School Scholars awards for the 2023-2024 school year.
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: September 19, 2024
 - B. Approve General Purpose Fund Financial Statement, September 2024
 - C. Approve Federal Projects Fund Financial Statement, September 2024
 - D. Approve School Nutrition Fund Financial Statement, September 2024
 - E. Approve second reading of the following Board Policies:
 - 4.600 Grading System
 - 4.700 Testing Programs
 - F. Approve EPP Partnership Agreement between Tusculum University and Elizabethton City Schools for the 2024-2025 school year.
 - G. Approve EPP Partnership Agreement between University of Tennessee Knoxville and Elizabethton City Schools for the 2024-2025 school year.
 - H. Approve EPP Partnership Agreement between Milligan University and Elizabethton City Schools for the 2024-2025 school year.

- I. Approve EPP Partnership Agreement between East Tennessee State University and Elizabethton City Schools for the 2024-2025 school year.
 - J. Approve ARP Homeless 2.0 grant for the 2025 school year.
 - K. Approve the 2024 Local Education Agency Compliance report.
 - L. Approve Transportation request for Biology Classes at Elizabethton High School to travel to Sugarlands Educational Center located in the Great Smoky Mountains National Park on October 17, 2024
 - M. Approve Property/Equipment Disposal/Sale form
 - N. Approve Secondary Transition Indicator 14 for FY 2025.
8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**
- A. Personnel Report
 - B. Director's Update
 - C. Board Member Reports
 - D. City Council Liaison's Report
 - E. Student Liaison's Report
9. **REGULAR AGENDA**
- A. Approve a 3-year service agreement between Sidearm Sports and Elizabethton City Schools.
 - B. Approve ratification of purchase of a 2025 2500 Chevrolet Crew Cab Truck from Wilson County Motors from Government contract pricing for \$46,702.60.
 - C. Approve 2024-2025 TISA Accountability Report for Expenditures in the 2023-2024 school year.
10. **FOR YOUR INFORMATION:**
The 2023-2024 school year TISA Accountability Report will be available for public comment during the October Board Meeting.
11. **NEXT REGULARLY SCHEDULED BOARD MEETING**
The next regularly scheduled Board Meeting will be held on Thursday, November 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, September 19, 2024 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, September 19, 2024, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:31 PM.

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

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: absent

Eddie

Pless: aye

Jamie
Schaff: absent

aye: 3, nay: 0, absent: 2

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: absent

Eddie
Pless: aye

Jamie
Schaff: absent

aye: 3, nay: 0, absent: 2

5. TIME FOR CITIZENS TO SPEAK

No citizens ask to appear before the Board.

6. SPECIAL RECOGNITION

A. These 4 students won the nation-wide spring 2024 exhibition for the Story Experiential short film competition. Thousands of students from across the country completed, and these students were selected as one of the 3 winners.

Payton King

Holly Holsclaw

Katie Hubbard

Landon LaVoie

Mr. Alex Campbell recognized his students that were involved in the making of a Story Experiential short film competition, and they were selected as one of the 3 winners.

The students spoke about their film on drug addiction. Through this project they realized how prevalent drug addiction is in the area. They had a guest speaker who is a recovering addict, and it was most helpful to them in trying to understand this addiction and the effect it has not only on the person but all the family. We realized that we need to be kind and helpful to everyone, because you never know who may be struggling with this and need a kind word or helping hand.

The video is available online at Pixar for anyone who would like to watch it.

B. Mrs. Lisa Malone's Spring 2024 Drawing 2 Class for design of High School Programs mural at Northeast State Community College.

In late March, Shelby McKenzie contacted Lisa Malone to ask if her advanced art students would be interested in designing a mural to represent the High School Programs at Northeast State Community College in Blountville, TN. Mrs. McKenzie and Mrs. Malone spoke on the phone to discuss the mural specifics and production timeline. Mrs. Malone and her Drawing 2 students soon accepted the design challenge.

Mrs. Malone, along with her student teacher, Monica Dauksch, presented the mural project to the fifth period students who were eager to make their mark upon the local college campus. They began by researching the nineteen area schools who participate in advanced placement courses. Pairs of students worked together to identify each school's team name, colors and associative words that describe a productive learner.

Mrs. Malone entered this information onto the wordart.com website. She chose to create a word cloud image in the shape of a graduation hat. This is symbolic of the achievement of completing a college degree. The mural depicts each high school in its school colors. The words describing a productive learner are depicted in the Northeast State promotional color pallet.

Mrs. Malone and her Drawing 2 students received a reward for their mural contribution on Friday, May 10th. Mrs. McKenzie provided an afternoon Chick-Fil-A lunch for the artists. The mural was professionally

installed at the end of May. It is at the entrance to the High School Programs office.

- C. The following individuals were selected as Teachers of the Year to represent our school system for the 2024-2025 school year.

Building Level Winners:

PK- 4th Grade: ESE- Brittany Johnson
HME- Jennifer Rickert
WSE- Rachel Ayers

5th - 8th Grade: HME- Walt Harper
WSE- Libby Post
TAD- Abigail Thacker

9th - 12th Grade: EHS -Ryan White

District Level Winners:

PK - 4th Grade: HME - Jennifer Rickert
9th - 12th Grade: EHS- Ryan White

Dr. Newman recognized the employees that have been nominated as Teachers of the Year. It is a great privilege to honor our teachers, who work very hard. We honor the outstanding achievements of some truly exceptional educators. They have gone above and beyond their commitment to inspiring and shaping our future. Their passion, dedication, and tireless efforts are the hearts of our schools, and it is a privilege to recognize them as our 2024–2025 Teachers of the Year.

First, we recognize our Building Level winners:

Pre-K - 4th grade: Brittany Johnson @ East Side, Jennifer Rickert @ Harold McCormick and Rachel Ayers @ West Side

5th - 8th grade: Walt Harper @ Harold McCormick, Libby Post @ West Side and Abigail Thacker @ TA Dugger

9th - 12th grade: Ryan White @ Elizabethton High School

Our District Level Winners:

Pre-K - 4th grade: Jennifer Rickert

9th - 12th grade: Ryan White

Each of you represents the best, the very best, of what it means to be an educator. Lighting a spark in the minds of your students, creating a lasting impact and fostering the love of learning that will carry them far beyond the classroom. Congratulations to all of our winners, and thank you for your incredible dedication to our students and our community.

7. CONSENT AGENDA

- A. Minutes of Regular Meeting: Date. August 15, 2024
- B. Approve General Purpose Fund Financial Statement, Date: August 2024
- C. Approve Federal Projects Fund Financial Statement, Date: August 2024
- D. Approve School Nutrition Fund Financial Statement, Date: August 2024
- E. Approve request for Property/Equipment Sale/Disposal forms.
- F. Approve travel for EHS Cross Country Teams to Danville, Alabama to participate in a Cross Country Meet (October 10th and 11th).
- G. Approve travel for EHS English Language Arts students to Charleston, SC for the Young Adult Literature Festival. (November 14th-16th).
- H. Approve EPP Partnership agreement between Elizabethton City Schools and King University for the 2024-2025 SY.
- I. Approve Cloud Connect Service Contract
- J. Approve Mitel Support Agreement.
- K. Approve Memorandum of Understanding between Elizabethton City Schools and Middle Tennessee State University.
- L. Approve ESSER 3.0 application for the 2024-2025 SY.
- M. Approve Public School Security Grant FY 2025.
- N. Approve the Voluntary Pre-K application FY 2025.
- O. Approve 21st CCLC Funds Application for Fiscal Year 2025 for the Extended School Program.

- P. Approve Board of Education Funds and School Activity Funds Audit Contracts for the 2024-2025 school year.
- Q. Approve Research Proposal from Amani Alhassen, an Early Childhood Doctoral candidate at E.T.S.U.

8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

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

I would like to give you an update on our capital projects that we have going on. I would first like to give a huge thank you to Mr. Simerly, our City Council School Board Liaison, and the rest of City Council for their incredible support for our school system, especially over the last couple of years. The commitment they have made financially to the school system to help us do so many of these projects. It is very touching as a school board and school system to see how eager they are to partner with us and make our schools and facilities as good as they can possibly be. They have recently approved an additional \$250,000.00 investment for us to complete some of our capital projects, especially at the high school and to install athletic turf at the new hitting facility. If we could take a moment to thank Mr. Simerly and the rest of the City Council for their support. The Dave Rider Center continues to progress. We had a little slow down with some fire marshall concerns in doing some re-engineering on some things, but underground utilities are going in now and things should pick up.

Harold McCormick is nearing completion. They are finishing some electrical work, the PA and alarm systems. They are finishing the last classroom. They have also been able to add back a door from contingency funds. If you haven't had a chance to go by and look at what has been done, I would encourage you to do so.

The CDEC building - they should have the HVAC done by Monday at the latest. They are finishing up some plumbing and electrical work. We are down to the ceiling grid and some sheet rock items and then flooring. We should be done in 3 to4 weeks with this project.

The Ballistic film is almost done. We are down to a few windows that have not been completed for one reason or another. It is almost completed. The interior doors and card readers are almost complete. There was an additional phase we added after the fact with some additional card readers. This will be a huge safety improvement.

The Fall TSBA District Meeting will be Monday, September 23rd at Chuckey Doak High School for anyone that would like to attend. If you let me know, we can meet and all go together.

I would like to welcome Ms. Stacy Lee, who is part of the documentary that Mr. Campbell's students will be doing. She will give us more information a little later about this project.

Over the last couple of weeks, some schools have been dealing with threats of mass violence. It is so important that we have parents and students in the community that are willing to report any threats.

We want people to report these suspicious behaviors. It is critical for us and law enforcement to do our jobs. We ask that you report the information responsibly. We have a Stop It app that students can report things anonymously. They can contact a teacher, an administrator, or they can call the police department. These are responsible ways to report this information. I would discourage people from re-posting information from social media. This slows down officers from getting to the bottom of a situation when they have to sift through all the calls and information that comes in.

If you want to be part of the solution and not the problem, what we want people to do is "Report Not Repost". We want people to report, but we just ask that you do it in a constructive and responsible way.

Thank you for letting me say that.

We have had some questions about enrollment at the high school. We are

up to 890 students, which is the largest enrollment at Elizabethton High school in several years. We would probably have to go back to the early 90's or late 80's to be that high. I just wanted to share that number with you.

C. Board Member Reports

Mr. Pless reiterated the information regarding the fall District Meeting. it is a good opportunity for any board members that need to get board hours in for the new year that has begun.

D. City Council Liaison's Report

Mr. Simerly did not have any information for us.

E. Student Liaison's Report

Hudson had just a few things. We had a successful fall formal, with a good turnout and everyone had a good time.

We have the Powder Puff game coming up, which is when the girls play flag football and the guys coach and cheer. Also, next week is our homecoming, which everyone is excited about as well.

On a more serious note, I do want to talk about the fake threats. The students that I have talked to do want to help in positive ways. I think everybody has been learning through this and the best way to report things, even though it is very sad, I think it has taught people the best lesson, for reporting things like this.

Student updates: I think everyone has settled into the school year. We are very excited about homecoming next week. Right now, the seniors are going through all their college application stuff, which is pretty difficult so

far, but it is also helpful being able to go to our counselors and others about this.

9. REGULAR AGENDA

- A. Approve Service Agreement between Smith Rehabilitation Services and Elizabethton City Schools for athletic training services for the 2024-2025 school year.

Motion was made by Ed Alexander, second by Phil Isaacs To approve Service Agreement between Smith Rehabilitation Services and Elizabethton City Schools for athletic training services for the 2024-2025 school year. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: absent

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

Dr. Danny Smith and Justin Smith have provided these services for many years at no charge, quite frankly. We have been very appreciative of Justin and his dad for many, many years. His dad was very committed to the school system. He served on the board and was Chairman at one time. The main focus on this contract is that there is such a demand in the summer and late fall as we have extreme heat, we have so many more

requirements now to make sure the weather is in a range of temperature and humidity and all those factors that are safe for students to play and practice in. We need someone who can be available for all these events. We feel like we need an extra set of hands to help with these events. Obviously, Justin provides us with excellent service, but he can't be there all the time. This would roughly give us about 20 hours a week for someone to be on campus and for home events. There is a certain degree of expectation from other teams that we will have someone onsite and available if a situation should arise where we need immediate help. We are basically partnering with them to secure someone that is able to be here. Justin Smith commented that while he does his best, he can't be with us all the time. Trying to get the right people in place, this will allow us to get the appropriate people that are needed on the sidelines for games and practices. This is a nationwide problem because there is a shortage of athletic trainers. We are actively pursuing applicants and I do have a 2nd interview with someone, and hopefully we can bring them onboard.

Mr. Vanhuss commented that we want someone there in case of a medical emergency, but there are also legal ramifications as well.

Mr. Pless commented that times have changed. Athletes are bigger and faster. They train year round, and we deal with things now that we didn't back then.

Mr Alexander commented that on any given day there may be 6 or 7 events going on. Having someone that they can go to is great. As a parent and grandparent, I am thrilled about this.

Justin commented that this is also good because it takes the burden off of the coaches so they can focus on the team and not have to make a decision that they may not feel comfortable making.

- B. Approve Change Order #001 with Burleson Construction Company, Inc. for additions to the Dave Rider Center for Athletic Performance construction project.

Motion was made by Phil Isaacs, second by Ed Alexander To approve Change Order #001 with Burleson Construction Company, Inc. for

additions to the Dave Rider Center for Athletic Performance construction project. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: absent

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

This particular item is in reference to the comment I made earlier about City Council and their additional 250,000.00 commitment. This allows us to add some things back to the project. It will add back the covered walkway that connects the new building with the gym so that students can move easily back and forth between the buildings during the day. It also adds back some appropriate flooring for the weight room space. It will address some of the needs that were mentioned in the feedback from the Fire Marshall, including the sprinkler system. The building will be fully sprinkled. It includes paving all around the new facility as well as resurfacing behind the gym, the loading dock at the cafeteria, behind the math pod between the softball field and band room. It will all be repaved and new curving all the way out to Jason Witten Way. I did misspeak at the council meeting. He thinks that a few city managers ago, the city would come around as they were paving that they would automatically pave school property as well. There may have been a cap some time ago. It

desperately needs it now with all the heavy traffic that goes back there. When they first built the baseball facility, the plan was to repurpose some turf from that space, but after looking and trying to put that application down it didn't serve the purpose. This is not included in the particular change order. There is also the build out of additional restrooms that the Fire Marshall made us add. We went from 4 to 7-8, which increased the cost.

Mr. Alexander asked how this would affect parking. Mr. VanHuss stated we may lose some parking. Currently there may be 12 to 15 spots and we should be able to maintain a few of those parking spots.

C. Ratify Memorandum of Understanding between the Niswonger Foundation and Elizabethton City Schools for Project On-Track High-Dosage / Low-Ratio Math Tutoring.

Motion was made by Ed Alexander, second by Phil Isaacs Ratify Memorandum of Understanding between the Niswonger Foundation and Elizabethton City Schools for Project On-Track High-Dosage / Low-Ratio Math Tutoring. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: absent

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

We are so excited about this because we have had Project On Track Math tutoring for the last 2 or 3 years but, unfortunately, the grant expired at the end of the 2023-2024 school year. Niswonger reached out and said the state contacted them and had some additional funding that would allow us to continue the program for another year. The total amount they are providing us is \$357,000.00. This will allow us to hire 4 certified teachers, 1 for each elementary and 1 for TAD and also 4 part-time assistants to work under the direction of these teachers. This will allow us to serve more students. This is during the school day and built into their schedule. That gives us 3 students per adult at the elementary level and 4 students per teacher at TA Dugger.

We are very excited about having this program for another year, and we are already hoping and praying that they can find some funding for the 25-26 school year.

We have already hired individuals for these positions, and they are currently working or are in the process. Thank you for allowing us to ratify this so that they could begin working and we didn't lose any classroom time for the student by having to wait for approval. It worked in perfectly with the other tutoring schedules that had been in place.

- D. Ratify creation of four (4) certified teacher positions and four (4) part-time instructional assistant positions to provide math tutoring services for students in grades 1-8 for the 2024-2025 school year, to be paid for using funds from Niswonger Foundation Project On-Track Grant.

Motion was made by Phil Isaacs, second by Ed Alexander To ratify creation of four (4) certified teacher positions and four (4) part-time instructional assistant positions to provide math tutoring services for students in grades 1-8 for the 2024-2025 school year, to be paid for using

funds from Niswonger Foundation Project On-Track Grant. Motion carried.

Ed

Alexander aye

er:

Phil

Isaacs: aye

Danny

O'Quinn absent

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

No discussion. Motion refers to previously approved item 9C.

- E. Approve release documents for students and staff members of Elizabethton High School to participate in an audiovisual program produced by KT Studios, LLC.

Motion was made by Phil Isaacs, second by Ed Alexander To approve release documents for students and staff members of Elizabethton High School to participate in an audiovisual program produced by KT Studios, LLC. Motion carried.

Ed

Alexander aye

er:

Phil

Isaacs: aye

Danny
O'Quin absent
n:
Eddie aye
Pless:
Jamie
Schaff: absent

aye: 3, nay: 0, absent: 2

In the 2018 school year, the students in Mr. Campbell's sociology class started a project where they investigated a series of cold-case murders in and around Tennessee during the 1980's. They have been working for the past 6 years and completed a podcast called Murder 101. This podcast was #1 in 12 countries and #2 in the United States and has been seen by millions of people. One of the people who heard this podcast is Ms. Stacy Lee, who is an award-winning documentary film director. She is going to discuss producing a documentary with our students.

Mrs. Lee spoke about the incredible project based learning that Mr. Campbell does, She believes it to be the incredible frontier of 2024 learning. I have been in 2 classes and the growth and confidence within the past several months of the students will change the perception that adults have of these students. This project has transformed the way the world sees them and how students see themselves.

I think if we can show one bit of this transformation to a national or global audience. It will be incredibly inspiring and certainly change perceptions of what the educational system is capable of when it connects in true and meaningful ways. I am the mother of 2 kids and can only hope that one day my children will have a teacher as strong and inspirational as Mr. Campbell.

Mr. VanHuss ask about the actual process. My job is more journalistic in nature, not to extract drama or scandal or any of those things, but to get

the story and feelings beneath it all and in an ethical way.

My path is to connect with the students and teachers and to tell the story as truthfully and factual as possible. Before the cameras come in, I like to get to know the students and past students and getting to know them and them to know and trust me. Having a camera and microphone put in your face is no one's natural place to be, and I think we really want to present these students in the best possible light to set them up for success and to what it means to be filmed, to understand the process and to be informed every step of the way. We want to make sure the comfort level between the student, the parent and myself is fundamental to us. If I don't have the trust with everyone, then I won't make a true and meaningful documentary. I take the time in the beginning to make sure I establish this trust .

and have conversations to help guide them along in the process. I don't force anyone to do anything. It is important that they know they have control over when and how I will film them. I value that integrity as a filmmaker. We are hoping to tell the story over this next school year, Mr. Campbell is on the verge of making some big discoveries. We will be following along with that as much as possible. We will choose specific times to be in the classroom during the year. We are filming a documentary and there are places it goes that we can never imagine, but we hope to contain that as much as possible when we are following the class.

Mr. Pless thanked Mrs.Lee for coming to speak to us and that we look forward to what is coming.

F. Approve first reading of the following Board Policies:

4.600 - Grading Policy

4.700 - Testing Programs

Motion was made by Phil Isaacs, second by Ed Alexander TO approve first reading of the following Board Policies: 4.600 - Grading Policy 4.700 - Testing Programs Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: absent

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

Policy 4.600. We modified this policy based on state law a month or so back which stated our minimum grade was 50 but Legislature says that we must have a minimum grade of 0. TSBA suggested that specifically stated that.

On page 3 we felt it was important to give students weighted credit if they did a work-based practicum. We felt they needed more than a 4.0. In some cases, a high-achieving student, it could pull the GPA down. It is put on a scale equal to honors and industry certification. if a student is in a work-based learning course and received an A, it would be worth 4.5 quality points.

We want students to have those work-based learning experiences and get some additional experiences and get outside the walls of the school. This is a way to reward them for doing that.

Policy 4.700, they tweaked some of the weighted TCAP scores. The ranges of those scores that districts can choose from. Grades 3-5 it is 0%. It does not factor into the students' grade during that year.

At TA Dugger and the High School it is 15% of the students final course grade.

10. FOR YOUR INFORMATION

11. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, October 17, 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

Motion was made by Ed Alexander Motion to Adjourn Motion carried.

Ed

Alexander: aye

Phil

Isaacs: aye

Danny

O'Quinn: absent

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 3, nay: 0, absent: 2

Chairman of the Board

Director of Schools

		2024-25	2024-25	2024-25	2024-25	Unencumbered	September	
<u>Acct</u>		<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>2024-25</u>	
							<u>Monthly Activity</u>	
141 R 40110	000	CURRENT PROPERTY TAX	3,675,000.00	3,675,000.00	0.00	0.00	3,675,000.00	0.00
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	100,000.00	100,000.00	5,919.44	5.92	94,080.56	0.00
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	1,387.66	6.03	21,612.34	0.00
141 R 40140	000	INTEREST AND PENALTY	27,000.00	27,000.00	1,071.02	3.97	25,928.98	0.00
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	61,000.00	61,000.00	6.23	0.01	60,993.77	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	4,250,000.00	4,250,000.00	344,696.17	8.11	3,905,303.83	0.00
141 R 40275	000	MIXED DRINK TAX	24,000.00	24,000.00	4,150.54	17.29	19,849.46	0.00
141 R 40320	000	BANK EXCISE TAX	38,750.00	38,750.00	0.00	0.00	38,750.00	0.00
141 R 41110	000	MARRIAGE LICENSES	650.00	650.00	56.26	8.66	593.74	0.00
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	73.20	0.02	384,926.80	0.00
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	227,975.00	227,975.00	68,061.21	29.85	159,913.79	18,907.74
141 R 44110	000	INVESTMENT INCOME	120,000.00	120,000.00	19,890.83	16.58	100,109.17	9,789.97
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	10,058.62	0.00	-10,058.62	10,058.62
141 R 44530	000	SALE OF EQUIPMENT	0.00	0.00	400.00	0.00	-400.00	400.00
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 46510	000	TISA STATE FUNDING	20,592,093.00	20,592,093.00	4,069,327.90	19.76	16,522,765.10	2,034,663.95
141 R 46515	000	EARLY CHILDHOOD EDUCATION	411,160.00	411,160.00	0.00	0.00	411,160.00	0.00
141 R 46550	000	DRIVER EDUCATION	6,500.00	6,500.00	0.00	0.00	6,500.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	232,876.00	232,876.00	0.00	0.00	232,876.00	0.00
141 R 46610	000	CAREER LADDER PROGRAM	23,947.00	23,947.00	0.00	0.00	23,947.00	0.00
141 R 46790	000	OTHER VOCATIONAL	317,497.00	317,497.00	0.00	0.00	317,497.00	0.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 47590	000	OTHER FEDERAL THROUGH STATE	64,842.00	64,842.00	0.00	0.00	64,842.00	0.00
141 R 48610	000	DONATIONS	26,400.00	26,400.00	2,500.00	9.47	23,900.00	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	600,000.00	25.00	1,800,000.00	200,000.00
Grand Revenue Totals			33,125,440.00	33,125,440.00	5,127,599.08	15.48	27,997,840.92	2,273,820.28

Number of Accounts: 36

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

	Acct	2024-25	2024-25	2024-25	2024-25	Unencumbered	September 2024-25
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
141 E 71100	REGULAR INSTRUCTION PROGRAM	14,885,198.00	14,885,198.00	1,626,551.32	10.93	13,241,871.68	1,158,020.97
141 E 71200	SPECIAL EDUCATION PROGRAM	2,701,461.00	2,701,461.00	229,748.87	8.50	2,467,406.98	224,803.45
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,667,157.00	1,667,157.00	164,866.30	9.89	1,493,782.74	147,814.29
141 E 71400	STUDENT BODY EDUCATION PROGRAM	465,830.00	465,830.00	34,512.97	7.41	431,317.03	5,428.89
141 E 72110	ATTENDANCE	114,300.00	114,300.00	27,704.68	24.24	85,845.32	14,888.34
141 E 72120	HEALTH SERVICES	476,052.00	476,052.00	46,360.65	9.74	426,112.45	37,627.89
141 E 72130	OTHER STUDENT SUPPORT	1,186,085.00	1,186,085.00	143,254.72	12.08	1,026,851.41	86,766.90
141 E 72210	REGULAR INSTRUCTION PROGRAM	1,357,541.00	1,357,541.00	286,613.37	21.11	1,055,307.82	91,008.86
141 E 72220	SPECIAL EDUCATION PROGRAM	511,010.00	511,010.00	57,667.40	11.28	446,967.60	32,378.61
141 E 72230	VOCATIONAL EDUCATION PROGRAM	189,611.00	189,611.00	40,642.17	21.43	148,968.83	15,447.88
141 E 72250	TECHNOLOGY	1,053,560.00	1,053,560.00	331,010.66	31.42	674,102.35	65,923.30
141 E 72310	BOARD OF EDUCATION	637,915.00	637,915.00	339,282.87	53.19	292,925.28	24,578.19
141 E 72320	OFFICE OF THE SUPERINTENDENT	449,695.00	449,695.00	101,816.38	22.64	322,681.51	33,811.58
141 E 72410	OFFICE OF THE PRINCIPAL	1,954,133.00	1,954,133.00	380,488.85	19.47	1,573,644.15	157,951.14
141 E 72510	FISCAL SERVICES	439,279.00	439,279.00	127,528.81	29.03	309,060.49	33,480.84
141 E 72610	OPERATION OF PLANT	2,118,961.00	2,118,961.00	613,687.03	28.96	1,499,225.27	143,774.28
141 E 72620	MAINTENANCE OF PLANT	1,302,361.00	1,302,361.00	418,858.80	32.16	676,167.92	88,664.18
141 E 72710	TRANSPORTATION	841,451.00	841,451.00	187,853.98	22.33	480,575.56	87,478.86
141 E 73100	FOOD SERVICE	42,705.00	42,705.00	12,137.84	28.42	27,998.16	6,493.68
141 E 73300	COMMUNITY SERVICES	227,975.00	227,975.00	82,528.49	36.20	139,566.95	61,833.12
141 E 73400	EARLY CHILDHOOD EDUCATION	411,160.00	411,160.00	41,579.81	10.11	369,430.19	32,269.44
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	728,007.20	791.31	-4,652,789.92	581,746.85
Grand Expense Totals		33,125,440.00	33,125,440.00	6,022,703.17	18.18	22,537,019.77	3,132,191.54

Number of Accounts: 564

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

			2024-25	2024-25	2024-25	2024-25	Unencumbered	September 2024-25
<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	99,623.00	99,623.00	21,271.31	21.35	78,351.69	21,271.31
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	9,030.00	9,030.00	3,128.15	34.64	5,901.85	3,128.15
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	41,597.00	41,597.00	0.00	0.00	41,597.00	0.00
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	628,419.00	628,419.00	46,717.34	7.43	581,701.66	46,717.34
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	17,353.00	17,353.00	1,489.12	8.58	15,863.88	1,489.12
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	589,659.00	589,659.00	62,632.64	10.62	527,026.36	62,632.64
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	54,018.00	54,018.00	5,791.08	10.72	48,226.92	5,791.08
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	94,515.00	94,515.00	18,461.72	19.53	76,053.28	18,461.72
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	51,018.00	51,018.00	5,305.50	10.40	45,712.50	5,305.50
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,059.00	110,059.00	0.00	0.00	110,059.00	0.00
142 R 47401	933	ESSER 3.0	0.00	0.00	62,069.30	0.00	-62,069.30	62,069.30
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	23,800.00	23,800.00	2,000.00	8.40	21,800.00	2,000.00
Grand Revenue Totals			1,719,091.00	1,719,091.00	228,866.16	13.31	1,490,224.84	228,866.16

Number of Accounts: 12

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	September 2024-25
	<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 E 71100	--- --- ----- --- REGULAR INSTRUCTION PROGRAM	554,341.00	554,341.00	79,740.32	14.38	464,877.68	75,803.42
142 E 71200	--- --- ----- --- SPECIAL EDUCATION PROGRAM	645,772.00	645,772.00	49,504.07	7.67	596,267.93	49,504.07
142 E 71300	--- --- ----- --- VOCATIONAL EDUCATION PROGRAM	19,951.00	19,951.00	11,785.60	59.07	8,165.40	7,509.60
142 E 72130	--- --- ----- --- OTHER STUDENT SUPPORT	116,029.00	116,029.00	20,545.28	17.71	78,084.07	7,473.00
142 E 72210	--- --- ----- --- REGULAR INSTRUCTION PROGRAM	271,173.00	271,173.00	59,125.63	21.80	209,267.37	31,630.23
142 E 72230	--- --- ----- --- VOCATIONAL EDUCATION PROGRAM	1,766.00	1,766.00	1,102.50	62.43	413.50	0.00
142 E 72710	--- --- ----- --- TRANSPORTATION	0.00	0.00	841.70	0.00	-841.70	622.10
142 E 73300	--- --- ----- --- COMMUNITY SERVICES	110,059.00	110,059.00	13,793.25	12.53	96,265.75	-31,893.80
142 E 76100	--- --- ----- --- REGULAR CAPITAL OUTLAY	0.00	0.00	62,069.30	0.00	-62,069.30	43,569.30
Grand Expense Totals		1,719,091.00	1,719,091.00	298,507.65	17.36	1,390,430.70	184,217.92

Number of Accounts: 102

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	September 2024-25	
<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	0.00	0.00	-34.73	0.00	34.73	0.00
143 R 43522	000	LUNCH PAYMENTS - ADULTS	22,000.00	22,000.00	2,802.80	12.74	19,197.20	1,590.55
143 R 43525	000	A LA CARTE SALES	55,280.00	55,280.00	12,580.90	22.76	42,699.10	5,686.34
143 R 43990	000	OTHER CHARGES FOR SERVICES	12,500.00	12,500.00	0.00	0.00	12,500.00	0.00
143 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	7,235.06	18.09	32,764.94	3,595.33
143 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	13,898.97	0.00	-13,898.97	13,898.97
143 R 46520	000	SCHOOL FOOD SERVICE	11,000.00	11,000.00	0.00	0.00	11,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	785,000.00	785,000.00	74,411.97	9.48	710,588.03	74,411.97
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	7,701.69	8.24	85,798.31	0.00
143 R 47113	000	USDA BREAKFAST	447,500.00	447,500.00	41,354.05	9.24	406,145.95	41,354.05
143 R 47114	000	USDA - ESP SNACK PROGRAM	31,000.00	31,000.00	2,020.70	6.52	28,979.30	2,020.70
Grand Revenue Totals		1,497,780.00	1,497,780.00	161,971.41	10.81	1,335,808.59	142,557.91	

Number of Accounts: 36

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	September 2024-25
	<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	1,497,780.00	1,497,780.00	309,962.41	20.69	1,187,817.59	161,901.36
<hr/> Grand Expense Totals		1,497,780.00	1,497,780.00	309,962.41	20.69	1,187,817.59	161,901.36

Number of Accounts: 85

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

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Grading System</h2> <h3 style="text-align: center; color: red;">Proposed</h3>	Descriptor Code: 4.600	Issued Date: 07/16/24
		Rescinds: 4.600	Issued: 09/21/23

1 The Director of Schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education. The
 5 grading/assessment system shall be uniform, district-wide, at comparable grade levels, except that the
 6 Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes
 7 in grades K-3 according to state rules and regulations.¹

8 The Director of Schools shall submit a copy of the grading and assessment systems to the Board before
 9 the system is implemented.² These guidelines shall be communicated annually to students and
 10 parents/guardians.¹

11 Conduct grades are based on behavior and shall not be reflected in scholastic grades. Conduct shall be
 12 marked as follows:

- 13 AOutstanding
- 14 BAbove Average
- 15 CAverage
- 16 DBelow Average
- 17 FFail

18 **UNIFORM GRADING SYSTEM¹**

19 Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established
 20 by the State Board of Education. Using the uniform grading system, students' grades shall be reported
 21 for the purposes of application for post-secondary financial assistance administered by the Tennessee
 22 Student Assistance Corporation.

23 Subject-area grades shall be expressed by the following letters with their corresponding percentage range
 24 for grades two through twelve:

<u>Grade</u>	<u>Value</u>	<u>GPA</u>
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	0-59	0

1 **Grading floors with a minimum above zero are not permitted.³ This grading system shall be uniform**
2 **throughout the school district for each grade.**

3 Grades given at the end of each nine (9) weeks period will be determined from daily work, homework,
4 written assignments and tests. The teacher will weigh the value of grades given for various assignments
5 and tests within the applicable period in computing the grade. This procedure will enable the teacher to
6 allow for individual student differences in the grading process. Any assignments and tests required of a
7 student may be considered in the computation of his/her grade.

8 **Kindergarten and First Grade Scale**

9 For Kindergarten and first grade, the following grading scale will be used:

- 10 • 4 - Above - the student is working above grade level.
- 11 • 3 - Secure — the student is working on grade level and is secure working with skill.
- 12 • 2 - Developing — the student is working toward being on grade level, but skills are still
13 developing.
- 14 • 1 - Beginning — the student is working below grade level.

15 **Weighting for Advanced Coursework – Grades 9-12 and courses earning high school credit at the** 16 **middle school.**

17 Advanced coursework grades will be weighted with additional percentage points to calculate the
18 semester average. Depending on the course taken, the following percentage points will be assigned:

- 19 • Honors Courses – three (3) percentage points;
- 20 • Local and Statewide Dual Credit, Industry Certification-Aligned Courses, four (4) percentage
21 points; and
- 22 • Advanced Placement – five (5) percentage points.

23 For courses that include a culminating exam (i.e., Industry Certification Aligned, Statewide Dual Credit,
24 Local Dual Credit, and Advanced Placement Courses) students must sit for the appropriate exam in order
25 to earn the additional percentage points.¹

26 If additional weighting is awarded prior to participation in the culminating exam, weighting will be
27 removed if the student does not participate in the culminating exam by the end of the school year in
28 which the course was completed.¹

29 Dual enrollment courses that are recognized for high school credit are eligible for the additional
30 percentage point weighting for students who pass the dual enrollment course.¹

31 The district shall annually approve the list of such courses that meet the criteria listed above and shall
32 provide this information readily to the public.¹

33 Additional percentage points shall be added at each grading period (9 weeks) as well as to the semester
34 exam. Additional percentage points are not added to the final average since the points are already in the
35 grade.¹

1 **LOCAL GPA SCALE**

2 Weighted GPA will be in effect for students in the class of 2024 and subsequent classes.

3 **GPA CALCULATION FOR HIGH SCHOOL COURSES**

<u>Grade</u>	<u>Regular</u>	<u>Honors/Industry Certification/WBL: Career Practicum</u>	<u>Statewide/Local Dual Credit/ Dual Enrollment</u>	<u>AP</u>
A	4	4.5	4.75	5
B	3	3.5	3.75	4
C	2	2.5	2.75	3
D	1	1.5	1.75	2
F	0	0	0	0

4 The Uniform Grading System (4.0 scale) must be used to calculate eligibility for financial assistance
5 administered by the Tennessee Student Assistance Corporation.¹

6 If a course meets two (2) of the above categories, the student would receive the higher level of points.

7 **LOTTERY SCHOLARSHIPS⁴**

8 Each school counselor shall provide incoming freshman with information on college core courses
9 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score,
10 etc.) that must be met in order to receive a scholarship.

11 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
12 Student Aid (FAFSA). The FAFSA is available at the guidance office or online. Students shall be made
13 aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

14 Elementary school counselors should explain the HOPE Scholarship and its requirements to their
15 students and impress upon them the benefits of making good grades.

16 **LOTTERY SCHOLARSHIP DAY**

17 Each school year, prior to scheduling courses for the following school year, schools teaching students in
18 grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁵

19

20

1

2 **HONORS RECOGNITION**

3 For the purposes of honors recognition Elizabethton City Schools will use the following Latin System:

4 *summa cum laude* 4.25 and above5 *magna cum laude* 4.00-4.246 *cum laude* 3.75-3.99

Legal References

1. [TCA 49-2-203\(b\)\(16\); TCA 49-2-301\(b\)\(1\)\(H\)](#)
2. [TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407](#)
3. [Public Acts of 2024, Chapter No. 1005](#)
4. [TCA 49-4-904, 905, 907](#)
5. [TCA 49-4-932\(f\)](#)

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs Proposed	Descriptor Code: 4.700	Issued Date: 02/16/24
		Rescinds: 4.700	Issued: 03/16/23

1 *General*

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

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

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

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

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

3 **WEIGHTING TCAP SCORES**

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

- 5 a) Grades 3-5 - 0% (0-25)
- 6 b) Grades 6-8 - 15% (10-25)
- 7 c) Grades 9-12 - 15% (5-15)

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

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

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

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

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(10); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 49-6-412
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
9. TRR/MS 0520-07-01-.03(3)
10. 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



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

Educator Preparation Provider (EPP)	Tusculum University
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Local Education Agency (LEA)	Elizabethton City Schools
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Term of Agreement	One year, per TNDOE requirements
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EPP Contact/Designee

Name: Michelle DeFord	Title: Director of Clinical Experience
Email Address: mdeford@tusculum.edu	Phone Number: 423-636-7300 ext. 5024

LEA Contact/Designee

Name:	Title:
Email Address:	Phone Number:

LEA Administrator for Field Placement
--

Name:	Title:
Email Address:	Phone Number:

Certification (Signatures verify partnership)
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EPP Unit Head	<table style="width: 100%;"> <tr> <td style="width: 50%;">Name: Dr. Miriam Stroder</td> <td style="width: 50%;">Date: September 13, 2024</td> </tr> <tr> <td colspan="2">Title: Assistant Dean, Education Division; Director of Educator Preparation Programs</td> </tr> <tr> <td colspan="2">Signature: </td> </tr> </table>	Name: Dr. Miriam Stroder	Date: September 13, 2024	Title: Assistant Dean, Education Division; Director of Educator Preparation Programs		Signature: 	
Name: Dr. Miriam Stroder	Date: September 13, 2024						
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Signature: 							

LEA Director of Schools	<table style="width: 100%;"> <tr> <td style="width: 50%;">Name:</td> <td style="width: 50%;">Date:</td> </tr> <tr> <td colspan="2">Title:</td> </tr> <tr> <td colspan="2">Signature:</td> </tr> </table>	Name:	Date:	Title:		Signature:	
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**State-Recognized Partnership Agreement between
Elizabethton City Schools
and**



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

WITNESSETH

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

I. Purpose and Responsibility

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

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

II. Scope and Sequence of Clinical Experiences

Clinical Experiences are defined as follows:

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

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

III. Scope and Sequence of Content Mentoring Program

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

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

IV. Recruitment and Selection Strategies and Goals

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

- a. At the request of guidance counselors, work with high school guidance counselors to target high school juniors and seniors who have shown an interest or aptitude in a

helping profession, and provide any potential candidates with information about the teaching profession and the EPP

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

V. Responsibilities of the LEA

Responsibilities of the LEA related to Clinical Experience:

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

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

Responsibilities of LEA related to Content Mentoring:

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

- ii. The LEA will provide 3 half days of leave time, or the equivalent there of, from mentor’s classroom per semester to be spent in the mentee’s classroom for onsite coaching and collaboration. Mentor will use one visit to complete a lesson observation using a Modified TEAM rubric. The times and dates of these visits will be recorded by the content mentor on the “Weekly Points of Contact” form.
- iii. Mentor will initiate weekly points of contact with mentee through email, phone call, video conference, and/or face to face meetings
- iv. Job embedded candidates will complete 10 hours of observation in mentor’s classroom.
- c. The LEA will designate an administrator and/or principal(s) to serve as its contacts for content mentors. These administrators will serve as liaisons between the School System and EPP’s designated contact. Any questions or problems arising which involve content mentoring will be brought to the attention of the Director of edTPA at Tusculum University by the School System’s Administrator for Job-Embedded Teachers or the building principal.
- d. Selection of content mentors will be under the direction and control of the Director of Schools or an appointed designee from the LEA.
- e. The LEA agrees to share the LEA’s Human Capital Report with the EPP.

VI. Responsibilities of the EPP

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

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

to provide opportunities for discussion and collaboration about field experiences.

b. The EPP designee for Content Mentoring:

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

The Director of the EPP's Content Mentoring Program is:

Stephanie Efir

Tusculum University

60 Shiloh Road

Greeneville, TN 37745

Office Phone: 423-636-7300 ext. 5026

Cell Phone: 865-776-9708

Email Address: sefir@tusculum.edu

- ii. The Director of edTPA will provide the LEA with specific requirements for each Content Mentoring course in order to ensure clear communication about the purposes and the expectations for the experience. The EPP will provide orientation and training information which will inform content mentors and job-embedded candidates of the purposes and expectations of the experience.

c. University Clinical Supervisors employed to work with teacher education candidates must meet the following criteria:

- Documented evidence of having been a highly-effective teacher
- Minimum of 5 years classroom experience
- Ability to provide candidates with strategies for engaging diverse learners in meaningful learning
- Ability and willingness to provide constructive feedback to teacher candidates about their strengths and areas for improvement
- Ability and willingness to communicate effectively with teacher candidates and cooperating teachers
- Ability and willingness to foster positive relationships between and among school-based administrators, teachers, teacher candidates, and university faculty and staff
- Current knowledge of and training on TEAM, Praxis exams, edTPA, and current trends in education to aid in the retention of mentors who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development
- Consistent demonstration of professionalism

d. University clinical supervisors and teacher education candidates will be provided appropriate guidelines and expectations from the Tusculum Director of Clinical Experiences. Additionally, clinical supervisors will be provided on-going support through workshops and seminars.

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

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

VII. Additional Provisions

The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section of 504 of the Rehabilitation Act of 1973, Executive Order 11,246, ADA, and the related Regulations of each. The University and District shall not discriminate against any person on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, or any other classification protected by Federal or State constitutional or statutory law.

- a. No provision of this agreement will act or be deemed to be a waiver by the LEA of any immunity or of any provision of the TENNESSEE GOVERNMENTAL TORT LIABILITY ACT. Tenn. Code Ann. 29-20-101 et seq. Any liability to the EPP or third parties for any claims, damages, losses, or costs arising out of, or related to acts performed by the LEA under this agreement will be governed and limited by the provisions of the Tennessee Governmental Tort Liability Act, Tenn. Code. Annotated, Section 29-20-101 et seq.
- b. EPP will be responsible for personal injury and/or damage resulting from the gross negligence of the University performing any responsibility specifically required under the terms of this agreement. Damages recoverable against the LEA will be expressly limited by the Tennessee Governmental Tort Liability Act, Tennessee Code Annotated, Section 29-20-101 et seq.
- c. Nothing in this Agreement will be construed or deemed to create any relationship between the LEA and EPP other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement. Neither of the parties nor any of their respective officers, directors, or employees will be construed to be the agent, employer, or representative of the other except as provided herein.
- d. The term of this Agreement will be for three years from the date set forth above and will renew for subsequent three-year terms from the date set forth above unless terminated in writing by either party. Any termination of this Agreement will be effective at the conclusion of the EPP's academic semester, except that candidates

participating in student teaching will be entitled to complete student teaching at the school notwithstanding any prior termination.

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

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

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

Educator Preparation Provider (EPP)	University of Tennessee Knoxville
Local Education Agency (LEA)	Elizabethton City Schools
Academic Year of Agreement	2024-2025

EPP Contact/Designee	
Name: David Cihak	Title: Associate Dean
Email: dcihak@utk.edu	Phone Number: 865-974-9598

LEA Contact/Designee	
Name: Myra Newman	Title: Asst. Director of Schools for Academics
Email: myra.newman@ecschoools.net	Phone Number:

Certification (signatures verify partnership)	
EPP Head Administrator: David Cihak, Ph.D	Title: Associate Dean
Signature: David Cihak <small>Digitally signed by David Cihak Date: 2024.10.01 15:31:31 -04'00'</small>	Date: 10/1/2024

LEA Head Administrator:	Title:
Signature:	Date:

**Prompt
1**

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

High-quality clinical educators will be co-selected for initial licensure candidates based on mutually agreed to criteria as follows: All candidates must have a willingness to provide mentoring that promotes professional growth. Clinical mentors/school-based mentors must be licensed in the same area or a closely related area and rated as above average level of effectiveness. Clinical supervisors/UTK supervisors must have a minimum of a master's degree and three years of professional experiences in the area supervised and be certified in a state-approved teacher evaluation model (e.g., TEAM). Exceptions may only be made in unique circumstances and if mutually agreed upon by both parties. In order to prepare and evaluate high-quality clinical educators' the following roles and responsibilities have been mutually agreed-upon: 1) Ability to provide mentoring that promotes professional growth; 2) Assurance the candidate receives and understands a thorough picture of all duties and responsibilities; 3) Facilitation and/or design of opportunities for completion of clinical activities; 4) Allocation of time for frequent and regular contacts with the candidate; 5) Facilitation of reflection and self-assessment with feedback on the candidate's performance in the experience; 6) Communication and consultation among clinical educators (i.e., clinical mentor/school-based mentor and clinical supervisor/UTK supervisor); and 7) Evaluation of candidate performance. UTK will prepare clinical educators at the onset of the clinical experience to ensure all roles, responsibilities, and expectations are communicated and understood. Clinical educator training includes in-person and/or online training with supplemental clinical handbooks outlining clinical educators' and candidate expectations.

**Prompt
2**

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

UTK and LEA will develop school-based clinical experiences, mentoring, and professional development for initial and advanced candidates. The outcome of these efforts will be a comprehensive experience designed to prepare teacher, instructional leadership, and reading specialist candidates to support the learning and growth of all P-12 students across a variety of school settings in alignment with the Council for Accreditation of Educator Preparation (CAEP), and by the Tennessee State Department of Education Educator Preparation Program (EPP) approval policies. LEA and UTK will establish expectations for candidate entry, preparation, and exit, to ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes that result in a positive impact on P-12 students learning. The clinical practice component of the approved instructional leadership program includes field experiences integrated throughout the entire program, and activities aligned with standards and course curricula. The leadership practicum provides a minimum of 350 hours in direct leadership activities. Clinical mentors and supervisors collaborate to provide mentoring and coaching experiences that allow candidates to demonstrate their proficiencies through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization and demonstrate a positive impact on P-12 students learning. Mutually agreed upon key assessments, transition points, and exit requirements for instructional leader licensure candidates include: 1) Grounding the leadership practicum opportunities in professional standards - Professional Standards for Educational Leaders (PSEL) and the TN Instructional Leadership Standards (TILS) and TN Literacy Standards; 2) Collaboration between school-based Mentors and UTK Facilitators to include at least one meeting per term where they design leadership practicum experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure instructional leader licensure candidates demonstrate their developing effectiveness and positive impact on all students learning and development; 3) Executing 350-hours of purposeful integration of theory and practice through principal/administrator-type activities; 4) Assessing candidates' development through a minimum of five (5) UTK Facilitator Reports each academic year; 5) Validating candidates' leadership practicum activities each month; and 6) Assessing candidates' professional competencies, attitudes, and dispositions (by the school-based Mentor and UTK Facilitator). The reading specialist practicum is a clinical practice component integrated throughout the entire program and activities aligned with standards and course curricula. Clinical mentors and supervisors will collaborate to provide mentoring and coaching experiences that lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization and that demonstrate a positive impact on P-12 students learning. The online delivery of candidate support and evaluation will be provided using online technologies using UTK's Learning Management System. Taught lessons will be observed by the UTK clinical supervisor using online technologies or videotaped lessons. Each evaluation results in written actionable feedback to facilitate ongoing mentoring and coaching support of candidates. By TN state law, at the conclusion of the educator provider program, the UTK OPL has the final responsibility for recommending (or not recommending) candidates for licensure or continuation of licensure following consultation with the appropriate LEA stakeholders.



Educator Preparation Provider/Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Milligan University
Local Education Agency (LEA)	Elizabethton City Schools
Academic Year of Agreement	2024-2025

EPP Contact/Designee	
Name: Angela Hilton-Prillhart	Title: Associate Dean School of Social Sciences and Education
Email: ANHilton-Prillhart@milligan.edu	Phone Number: (423)461-8769

LEA Contact/Designee	
Name: Richard VanHuss	Title: Director of Schools
Email: richard.vanhuss@ecschoos.net	Phone Number: (423)547-8000

Certification (signatures verify partnership)	
EPP Head Administrator: Angela Hilton-Prillhart	Title: Associate Dean School of Social Sciences and Education
Signature:	Date: 09/25/2023

LEA Head Administrator: Richard VanHuss	Title: Director of Schools
Signature:	Date:

**Prompt
1**

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

Milligan University (MU) and Elizabethton City Schools (ECS) work collaboratively to develop recruitment and selection strategies and goals. MU and ECS discuss recruitment in high demand areas such as special education, math and world languages. These discussions prompted MU to launch K-8 Interventionist and 6-12 Interventionist endorsement programs during the Spring 2023 semester and this program has now graduated two candidates, resulting in one candidate serving in a job-embedded capacity with ECS during the 2023-2024 school year. Candidates who are pursuing world languages and secondary mathematics are placed for at least one clinical experience in ECS with the intention of building a pipeline of applicants for the district.

Representatives from ECS serve on the admissions committee for Instructional Leader candidates. ECS partners also provide feedback to MU faculty on recruitment strategies and goals or initial teacher licensure candidates. Additionally, representatives from ECS attend the External Council for Teacher Education and offer feedback on recruitment and selection as part of these meetings.

MU and ECS also collaborate on the criteria for clinical placements each year as part of the Memorandum of Understanding (MOU) and Primary Partnership Agreements. Recruitment of high-needs endorsement areas and underrepresented candidates is emphasized and feedback is used to improve recruitment efforts. MU and ECS have worked jointly to increase- recruitment of candidates from underrepresented groups and those who are interested in teaching in high-needs areas.

The following goals exist for the partnership:

- 1) Goal: Continue to place candidates completing endorsements in high-needs areas in at least one clinical placement with ECS. Timeline: Spring 2025. Evidence Tracking: Placement data will be collected by MU's Placement Coordinator. Data will be shared annually in the spring with ECS. Employment of completers who have been placed in ECS for at least one clinical experience will be used to determine if this arrangement is helping staff high-needs areas.
- 2) Goal: ECS will share projected areas of need with MU on an annual basis. Timeline: Spring 2025. Evidence Tracking: The projections from ECS concerning areas of need will be collected by the Area Chair of Education. This information will be shared with education faculty to determine if current programming will assist with filling these projected areas of need Information will also be shared with MU's admissions department, so recruiters will be aware of areas of need when recruiting potential candidates.
- 3) Goal: MU and ECS admissions committee members will participate in reviews of initial teacher licensure and instructional leader program requirements and admissions procedures. Timeline: Spring/Summer 2025. Evidence Tracking: Data will be tracked and gathered by the Admissions Committee Chairs. Data will be organized and changes will be made by the Admissions Committee Chairs in conjunction with the Area Chair of Education.

**Prompt
2**

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

The designated ECS administrator and the MU Clinical Placement Coordinator co-select clinical mentors for initial teacher licensure and instructional leader candidates. Clinical mentors are co-selected according to mutually agreed-upon criteria: 1) Professional teaching license with three years full-time teaching experience and endorsement in the same discipline or three years full-time instructional leader experience; 2) TVAAS/EOC scores and TEAM evaluations that meet ECS expectations; 3) Willingness to assume the roles expected of a mentor as defined in the initial licensure and instructional leader handbooks.

Mutually agreed upon criteria for clinical supervisors of initial licensure teacher candidates and instructional leader candidates include the following: 1) Experience in the grade or discipline for which they are assigned; 2) Successful experience with past mentoring; 3) Successful completion of TEAM evaluation training (teacher evaluation training for supervising initial licensure teacher candidates and TEAM administrator training for supervising instructional leader candidates); 4) Willingness to assume the responsibilities of a supervisor as defined in the initial licensure and instructional leader handbooks. Additionally, school-based mentors and candidates are asked to provide information about the clinical supervisor each semester. This information is also used to inform future supervision assignments.

Clinical educators are prepared through an orientation at the beginning of the clinical experience. All clinical educators receive access to a Clinical Educators Website with resources including comprehensive initial licensure and instructional leader handbooks. This site also contains an orientation video and links to evaluation forms with due dates. Primary components of the handbooks and key assessments for the clinical experience are reviewed at the orientation. Clinical mentors and supervisors are surveyed following the orientation for feedback. The clinical supervisor provides support for the school-based mentor by conducting regular in-person visits. During these visits, the clinical supervisor observes the MU candidate, discusses strengths and areas for refinement with the both the candidate and the school-based mentor, answers questions, and offers needed support. If the school-based mentor has an issue or concern with the teacher candidate, the clinical supervisor takes appropriate action as outlined in the initial licensure and instructional leader handbooks. Clinical supervisors are supported by the Clinical Placement Coordinator.

If a school-based mentor has difficulty meeting the roles, responsibilities, and expectations outlined in the initial licensure or instructional leader handbooks, additional support from the MU supervisor will be provided. If the school-based clinical mentor continues to struggle after these supports are provided, the Clinical Placement Coordinator will become involved to provide support. If the mentor continues to struggle with meeting the roles, responsibilities, and expectations, the Clinical Placement Coordinator will work with ECS to assign a different mentor. Likewise, if the MU supervisor is not meeting the roles, responsibilities, and expectations, the Clinical Placement Coordinator will first offer support. If the MU supervisor continues to struggle, the Area Chair of Education will meet with the supervisor to provide additional support. If expectations are still unmet, the Area Chair of Education will replace the supervisor.

Feedback about clinical mentors is provided by candidates and supervisors at the completion of each experience. Feedback is also provided about MU supervisors by candidates and mentors at the completion of each experience. EPP administrators will closely monitor this feedback and retain clinical educators with positive ratings. The Clinical Placement Coordinator provides results of the mentor feedback to the district and results regarding supervisor feedback is shared by the Area Chair of Education with the supervisor.

**Prompt
3**

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

The design of the clinical experience allows initial licensure teacher candidates to demonstrate their developing effectiveness and positive impact on all students' learning and development through a series of structured experiences that follow state-approved guidelines for the duration of the clinical experience (Student Teaching = 15 weeks; Internship = 100 days; most complete 180 days). In collaboration with our partner district, multiple indicators and appropriate technology-based applications are used to establish, maintain, and refine criteria for continuous improvement. Initial licensure teacher education candidates are evaluated through the TEAM model as well as a technology rubric and disposition assessment. TEAM provides candidates a coherent and consistent assessment as it is one of the state-approved models for educator evaluation.

Instructional Leader (IL) candidates complete 225 hours across three experiences that involve a span of grades and school-based settings. IL candidates are also evaluated on the TEAM administrative rubric and disposition rubric.

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

IL candidates progress from observing their clinical mentors to gradually adding more responsibilities throughout the clinical experience. IL candidates gain familiarity with the TILS standards and are formally assessed on TILS with the TEAM Administration rubric.

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

Prompt 4 Describe the process partners use in the program design, evaluation, and decision-making for continuous improvement. *NOTE: Responses should not exceed one page per prompt.*

MU regularly reviews data obtained from the quality assurance system through monthly Area Meetings with education faculty, ongoing partnerships, and External Council Meetings. At these meetings, partners assist with identifying patterns across preparation for both initial licensure and advanced programs. Specifically, stakeholders are asked to provide recommendations for action steps. Based on these meetings, strengths have been identified with performance indicators related to TEAM rubrics, edTPA, dispositions, and the Technology rubric for initial licensure candidates. Stakeholders helped identify that candidates in STEM fields may require more support with differentiating on the edTPA exam. Supervisor and mentor ratings on surveys indicated differentiation was a concern for initial licensure candidates, and stakeholders offered some suggestions for growth during an External Council Meeting. During the 2022-2023 academic year, Milligan Education faculty participated in CEEDAR training and began incorporating information from CEEDAR concerning high-leverage practices into coursework to promote differentiation. High-leverage practices have now been implemented in key pedagogical courses.

During summer 2024, MU implemented a new data collection system (Student Learning and Licensure by Watermark). This software will help improve capacity with data collection and will inform the continuous improvement process. This new data management system will also assist with improved data quality with the information MU shares with ECS.

Prompt 5 Describe how partners will collaborate and make decisions to ensure candidate preparation is inclusive of LEA curricular content and materials. *NOTE: Responses should not exceed one page per prompt.*

MU and ECS partner on candidate exposure and knowledge of LEA curricular content and materials in several different ways. First, with the implementation of new special education coursework in support of K-8 Interventionist and 6-12 Interventionist. ECS personnel were instrumental in designing coursework and teaching within this program. ECS personnel also teach within the initial licensure teacher program for K-5 candidates and in the Instructional Leader program. Additionally, candidates placed in ECS schools gain exposure to high quality instructional materials being used by ECS teachers such as newly adopted mathematics materials. MU seeks feedback from ECS regarding materials being used by the district and makes plans for how to provide MU candidates with exposure to these materials through both coursework and clinical placements. Additionally, initial teacher licensure candidates and IL candidates placed in ECS for clinical experiences are expected to attend professional development training on the LEA curricular content and materials.

Primary Partnership Outcomes	As partners work together to develop and implement the primary partnership agreement, describe the desired EPP and LEA short-term and long-term outcomes of the partnership agreement. Include a timeline if applicable.
Outcome 1: Increase the number of candidates from STEM field who are employed with ECS. (long-term)	
Outcome 2: Increase the number of candidates with training in special education who are employed with ECS. (long-term)	
Outcome 3: Increase the number of MU candidates completing at least one field or clinical experience in ECS. (continue to monitor)	
Outcome 4: Increase MU candidate familiarity with LEA curricular resources. (short-term)	
Outcome 5: Provide a pipeline of instructional leaders for ECS. (long-term)	

Educator Preparation Provider/Local Education Agency State Recognized Partnership Agreement

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

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

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

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

LEA Head Administrator:	Title:
Signature:	Date:

**Prompt
1**

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

**Prompt
2**

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

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	9/24/2024 2:02:30 PM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	9/24/2024 2:02:30 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/24/2024 1:55:22 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/24/2024 10:11:58 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	9/13/2024 3:48:57 PM	Vanessa Waters	Status changed to 'TDOE ARP Homeless 2.0 Director Returned Not Approved'.	S
	9/11/2024 8:11:37 PM	Henry LaFollette	Status changed to 'TDOE ARP Homeless 2.0 Consultant Approved'.	S
<input type="checkbox"/>	9/11/2024 8:46:40 AM	Richard Vanhuss	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	9/11/2024 8:46:40 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/11/2024 8:44:19 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/11/2024 8:29:47 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	9/11/2024 8:02:44 AM	John Hutchins	Status changed to 'Draft Started'.	S
	8/29/2024 1:09:49 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Elizabethhton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - History Log

*** LEA ID#**

101 * LEA Name
Elizabethhton City Schools

LEA Official Address

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

Director of Schools

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

McKinney-Vento Liaison Point of Contact

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

Allocations

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - Allocations

Allocation Type	(1)	ARP Homeless 2.0	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$2,218.91	\$2,218.91
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$2,218.91	\$2,218.91

Budget

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Account Number	Total
71100 - Regular Instruction Program	\$2,218.91
72120 - Health Services	\$0.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
72610 - Operation of Plant	\$0.00
72710 - Transportation	\$0.00
73100 - Food Service	\$0.00
99100 - Transfers Out	\$0.00
Total	\$2,218.91
Adjusted Allocation	\$2,218.91
Remaining	\$0.00

Budget Detail

Elizabethhton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

71100 - Regular Instruction Program - \$2,218.91

Budget Detail

Narrative Description

Account Number: 71100 - Regular Instruction Program

Line Item Number: 499 - Other Supplies and Materials

Use of Funds: Providing Academic Supports

Optional Program Code:

Location Code: Elizabethhton (101)

Quantity: 1.00

Cost: \$2,218.91

Line Item Total: \$2,218.91

Funds to purchase school supplies, clothing (only if essential to ensure there is no lapse in attendance due to a limited supply of clothing) and other materials for students to participate in school (\$2,218.91).

Total for 71100 - Regular Instruction Program: \$2,218.91

Total for all other Account Numbers: \$0.00

Total for all Account Numbers: \$2,218.91

Adjusted Allocation: \$2,218.91

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Filter by Location: All - \$2,218.91 ▼

Line Item Number	Account Number	71100 - Regular Instruction Program	Total
499 - Other Supplies and Materials		2,218.91	2,218.91
Total		2,218.91	2,218.91
		Adjusted Allocation	2,218.91
		Remaining	0.00

Obligation Requirements

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

What does it mean to obligate funds? (34 C.F.R. § 76.707)

The regulations at 34 C.F.R. § 76.707 govern when an obligation of Federal funds by a State or subgrantee such as an LEA occurs. Specifically, for services or assistance provided through a contract, the obligation is made on the date that the State or subgrantee makes a binding written commitment to obtain the services, work, or products. For rental or lease of real or personal property, the obligation is made when the property is used.

What does it mean to liquidate funds? (2 CFR§ 200.343-344)

The drawing down and expenditure of funds by a grantee for obligations incurred during the grant's legal obligation period. Timely liquidation occurs during the legal obligation period and through the first 120 days after the final day of that period or an extension of that period authorized by ED, pursuant to 2 C.F.R. § 200.344(b).

Liquidation and Obligation Requirements

If the obligation is for -	The obligation is made
a) Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
b) Personal services by an employee of the State or subgrantee	When the services are performed
c) Personal services by a contractor who is not an employee of the State or subgrantee	On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
d) Performance of work other than personal services.	On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
e) Public utility services	When the State or subgrantee receives the services
f) Travel	When the travel is taken
g) Rental of real or personal property	When the State or subgrantee uses the property
h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E - Cost Principles	On the first day of the grant or subgrant performance period

The regulations at 34 C.F.R. § 76.707 govern when an obligation of Federal funds by a State or subgrantee such as an LEA occurs.

Attestation

- * I attest that the activities and services will be properly obligated by Sept. 30, 2024, according to the **American Rescue Plan (ARP)**.
- * No salary and benefit items for payroll employees in the FY25 ARP Homeless 2.0 budget will be paid for work completed after Sept. 30, 2024.

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

*** ARP Homeless 2.0 Budget Options**

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

List consortia members if applicable.

Resources

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

ARP Homeless 2.0 Consortia Budget Review

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

N/A - LEA is not joining a consortium

Resources

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

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

- The LEA is utilizing grant funds to administer the ARP Homeless 2.0. (LEAs may reserve up to 5% of the total allocation for grant administration purposes.) Complete the table and narrative prompt below.
 - The LEA is not utilizing grant funds to administer the ARP Homeless 2.0. Provide information of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and the other funding sources that will contribute to administrative staff salaries/benefits below. No additional information is required on this page..
- The Special Populations Liaison .03 FTE will administer the program. The school system also has a set aside for working with Homeless students, providing transportation, and tutoring services for students in transition. No funding from ARP 2.0 will be used to oversee this grant.

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

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

Provide a description of the reasonable and necessary administrative activities and personnel. This includes the FTE and amount deducted from the grant. The Special Populations Liaison will continue to oversee the Homeless population as part of their responsibilities and will utilize ARP 2.0 funding where needed, until funds run out. No ARP 2.0 funds will be used to administer the grant that are separate from their current responsibilities.

Resources

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

Personnel Details (Systemwide)

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

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

Resources

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

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

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

Resources

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

Personnel Details (Summer School- K-12 School-Level)

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

 N/A

Resources

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

Spending Plan

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

Planning

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

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

Services

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

The carryover funds will have no impact on these students other than providing supplies and materials. Our Title 1 seaside affords us some assistance to provide limited tutoring along with the Extended School Program for grades Pre-K - 8 where tutoring is provided to our students in Transition at no charge. Transportation service have received a positive outcome as a result of the ARP 2.0 funds being utilized to purchase a van last year for the purposes of transporting Homeless students to and from school if they do not live along one of our current bus routes. It is also used when a student is residing outside of our city limits.

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

No funds will be utilized for Wrap around services. These services are available at no cost.

Use of Funds

For each of the allowable uses of funds below: (1) describe the proposed activities and use of funds, (2) explain how each activity addresses an established

need and (3) how the effectiveness of each activity will be assessed.

1. Staffing Supports

\$ Amount

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

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

No funds will be utilized for staffing.

2. Providing Communication Supports

\$ Amount

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

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

No funds will be utilized for Communication supports.

3. Providing Counseling and Social Work Service Supports

\$ Amount

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

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

No funds will be utilized for in providing counseling and social work services.

4. Providing Wrap Around Supports

\$ Amount

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

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

No funds will be utilized for Wrap around services. These services are available at no cost.

5. Providing Academic Supports

\$ 2,218.91 Amount

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

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

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

6. Providing Early Childhood Education Supports

\$ 0.00 Amount

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

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

No funds will be utilized for Childhood Educational supports.

7. Providing Transportation

\$ 0.00 Amount

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

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

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

8. Providing Short-Term Housing Supports

\$ 0.00 Amount

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

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

No funds will be utilized for

9. LEA Program Administration

\$ 0.00 Amount

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

Timeline

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

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

Funding Coordination

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

Title I, Part A Homeless Set-Aside

McKinney-Vento Subgrant

ESSER 1.0

ESSER 2.0

ESSER 3.0

ARP Homeless 1.0

Other Funding Source

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

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

Transportation will be available to and from school (GP Funds), as well as from tutoring (ARP 2.0 funds). Social, mental, and emotional needs will be addressed by the new system Sociologist (ESSER 3.0) and with graduation coaches and interventionists (ESSER 3.0), and the mental health coaches

contracted using ESSER 2.0 funds. Transportation will also be provided to and from school to a local motel for up to 3 days and nights as an emergency service for homeless students. The funds are from ARP 2.0.

Resources

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

Assurances

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0

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

Assurances

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

Elizabethton (101) Public District - FY 2025 - ARP Homeless 2.0 - Rev 0 - ARP Homeless 2.0 Checklist

Checklist cannot be viewed while the application is under review.

2024 Local Education Agency Compliance Report

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

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 29, 2024**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

I certify that the LEA is in compliance with all federal and state education laws and SBE rules.

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

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent **Signature:**

School Board Chair Name:

School Board Chair **Signature:**

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY **NOVEMBER 29, 2024**

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

Appendix A

2024 Noncompliance Corrective Action Plan

Instructions: Below is a screenshot of the corrective action plan template. The actual template, which is provided [here](#) in Word format, includes an example and can also be accessed by downloading and opening this PDF and then clicking the attachment (paper clip) icon in the navigation pane.

Additionally, the current edition of *Commissioner's Update for Directors* includes individual links to the compliance report, corrective action plan template, and ePlan submission instructions.

Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
T.C.A. § 49-5-413(a) (background checks)	An internal audit conducted on October 1, 2024, revealed eleven (13) employees with an expired background check.	<ul style="list-style-type: none"> ▪ Notify the thirteen (13) impacted employees and their managers of the noncompliance in writing and include next steps. ▪ Coordinate fingerprinting scheduling, results processing, and related communications. ▪ Notify the TDOE director of LEA approval of corrective action plan completion. 	Human Resources Director Human Resources Director Human Resources Director (with director of schools copied)	Oct. 15, 2024 Oct. 15 – Oct. 29, 2024 Nov. 1, 2024

Appendix B

For your convenience, the following is a list of helpful links to state education laws and SBE rules:

Public chapters regarding education passed during the 2024 legislative session: https://www.tn.gov/content/dam/tn/education/legal/2024_Legislative_Report_Final.pdf

Current and pending SBE rules:
<https://www.tn.gov/sbe/rules--policies-and-guidance.html>

SBE frequently asked questions:
<https://www.tn.gov/sbe/about-us/frequently-asked-questions.html>

Tennessee Code Annotated:
<http://www.lexisnexis.com/hottopics/tncode/>

If you have questions regarding education laws or SBE rules, please contact the department's general counsel, Christy Ballard, at (615) 741-2921 or Christy.Ballard@tn.gov.

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:

FIELDTRIP ATHLETIC/BAND EXCURSION ACADEMIC COMPETITION

METHOD OF TRANSPORTATION:

SCHOOL BUS RENTAL VEHICLE WALKING

DATE OF REQUEST: GROUP/TEAM/GRADE:

SCHOOL DATE OF TRIP DEPARTURE TIME RETURN TIME

YES NO
DESTINATION IS GREATER THAN 50 MILES

YES NO
DESTINATION IS OUT-OF-STATE

YES NO
DESTINATION IS ON BOARD APPROVED LIST

TOTAL NUMBER INVOLVED

NUMBER OF BUSES OR VANS NEEDED

COST PER STUDENT (if applicable)

DESTINATION

ADDITIONAL STOP 1

ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES NO NA
PERMISSIONS SLIPS OBTAINED

YES NO NA
CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

requesting boxed-lunches be sent with us

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Denise Hilton: 423.512.2997 Jessica Hayes 423.435.4480

SPONSOR'S NAME

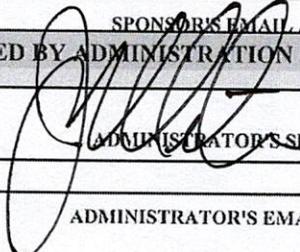
SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR:

APPROVED

DENIED


ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR:

APPROVED DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

ELIZABETHTON 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: SHARP Commercial Microwave
SN # 69711 msg # sept. 1997

INVENTORY TAG NUMBER: 0389

METHOD OF SALE/DISPOSAL: Dispose

SCHOOL/BUILDING WHERE ITEM IS HOUSED Central Office

SALE/DISPOSAL AUTHORIZED BY:  DATE: 9/26/24
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.

**PROPERTY OF
VOCATIONAL EDUCATION**

64641

**PROPERTY AT
ELIZABETHTON HIGH SCHOOL**

Brother printer HL-5450DN 64641
 Brother printer HL-5450DN 64677
 unsupported / no cartridges

**PROPERTY OF
VOCATIONAL EDUCATION**

64677

**PROPERTY AT
ELIZABETHTON HIGH SCHOOL**

INVENTORY TAG NUMBER: 64641, 64677

METHOD OF SALE/DISPOSAL: TRash (per Darrin Brewer)

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 10/14/24
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

History Log

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/14/2024 3:24:25 PM	Susan Usery	Status changed to 'TDOE Secondary Transition Indicator 14 (1-14) Director Approved'.	S
	10/14/2024 12:54:04 PM	Catherine Bledsoe	Status changed to 'TDOE Secondary Transition Indicator 14 (1-14) Reviewer Approved'.	S
<input type="checkbox"/>	10/14/2024 11:56:40 AM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/14/2024 11:56:40 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/14/2024 11:52:34 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/11/2024 1:45:50 PM	Joshua Boatman	Status changed to 'Draft Completed'.	S
	9/30/2024 4:43:19 PM	Catherine Bledsoe	Status changed to 'TDOE Secondary Transition Indicator 14 (1-14) Reviewer Returned Not Approved'.	S
<input type="checkbox"/>	9/30/2024 3:09:47 PM	Richard Vanhuss	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	9/30/2024 3:09:47 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	9/30/2024 1:22:57 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	9/30/2024 1:21:40 PM	Joshua Boatman	Status changed to 'Draft Completed'.	S
	9/28/2024 12:34:22 AM	Joshua Boatman	Status changed to 'Draft Started'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/15/2024 5:19:42 PM	Melissa Brown	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Allocations

Allocation Type	(1)	Secondary Transition Indicator	Total
Original	\$380.00		\$380.00
Incoming Carryover	\$0.00		\$0.00
Outgoing Carryover	\$0.00		\$0.00
Reallocated	\$0.00		\$0.00
Additional	\$0.00		\$0.00
Released	\$0.00		\$0.00
Consortium	\$0.00		\$0.00
Forfeited	\$0.00		\$0.00
FER Released	\$0.00		\$0.00
Total	\$380.00		\$380.00

Elizabethhton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)

LEA ID#

101

LEA Name

Elizabethhton City Schools

LEA Official Address

Street

804 S Watauga Ave

City

Elizabethhton

Zip Code

37643

Phone

423-547-8000

LEA Website

www.ecschools.net

Director of Schools

Name

Richard VanHuss

Email

richard.vanhuss@ecschools.net

Phone

423-547-8000

Secondary Transition Indicator 14 (1-14) Point of Contact

Name

Josh Boatman

Email

josh.boatman@ecschools.net

Phone

423-547-8000

*** UEI Number**

MP87VN3EF127

Assurances

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)

Secondary Transition Indicator 14 (1-14) ASSURANCES

An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application (opt in form), ePlan submission (including budget) and these Assurances for the Secondary Transition Indicator 14 Support.

The undersigned authorized representative accepts the grant award on behalf of the identified school ("Grantee"). These Assurances, together with the grant application information (opt in form), ePlan submission (including budget) , constitute the "Grant Contract" with the State of Tennessee, Department of Education ("TDOE" or "the State").

The Grantee hereby agrees to the following Assurances:

1. The Grantee shall use discretionary grant funds only for the benefit of students with identified disabilities who are eligible for or are receiving special education services.
2. The Grantee understands that all I-14 survey work is to be completed by September 15, 2024. This includes administering the survey and ensuring its thorough completion by compiling contact information for graduated students, making initial and follow-up calls to each former student, and completing the survey spreadsheet.
3. The Grantee understands that grants funds are only available from May 15, 2024-October 1, 2024. There is NO carryover. Funds must be liquidated on or before the FER deadline of October 1, 2024.
4. The Grantee will use the funds to provide stipends for completion of the Secondary Transition I-14 project. Funding will be provided based on successfully completed surveys. Districts will be provided \$20 for each successfully completed survey.
5. The Grantee will use the funds to stipend non-administrative staff. Special education teachers, paraprofessionals, and/or clerical staff, trained to do the I-14 survey work are eligible and will be included in the ePlan budget. Work on the I-14 survey, when requesting a reimbursement, will be done outside of contract hours and shall comply with all State and local board policies relating to compensation.
6. The Grantee will have the option of setting the stipend amount in the budget to include fringe or to set the stipend amount and use District General Purpose funds to pay the fringe, with the total stipend amount not to exceed \$20 per completed survey. The Grantee will denote this decision in the ePlan budget section using guidance to be provided by the State.
7. The Grantee shall set up Grant funds in a federal IDEA discretionary sub-fund. The Grantee shall properly code grant expenditures to the appropriate federal sub- fund.
8. The Grantee shall liquidate all funds on or before the FER deadline of 10/1/24.
9. Expenditures for approved line items shall not deviate from the Grant budget by greater than 10 percent.
10. Encumbrances/expenditures shall not be made for any line item, personnel, or equipment which has not been approved in the Grant budget.
11. The Grantee shall comply with the directions for completing the Indicator 14 survey provided by the State, incorporated herein by reference.
12. Funds provided under this Grant, as funded by IDEA, shall be used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local, and Federal funds and NOT to supplant such funds.

13. The Grantee shall complete an end-of-year report, on a form provided by the State, which will be submitted in ePlan no later than October 1, 2024. The Grantee shall include in the end-of-year report details regarding the impact of Grant activities on Students with Disabilities and must include the completed data collection form provided by the State.

14. All work is to be completed by September 15, 2024. The Grantee shall supply all of the following in ePlan to be reimbursed: student contact log, employee timesheet(s), employee confirmation of completing the work. All documents for reimbursement must be provided on or before the FER deadline of 10/1/24. The State reserves the right to request additional documentation if needed to verify completion.

State of Tennessee Assurances

* The LEA agrees to the State of Tennessee Assurances and has uploaded the signed assurances in this grant's related document area. [Click here to download the Secondary Transition Indicator 14 Support Assurances.](#)

Budget

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)

Account Number	Total
72220 - Support Services/Special Education Program	\$380.00
Total	\$380.00
Adjusted Allocation	\$380.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)
72220 - Support Services/Special Education Program - \$380.00 ▼

Budget Detail

Narrative Description

Account Number: 72220 - Support Services/Special Education Program
Line Item Number: 189 - Other Salaries & Wages
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$318.84
Line Item Total: \$318.84

Stipend for employees making contacts outside of regular working hours.

Account Number: 72220 - Support Services/Special Education Program
Line Item Number: 201 - Social Security
Optional Program Code:
Location Code: Elizabethton (101)
Quantity: 1.00
Cost: \$18.90
Line Item Total: \$18.90

Social security for stipends.

Account Number: 72220 - Support Services/Special Education Program
Line Item Number: 204 - State Retirement
Optional Program Code:

Retirement benefits for employees making contacts.

Code:

Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$38.60

Line Item \$38.60

Total:

Account 72220 - Support Services/Special Education

Number: Program

Line Item 212 - Employer Medicare

Number:

Optional

Program

Code:

Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$3.66

Line Item \$3.66

Total:

Medicare for stipends for employees making contacts.

Total for 72220 - Support Services/Special Education Program: \$380.00

Total for all other Account Numbers: \$0.00

Total for all Account Numbers: \$380.00

Adjusted Allocation: \$380.00

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)

Filter by Location: All - \$380.00 ▼

Line Item Number	Account Number	72220 - Support Services/Special Education Program	Total
189 - Other Salaries & Wages		318.84	318.84
201 - Social Security		18.90	18.90
204 - State Retirement		38.60	38.60
212 - Employer Medicare		3.66	3.66
Total		380.00	380.00
		Adjusted Allocation	380.00
		Remaining	0.00

Original Related Documents

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14)

Required Documents

Type	Document Template	Document/Link
Secondary Transition Indicator 14 (1-14) Assurances [Upload at least 1 document(s)]	Secondary Transition Indicator 14 (1-14) Assurances	ECS Assurances

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - Secondary Transition Indicator 14 (1-14) Checklist

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

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



General Checklist Comment

No comments have been made at this time

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

New Applicant Summary

Elizabethton (101) Public District - FY 2025 - Secondary Transition Indicator 14 (1-14) - Rev 0 - New Applicant Summary

Grant Name	Applicant Name	Application Number	Budget Amount	Applicant Score
Secondary Transition Indicator 14 (1-14)	Elizabethton	43	\$380.00	1 - Approved for program funding



POWERED BY  LEARFIELD

MASTER SERVICES AGREEMENT

SIDEARM Sports, LLC | 109 S. Warren Street, Suite 600 | Syracuse, NY 13202

Client Name: Elizabethton High School

Client Address: _____

This Master Services Agreement together with each applicable exhibit (each an "Exhibit") which is hereby incorporated, collectively comprises the "Agreement" made by and between SIDEARM Sports, LLC ("SIDEARM") and Elizabethton High School ("Client"), where SIDEARM and Client are each a "Party" and together the "Parties" and is entered into on the date the Agreement is fully executed by the Parties (the "Effective Date").

NOW, THEREFORE, in consideration of the Parties' mutual covenants and undertakings, and other good and valuable consideration the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

- SERVICE FEES AND COMPENSATION.** In consideration for the Services (defined below) provided by SIDEARM to Client, the Parties agree to the financial terms shown on each Exhibit.
- TERM.** This Agreement shall continue in effect for the term specified in each Exhibit (the "Term"). This Agreement shall remain in effect until all Exhibits to this Agreement have expired or been terminated as provided for therein.
- SERVICES.** The service to be provided by SIDEARM under this Agreement shall consist of the setup and operation of an online service platform and, when applicable, mobile applications with related functionality as further described in each Exhibit as well as aggregation of certain Client Content in order to further exposure to Client's official athletics website (the "Service"). Nothing in this Agreement will be deemed to prohibit or limit SIDEARM's right to perform similar services for any other party during or after the Term of this Agreement.
- CLIENT RESPONSIBILITIES.** Client shall be responsible for all content and information of any type or form, which is provided by Client or otherwise made available by Client (the "Content"). Client shall allow for display of a "powered by" SIDEARM logo(s) and a link to SIDEARM's website, privacy policy and terms of use at the bottom of each page on the Service. Client agrees that the Service will be provided to **end users** in accordance with SIDEARM's privacy policy and terms of use (as each may be updated from time to time during the Term). Client agrees to work in good faith with SIDEARM to accomplish the objectives of the Agreement, including providing prompt feedback and input when requested on any setup or implementation related services or other activities requiring input from Client and providing assistance as may be reasonably necessary for SIDEARM to efficiently deliver the Service to Client.
- GRANT OF LICENSE.** For the Term, SIDEARM hereby grants Client the non-exclusive right and license to utilize the Service only as specifically and explicitly authorized by this Agreement. Client agrees that SIDEARM shall be the exclusive provider of Client's official athletics website and any official athletics mobile application for the Term of this Agreement.
- INDEPENDENT CONTRACTOR.** SIDEARM is an independent contractor of Client. Accordingly, neither Party shall, nor shall any officer, director, employee, servant, agent or independent contractor of either Party (i) be deemed an employee of the other Party, (ii) commit the other Party to any obligation, or (iii) hold itself, himself, or herself out as an employee of the other Party or a Person (as defined below) with the authority to commit the other Party to any obligation. As used in this Agreement the word "Person" means any individual person, entity (including, without limitation, partnerships, corporations and limited liability companies), and government or political subdivision thereof (including agencies, bureaus, offices and departments thereof).
- COMPLIANCE WITH LAW.** Both Client and SIDEARM shall comply with all applicable federal, state, and local laws in connection with their respective performance under this Agreement.
- DELIVERABLES AND INTELLECTUAL PROPERTY RIGHTS.** Any Content provided to SIDEARM by Client under this Agreement shall at all times remain the property of Client. SIDEARM shall have no rights in such Content, other than the limited right to use therefore for the purposes expressly set forth in this Agreement. Client shall also retain ownership of any domain names related to Client's website. Client understands and agrees that SIDEARM shall utilize its (and/or its affiliates') proprietary intellectual property in the development and delivery of the Service provided for herein. Accordingly, SIDEARM shall be the owner of the Service and any and all intellectual property rights therein contained (including but not limited to all patents, trademarks, know how, and business models), and, in further consideration for the rights granted herein to Client, Client hereby assigns to SIDEARM any and all rights, title and interest, including, without limitation, patents, copyrights, trade secrets and proprietary rights, in and to the materials created or developed by SIDEARM hereunder and required to be delivered to Client in connection with the Service (the "Deliverables"). The Deliverables shall not be deemed to be "works made for hire" under the U.S. (or any other jurisdiction's) copyright laws. Client agrees to give SIDEARM reasonable assistance to perfect such assignment of such rights, title and interest. Client will not and will not allow others to reverse engineer, decompile, disassemble or otherwise attempt to derive the source code of any SIDEARM Service or Deliverable, except to the extent allowed under any applicable law.

9. **LIMITED SERVICE WARRANTY.** SIDEARM warrants that the Service will operate according to the specifications in this Agreement and any other specifications which may be provided or published by SIDEARM. If it is determined that the Service does not operate according to such specifications, SIDEARM's only responsibility will be to use its commercially reasonable efforts, consistent with industry standards, to cure the defect. EXCEPT AS EXPRESSLY SET FORTH HEREIN, NO OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT ARE MADE BY SIDEARM.
10. **INFRINGEMENT.** SIDEARM warrants and represents that the Service and the Deliverables do not, and Client warrants that the Content does not, infringe upon or constitute a misappropriation of any U.S. copyright, trademark, patent, trade secret or other proprietary right of any third party. To the extent permitted by applicable law, each Party will indemnify, defend and hold the other Party harmless from and against all third-party claims against, and any related damages, claims, expenses (including reasonable attorney's fees), judgments, liabilities and costs ("Losses"), which the indemnified Party may suffer or incur arising from any claim or action alleging that the Service, Deliverables, or Content (as applicable) infringe any U.S. copyright, trade secret, patent, or other proprietary or intellectual property right. The indemnifying Party shall, upon the indemnified Party's demand, promptly and diligently, defend at its own risk and expense, all such claims for which the indemnifying Party is responsible under this Section, and further to the indemnifying Party's indemnification obligations, the indemnifying party shall pay and satisfy any judgment, decree, loss or settlement in connection therewith. The indemnified Party shall cooperate with the indemnifying party in such defense and may have counsel of its own choosing and its own expense, provided that the indemnified Party may not enter into any settlement without the indemnifying Party's prior written approval. In the event of any third-party claim against Client in respect of the Service or the Deliverables, SIDEARM, at its option, may (i) obtain the right to use the Deliverables without obligation on the part of Client to the owner of the allegedly infringed intellectual property, (ii) modify the Service and/or Deliverables, without materially diminishing the functionality or performance, thereof, to become non-infringing or (iii) discontinue the use of infringing Service or Deliverables.
11. **LIMITATIONS OF LIABILITY.** IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY OR ANY THIRD PARTY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, PUNITIVE, OR CONSEQUENTIAL DAMAGES (INCLUDING WITHOUT LIMITATION DAMAGES FOR LOSS OF BUSINESS PROFITS OR GOODWILL OR FOR BUSINESS INTERRUPTION) ARISING OUT OF OR RELATED TO THIS AGREEMENT, REGARDLESS OF THE FORM OF THE ACTION AND EVEN IF A REPRESENTATIVE OF THE PARTY ALLEGEDLY LIABLE WAS ADVISED, HAD REASON TO KNOW, OR IN FACT KNEW OF THE POSSIBILITY OF SUCH DAMAGES. THESE LIMITATIONS SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY. WITH THE SOLE EXCEPTION OF EACH PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 10 HEREIN, AND CLIENT'S OBLIGATIONS IN SECTION 13, IN NO EVENT SHALL EITHER PARTY'S LIABILITY FOR ANY CLAIM ARISING OUT OF OR RELATED TO THIS AGREEMENT (WHETHER ALONE OR IN THE AGGREGATE WITH OTHER CLAIMS) EXCEED THE TOTAL AMOUNT SIDEARM HAS RECEIVED UNDER THE AGREEMENT DURING THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE IMPOSITION OF SUCH LIABILITY. THE LIMITATIONS SET FORTH ABOVE SHALL BE DEEMED TO APPLY TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDIES. EACH PARTY ACKNOWLEDGES AND AGREES THAT IT HAS FULLY CONSIDERED THE FOREGOING ALLOCATION OF RISK AND FINDS IT REASONABLE, AND THAT THE FOREGOING LIMITATIONS ARE AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.
12. **ASSIGNMENT; AMENDMENT; WAIVER; SUBCONTRACTING.** (a) Neither Party may assign this Agreement nor any of its rights and obligations under this Agreement, without the prior written consent of the other Party. Notwithstanding the foregoing, the public offering of a Party, a sale of a controlling interest in a Party, or a sale of substantially all the assets of a Party shall not constitute an assignment for purposes of this Section. (b) This Agreement and the rights and obligations hereunder may not be in whole or part (i) amended, (ii) waived, or (iii) subcontracted, without the prior written consent of the Party against whom enforcement of such action is sought. Any purported modification without such prior written consent shall be null and void. The failure of a Party to assert any of its rights under this Agreement, including the right to demand strict performance, shall not constitute a waiver of such rights.
13. **TAXES.** As between Client and SIDEARM, Client shall be solely responsible for determining and remitting on a timely basis any state or federal taxes that are required by law to be determined, collected and remitted to the applicable taxing authorities with respect to the collection of revenue from Client's customers (e.g. from auctions or camps).
14. **TERMINATION.** Either Party may terminate this Agreement (a) as a result of the material breach of any material term or condition of this Agreement by the other Party which has not been cured within thirty (30) days after receipt of written notice of such breach, or unless substantial steps toward a cure have been undertaken within such thirty (30) day period and which breach is subsequently cured within sixty (60) days after receipt of such written notification or (b) upon mutual written agreement of the Parties.
15. **CONFIDENTIALITY.** Subject to any applicable law, "Confidential Information" shall include: (i) all prices, rates and other financial information related to the Service, (ii) all information relating to the customers of either Party, including customer lists, and (iii) all information one Party provides to the other which is clearly identified or which by its nature would reasonably be considered as confidential or proprietary. Confidential Information disclosed by either Party to the other shall be held by the recipient in confidence and not: (a) used by the recipient for personal advantage of any kind, or (b) made available for third parties to use. Each Party will direct its employees, contractors, consultants and representatives who have access to any Confidential Information to comply with all the terms of this Section. Each Party shall be responsible for any failure by any such employee, contractor, consultant or representative to comply with the terms of this Section. The following information shall not be Confidential Information if: (i) it is or becomes available to the public through no wrongful act of the receiving Party; (ii) it is already in the possession of the receiving Party and not subject to any agreement of confidence between the Parties; (iii) it is received from a third party without restriction for the benefit of the disclosing Party and without breach of confidentiality obligations or duties of such third party; (iv) it is independently developed by the receiving Party; (v) it is disclosed pursuant to a requirement of a duly empowered government agency, a stock exchange on which a Party's stock is or may be traded, or a court of competent jurisdiction after due notice and an adequate opportunity to intervene is given to the disclosing Party unless such notice is prohibited. Upon termination or expiration of this

Agreement, the receiving Party shall at the disclosing Party's direction, either return or destroy all the disclosing Party's Confidential Information and so certify in writing. The obligations of this provision will survive for three (3) years after any termination or expiration of this Agreement.

16. **PUBLICITY.** SIDEARM may list Client, along with Client's athletics logo, along with SIDEARM's other clients in marketing materials including but not limited to SIDEARM's Partners Page (sidearmsports.com/partners). In no event shall SIDEARM use Client's logo in a manner that represents that Client has endorsed SIDEARM's services. Client shall retain all right, title and interest in Client's name and logo.
17. **FORCE MAJEURE.** SIDEARM shall not be liable for failure to fulfill its obligations under this Agreement if that failure is caused, directly or indirectly, by flood, communications failure, extreme weather, fire, mud slide, earthquake, or other natural calamity or act of God, interruption in water or electricity, riots, civil disorders, rebellions or revolutions, acts of governmental agencies, quarantines, embargoes, malicious acts of third parties, acts of terrorism, labor disputes affecting vendors or subcontractors and for which SIDEARM is not responsible, or any other similar cause beyond the reasonable control of SIDEARM.
18. **GOVERNING LAW.** This Agreement is intended as a contract under, and shall be governed and construed in accordance with, the laws of the State of New York, without regard to the conflict of laws provisions thereof.
19. **NOTICES.** Any notice, request, demand or other communication required to be given or made in connection with this Agreement shall be (a) in writing, (b) delivered or sent (i) by hand delivery, evidenced by a signed, dated receipt, (ii) postage prepaid via certified mail, return receipt requested, or (iii) overnight delivery via a nationally recognized courier service, and (c) deemed delivered on the date it is received at the address specified above for the Party, or in each case to such other persons or addresses as shall be designated by written notice.
20. **SEVERABILITY; SUPREMACY.** In the event that any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. Unless the application of this subsection will cause a provision required by law to be excluded from this Agreement, in the event of an actual conflict between the terms and conditions set forth above the signature line to this Agreement and those contained in any schedule, exhibit, appendix, or attachment to this Agreement, the terms and conditions set forth above the signature line shall control.
21. **ENTIRE AGREEMENT; AUTHORITY.** This Agreement represents the full and entire understanding and agreement between the Parties with regard to the subject matter hereof and supersedes all prior agreements (whether written or oral) of the parties relating to the subject matter of this Agreement. Each Party represents and warrants to the other Party (a) the individual signing this Agreement on its behalf is duly authorized to do so and (b) no representations have been made or relied upon other than those expressly provided for herein.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date shown above.

By: _____
(SIDEARM Sports, LLC)

By: _____
(Client Signature)

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

**EXHIBIT A
SCOPE OF SERVICES**

This Exhibit A, Scope of Services (the "Services Exhibit A"), hereby incorporated and made part of the Agreement, describes the terms and conditions related to the Service provided by SIDEARM to Client and shall be subject to the additional terms and conditions set forth in the Agreement. Now, therefore the Parties hereby agree as follows:

1. **TERM.** This Services Exhibit A shall commence on November 1, 2024 and shall expire on October 31, 2027 (the "Initial Term"), unless otherwise terminated as provided for herein. This Services Exhibit A shall auto-renew following the end of the Initial Term for successive one (1) year terms unless either Party provides written notice of its desire to opt-out no less than ninety (90) days prior to the end of the Initial Term. The Service Fees listed below shall increase for each successive one (1) year term at a rate of no more than five percent (5%) each year.
2. **SERVICES.** For the duration of this Services Exhibit A, SIDEARM shall provide commercial online digital services and functionality including design, hosting, content management tools, online auction (if applicable), and modules of functionality related to each item showing below.
 - a. Software and Support
 - b. One-time Design and Build for a turn-key website

3. **TIMELINE FOR DEVELOPMENT.**

Phase 1: Setup Phase

- CLIENT chooses website they would like to use

Phase 2: Obtain Assets/Info from CLIENT

- SS will send CLIENT form requesting assets.
- CLIENT provides SS with logo (750px X 750px png format) and official hex colors.
- CLIENT chooses a domain name to be managed by SS if not already owned.
- CLIENT to provide SS with Gmail account for use with google analytics.

Phase 3: Integration

- SS creates CLIENT's test site.

Phase 4: Pre-Launch

- SS sends CLIENT test site link and log in information.
- SS sends information on how to replace mock up content.
- SS sends CLIENT training information.
- CLIENT reaches out to SS to schedule launch
- SS schedules launch based on availability.

Phase 5: Launch

Phase 6: Support (on-going)

- SS will address any technical or integration concerns via the support ticketing system.
- Reach SS via ticketing platform. Email responses guaranteed within one business day.
- Software upgrades are provided at no charge and administered between 5am-8am EST.

4. **COMPENSATION; FEES; CHARGES.**

a. **Service Fees:**

Year 1	
SIDEARM Software and Support	\$3,810.00
One-time Design & Build (Initial)	<u>\$500.00</u>
(November 1, 2024 – October 31, 2025)	\$3,810.00
Year 2	
SIDEARM Software and Support	<u>\$4,005.00</u>
(November 1, 2025 – October 31, 2026)	\$4,005.00
Year 3	
SIDEARM Software and Support	<u>\$4,210.00</u>
(November 1, 2026 – October 31, 2027)	\$4,210.00

- b. **Invoice Contact Information:** If there is a generic athletics, business office, accounting, etc. email (i.e. athletics@school.edu), please include that information on the Generic Dept. Email line below to ensure the invoice is received in a timely manner.

Name: _____

Title: _____

Email: _____

Generic Dept. Email: _____

- c. **Additional Fees:** Any additional fees incurred by SIDEARM as a result of Client requests will be billed back to Client, including, but not limited to, fees incurred by SIDEARM to license a specific font requested by Client. Any custom work requested by Client in writing shall be billed at the hourly rate of \$250/hr.
5. **REVENUE SHARING.** The Parties agree to share revenue as indicated below for SIDEARM built and content management system operated platforms only. Revenue sharing does not include any pass-through links to other Client websites or pages where auctions, camps, registrations, ticket sales, or other purchased items are advertised or promoted.
- a. **Auctions:** CLIENT receives 80% of Auction Net Revenue
 - b. **Payment Forms:** CLIENT receives 90% of Payment Form Net Revenue
 - c. **Camps Platform:** CLIENT receives 94% of Camps Platform Net Revenue
6. **ADVERTISING.** Client and SIDEARM each retain 50% of available advertising units with SIDEARM retaining a minimum of four (4) ad units per page. Each party keeps 100% of the revenue from the units they sell. SIDEARM reserves the right to use third-party vendors to serve advertising within the ad units it retains. For video inventory either party may sell video inventory and the selling party keeps 100% of revenue they sell. The Client may opt to retain all advertising units if negotiated prior to executing the Agreement.
7. **VIDEO AND AUDIO STORAGE.** All audio and video files uploaded to SIDEARM will be stored for a period of twenty-four (24) months. It is recommended that Client stores a local copy of audio/video files if they wish to have records beyond a 24-month period.
8. **STATISTICS SERVICES.** SIDEARM shall have the perpetual, royalty-free, worldwide non-exclusive right to use, publish, reproduce, lease, license, sublicense and otherwise distribute the game data and statistics displayed on the Client's website for any lawful purpose whatsoever.
9. **WEBSITE TRAFFIC ASSIGNMENT.** Client agrees that the Client's website's traffic (e.g., the amount of data sent and received by Client's website's visitors) will be assigned to SIDEARM for purposes of syndicated audience measurement reports, and Client will cooperate with SIDEARM to effectuate such purpose, including executing all necessary and/or required assignment documents prepared by companies that provide syndicated audience measurement services.
10. **SUPPORT.** SIDEARM will provide the following support services.
- a. Support representatives via phone, email, or ticketing system.
 - b. Outside of hours below, critical support is available 24/7.
 - c. Software upgrades are provided at no charge and administered between 5:00 a.m. – 8:00 a.m. EST.
 - d. **Academic Year Support Hours**
 - i. *Normal Business Hours Support*
 - 1. 8:00 a.m. – 6:00 p.m. ET
 - ii. *After Hours Support*
 - 1. Monday – Thursday: 6:00 p.m. – 12:00 a.m. ET
 - 2. Friday: 6:00 p.m. – 1:00 a.m. ET
 - 3. Saturday: 10:00 a.m. – 1:00 a.m. ET
 - 4. Sunday: 10:00 a.m. – 8:00 pm. ET
 - e. **Non-Academic Year Support Hours:**
 - i. Monday – Friday: 8:00 a.m. – 6:00 p.m. ET
11. **UPTIME.** SIDEARM represents that Client's website (i) will, on an aggregate basis, operate at least 99.7% of the time; and (ii) will maintain sufficient bandwidth for the requirements of the website. The Parties acknowledge and agree that SIDEARM may perform regular maintenance with respect to the software and the hosted platform between the hours of 5:00 a.m. and 8:00 a.m. Eastern Time and that any such downtime, outages, or related issues will not count towards downtime pursuant to this section.
12. **ACCESSIBILITY.** SIDEARM shall make commercially reasonable efforts to ensure Client's website is compliant with Web Content Accessibility Guidelines (WCAG) 2.1 Level AA requirements. SIDEARM is not responsible for the WCAG 2.1 Level AA compliance of any content uploaded to the Client's website by Client or by individuals, including but not limited to textual content, photos, graphics, audio, or video files. The Parties acknowledge that Client's website must be redesigned every five (5) years in order for SIDEARM to continue to make reasonable efforts to ensure accessibility standards are met. If Client wishes to address accessibility compliance issues, Client must redesign their website, per the terms of this Agreement. For

any custom accessibility work requested by the Client with a deadline of fewer than ten (10) business days, SIDEARM reserves the right to charge Client at the rate of three hundred and fifty dollars (\$350) per hour.

13. **AFFILIATE.** SIDEARM is hereby authorized by Client to automatically display on a designated mutually agreed upon third party website ("Affiliate") via an embedded video player provided by SIDEARM any Content which is provided by Client for such purpose and any Content which Client makes available on the designated third-party Affiliate website.

SIDEARM'S DEI COMMITMENT

People and Culture are the two most important assets to any organization. This is true for SIDEARM. What keeps us at the forefront of our industry is our value and appreciation in our diverse team. No matter who you are and where you come from, you have a home at SIDEARM. Our diversity in our people is what allows us to innovate, lead with excellence, and offer exceptional customer service. At our core, we strive to create a culture that is open, affirming, inclusive, equitable, and that each team member feels a sense of belonging. SIDEARM stands by our commitment to creating an environment that celebrates you, as your authentic self.



Wilson County Motors SWC#209 Vendor#0000000869

Sabrina Edwards | 615-444-9642 | Sabrina@wilsoncountyauto.com

Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck





Wilson County Motors SWC#209 Vendor#0000000869

Sabrina Edwards | 615-444-9642 | Sabrina@wilsoncountyauto.com

Wilson County Motors SWC#209 Vendor#0000000869

Prepared By:

Sabrina Edwards

Wilson County Motors SWC#209 Vendor#0000000869

615-444-9642

Sabrina@wilsoncountyauto.com

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Wilson County Motors SWC#209 Vendor#0000000869

Sabrina Edwards | 615-444-9642 | Sabrina@wilsoncountyauto.com

Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete)

Price Summary

PRICE SUMMARY

	VQ2	MSRP
Base Price	\$47,265.60	\$51,600.00
Total Options	(\$2,558.00)	\$960.00
Vehicle Subtotal	\$44,707.60	\$52,560.00
Destination Charge	\$1,995.00	\$1,995.00
Grand Total	\$46,702.60	\$54,555.00

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Weight Ratings

WEIGHT RATINGS

Front Gross Axle Weight Rating:	N/A
Rear Gross Axle Weight Rating:	N/A
Gross Vehicle Weight Rating:	10450.00 lbs

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) ✔

Selected Model and Options

MODEL			
CODE	MODEL	VQ2	MSRP
CK20743	2025 Chevrolet Silverado 2500HD 4WD Crew Cab 159" Work Truck	\$47,265.60	\$51,600.00

COLORS	
CODE	DESCRIPTION
GAZ	Summit White

EMISSIONS			
CODE	DESCRIPTION	VQ2	MSRP
FE9	Emissions, Federal requirements	\$0.00	\$0.00

ENGINE			
CODE	DESCRIPTION	VQ2	MSRP
L8T	Engine, 6.6L V8 with Direct Injection and Variable Valve Timing, gasoline, (401 hp [299 kW] @ 5200 rpm, 464 lb-ft of torque [629 N-m] @ 4000 rpm) (STD)	\$0.00	\$0.00

TRANSMISSION			
CODE	DESCRIPTION	VQ2	MSRP
MKM	Transmission, Allison 10-Speed automatic (STD) (Standard with (L8T) 6.6L V8 gas engine.)	\$0.00	\$0.00

GVWR			
CODE	DESCRIPTION	VQ2	MSRP
JGD	GVWR, 10,450 lbs. (4740 kg) (STD) (Included and only available with CK20743 model and (L8T) 6.6L V8 gas engine with 17" wheels or CC20753 model and (L8T) 6.6L V8 gas engine with 18" or 20" wheels.)	\$0.00	\$0.00

AXLE			
CODE	DESCRIPTION	VQ2	MSRP
GT4	Rear axle, 3.73 ratio (Requires (L8T) 6.6L V8 gas engine. Not available with (L5P) Duramax 6.6L Turbo-Diesel V8 engine.)	\$0.00	\$0.00

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) ✔

PREFERRED EQUIPMENT GROUP

CODE	DESCRIPTION	VQ2	MSRP
1WT	Work Truck Preferred Equipment Group includes standard equipment	\$0.00	\$0.00

WHEELS

CODE	DESCRIPTION	VQ2	MSRP
PYN	Wheels, 17" (43.2 cm) painted steel, Silver (STD)	\$0.00	\$0.00

TIRES

CODE	DESCRIPTION	VQ2	MSRP
QHQ	Tires, LT245/75R17E all-season, blackwall (STD)	\$0.00	\$0.00

SPARE TIRE

CODE	DESCRIPTION	VQ2	MSRP
ZHQ	Tire, spare LT245/75R17E all-season, blackwall (STD) (Included and only available with (QHQ) LT245/75R17E all-season, blackwall tires with (E63) Durabed, pickup bed. Available to order when (ZW9) pickup bed delete and (QHQ) LT245/75R17E all-season, blackwall tires are ordered.)	Inc.	Inc.

PAINT

CODE	DESCRIPTION	VQ2	MSRP
GAZ	Summit White	\$0.00	\$0.00

SEAT TYPE

CODE	DESCRIPTION	VQ2	MSRP
AZ3	Seats, front 40/20/40 split-bench with covered armrest storage and under-seat storage (lockable) (STD)	\$0.00	\$0.00

SEAT TRIM

CODE	DESCRIPTION	VQ2	MSRP
H2G	Jet Black, Vinyl seat trim	\$0.00	\$0.00

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) ✔

RADIO

CODE	DESCRIPTION	VQ2	MSRP
IOR	Audio system, Chevrolet Infotainment 3 system 7" diagonal HD color touchscreen, AM/FM stereo, Bluetooth audio streaming for 2 active devices, voice command pass-through to phone, Wireless Apple CarPlay and Wireless Android Auto compatibility (STD)	\$0.00	\$0.00

ADDITIONAL EQUIPMENT - MECHANICAL

CODE	DESCRIPTION	VQ2	MSRP
NZZ	Skid Plates protect the oil pan, front axle and transfer case (Included with (Z71) Z71 Off-Road Package or (VYU) Snow Plow Prep/Camper Package.)	\$132.00	\$150.00

ADDITIONAL EQUIPMENT - OTHER

CODE	DESCRIPTION	VQ2	MSRP
VQ2	Fleet Processing Option	\$0.00	\$0.00

CUSTOM EQUIPMENT

CODE	DESCRIPTION	VQ2	MSRP
Assist	Assistance	(\$3,500.00)	\$0.00
Fed Tire	Federal Tire Fee	\$10.00	\$10.00
Service	Service Markup	\$800.00	\$800.00
Options Total		(\$2,558.00)	\$960.00

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) ✔

Standard Equipment

Package

Trailer Package includes trailer hitch, 7-pin connector and (CTT) Hitch Guidance (Deleted when (ZW9) pickup bed delete is ordered.)

Mechanical

Durabed, pickup bed

Engine, 6.6L V8 with Direct Injection and Variable Valve Timing, gasoline, (401 hp [299 kW] @ 5200 rpm, 464 lb-ft of torque [629 N-m] @ 4000 rpm) (STD)

Transmission, Allison 10-Speed automatic (STD) (Standard with (L8T) 6.6L V8 gas engine.)

Rear axle, 3.73 ratio (Requires (L8T) 6.6L V8 gas engine. Not available with (L5P) Duramax 6.6L Turbo-Diesel V8 engine.)

GVWR, 10,450 lbs. (4740 kg) (STD) (Included and only available with CK20743 model and (L8T) 6.6L V8 gas engine with 17" wheels or CC20753 model and (L8T) 6.6L V8 gas engine with 18" or 20" wheels.)

Push Button Start

Air filter, heavy-duty

Air filtration monitoring

Transfer case, two-speed electronic shift with push button controls (Requires 4WD models.)

Auto-locking rear differential

Four wheel drive

Cooling, external engine oil cooler

Cooling, auxiliary external transmission oil cooler

Battery, heavy-duty 720 cold-cranking amps/80 Amp-hr maintenance-free with rundown protection and retained accessory power (Included and only available with (L8T) 6.6L V8 gas engine.)

Alternator, 170 amps (Requires (L8T) 6.6L V8 gas engine.)

Trailer brake controller, integrated

Frame, fully-boxed, hydroformed front section and a fully-boxed stamped rear section

Recovery hooks, front, frame-mounted, Black

Suspension Package

Steering, Recirculating Ball with smart flow power steering system

Brakes, 4-wheel antilock, 4-wheel disc with DURALIFE rotors

Brake lining wear indicator

Capless Fuel Fill (Requires (L8T) 6.6L V8 gas engine. Not available with (ZW9) pickup bed delete.)

Exhaust, single, side

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) (✓)

Exterior

Wheels, 17" (43.2 cm) painted steel, Silver (STD)

Tires, LT245/75R17E all-season, blackwall (STD)

Tire, spare LT245/75R17E all-season, blackwall (STD) (Included and only available with (QH) LT245/75R17E all-season, blackwall tires with (E63) Durabed, pickup bed. Available to order when (ZW9) pickup bed delete and (QH) LT245/75R17E all-season, blackwall tires are ordered.)

Tire carrier lock keyed cylinder lock that utilizes same key as ignition and door (Deleted with (ZW9) pickup bed delete.)

Bumpers, front, Black

Bumpers, rear, Black

CornerStep, rear bumper

BedStep, Black integrated on forward portion of bed on driver and passenger side (Deleted when (ZW9) pickup bed delete is ordered.)

Moldings, beltline, Black

Cargo tie downs (12), fixed rated at 500 lbs per corner (Deleted with (ZW9) pickup bed delete.)

Headlamps, halogen reflector with halogen Daytime Running Lamps

IntelliBeam, automatic high beam on/off

Taillamps with incandescent tail, stop and reverse lights

Lamps, cargo area, cab mounted integrated with center high mount stop lamp, with switch in bank on left side of steering wheel

Mirrors, outside high-visibility vertical trailing lower convex mirrors, manual-folding/extending (extends 3.31" [84.25mm]), molded in Black (Not included on Regular Cab models.)

Mirror caps, Black

Glass, solar absorbing, tinted

Tailgate, standard (Deleted with (ZW9) pickup bed delete.)

Tailgate and bed rail protection cap, top

Tailgate, locking, utilizes same key as ignition and door (Upgraded to (QT5) EZ Lift power lock and release tailgate when (PCV) WT Convenience Package or (ZLQ) WT Fleet Convenience Package is ordered. Not available with (ZW9) pickup bed delete.)

Tailgate, gate function manual, no EZ Lift (Deleted with (ZW9) pickup bed delete.)

Door handles, Black grained

Entertainment

Audio system, Chevrolet Infotainment 3 system 7" diagonal HD color touchscreen, AM/FM stereo, Bluetooth audio streaming for 2 active devices, voice command pass-through to phone, Wireless Apple CarPlay and Wireless Android Auto compatibility (STD)

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Data Version: 23238. Data Updated: Aug 21, 2024 8:33:00 PM PDT.



Wilson County Motors SWC#209 Vendor#0000000869

Sabrina Edwards | 615-444-9642 | Sabrina@wilsoncountyauto.com

Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete)

Entertainment

- Audio system feature, 6-speaker system (Requires Crew Cab or Double Cab model.)
- Wireless phone projection for Apple CarPlay and Android Auto
- Bluetooth for phone connectivity to vehicle infotainment system
- Wi-Fi Hotspot capable (Terms and limitations apply. See onstar.com or dealer for details.)

Interior

- Seats, front 40/20/40 split-bench with covered armrest storage and under-seat storage (lockable) (STD)
- Vinyl seat trim
- Seat adjuster, driver 4-way manual
- Seat adjuster, passenger 4-way manual
- Seat, rear 60/40 folding bench (folds up), 3-passenger (includes child seat top tether anchor) (Requires Crew Cab or Double Cab model.)
- Floor covering, rubberized-vinyl (Not available with LPO floor liners.)
- Steering wheel, urethane
- Steering column, Tilt-Wheel, manual with wheel locking security feature
- Instrument cluster 6-gauge cluster featuring speedometer, fuel level, engine temperature, tachometer, voltage and oil pressure
- Driver Information Center, 3.5" diagonal monochromatic display
- Exterior Temperature Display located in radio display
- Compass located in instrument cluster
- Rear Seat Reminder (Requires Crew Cab or Double Cab model.)
- Window, power front, drivers express up/down
- Window, power front, passenger express down
- Windows, power rear, express down (Not available with Regular Cab models.)
- Door locks, power
- Remote Keyless Entry with 2 transmitters
- Cruise control, electronic with set and resume speed, steering wheel-mounted
- USB Ports, 2, Charge/Data ports located on instrument panel
- Power outlet, front auxiliary, 12-volt
- Air conditioning, single-zone
- Air vents, rear, heating/cooling (Not available on Regular Cab models.)
- Mirror, inside rearview, manual tilt

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete)

Interior

Assist handles front A-pillar mounted for driver and passenger, rear B-pillar mounted

Chevrolet Connected Access capable (Subject to terms. See onstar.com or dealer for details.)

Safety-Mechanical

Automatic Emergency Braking

Front Pedestrian Braking

StabiliTrak stability control system with Proactive Roll Avoidance and traction control, includes electronic trailer sway control and hill start assist

Safety-Exterior

Daytime Running Lamps with automatic exterior lamp control

Safety-Interior

Airbags, Dual-stage frontal airbags for driver and front outboard passenger; Seat-mounted side-impact airbags for driver and front outboard passenger; Head-curtain airbags for front and rear outboard seating positions; Includes front outboard Passenger Sensing System for frontal outboard passenger airbag (Always use seat belts and child restraints. Children are safer when properly secured in a rear seat in the appropriate child restraint. See the Owner's Manual for more information.)

OnStar Services capable (See onstar.com for details and limitations. Services vary by model. Service plan required.)

HD Rear Vision Camera (Deleted when (ZW9) pickup bed delete is ordered.)

Hitch Guidance dynamic single line to aid in trailer alignment for hitching (Deleted with (ZW9) pickup bed delete.)

Lane Departure Warning

Following Distance Indicator

Forward Collision Alert

Seat Belt Adjustable Guide Loops, front row only (Included and only available on Crew Cab and Double Cab models.)

Buckle to Drive prevents vehicle from being shifted out of Park until driver seat belt is fastened; times out after 20 seconds and encourages seat belt use, can be turned on and off in Settings menu

Rear Seat Belt Indicator (Requires Crew Cab or Double Cab model.)

Teen Driver a configurable feature that lets you activate customizable vehicle settings associated with a key fob, to help encourage safe driving behavior. It can limit certain available vehicle features, and it prevents certain safety systems from being turned off. An in-vehicle report card gives you information on driving habits and helps you to continue to coach your new driver

Tire Pressure Monitoring System

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete)

Safety-Interior

OnStar One Essentials (OnStar One Business Essentials for Fleet) Drive confidently with core OnStar services including select mobile app commands, built-in voice assistance, real-time traffic and navigation, and Automatic Crash Response to help if you're in need. (OnStar One Essentials includes select remote commands, Navigation, Voice Assistance, and Automatic Crash Response, for eligible vehicles with compatible software. Fleet customers get select remote commands through OnStar Vehicle Insights. For MY25 vehicles, OnStar One Essentials is standard for 8 years; services may require an OnStar paid plan to continue thereafter. See OnStar.com for service descriptions and terms.)

Processing-Other

Trailer Information Label provides max trailer ratings for tongue weight, conventional, gooseneck and 5th wheel trailering (Not available with (ZW9) pickup bed delete.)

WARRANTY

Warranty Note: <<< Preliminary 2025 Warranty >>>
Basic Years: 3
Basic Miles/km: 36,000
Drivetrain Years: 5
Drivetrain Miles/km: 60,000
Drivetrain Note: 3.0L & 6.0L Duramax® Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles
Corrosion Years (Rust-Through): 6
Corrosion Years: 3
Corrosion Miles/km (Rust-Through): 100,000
Corrosion Miles/km: 36,000
Roadside Assistance Years: 5
Roadside Assistance Miles/km: 60,000
Roadside Assistance Note: 3.0L & 6.0L Duramax® Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles
Maintenance Note: First Visit: 12 Months/12,000 Miles

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Vehicle: [Fleet] 2025 Chevrolet Silverado 2500HD (CK20743) 4WD Crew Cab 159" Work Truck (Complete) 



Note:Photo may not represent exact vehicle or selected equipment.

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Tennessee Investment in Student Achievement

2024-25 Accountability Report Template

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

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

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

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

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

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

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2024**.

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

DISTRICT INFORMATION

District Name		Elizabethton City Schools
Director of Schools Name		Richard VanHuss
District Point of Contact for TISA Accountability Report	Name	Richard VanHuss
	Phone Number	423-547-8000
	Email Address	richard.vanhuss@ecschoos.net
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		50%

DISTRICT GOAL STATEMENT(S)

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

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal Statement 1 (3rd grade ELA proficiency):**70% of students will score proficient on the 3rd grade ELA TCAP by 2030**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	52.7	2024 3rd Grade ELA TCAP Data
Year 2: 2024-2025 school year	54.4	2025 3rd Grade ELA TCAP Data
Year 3: 2025-2026 school year	58.7	2026 3rd Grade ELA TCAP Data
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	No, 2.7% short (52.7 goal). Elizabethton City Schools will conduct an analysis of district and individual school ELA proficiency data to determine where needed targeted supports and resources are needed. An analysis of current practices, strategies, and resources will be conducted to determine which tool provided the most benefit to our teachers and students which lead to improved student outcomes. ELA will be a goal within our District and individual Schools Improvement Plans.	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	<p>3rd Grade ELA Teachers and Assistants: \$310,683 TISA funds were utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I. Data indicates an increase of 3rd grade proficiency rate by .3% with 50% of our 3rd grade students scoring proficient. This investment has contributed to our progress toward our goal.</p> <p>Special Education Supports: \$51,780 TISA funds were used to support students who qualify for special education services. Teachers and teacher assistants were hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased. In 2023 students in third grade who met the eligibility criteria for students with disability had a proficiency rate of 25.0%. In 2024 this proficiency rate declined by 8.8%. We hold firm in our conviction that this investment has contributed to our progress toward our goal without it we would not have had 16.2% of our students with disabilities within the proficiency rate.</p> <p>Professional Development and Coaching: \$159,236 TISA funds were used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) provided training and job-embedded coaching for staff. These funds supported our district in ensuring HQIM was followed with fidelity and provided job-embedded coaching and teacher support throughout the school year.</p>	

Goal Statement 1 (3rd grade ELA proficiency):

70% of students will score proficient on the 3rd grade ELA TCAP by 2030

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained 3rd-grade students in the content area of ELA.

RTF - small group support for at-risk students who need more intensive interventions in ELA.

Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on 3rd-grade ELA TCAP.

HQIM - Consistent unit and lesson prep implementation of ELA HQIM.

Standards-Based Benchmarking - 3rd-grade students will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade level ELA standards.

Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.

Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.

3rd grade ELA Teachers and Assistants - Third-grade ELA teachers and assistants are employed to provide highly effective ELA instruction.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

HD/LR ELA Tutoring: TISA funds will be used to supplement TN ALL Corps funds to provide high dosage, low ratio ELA tutoring to 3rd-grade at-risk and retained students by providing materials and programs aligned to 3rd grade ELA standards.

RTI2: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.

Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity.

HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for third-grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.

Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level standards.

Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.

Goal Statement 1 (3rd grade ELA proficiency):

70% of students will score proficient on the 3rd grade ELA TCAP by 2030

3rd Grade ELA Teachers and Assistants: TISA funds will be utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I.

Professional Learning Communities (PLC): TISA funds will be utilized to employ Instructional Coaches/Implementation Coach(es). Coaches will facilitate PLCs with grade level content teachers. PLCs will focus on Third Grade Standard Guides, Intellectual Unit and Lesson Prep, Benchmark data analysis, and student work. Coaches will also facilitate a PLC for our Academic Acceleration (AA)Team (RTI and Tutors). The AA Team PLCs will focus on aligning tutoring and intervention to grade level standards and TIER I instruction, and progress monitoring data on their journey toward third grade ELA proficiency.

Goal Statement 2:

Overall ELA proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.5% rate of proficiency.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	49.5	2024 ELA TCAP, EOC, MSAA Data for grades 3-12
Year 2: 2024-2025 school year	52.5	2025 ELA TCAP, EOC, MSAA Data for grades 3-12
Year 3: 2025-2026 school year	55.5	2026 ELA TCAP, EOC, MSAA Data for grades 3-12
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	No, short by 0.1 (49.5 goal) Elizabethton City Schools will analyze district and individual school ELA proficiency data to determine where targeted supports and resources are needed. An analysis of current practices, strategies, and resources will be conducted to determine which tool provided the most benefit to our teachers and students which led to improved student outcomes. ELA will be a goal within our District and individual Schools Improvement Plans.	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	<p>Professional Development and Coaching: \$159,236 TISA funds were used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) provided training and job-embedded coaching for staff. These funds supported our district in ensuring HQIM was followed with fidelity and provided job-embedded coaching and teacher support throughout the school year.</p> <p>Special Education Supports: \$363,490 TISA funds were used to support students who qualify for special education services. Teachers and teacher assistants were hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased. In 2023 students who met the eligibility criteria for students with disability had a proficiency rate of 16.8%. In 2024 this proficiency rate declined by 2.9%. We hold firm in our conviction that this investment has contributed to our progress toward our goal. Without it we would not have had 13.9% of our students with disabilities within the proficiency rate.</p> <p>ELA Teachers and Assistants: \$2,035,544 TISA funds were utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I. Data indicates an increase of 3rd-8th grade proficiency rate by 2.4% with 49.2% of our students scoring proficient. ENG I increased by 7% with 46.7% of our students scoring within the proficiency range. ENG II increased by 1.3% with 54.1% of our students scoring proficient. This investment has contributed to our progress toward our goal.</p>	

Goal Statement 2:

Overall ELA proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.5% rate of proficiency.

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

HD/LR ELA Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades K-8th grades in the content area of ELA.

RTP - Small group support for at-risk students who need more intensive interventions in ELA.

Summer Programming - An extension of the school year with an emphasis on the acceleration of grade-level standards for students who did not score proficient on ELA TCAP in grades K-9. Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the ELA credit.

HQIM - Consistent unit and lesson prep implementation of ELA HQIM.

Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progressed monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level ELA standards.

Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.

Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded.

ELA Teachers and Assistants - ELA Teachers for grades K-12 and instructional assistants will be employed to provide highly effective ELA instruction.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

HD/LR ELA Tutoring: TISA funds will be used to provide high dosage, low ration ELA tutoring to students in grades Kindergarten-4th. TISA funds will be used to employ tutors and to support additional texts, materials, and tutoring resources aligned with grade-level standards and HQIM.

RTP: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.

Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide high-quality and interactive learning opportunities for students. TISA funds will be utilized to staff the Credit Recover summer program and to pay for Credit Recovery programming software.

HQIM: TISA funds will be used to supplement HQIM with additional texts and consumable classroom materials for instruction, including the CKLA curriculum for K-2. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.

Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level ELA standards.

Goal Statement 2:

Overall ELA proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.5% rate of proficiency.

Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.

Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.

ELA Teachers and Assistants: TISA funds will be utilized to employ teachers of ELA at each grade level to provide high-quality ELA grade level standards instruction to all K-12 students in TIER I.

Goal Statement 3:

Overall Math proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.2% rate of proficiency.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	49.2	2024 Math TCAP, EOC, MSAA Data for grades 3-12
Year 2: 2024-2025 school year	51.3	2025 Math TCAP, EOC, MSAA Data for grades 3-12
Year 3: 2025-2026 school year	55.2	2026 Math TCAP, EOC, MSAA Data for grades 3-12
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>No, short by 1.8 (49.2 goal) - 2024 data does not include EOC. Still waiting for the scores to be disseminated by TDOE.</p> <p>We have determined that our scores decreased due to the implementation of a new HQIM in the 2023/2025 school year. We will provide our teachers with professional development on the new HQIM and how to implement it effectively. Our focus will remain on strengthening direct instruction and conceptual knowledge in math.</p>	
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	<p>Professional Development and Coaching: \$159,236 These funds supported building capacity with our teachers, interventionists, and tutors on their content knowledge of grade level Math standards and best instructional practices. Professional Development emphasis was on analyzing Mastery View Predictive Assessments, grouping students, internalizing lessons, aligning tutoring to TIER I instruction, and HQIM. These funds supported our district in ensuring HQIM was followed with fidelity and provided job-embedded coaching and teacher support throughout the school year.</p> <p>Special Education Supports: \$363,490 TISA funds were used to support students who qualify for special education services. Teachers and teacher assistants were hired to provide services for identified students. Supplies and materials to supplement instruction will also be purchased. In 2023 students who met the eligibility criteria for students with disability had a proficiency rate of 15.8%. In 2024 this proficiency rate declined by 2.3%. We hold firm in our conviction that this investment has contributed to our progress toward our goal without it we would not have had 13.5% of our students with disabilities within the proficiency rate.</p> <p>Math Teachers and Assistants: \$2,035,544 TISA funds were utilized to employ three third-grade ELA teachers to provide high-quality ELA grade level standards instruction to all third-grade students in TIER I. Data indicates a decrease of math proficiency rate by 6.3% with 47.4% of our students scoring proficient. This investment is contributing to our progress toward our goal.</p>	

Goal Statement 3:

Overall Math proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.2% rate of proficiency.

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

HD/LR Math Tutoring - High dosage, low ratio tutoring for at-risk or retained students in grades 1 -8th grades in the content area of Math. A Math Interventionist will provide HD/LR tutoring during the school day for students who have not mastered ALG I standards.

RTF - Small group support for at-risk students who need more intensive interventions in Math.

Summer Programming – an extension of the school year with an emphasis on acceleration of grade level standards for students who did not score proficient on Math TCAP in grades K-9. A Credit Recovery Summer Program will also be offered to students in grades 10-12 who did not master the Math credit.

HQIM – Implementation of High-Quality Math Instructional Materials. Consistent unit and lesson prep implementation of Math HQIM. A continuation of a partnership with a third-party vendor to support teachers and leaders in implementing High-Quality Math Instructional Materials.

Standards-Based Benchmarking - Students in grades 3-EOC ELA courses will be progress monitored three times a year with a standards-based assessment tool to monitor progress toward mastery of grade-level Math standards.

Special Education Supports - Teachers, teaching assistants, and supplies to support qualifying students with disabilities.

Professional Development and Coaching - Instructional Coaches and Implementation Coach - Support teachers with implementing HQIM, leading PLC meetings, and providing professional development on a continuum of the whole group to job-embedded. A partnership with a third-party vendor will support teacher and leader training on the importance of implementing HQIM in math.

Math Teachers and Assistants - Math Teachers for grades K-12 and instructional assistants will be employed to provide highly effective math instruction.

Goal Statement 3:

Overall Math proficiency rates (Grades 3-12) will increase by 3% annually through the 2025-2026 School Year to reach 55.2% rate of proficiency.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

HD/LR Math Tutoring: TISA funds will be used to supplement Project On-Track funds to provide high dosage, low ration Math tutoring to students in grades 1st-8th. TISA funds will be used to support additional materials and tutoring resources aligned with grade-level standards and HQIM. TISA funds will be utilized to supplement the employment of a high-dosage/low-ratio tutor/interventionist for Algebra I at the high school.

RTP: TISA funds will be used to ensure all tiers have the necessary materials and resources to provide small group intervention. Additionally, these dollars will support the staffing of at least 2 interventionists per school.

Summer Programming: TISA funds will supplement Summer Bridge Camp funds to pay for staffing, programming, and other supports needed to provide students with a high-quality and interactive learning opportunity. TISA funds will be utilized to staff the Credit Recovery summer program and to pay for Credit Recovery programming software.

HQIM: TISA funds will be used to supplement HQIM with additional manipulatives and classroom materials for instruction. TISA funds will also be used to provide materials and substitute coverage for K-12 grade teachers across the district to have common PLC time to generate consistent Unit and Lesson prep/plans.

Standards-Based Benchmarking: TISA funds will be used to purchase our 3rd-12th Grade Benchmark Assessment Tool for progress monitoring mastery of grade-level Math standards.

Special Education Supports: TISA funds will be used to support students who qualify for special education services. Teachers and teacher assistants will be employed to provide services for identified students. Supplies and materials to supplement instruction will also be purchased.

Professional Development and Coaching: TISA funds will be used to purchase training materials, pay for substitutes to cover teachers during training, and for staffing. Instructional Coaches/Implementation Coach(es) will provide this training and job-embedded coaching for staff.

Math Teachers and Assistants: TISA funds will be utilized to employ teachers of Math at each grade level to provide high-quality Math grade level standards instruction to all K-12 students in TIER I

Public Comment

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

Date(s) of opportunity for local public comment.	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	