

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, November 21, 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, November 21, 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. Recognition of All-State Runners from West Side Elementary.
 - B. Recognition of EHS Girls and Boys Cross Country State Meet qualifiers.
 - C. Recognition of Elizabethton High School Betsy Band.
 - D. Recognition of Elizabethton High School CTE Department by Tennessee College of Applied Technology-Elizabethton.
 - E. Recognition of Mr. Ed Alexander and Mr. Curt Alexander.
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: Date: October 17, 2024
 - B. Approve General Purpose Fund Financial Statement, Date October 2024
 - C. Approve Federal Projects Fund Financial Statement, Date October 2024
 - D. Approve School Nutrition Fund Financial Statement, Date October 2024
 - E. Approve the Innovative School Models (ISM) Application for Fiscal Year 2025.
 - F. Approve the State Special Education Preschool Grant for the year 2025.
 - G. Approve the Title IX McKinney-Vento Subgrant Hurricane Emergency Relief Application for Fiscal Year 2025.
 - H. Approve Director of Schools' to complete a Notice of Federal Interest indication federal funds were used to complete the Harold McCormick School Renovation Project.
 - I. Approve the Director of Schools' to attend the Supervisor of the Year Celebration in Nashville, Tennessee on Friday, December 6, 2024.

- J. Approve Director of Schools' to attend the 2025 Coordinated School Health Institute in Nashville, Tennessee, May 5-7, 2025.
 - K. Approve Memorandum of Understanding between Elizabethton City Schools and Milligan University for the 2024-2025 school year.
 - L. Approve request for Sale/Disposal of Property/Equipment.
8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**
- A. Personnel Report
 - NEW HIRES
 - Lena Peters-Custodian @ TAD, eff. 10/17/2024
 - Zach Roberts-ESP Student Leader, eff. 10/15/2024
 - Chloe Burluson-Substitute Teacher, eff. 10/21/2024
 - Bobby Hilton-CIP-Basketball Skills & Drills Coach, eff. 11/5/2024
 - Alexis Brown-Substitute Teacher, eff. 11/5/2024
 - Eric Stout-CIP-Basketball Skills & Drills Coach, eff. 11/6/2024
 - Mary Price-Custodian @ TAD, eff. 11/7/2024
 - ADDITIONAL POSITION:
 - Keili Hall - Substitute Teacher, eff. 10/10/2024
 - Eddie Morrell-Asst. Wrestling Coach @ TAD, eff. 10/23/2024
 - Bailey Tyree-Educational Asst. @ HME, eff. 10/28/2024
 - TRANSFERS:
 - Victoria de Mare-from Substitute to Educational Asst. @ EHS, eff. 10/24/2024
 - Joe Diaz-from Asst Principal to Interim Athletic Director @ EHS, eff. 10/23/2024
 - Lucas Honeycutt from Teacher to Interim Asst. Principal @ EHS, eff.10/23/2024
 - Ryan Presnell from Athletic Director to Teacher @ EHS, eff. 10/23/2024
 - Eddie Morrell- Educational Assistant from TAD to EHS, eff. 11/12/2024
 - RESIGNATIONS:
 - Lena Peters-custodian @ TAD, eff. 10/25/2024
 - Tonya Riffe-custodian @ EHS, eff. 11/5/2024
 - Brandon Blevins-Educational Asst.@ EHS, eff. 11/11/2024
 - Kristy Fenner-Educational Asst. @ HME, eff. 11/13/2024
 - Carly McJunkin-ESP Student Leader, eff. 10/29/2024
 - Jason Clevinger-Asst. Wrestling Coach @ TAD, eff. 9/1/2024
 - Annie Wallace-Educational Asst. @ HME, eff. 10/18/2024
 - Kaitlin bailey-ESP Student Leader, eff. 11/8/2024
 - Charlotte MasDonald-Substitute Cook, eff. 11/6/2024
 - Lacey Simerly-ESP, eff. 11/13/2024
 - Destinee Jarnagan-ESP, eff 11/11/2024
 - Andrew Holt- ESP,eff. 11/11/2024
 - LEAVE OF ABSENCE:
 - Lester Perkins- 10/21/2024-12/17/2024
 - Nakisha Campbell- 11/15/2024-1/3/2025
 - Ricky Eggers- 10/19/2024-3/31/2025

- B. Director's Update
 - C. Board Member Reports
 - D. City Council Liaison's Report
 - E. Student Liaison's Report
9. **REGULAR AGENDA**
- A. Approve change by the Calendar Committee to the 2025-2026 school year calendar.
 - B. Approve first reading of Board Policy 4.210 Credit Recovery.
 - C. Approve 1st and only reading of Board Policy 4.600 Grading System.
 - D. Approve contract between Elizabethton City Schools and Frantz Law Group, APLC to represent the district in the Insulin pricing litigation.
10. **FOR YOUR INFORMATION**
11. **NEXT REGULARLY SCHEDULED BOARD MEETING**
- The next regularly scheduled Board Meeting will be held on Thursday, December 19, 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, October 17, 2024 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, October 17, 2024, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:27 PM.

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

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

Motion was made by Danny O'Quinn, second by Ed Alexander to approve the Consent and Regular Agendas. Motion carried.

Ed

Alexander: aye

Phil

Isaacs: aye

Danny

O'Quinn: aye

Eddie

Pless: aye

Jamie
Schaff: aye

aye: 5, nay: 0

5. TIME FOR CITIZENS TO SPEAK

No citizens ask to appear before the Board.

6. SPECIAL RECOGNITION

A. Elizabethton High School students who received the AP School Scholars awards for the 2023-2024 school year.

Dr. Minton recognized 10 students who received the AP Scholars Awards during the 2023-2024 school year. The Advanced Placement Program has doubled over the last five years and we have an 81.6% success rate.

Students that score 3 or higher earn college credits. I would like to give a big thank you to the students for pushing themselves to achieve the best that they can. To achieve the AP Scholar award, a student must score 3 or higher on 3 or more AP exams.

To achieve the AP Scholar with Honors, a student must score 3 or higher on 4 or more AP exams.

We have one student who achieved the AP Scholar with Honors, Max Garner.

The following received the AP Scholar Award: Cooper Cinault, Ada Digby, Roark Gearing, Baylor Hopland, Nate Hurley, Lorenzo Jeter, Hannah McCoy and Jonathan Shepherd.

We are so proud of these students for their Academic Achievements and hope that the AP Program continues to soar at EHS.

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.
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.
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
 - NEW HIRES:
 - Monica Brewer- ESP Student Leader, Systemwide, effective 9/17/24
 - Kelsey Dalton Sutherland- Supplemented band Assistant @ EHS, effective 9/9/24
 - Tammy Gilbert- Educational Assistant @ HME, effective 9/20/24
 - Isabel Swearingin- Substitute teacher, effective 10/15/24
 - Aaron Taylor- Maintenance, effective 10/4/24
 - Madison Turley- ESP Student Leader-Systemwide, effective 9/17/24
 - Cody Williams-Educational Assistant @ EHS, effective 9/12/24
 - Annie Wallace-Educational Assistant @ HME, effective 10/1/24

ADDITIONAL POSITION:

Farzana Farid- ESP Student Leader, eff. 10/15/24

TRANSFERS:

Owen Jaynes- from Substitute to Educational Assistant @ ESE,
effective 9/23/24

RESIGNATIONS:

Patricia McKesson-P/T Educational Assistant @ EHS eff. 10/15/24

Ellie Kirk-ESP Student Leader,eff. 10/15/2024

TERMINATIONS:

LEAVE OF ABSENCE:

Courtney Mathena-eff. 10/16/24-11/1/24

Nakisha Campbell-eff. 11/18/24-1/6/2025

Kendra Cline-eff. 12/2/24-12/20/24

B. Director's Update

A couple of things to mention about capital projects. Work is starting to pick back up at the high school. There has been a delay due to the recent flooding and the use of our facilities for that and various other things. The fire and water line installation has been installed and work continues.

Harold McCormick is down to just the punch list. Everything should be completed in a couple of weeks. The renovations look fantastic.

The CDEC Building has the electrical and plumbing roughed in, the ceiling grid and lighting are in as well. There is some sheet rock that needs painting, which should be finished in the next couple of weeks. We welcome you to come by and look at the improvements.

The Ballistic film is almost complete. We still have a few windows here and there for various reasons that need to be finished.

The internal door locks and card readers, phase 1, the vast majority has been completed. We have a handful of card readers that had to be reordered. Phase 2 is halfway completed. This phase has a smaller portion and should be completed by Christmas.

I want to thank you for allowing me to attend the Fall TSBA District

Meeting with several of you. It is always very informative. I want to recognize Mr. Pless, Mrs. Schaff and Mr. O'Quinn for receiving the Boardsmanship Award. There are certain requirements for things outside the regular school board meetings that need to be attended. The certain criteria to earn these awards show their hard work and commitment to being the best board member that they can possibly be.

I would like to say "Thank you" to the School System and School Board for all their support the last few weeks. What is inspiring has been to see how everyone has rallied around and helped. Everyone stepped up and did so much. We had so many people wanting to volunteer that we had to have someone organize the volunteers, whether it was packing lunches, helping families or just being there for people to talk to during this tragic time. The outpouring of help should not be a surprise considering the community that we live in.

The City of Elizabethton was fantastic at keeping us informed. We started having questions about reopening and there were some issues with roads regarding the buses, Mr. Danny Hilbert took care of making sure everything was cleared and taken care of for us. I commend the City for their involvement and how well they worked with the Command Center. This is going to be an ongoing process and may take years to recover. We will continue to support our students and staff. We thank you for your support as well.

We are also looking for ways to support and help our Carter County neighbors and how we can best support them as we find ways to help. I have to thank our students. We had all ages that were at the Boys & Girls Club helping distribute food and being there for what was ask of them and rallying around those who were in need.

C. Board Member Reports

Mr. Pless expressed his appreciation to Mr. VanHuss and all the staff during the recent flooding. They hit the ground running, and we appreciate the way they handled everything.

The District Meeting is usually a review. 3rd grade retention is still a big

issue.

AI is a good tool, but it does need to be monitored.

The teacher shortage does scare me. People don't think of the profession the way they used to. I am so glad that they have a class at the high school to help encourage students to consider it as a profession.

D. City Council Liaison's Report

Mr. Simerly announced that on the 2nd and final reading, the City Council approved a 5-0 vote to fully fund the Athletic Center and the Batting Facility. We are very appreciative of the Council and their support for our school system.

On October 28th, the City Council will have a workshop at 3:00pm. It is open to the public and anyone is welcome to attend. They will be addressing the Christmas Parade and possible routes for this year.

We were able to load up a school bus and take a look around the area with Mr. VanHuss. We went to the Boys & Girls Club. It was amazing how well organized they were. It will take time to get back to normal, but it's all about teamwork.

E. Student Liaison's Report

Hudson announced that the SGA is now selling the Appalachian Strong T-shirts as a fundraiser. The proceeds will go to this region for those in need following the recent flooding.

They are also helping to support Hampton High Schools Trunk or Treat by bringing supplies for students instead of candy.

Tuffy Cafe will be donating 3 days worth of proceeds to Hampton High School.

9. REGULAR AGENDA

A. Approve a 3-year service agreement between Sidearm Sports and Elizabethton City Schools.

Motion was made by Ed Alexander, second by Danny O'Quinn To approve a 3-year service agreement between Sidearm Sports and Elizabethton City Schools. Motion carried.

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

aye: 4, nay: 0, absent: 1

Sidearm Sports is a web developer that will provide a website for Elizabethton High School athletics. This will help us to relay information much more efficiently and quickly. For example, if we have a district game going on, it could be live-streamed on our website for fans to watch from home if they are unable to attend in person. We want to be able to provide information quickly to the public. It will be like a one-stop shop for our athletics. Student involvement will play a big part in it by having the students write the stories. Ticketing is also a big concern. People are always wanting to know how they can purchase tickets or transfer tickets, get season or single game tickets. Go Fan is a digital ticketing option, which will allow tickets to be bought online or in person.

While streaming is great, we will work on getting the website going first. We also hope to possibly integrate advertising. We would be able to keep 100% of the funds brought in.

We met with 2 other companies, but they didn't seem as seamless as Sidearm, and they were higher in price as well. Sidearm is the most cost effective with what was offered with contract time and customer support.

There is a one-time design and build fee for the website. The website will be ready 45 days after the agreement is signed.

- 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.

Motion was made by Danny O'Quinn, second by Ed Alexander To approve ratification of purchase of a 2025 2500 Chevrolet Crew Cab Truck from Wilson County Motors from Government contract pricing for \$46,702.60. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: aye

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 4, nay: 0, absent: 1

The truck we have been using to haul our mowing equipment quit running, and we saw this as an opportunity to purchase a truck that would be large enough and have the ability to easily haul the equipment. We felt that using our older 2005 model trucks was not a good idea or safe. We want to stretch the life of those trucks out as far as we can. We thank you for allowing us to do this on the front end.

- C. Approve 2024-2025 TISA Accountability Report for Expenditures in the 2023-2024 school year.

Motion was made by Danny O'Quinn, second by Ed Alexander To approve the 2024-2025 TISA Accountability Report for Expenditures in the 2023-2024 school year. Motion carried.

Ed

Alexander: aye

er:

Phil

Isaacs: aye

Danny

O'Quinn: aye

n:

Eddie

Pless: aye

Jamie

Schaff: absent

aye: 4, nay: 0, absent: 1

This is our opportunity to discuss our annual TISA Accountability report for the 23-24 SY. TISA is the Tennessee Investment in Student Achievement. The 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.

This is an annual report that every school district is required to submit every year. Part of that report is to seek public input from the community for clarification. Anyone can ask questions, and you are welcome to do so. This report must also include our goals for student achievement.

We had 3 goals listed: 3rd grade ELA scores, 3rd-12th grade ELA and Math TCAP scores for the district.

We have to show how we met our goals within the district's budget.

We had to submit a description of how the district's budget and expenditures from the prior school year enabled us to make progress toward students achieving these goals.

We can see and reflect on the outcome for each year and where we started in year 1 and hope to end in year 3. Our goals will remain the same for the 3 years. We can see how the scores compare to the goals to make sure the TISA monies we are given by the state are achieving our goals. They ask us to address the 2 or 3 major investments for these plans. What are you going to do for the next year to to make those scores even better and how did we invest our dollars to achieve these goals. There is an action plan for the next school year and what is going to be done to continue meeting our goals.

The question was asked by Mr. Berry regarding the loss of funding for the tutoring program to assist with getting students back on grade level.

Mr VanHuss explained that it will be included in the 2024 -2025 report. This report includes what we invested in for 2023-2024, which was 3rd grade ELA teachers and assistants, special education support and professional development and coaching for our teachers to be able to provide resources for them to use. Tutoring was a component that was funded by ESSER monies. It will be in next year's report. We believe tutoring is a big component to our students' success. We had to cut some tutoring positions this year due to lack of funding. Tutoring will be a focus for us that we will ask our legislature about, and we will ask for full funding for these tutoring programs. Some of these items will be in next year's report, but there will be 1 or 2 different items as well.

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

12. ADJOURN

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

Ed

Alexander: aye

Phil

Isaacs: aye

Danny

O'Quinn: aye

Eddie

Pless: aye

Jamie

Schaff: aye

aye: 5, nay: 0

Chairman of the Board

Director of Schools

		2024-25	2024-25	2024-25	2024-25	Unencumbered	October 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>	
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	4,762.67	4.76	95,237.33	-1,156.77
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	3,972.00	17.27	19,028.00	2,584.34
141 R 40140	000	INTEREST AND PENALTY	27,000.00	27,000.00	3,154.75	11.68	23,845.25	2,083.73
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	347,440.61	8.18	3,902,559.39	2,744.44
141 R 40275	000	MIXED DRINK TAX	24,000.00	24,000.00	8,470.77	35.29	15,529.23	4,320.23
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	152.95	23.53	497.05	96.69
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	63,915.66	16.60	321,084.34	63,842.46
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	78,672.45	34.51	149,302.55	10,611.24
141 R 44110	000	INVESTMENT INCOME	120,000.00	120,000.00	29,333.47	24.44	90,666.53	9,442.64
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	127,199.24	0.00	-127,199.24	117,140.62
141 R 44530	000	SALE OF EQUIPMENT	0.00	0.00	400.00	0.00	-400.00	0.00
141 R 44570	000	CONTRIBUTIONS & GIFTS	0.00	0.00	9,850.00	0.00	-9,850.00	9,850.00
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	2,400.00	240.00	-1,400.00	2,400.00
141 R 46510	000	TISA STATE FUNDING	20,592,093.00	20,592,093.00	6,103,991.85	29.64	14,488,101.15	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	14,512.95	54.97	11,887.05	12,012.95
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	800,000.00	33.33	1,600,000.00	200,000.00
Grand Revenue Totals		33,125,440.00	33,125,440.00	7,598,235.60	22.94	25,527,204.40	2,470,636.52	

Number of Accounts: 39

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

	Acct	2024-25	2024-25	2024-25	2024-25	Unencumbered	October 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	2,816,986.02	18.92	12,067,667.81	1,190,434.70
141 E 71200	SPECIAL EDUCATION PROGRAM	2,701,461.00	2,701,461.00	454,307.75	16.82	2,247,053.25	224,558.88
141 E 71300	VOCATIONAL EDUCATION PROGRAM	1,667,157.00	1,667,157.00	295,597.14	17.73	1,351,069.75	130,730.84
141 E 71400	STUDENT BODY EDUCATION PROGRAM	465,830.00	465,830.00	35,322.35	7.58	430,507.65	809.38
141 E 72110	ATTENDANCE	114,300.00	114,300.00	34,786.24	30.43	79,513.76	7,081.56
141 E 72120	HEALTH SERVICES	476,052.00	476,052.00	84,561.40	17.76	388,568.60	38,200.75
141 E 72130	OTHER STUDENT SUPPORT	1,186,085.00	1,186,085.00	228,864.57	19.30	941,397.65	85,609.85
141 E 72210	REGULAR INSTRUCTION PROGRAM	1,357,541.00	1,357,541.00	375,495.66	27.66	967,403.58	88,882.29
141 E 72220	SPECIAL EDUCATION PROGRAM	511,010.00	511,010.00	93,878.77	18.37	416,881.23	36,211.37
141 E 72230	VOCATIONAL EDUCATION PROGRAM	189,611.00	189,611.00	55,429.35	29.23	134,181.65	14,787.18
141 E 72250	TECHNOLOGY	1,053,560.00	1,053,560.00	394,006.00	37.40	611,443.07	62,995.34
141 E 72310	BOARD OF EDUCATION	637,915.00	637,915.00	359,534.53	56.36	274,885.77	20,251.66
141 E 72320	OFFICE OF THE SUPERINTENDENT	449,695.00	449,695.00	145,288.90	32.31	282,189.31	43,472.52
141 E 72410	OFFICE OF THE PRINCIPAL	1,954,133.00	1,954,133.00	537,777.99	27.52	1,416,355.01	157,289.14
141 E 72510	FISCAL SERVICES	439,279.00	439,279.00	163,372.08	37.19	273,277.22	35,843.27
141 E 72610	OPERATION OF PLANT	2,118,961.00	2,118,961.00	780,526.91	36.84	1,332,987.37	166,839.88
141 E 72620	MAINTENANCE OF PLANT	1,302,361.00	1,302,361.00	530,944.29	40.77	578,972.20	112,085.49
141 E 72710	TRANSPORTATION	841,451.00	841,451.00	238,518.36	28.35	437,504.12	50,664.38
141 E 73100	FOOD SERVICE	42,705.00	42,705.00	17,401.52	40.75	25,303.48	5,263.68
141 E 73300	COMMUNITY SERVICES	227,975.00	227,975.00	101,295.79	44.43	124,150.65	18,767.30
141 E 73400	EARLY CHILDHOOD EDUCATION	411,160.00	411,160.00	75,572.29	18.38	335,287.71	33,992.48
141 E 76100	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	1,197,782.37	1,301.94	-5,151,953.49	469,775.17
Grand Expense Totals		33,125,440.00	33,125,440.00	9,017,250.28	27.22	19,564,647.35	2,994,547.11

Number of Accounts: 571

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

		2024-25		2024-25		2024-25		2024-25		Unencumbered	October 2024-25
		Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity				
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	99,623.00	99,623.00	28,776.96	28.89	70,846.04	7,505.65			
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	9,030.00	9,030.00	4,231.94	46.87	4,798.06	1,103.79			
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	99,490.68	15.83	528,928.32	52,773.34			
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	17,353.00	17,353.00	2,978.24	17.16	14,374.76	1,489.12			
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	589,659.00	589,659.00	123,047.44	20.87	466,611.56	60,414.80			
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	54,018.00	54,018.00	11,377.09	21.06	42,640.91	5,586.01			
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	94,515.00	94,515.00	23,028.21	24.36	71,486.79	4,566.49			
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	51,018.00	51,018.00	8,840.32	17.33	42,177.68	3,534.82			
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,059.00	110,059.00	14,769.60	13.42	95,289.40	14,769.60			
142 R 47401	933	ESSER 3.0	0.00	0.00	62,069.30	0.00	-62,069.30	0.00			
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	23,800.00	23,800.00	4,000.00	16.81	19,800.00	2,000.00			
Grand Revenue Totals			1,719,091.00	1,719,091.00	382,609.78	22.26	1,336,481.22	153,743.62			

Number of Accounts: 12

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	October 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	120,673.32	21.77	393,273.30	40,933.00
142 E 71200	SPECIAL EDUCATION PROGRAM	645,772.00	645,772.00	104,454.92	16.18	541,317.08	54,950.85
142 E 71300	VOCATIONAL EDUCATION PROGRAM	19,951.00	19,951.00	11,785.60	59.07	8,165.40	0.00
142 E 72130	OTHER STUDENT SUPPORT	116,029.00	116,029.00	30,058.26	25.91	72,665.74	9,512.98
142 E 72210	REGULAR INSTRUCTION PROGRAM	271,173.00	271,173.00	77,253.13	28.49	178,869.87	18,127.50
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,766.00	1,766.00	1,237.15	70.05	228.85	134.65
142 E 72710	TRANSPORTATION	0.00	0.00	1,097.85	0.00	-1,097.85	256.15
142 E 73300	COMMUNITY SERVICES	110,059.00	110,059.00	14,772.96	13.42	95,286.04	979.71
142 E 76100	REGULAR CAPITAL OUTLAY	0.00	0.00	62,069.30	0.00	-528,512.08	0.00
Grand Expense Totals		1,719,091.00	1,719,091.00	423,402.49	24.63	760,196.35	124,894.84

Number of Accounts: 103

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	October 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	3,533.97	16.06	18,466.03	731.17
143 R 43525	000	A LA CARTE SALES	55,280.00	55,280.00	15,255.99	27.60	40,024.01	2,675.09
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	10,262.32	25.66	29,737.68	3,027.26
143 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	0.00	0.00	0.00	-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	0.00
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	19,916.45	21.30	73,583.55	12,214.76
143 R 47113	000	USDA BREAKFAST	447,500.00	447,500.00	41,354.05	9.24	406,145.95	0.00
143 R 47114	000	USDA - ESP SNACK PROGRAM	31,000.00	31,000.00	2,020.70	6.52	28,979.30	0.00
Grand Revenue Totals		1,497,780.00	1,497,780.00	166,720.72	11.13	1,331,059.28	4,749.31	

Number of Accounts: 36

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	October 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	461,950.99	30.84	1,035,829.01	151,988.58
<hr/> Grand Expense Totals		1,497,780.00	1,497,780.00	461,950.99	30.84	1,035,829.01	151,988.58

Number of Accounts: 87

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

History Log

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/22/2024 8:39:23 AM	Elizabeth Norton	Status changed to 'TDOE Innovative School Models (ISM) Director Approved'.	S
<input type="checkbox"/>	10/22/2024 7:56:10 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
	10/22/2024 7:56:10 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/22/2024 7:52:31 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/21/2024 3:19:48 PM	Brian Culbert	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	10/18/2024 9:19:36 AM	Elizabeth Norton	Reminder: ISM applications are open in ePlan. Let me know if I can support in any way. Liz Norton elizabeth.m.norton@tn.gov	C
	9/13/2024 11:52:34 AM	Brian Culbert	Status changed to 'Draft Started'.	S
	8/1/2024 4:54:32 PM	Melissa Brown	Status changed to 'Not Started'.	S

Allocations				
Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Allocations				
Allocation Type	(1)	Innovative School Models (2)	Charter ISM	Total
Original		\$0.00	\$0.00	\$0.00
Incoming Carryover		\$710,218.05	\$0.00	\$710,218.05
Outgoing Carryover		\$0.00	\$0.00	\$0.00
Reallocated		\$0.00	\$0.00	\$0.00
Additional		\$0.00	\$0.00	\$0.00
Released		\$0.00	\$0.00	\$0.00
Consortium		\$0.00	\$0.00	\$0.00
Forfeited		\$0.00	\$0.00	\$0.00
FER Released		\$0.00	\$0.00	\$0.00
Total		\$710,218.05	\$0.00	\$710,218.05

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

*** LEA ID#**

101

*** LEA Name**

Elizabethton City Schools

Innovative School Model Point of Contact

*** Name**

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423-895-0952

Director of Schools

*** Name**

Richard VanHuss

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richard.vanhuss@ecschoos.net

Phone Number

423-547-8000 ext 8203

*** DUNS Number**

100072768

*** Unique Entity Identifier (UEI)**

MP87VN3EF127

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

* Is this application a multi-district application?

Yes

No

Instructions

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

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

School Name and Grade Span	Grades 6-8 Enrollment	Grades 9-12 Enrollment	Project Name	School Allocation
Elizabethton High School 9,10,11,12		890	Elizabethton High School	\$1,000,000.00
T A Dugger Junior High School 6,7,8	630		T A Dugger Junior High School	\$500,000.00

Innovative School Model Components

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

Grade Span 9-12

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

Explain how.

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

Early postsecondary opportunities will be expanded for students.

Explain how.

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

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

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

Explain how.

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

Work-based learning opportunities will be expanded for students.

Explain how.

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

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

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

Grade Span 6-8

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

Explain how.

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

Students will have increased access to career assessments and advising.

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

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

Explain how.

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

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

Explain how.

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

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

Explain how.

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

Innovative School Model Description

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

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

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

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

The powerful project-based learning opportunities students will be completing while gaining practical hands-on experiences include: local business mentorship, student-generated PBL presentations with local areas of need and job opportunities, 3D printed food truck designs, greenhouse design, flight plans including altitude and FAA regulatory requirements, and constructing a 2/4 wall with electrical "J" boxes, switches, and lights. These are revolutionary opportunities for the middle school, as students will be allowed an alignment to the high school's CTE curriculum that was never possible before. Students will be able to evolve necessary real-world skills in a way that provides a wide foundation of conception. Not only will students be discovering opportunities never

before offered at our middle school but, they will be collaborating with community businesses in a way that allows for creativity and innovation. Students will be able to see opportunities existing in our local community that are of high demand leading students to anticipate and prepare to fill these needs. Due to this new student access we will be merging project-based learning with community partners and our local workforce.

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

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

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

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

Partnerships

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

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

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

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

Instructions: Select the best practices and strategies that will be implemented within the district. If additional strategies will be implemented that are not listed,

select "other" and provide a brief description.

Time

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

Space

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

Modes of Learning

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

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

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

Time

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

Space

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

Modes of Learning

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

Other - Please specify

Theory of Action

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

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

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

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

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

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

EHS Expansion of Programs to Fit Needs	HS AS #2 EHS will finalize equipment needs via Advisory committees to make equipment purchases for targeted programs of study. Information will be shared during PLCs when the ISM is reviewed.	The expectation is that EHS will see more students gain concentrator status and more importantly will have students in their preferred career path.	School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #3 ECS will post the position to hire a Construction teacher to meet the needs based on job market data.	EHS will be able to recruit, hire, and retain a highly qualified teacher in constructions. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified construction teacher will educate students and over time help students obtain industry certifications and construction practicum opportunities.	Students will become concentrators in construction. EHS will help promote construction to nontraditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #4 ECS will provide Professional Development	EHS will be able to recruit, hire, and retain a highly qualified teacher in construction. In the effort to retain a good teacher, Professional Development will be given as needed to all CTE teachers. The highly qualified teachers will educate students and over time help students obtain industry certifications and practicum opportunities.	Students will become concentrators in construction. EHS will help promote construction to nontraditional placements. ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

EHS Expansion of Programs to Fit Needs	HS AS #5 EHS will purchase a multi passenger vehicle to help with transportation needs of students as it relates to students taking industry certifications exams or local dual credit tests. As needs are determined students can now receive help in getting to work based learning or practicum placements. Teachers and students will also use the vehicle to travel to CTSO competitions.	More students will be able to do work based learning or practicum experiences. Teachers will be able to better handle the logistics of getting students to ICs, LDCs, or CTSO events.	All EPSO numbers will be evaluated by the CTE Director, EHS principal, and ECS admin to go over transportation requests to see if improvements can be made to better use the vehicle.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS#6 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program of study.	CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since there will be a major reshuffling of classroom, it is expected that each program of study moving in will need different chairs, tables, desks to accommodate students' needs.	The CTE Director and building Principal will meet with teacher of each program of study in new/newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS #1 ECS will use ISM money to remodel a maintenance room into the 7th grade Career Exploration (CTE Pathways class) classroom.	T. A. Dugger will be able to offer the CTE Pathways course to all 7th graders in an environment that is conducive to project-based learning and accessible to all students.	ECS and T. A. Dugger will work with our maintenance department and additional contracts to prepare this classroom environment and meet the courses needs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>T. A. Dugger Career Exploration and Awareness</p>	<p>MS AS #2 T. A. Dugger will finalize equipment needs to make equipment purchases the 6th grade TAD Life (Career Exploration) class and the 7th grade CTE Pathways (Career Awareness). Amendment #1 5.24.23 Upon hiring a teacher for year two (beginning July 1, 2023) T A Dugger has modified equipment request to include Instructional supplies at less than \$500 per many items.</p>	<p>Students will have access to materials to complete project-based learning experiences.</p>	<p>School administrators will meet to go over data concerning CTE class enrollments, number of concentrators, and EPSOs relating to CTE coursework. Information will be shared with guidance counselors and CTE teachers via PLC meetings. Adjustments will be made on the numbers. Classes that have low concentration and completer numbers will be promoted via ECS social media to help with numbers.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>T. A. Dugger Career Exploration and Awareness</p>	<p>MS AS #3 ECS will post the position to hire a teacher for the 7th grade CTE Pathways class.</p>	<p>T. A. Dugger will be able to recruit, hire, and retain a highly qualified teacher. In the effort to retain a good teacher, Professional Development will be given as needed. The highly qualified teacher will increase student's career awareness by providing project-based learning opportunities related to CTE pathways offered at Elizabethton High School. Students will become knowledgeable about career opportunities and pathways available throughout high school to help them be successful. We plan to see an increase in CTE pathway participation and completion at the high school level.</p>	<p>The CTE Director will meet with the principal to go over success of program. The number of students enrolled, the grades of those students, reports from Major Clarity, and teacher feedback will be used to make changes, if necessary.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

T. A. Dugger Career Exploration and Awareness	MS AS #4 ECS will post the position to hire a teacher for a new CTE linked Career Exploration class.	All 6th grade students will have access to an exploratory class focusing on career exploration.the new teacher will be given support as needed through professional development.	The classroom teacher will have set course standards allowing for students to become more knowledgeable about career opportunities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#5 ECS will provide Professional Development	Teacher will be more successful if they are well trained and comfortable in the area they teach. In the effort to retain a good teacher, Professional Development will be given as needed.	ECS will use EIS info and eTIGER info to monitor the progress of the students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#6 Buy Computers	ECS will buy computers to upgrade an aging Keyboarding class to implement more technology and capabilities for students to engage in more career opportunities.	Admin, teachers, and CTE Director will review how students are doing in both career awareness and Career Exploration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T. A. Dugger Career Exploration and Awareness	MS AS#7 Buy Student desks, tables, etc. as needed for each classroom move passed on needs of the program.	CTE Director will oversee the ordering and placement of any furniture to accommodate needs. Since there will be a reshuffling of classroom, it is expected that the class moving in will need different chairs, tables, desks to accommodate students' needs. Classrooms are fully equipped to support implementation of CTE courses.	The CTE Director and building Principal will meet with teacher in newly acquired room to go over any upcoming concerns with space and equipment. Future budget requests will be done based on needs assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EHS Expansion of Programs to Fit Needs	HS AS #7 Buy STEM equipment to help recruit students for SkillsUSA. Buy robotics kit.	EHS has only sent 1 student to SkillsUSA competition in last 4 years. We will increase those numbers exponentially. Student learning will be expanded outside the classroom to do after-school sessions to get ready to go compete in various competitions.	CTE Director, STEM teacher, and other teachers that could align with SkillsUSA to go over how to recruit students for an extension of classroom learning. Future budget requests will be based on the success/failure of this initiative.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EHS Expansion of Programs to Fit Needs	HS AS #8 Buy consumables for Construction class. Thousands of dollars of equipment was purchased as a start-up for a new program of study, but supplies were overlooked.	The new construction class will actually have enough materials to get started on projects that will complete learning process and make it a possibility for the class to create projects that can help with sustainability to fund-raise and do more projects.	CTE Director and Construction teacher will go over what projects could be created to fund raise. Future budget requests will be based on the success/failure of this initiative.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Sustainability Strategy

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

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

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

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

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

Resources

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

[Innovative School Models District Guidance](#)

[Innovative School Models Budget Narrative Overview](#)

[Innovative School Models Recommended Account Numbers](#)

School Allocations

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

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

Budget

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Account Number	Total
71100 - Regular Instruction Program	\$30,000.00
71300 - Vocational Education Program	\$612,864.66
72130 - Other Student Support	\$10,000.00
72210 - Support Services/Regular Instruction Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72510 - Fiscal Services	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$45,000.00
76100 - Regular Capital Outlay	\$12,353.39
	Total \$710,218.05
	Adjusted Allocation \$710,218.05
	Remaining \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

71100 - Regular Instruction Program - \$30,000.00

Budget Detail	Narrative Description
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 722 - Regular Instruction Equipment</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$20,000.00"/></p> <p>Line Item Total: <input type="text" value="\$20,000.00"/></p>	<p>Buy furniture based on new needs like tables, desks, chairs, etc.</p> <p>year 3 estimate 10,000</p> <p>year 4 estimate 10,000</p>
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 722 - Regular Instruction Equipment</p> <p>Priority Area: Industry Alignment</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$10,000.00"/></p> <p>Line Item Total: <input type="text" value="\$10,000.00"/></p>	<p>furniture for new career exploration classes like talbes, chairs, etc.</p>
<p>Total for 71100 - Regular Instruction Program: <input type="text" value="\$30,000.00"/></p>	
<p>Total for all other Account Numbers: <input type="text" value="\$680,218.05"/></p>	

Total for all Account Numbers: \$710,218.05

Adjusted Allocation: \$710,218.05

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

71300 - Vocational Education Program - \$612,864.66 ▼

Budget Detail	Narrative Description
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 116 - Certified Teachers</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$175,638.00"/></p> <p>Line Item Total: <input type="text" value="\$175,638.00"/></p>	<p>pay two career exploration teachers</p> <p>year 3 estimate 103,500 year 4 estimate 72,138</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 116 - Certified Teachers</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$83,698.00"/></p> <p>Line Item Total: <input type="text" value="\$83,698.00"/></p>	<p>EHS Construction teacher</p> <p>year 3 estimate 48,300 year 4 estimate 35,398</p>
<p>Account Number: 71300 - Vocational Education Program</p>	<p>social security for two teachers</p>

<p>Line Item Number: 201 - Social Security</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$10,928.00"/></p> <p>Line Item Total: <input type="text" value="\$10,928.00"/></p>	<p>year 3 estimate 6417 year 4 estimate 4511</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 201 - Social Security</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$5,100.00"/></p> <p>Line Item Total: <input type="text" value="\$5,100.00"/></p>	<p>Construction teacher social security</p> <p>year 3 estimate 2995 year 4 estimate 2105</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 204 - State Retirement</p> <p>Priority Area: Career Advising</p> <p>Optional Program Code:</p> <p>Location: Elizabethton (101)</p>	<p>state retirement for two teachers</p> <p>year 3 estimate 7080 year 4 estimate 4976</p>

Code: Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$12,056.00"/> Line Item Total: <input type="text" value="\$12,056.00"/>	
Account Number: 71300 - Vocational Education Program Line Item Number: 204 - State Retirement Priority Area: <input type="text" value="CTE Programs of Study"/> Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$5,626.00"/> Line Item Total: <input type="text" value="\$5,626.00"/>	state retirement for construction teacher year 3 estimate 3304 year 4 estimate 2322
Account Number: 71300 - Vocational Education Program Line Item Number: 206 - Life Insurance Priority Area: <input type="text" value="Career Exploration"/> Optional Program Code: Location Code: T A Dugger Junior High School (101-0025) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$226.00"/> Line Item Total: <input type="text" value="\$226.00"/>	life insurance for 2 teachers year 3 estimate 136 year 4 estimate 90
Account Number: 71300 - Vocational Education Program	life insurance for construction teacher

<p>Line Item Number: 206 - Life Insurance</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$113.00"/></p> <p>Line Item Total: <input type="text" value="\$113.00"/></p>	<p>year 3 estimate 68 year 4 estimate 45</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 207 - Medical Insurance</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$21,226.00"/></p> <p>Line Item Total: <input type="text" value="\$21,226.00"/></p>	<p>medical insurance for two teachers</p> <p>year 3 estimate 12,526 year 4 estimate 8,700</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 207 - Medical Insurance</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p>	<p>medical insurance for construction teacher</p> <p>year 3 estimate 6263 year 4 estimate 4350</p>

Code: Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$10,613.00"/> Line Item Total: <input type="text" value="\$10,613.00"/>	
Account Number: 71300 - Vocational Education Program Line Item Number: 208 - Dental Insurance Priority Area: CTE Programs of Study Optional Program Code: Location Code: Elizabethton (101) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$788.00"/> Line Item Total: <input type="text" value="\$788.00"/>	dental insurance for two new teachers year 3 estimate 472 year 4 estimate 316
Account Number: 71300 - Vocational Education Program Line Item Number: 208 - Dental Insurance Priority Area: CTE Programs of Study Optional Program Code: Location Code: Elizabethton High School (101-0015) Quantity: <input type="text" value="1.00"/> Cost: <input type="text" value="\$394.00"/> Line Item Total: <input type="text" value="\$394.00"/>	dental insurance for construction year 3 estimate 236 year 4 estimate 158
Account Number: 71300 - Vocational Education Program	employer medicare for two new teachers

<p>Line Item Number: 212 - Employer Medicare</p> <p>Priority Area: Career Exploration</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$2,918.00"/></p> <p>Line Item Total: <input type="text" value="\$2,918.00"/></p>	<p>year 3 estimate 1500 year 4 estimate 1418</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 212 - Employer Medicare</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$1,192.00"/></p> <p>Line Item Total: <input type="text" value="\$1,192.00"/></p>	<p>employer medicare for construction teacher</p> <p>year 3 estimate 700 year 4 estimate 492</p>
<p>Account Number: 71300 - Vocational Education Program</p> <p>Line Item Number: 730 - Vocational Instruction Equipment</p> <p>Priority Area: Industry Alignment</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p>	<p>EHS Buy Equipment</p> <p>AV/Digital Arts--computer upgrades, cameras Agriculture....automated vertical propagation system STEM--banner maker, robots, vinyl cutter</p> <p>Agriculture--Kubota loader/landscaper, side by side, zero turn mower, kubota tool set It--computers, XRequirement</p>

Code:
Quantity:
Cost:
Line Item Total:

year 3 estimate 33,200
year 4 estimate 225,000

Account Number: 71300 - Vocational Education Program
Line Item Number: 730 - Vocational Instruction Equipment
Priority Area:
Optional Program Code:
Location Code: T A Dugger Junior High School (101-0025)
Quantity:
Cost:
Line Item Total:

TAD--buy equipment for career awareness/pathways (adjustment will be for shipping/handling)

Total for 71300 - Vocational Education Program:

Total for all other Account Numbers:

Total for all Account Numbers:

Adjusted Allocation:

Remaining:

Budget Detail

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

72130 - Other Student Support - \$10,000.00

Budget Detail	Narrative Description
<p>Account Number: 72130 - Other Student Support</p> <p>Line Item Number: 524 - In-Service / Staff Development</p> <p>Priority Area: Professional Development</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$6,000.00"/></p> <p>Line Item Total: <input type="text" value="\$6,000.00"/></p>	<p>Professional Development based on new needs of new teachers and new programs.</p> <p>year 3 estimate 3000 year 4 estimate 3000</p>
<p>Account Number: 72130 - Other Student Support</p> <p>Line Item Number: 524 - In-Service / Staff Development</p> <p>Priority Area: Professional Development</p> <p>Optional Program Code:</p> <p>Location Code: T A Dugger Junior High School (101-0025)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$4,000.00"/></p> <p>Line Item Total: <input type="text" value="\$4,000.00"/></p>	<p>Professional development for new needs of teachers in new exploration classes</p> <p>year 3 estimate 2000 year 4 estimate 2000</p>
<p style="text-align: right;">Total for 72130 - Other Student Support: <input type="text" value="\$10,000.00"/></p>	
<p style="text-align: right;">Total for all other Account Numbers: <input type="text" value="\$700,218.05"/></p>	

Total for all Account Numbers: \$710,218.05

Adjusted Allocation: \$710,218.05

Remaining: \$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

72710 - Transportation - \$45,000.00

Budget Detail	Narrative Description
<p>Account Number: 72710 - Transportation</p> <p>Line Item Number: 729 - Transportation Equipment</p> <p>Priority Area: Academic Advising</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$45,000.00"/></p> <p>Line Item Total: <input type="text" value="\$45,000.00"/></p>	<p>buy multi-passenger vehicle to transport students: to IC testing (like CNA or Private pilot), to college fair, career fairs, etc. to WBL opportunities, to visit post secondary placements to compete in CTSOs</p> <p>and to transport teachers to PD opportunities</p>
<p>Total for 72710 - Transportation: <input type="text" value="\$45,000.00"/></p>	
<p>Total for all other Account Numbers: <input type="text" value="\$665,218.05"/></p>	
<p>Total for all Account Numbers: <input type="text" value="\$710,218.05"/></p>	
<p>Adjusted Allocation: <input type="text" value="\$710,218.05"/></p>	
<p>Remaining: <input type="text" value="\$0.00"/></p>	

Budget Detail

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

76100 - Regular Capital Outlay - \$12,353.39 ▼

Budget Detail	Narrative Description
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<p>Account Number: 76100 - Regular Capital Outlay</p> <p>Line Item Number: 707 - Building Improvements</p> <p>Priority Area: CTE Programs of Study</p> <p>Optional Program Code:</p> <p>Location Code: Elizabethton High School (101-0015)</p> <p>Quantity: <input style="width: 80px;" type="text" value="1.00"/></p> <p>Cost: <input style="width: 80px;" type="text" value="\$12,353.39"/></p> <p>Line Item Total: <input style="width: 80px;" type="text" value="\$12,353.39"/></p>	<div style="border: 1px solid #ccc; min-height: 300px; padding: 5px;"> <p>buy a metal building to house new ag equipment (tractor, mower, type stuff)</p> </div>
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Total for 76100 - Regular Capital Outlay:

Total for all other Account Numbers:

Total for all Account Numbers:

Adjusted Allocation:

Remaining:

Budget Overview

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Filter by Location: All - \$710,218.05 ▼

Account Number	71100 - Regular Instruction Program	71300 - Vocational Education Program	72130 - Other Student Support	72710 - Transportation	76100 - Regular Capital Outlay	Total
Line Item Number						
116 - Certified Teachers	0.00	259,336.00				259,336.00
201 - Social Security	0.00	16,028.00	0.00	0.00	0.00	16,028.00
204 - State Retirement	0.00	17,682.00	0.00	0.00	0.00	17,682.00
206 - Life Insurance	0.00	339.00	0.00		0.00	339.00
207 - Medical Insurance	0.00	31,839.00	0.00		0.00	31,839.00
208 - Dental Insurance	0.00	1,182.00	0.00		0.00	1,182.00
212 - Employer Medicare	0.00	4,110.00	0.00	0.00	0.00	4,110.00
524 - In-Service / Staff Development			10,000.00			10,000.00
707 - Building Improvements					12,353.39	12,353.39
722 - Regular Instruction Equipment	30,000.00					30,000.00
729 - Transportation Equipment				45,000.00		45,000.00
730 - Vocational Instruction Equipment		282,348.66				282,348.66
Total	30,000.00	612,864.66	10,000.00	45,000.00	12,353.39	710,218.05
					Adjusted Allocation	710,218.05
					Remaining	0.00

Related Documents

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

Required Documents		
Type	Document Template	Document/Link
Innovative School Models (ISM) Assurances [Upload at least 1 document(s)]	 Innovative School Models (ISM) Assurances	 ISM Assurances with signature 10.18.24
(ISM) Year 2,3,4 Budget [Upload at least 1 document(s)]	N/A	 ECS 4 year plan ISM 10.17.24
(ISM) DOS Signature Page [Upload at least 1 document(s)]	 (ISM) DOS Signature Page	 ISM DOS Signature page RV, BW, AP 10.21.24

Optional Documents		
Type	Document Template	Document/Link
(ISM) Job Descriptions	N/A	
(ISM) Letters of Support	N/A	
(ISM) Memorandums of Understanding	N/A	
(ISM) Sample ISM Inventory Template	 Sample ISM Inventory Template	

Assurances

Elizabethton (101) Public District - FY 2025 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

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

PRO FORMA INNOVATIVE SCHOOL MODELS GRANT ASSURANCES

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

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

The Grantee hereby agrees to the following Assurances:

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

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

State of Tennessee Assurances

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

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

Elizabethhton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/28/2024 10:05:33 AM	Shelby Ritter	Status changed to 'TDOE State Special Education Preschool Grant Director Approved'.	S
	10/28/2024 10:05:30 AM	Shelby Ritter	Status changed to 'TDOE State Special Education Preschool Grant Consultant Approved'.	S
<input type="checkbox"/>	10/16/2024 2:59:19 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. I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the award. I am aware that any false, fictitious, or fraudulent information or the omission of any material or fact may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims, or otherwise."	C
	10/16/2024 2:59:19 PM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/16/2024 2:48:42 PM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/16/2024 2:46:27 PM	Joshua Boatman	Status changed to 'Draft Completed'.	S
	9/10/2024 10:34:20 PM	Joshua Boatman	Status changed to 'Draft Started'.	S
	7/29/2024 3:43:34 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - Allocations

Allocation Type	(1)	State Special Education Preschool Grant	Total
Original		\$58,734.19	\$58,734.19
Incoming Carryover		\$61,313.77	\$61,313.77
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		\$120,047.96	\$120,047.96

Overview Page

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - Allocations

User Access

LEA roles can be assigned by the district user access administrators (listed in the Address Book) or the ePlan.Help@tn.gov team. [Click here to access the LEA user access form.](#)

Workflow and Notifications

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

Resources

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

TDOE Contacts

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

Program Details

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

Instructions

Please complete the following chart and include each early childhood classroom within your district. Please use the following options for the classroom type, funding source, teacher endorsement, and endorsement type within your responses.

Please use the following options for the **classroom type**, **funding source**, **teacher endorsement**, and **endorsement type** responses.

Classroom Type: Integrated/Graded Pre-K or General Education Pre-K or Special Education Pre-K

Funding Source: VPK, Head Start, IDEA 611, Title I, LEA Funded, Fee Based, Community Funded. If your district is brading funding for one or more classrooms, please answer all funding streams used within each classroom.

Teacher Endorsement: 066, 087, 069, 105, 193, 194, 199, 403, 409, 480, 481, 485, 487, 488, 497, 2000, 2001, or other.

Endorsement Type: Dual Endorsement of both General Education Pre-K and Special Education Pre-K or General Education Pre-K Only or Special Education Pre-K Only or Other.

School Name	Classroom Type	Funding Source	Seating Capacity	Total # of Students Enrolled	Total # of SWDs Enrolled	Total # of Paraprofessionals	Teacher Name	Teacher License Number	Teacher Endorsements	Endorsement Type	Special Education Service/Delivery Model
East Side Elementary	General Education Pre-K	VPK	20	20	2	2	Stephanie Tolley	609,690	467 Pre K-3	Early Childhood	inclusive push-in services
East Side Elementary	General Education Pre-K	VPK	20	20	2	2	Rhonda Taylor	509,485	467 Pre K-3	Early Childhood	inclusive push-in services
East Side Elementary	General Education Pre-K	VPK	20	20	1	1	Selma Stout	522,865	467/469 Pre K-3 & K-6	Early Childhood	inclusive push-in services
East Side Elementary	General Education Pre-K	VPK	20	20	2	1	Susan Dugger	244,729	403 Pre K-3	Early Childhood	inclusive push-in services
East Side Elementary	Special Education Pre-K	LEA Funded	25	17	17	6	Nikisha Campbell	517,143	459	SPED Preschool/Early Childhood PreK-3	self-contained SPED setting

Resources

FY24 Federal Spending Handbook

Budget

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

Account Number	Total
71200 - Special Education Program	\$120,047.96
72120 - Health Services	\$0.00
72130 - Other Student Support	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72410 - Office of the Principal	\$0.00
72710 - Transportation	\$0.00
Total	\$120,047.96
Adjusted Allocation	\$120,047.96
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

71200 - Special Education Program - \$120,047.96

Budget Detail

Narrative Description

Account Number: 71200 - Special Education Program

Line Item Number: 163 - Educational Assistants

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$65,000.00

Line Item Total: \$65,000.00

These funds would allow us to place 5 part-time assistants totaling 3.35 FTE in our preK classrooms to increase the ability to include SWDs into settings with their same-aged peers.

Account Number: 71200 - Special Education Program

Line Item Number: 201 - Social Security

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$4,030.00

Line Item Total: \$4,030.00

Funds for social security for 3.35 FTE teaching assistants.

Account Number: 71200 - Special Education Program

Funds for state retirement for 3.35 FTE teaching assistants.

Line Item Number: 204 - State Retirement

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$3,700.00

Line Item Total: \$3,700.00

Account Number: 71200 - Special Education Program

Line Item Number: 212 - Employer Medicare

Focus Area: Providing SWDs with Direct Services...

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$950.00

Line Item Total: \$950.00

Account Number: 71200 - Special Education Program

Line Item Number: 725 - Special Education Equipment

Focus Area: Improving Transition Services for S...

Optional Program Code:

Location Code: Elizabethton (101)

Funds for medicare for 3.35 FTE teaching assistants.

These funds will be used for the purchase and installation costs of adaptive playground equipment at East Side Elementary School. The school currently houses 106 preschool students. 26 of these students are served through the special education program. This equipment will allow for a more inclusive environment at the school and will SWDs to learn from and socialize with their same-aged peers in a more beneficial way.

Code:

Quantity: 1.00

Cost: \$46,367.96

Line Item Total: \$46,367.96

Total for 71200 - Special Education Program:	\$120,047.96
Total for all other Account Numbers:	\$0.00
Total for all Account Numbers:	\$120,047.96
Adjusted Allocation:	\$120,047.96
Remaining:	\$0.00

Budget Overview

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

Filter by Location: All - \$120,047.96 ▼

Line Item Number	Account Number	71200 - Special Education Program	Total
163 - Educational Assistants		65,000.00	65,000.00
201 - Social Security		4,030.00	4,030.00
204 - State Retirement		3,700.00	3,700.00
212 - Employer Medicare		950.00	950.00
725 - Special Education Equipment		46,367.96	46,367.96
Total		120,047.96	120,047.96
		Adjusted Allocation	120,047.96
		Remaining	0.00

Assurances

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant

* By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the award. I am aware that any false, fictitious, or fraudulent information or the omission of any material or fact may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims, or otherwise.

1. These funds shall be administered in accordance with all applicable statutes, regulations, program plans and applications:

- a) The laws of the State of Tennessee;
- b) Title VI of the federal Civil Rights Act of 1964 and the regulations issued there under by the federal government;
- c) The Equal Employment Opportunity Act and the regulations issued there under by the federal government;
- d) The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
- e) Section 504 of the Rehabilitation Act of 1973 and the regulations issued thereunder by the federal government;
- f) The Individuals with Disabilities Education Act (IDEA) and the regulations issued thereunder by the federal government;
- g) The Family Educational Rights and Privacy Act (FERPA) and the regulations issued there under by the federal government;
- h) Health Insurance Portability and Accountability Act of 1996 (HIPAA);
- i) The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and
- j) The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with this grant.

2. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.

3. Funds shall only be used to support preschool children with disabilities.

4. The Grantee shall file financial reports and claims for reimbursement in accordance with procedures prescribed by TDOE monthly.

5. The Grantee shall ensure all funds are allocated to support preschool students with disabilities within each receiving agency.

6. This program shall be in compliance with State Board of Education's Rule Chapter 0520-12-01, Standards for School-administered Childcare and the Early Childhood Education Policy 3.100 adopted by State Board of Education.

Elizabethton (101) Public District - FY 2025 - State Special Education Preschool Grant - Rev 0 - State Special Education Preschool Grant Checklist

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

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

General Checklist Comment

No comments have been made at this time

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

<input type="checkbox"/> 1. State Special Education Preschool Grant	Not Reviewed
1.01 Budget matches approved grant	
1.02 All budgeted line-items have an appropriate narrative	
1.03 Entire allocation has been budgeted	

History Log

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	10/29/2024 7:30:57 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
	10/29/2024 7:30:57 AM	Richard Vanhuss	Status changed to 'LEA Authorized Representative Approved'.	S
	10/29/2024 7:30:03 AM	Beth Wilson	Status changed to 'LEA Fiscal Representative Approved'.	S
	10/29/2024 7:13:36 AM	John Hutchins	Status changed to 'Draft Completed'.	S
	10/17/2024 7:19:08 AM	John Hutchins	Status changed to 'Draft Started'.	S
	10/16/2024 8:06:02 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Allocations

Allocation Type (1)	Title IX McKinney-Vento Hurricane Emergency Relief	Total
Original	\$8,000.00	\$8,000.00
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	\$8,000.00	\$8,000.00

Cover Page

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

* LEA ID#

101

* LEA Name

Elizabethton City Schools

LEA Official Address

* Street

804 S. Watauga Ave.

* City

Elizabethton

* Zip Code

37643

* Phone

423-547-8000

* LEA Website

ecschoools.net

Director of Schools

* Name

Richard VanHuss, Ed.S.

* Email

richard.vanhuss@ecschoools.net

* Phone

423-547-8000

McKinney-Vento Liaison Point of Contact

* Name

John Hutchins, Ed.S.

* Email

john.hutchins@ecschoools.net

* Phone

423-547-8000

Budget

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

Indirect Cost Guide	
Total Allocation	\$8,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$8,000.00
Indirect Cost Rate	3.91%
Max Available Budget In Categories Eligible for Indirect Cost	\$7,698.98
Max Indirect Cost	\$301.02

Account Number	Total
71100 - Regular Instruction Program	\$0.00
72120 - Health Services	\$0.00
72130 - Other Student Support	\$4,399.00
72210 - Support Services/Regular Instruction Program	\$0.00
72710 - Transportation	\$3,601.00
99100 - Transfers Out	\$0.00
Total	\$8,000.00
Adjusted Allocation	\$8,000.00
Remaining	\$0.00

Budget Detail

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief
 72130 - Other Student Support - \$4,399.00

Budget Detail

Narrative Description

Account Number: 72130 - Other Student Support
 Line Item Number: 499 - Other Supplies and Materials

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$3,399.00

Line Item Total: \$3,399.00

School supplies, backpacks, and clothing for students in transition. Some have lost everything, including clothing due to recent flooding (\$3399.00).

Account Number: 72130 - Other Student Support

Line Item Number: 599 - Other Charges

Optional Program Code:

Location Code: Elizabethton (101)

Quantity: 1.00

Cost: \$1,000.00

Line Item Total: \$1,000.00

Gas Cards would be provided to the students that might live beyond the reach of our buses or van. Mileage would be calculated to and from school. Attendance would be reviewed after two weeks. The student would then be provided the card (\$1,000.00).

Total for 72130 - Other Student Support: \$4,399.00

Total for all other Account Numbers: \$3,601.00

Total for all Account Numbers: \$8,000.00

Adjusted Allocation:

\$8,000.00

\$0.00

Remaining:

Budget Detail

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief
 72710 - Transportation - \$3,601.00

Budget Detail

Narrative Description

Account Number: 72710 - Transportation
 Line Item Number: 146 - Bus Drivers
 Optional Program Code:
 Location Code: Elizabethton (101)
 Quantity: 1.00
 Cost: \$3,000.00
 Line Item Total: \$3,000.00

Drivers for our MV Van to pick up and drop off students beyond our school zones (\$3,000.00).

Account Number: 72710 - Transportation
 Line Item Number: 201 - Social Security
 Optional Program Code:
 Location Code: Elizabethton (101)
 Quantity: 1.00
 Cost: \$186.00
 Line Item Total: \$186.00

Social Security for drivers using the MV Van to pick up and drop off students in transition (\$186.00).

Account Number: 72710 - Transportation
 Line Item Number: 204 - State Retirement
 Optional

State Retirement for drivers taking and picking up students in transition (\$370.00).

Program Code:

Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$370.00

Line Item Total: \$370.00

Account 72710 - Transportation

Number:

Line Item 212 - Employer Medicare

Number:

Optional Program Code:

Code:

Location Elizabethton (101)

Code:

Quantity: 1.00

Cost: \$45.00

Line Item Total: \$45.00

Employee medicare for drivers using the MV Van to pick up and drop off students in transition (\$45.00).

Total for 72710 - Transportation: \$3,601.00

Total for all other Account Numbers: \$4,399.00

Total for all Account Numbers: \$8,000.00

Adjusted Allocation: \$8,000.00

Remaining: \$0.00

Budget Overview

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

Indirect Cost Guide

Total Allocation	\$8,000.00
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$8,000.00
Indirect Cost Rate	3.91%
Max Available Budget In Categories Eligible for Indirect Cost	\$7,698.98
Max Indirect Cost	\$301.02

Filter by Location: All - \$8,000.00

Line Item Number	Account Number	72130 - Other Student Support	72710 - Transportation	Total
146 - Bus Drivers			3,000.00	3,000.00
201 - Social Security		0.00	186.00	186.00
204 - State Retirement		0.00	370.00	370.00
212 - Employer Medicare		0.00	45.00	45.00
499 - Other Supplies and Materials		3,399.00	0.00	3,399.00
599 - Other Charges		1,000.00	0.00	1,000.00
Total		4,399.00	3,601.00	8,000.00
		Adjusted Allocation		8,000.00
		Remaining		0.00

Allowable Use of Funds

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

*** The LEA understands and will only plan and budget for activities and program allowable under the McKinney-Vento Act.**

The following is a list of allowable activities in the McKinney- Vento Act (42 U.S.C. § 11433(d)(1-16)). While this list is not inclusive of all activities, subgrant activities must carry out the purposes of the McKinney-Vento Act listed in section 11431 of the Act.

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.] or similar State or local programs, programs in career and technical education, and school nutrition programs).
3. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of the homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths.
4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 11432(g)(4) (A) of this title, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 11432(g)(3) of this title.
6. The provision of developmentally appropriate early childhood education programs, not otherwise provide through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youths.
8. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
9. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.
11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 11432(g)(5) of this title.
12. The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.
13. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.
14. The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this

subsection.

- 15. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- 16. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

- * The LEA understands that these one-time *Title IX McKinney-Vento Subgrant Hurricane Emergency Relief* funds are for the use of providing services, resources, and support to ensure that students experiencing homelessness have access to needed educational supports.
- * The LEA coordinates funding under this part with other LEA and community-based programs as required under the McKinney-Vento Act.
- * The LEA understands that per Uniformed Grant Guidance (UGG), these funds **cannot** be used for hotel/motel stays. If there is a need for this service LEAs must work with a community-based organization (CBO) to meet this need.

Need & Rationale

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

Need and Rationale

Number of students currently identified as homeless as specified by the McKinney-Vento Act

22 *

NIGHTTIME RESIDENCE OF STUDENTS IN TRANSITION

Data Source	Shelter (including transitional housing, awaiting foster care)	Doubled-up (i.e., living with another family)	Unsheltered (i.e., cars, parks, campgrounds, substandard, etc.)	Hotels/Motels
LEA Student Count	2	9	0	11

* Briefly describe the LEA's need for support in providing educational, social, emotional, and/or mental health needs of homeless children and youths. In the response, consider the challenges and needs around identification, transportation, housing, delivery of resources and services, school/extra-curricular attendance, etc.

In the wake of the recent natural disaster that impacted our area, our LEA faces challenges in addressing the educational, social, emotional, and mental health needs of homeless students. The devastation has led to an increase in student homelessness, with many families displaced and struggling to find stable housing. Identifying homeless students is vital but can be difficult due to students living in temporary situations making outreach efforts complicated. Transportation is a significant barrier, as some students are living outside the area of their school of origin. Limited public transportation options in our area hinder regular attendance and access to services. Delivery of support services is another vital part of supporting students in homelessness. Providing tailored educational, social, and emotional support is crucial to the stability of the students.

* Describe how the educational programs and services provided by this grant will meet the identified needs of the LEA's homeless children and youths. The support from the grant would enhance our LEAs identification process, improve transportation solutions, and expand support services creating a more inclusive environment that helps homeless students regain stability and achieve academic success.

Personnel

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

Systemwide Instruction & Support - Staff in this table are those who are supported with subgrant 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) Homeless Liaison	1	0.25
Total	1	0.25

Assurances

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief

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

Assurances

1. The project will be operated in compliance with the guidelines set forth under Title IX, Part C, otherwise known as the McKinney-Vento Act of 1990, as amended by ESSA, and use requested funds to comply with, paragraphs (3) through (7) of § 722(g) and in accordance with other state and department statutes, regulations, and policies.
2. 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.
3. The LEA will prepare and submit to the TDOE reports and data as might be required.
4. The LEA will keep such records and provide such information to the TDOE as may be required for fiscal audit and program evaluation.
5. The LEA's 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.
6. The LEA will designate a homeless liaison to ensure that homeless children and youth enroll and succeed in school; and homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA; and referrals to health care services, dental services, mental health services, and other appropriate services.
7. The LEA will use fiscal control and accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to the agency under this program and will observe all applicable grant requirements.
8. The LEA shall adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, at the request of the liaison) to and from the school of origin.
9. The LEA shall review and revise any policies that may act as barriers to the enrollment of homeless children and youth in school.
10. The LEA shall provide the TDOE with a description of policies and procedures consistent with § 722(e)(3), and will ensure that activities will not isolate or stigmatize homeless children and youth.
11. The LEA will coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in §103 of the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children who become homeless.
12. The LEA will monitor data in their local student management system and EIS as well as to conduct data quality checks at least quarterly.

New Applicant Summary

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - New Applicant Summary

There are no new applicants.

Elizabethton (101) Public District - FY 2025 - Title IX McKinney-Vento Subgrant Hurricane Emergency Relief - Rev 0 - Checklist

Checklist cannot be viewed while the application is under review.

NOTICE OF FEDERAL INTEREST

On February 2, 2021, the Tennessee Department of Education sub-granted Coronavirus Aid, Relief and Economic Security Act (Cares Act) Elementary and Secondary School Emergency Relief 2.0 funds, Award #S425D210047; and again, on January 12, 2022, sub-granted American Rescue Plan-Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER) funds, Award #S425U210047, to the Elizabethton City School System “(Subgrantee)” for renovation of Harold McCormick Elementary School, 226 Cedar Ave., Elizabethton, Tennessee, 37643, which is located in Carter County, Tennessee on the property described in Exhibit A.

EXHIBIT “A” ATTACHED HERETO AND INCORPORATED HEREIN BY REFERENCE

Renovation of the property (“Project”) for which federal grant funds were used, in whole or in part, included asbestos removal; installation of updated HVAC units and energy-efficient windows; installation of drop ceilings; installation of new classroom doors; and lighting, electrical, plumbing, and floor tile upgrades designed to improve the energy efficiency and indoor air quality of the building, a major portion of which was 60 years old at the time of the Project, in order to improve the overall learning environment for students and staff.

Use of federal funds for the Project require that the property will not be disposed of, the use of the property will not be modified, and the terms of the real property title or other interest in the site and facilities will not be changed without permission and instructions from the United States Department of Education.

Further, the Subgrantee covenants for itself, its heirs, successors, and assigns and every successor in interest to the property hereby conveyed, or any part thereof, that they will comply with all Federal statutes relating to non-discrimination, including, but not limited to, Title VI of the Civil Rights Act of 1964 (P.L. 88-352); Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686); Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794); the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107); Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended; and any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance was made or which may apply to the application.

By: _____
Richard VanHuss
Director of Elizabethton City Schools

Date: _____

State of Tennessee
County of Carter

Personally appeared before me, Richard VanHuss, Elizabethton City Director of Schools, with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence), and who acknowledged that he or she executed the within instrument for the purposes therein contained, and who further acknowledged that he is authorized by the Elizabethton City Board of Education to execute this instrument on its behalf.

Witness my hand, at office, this ____ day of November, 2024.

Notary Public

My commission expires: _____

EXHIBIT "A"

STREET, BANKS & MERRYMAN
Attorneys At Law
Riverview Bldg. - Elizabethton

WARRANTY DEED

529

THIS INDENTURE, made and entered into this 20th day of September, 1968, by and between JAMES FERGUSON and wife, RUBY FERGUSON, of Carter County, Tennessee, of the first part and CITY OF ELIZABETHTON, TENNESSEE, a municipal Corporation with situs at Elizabethton, Carter County, Tennessee, and THE BOARD OF EDUCATION FOR THE CITY OF ELIZABETHTON, TENNESSEE, of the second part.

WITNESSETH:

That the said parties of the first part, for and in consideration of the sum of Seventeen Thousand Five Hundred (\$17,500.00) Dollars cash to them in hand by the parties of the second part, the receipt of which is hereby acknowledged, have granted, bargained, sold and conveyed, and do hereby grant, bargain, sell and convey unto the said parties of the second part, the following described premises, situated in District No. Fifteen (15) of Carter County, Tennessee, and in the City of Elizabethton, Tennessee, and described to-wit:

BEGINNING on a planted stone corner to Academy lot and ET & WNC Railroad right-of-way; thence a Southwesterly direction with said Academy Lot 281 feet on the East side of public road (now Cedar Street); thence in a Northerly direction with said public road (now Cedar Street) 310-1/2 feet to the aforesaid right-of-way; thence in a Southerly direction 165 feet to a planted stone corner of BEGINNING, Containing 85 poles, more or less.

This being the same property conveyed to James Ferguson and wife, Ruby Ferguson, by Deed from Everett Ferguson, et al, dated June 22, 1951, and recorded in Deed Book 158, page 143, Registrar's Office for Carter County, at Elizabethton, Tennessee, to which Deed reference is here made.

See also writ of possession in the case of City of Elizabethton, et al vs. James Ferguson and wife, Ruby Ferguson, in the Circuit Court for Carter County, Tennessee, dated August 1968, and also the Final Judgment dated September 25, 1968, in said case in the Office of the Circuit Court Clerk of Carter County, Tennessee.

Prepared by:

STREET, BANKS,
MERRYMAN
ATTORNEYS AT LAW
ELIZABETHTON, TENNESSEE

With the hereditaments and appurtenances thereto appertaining.

heroby releasing all claim to homestead and dower therein.

STATE OF TENNESSEE, CARTER COUNTY:

I, or we, hereby swear or affirm that the actual consideration for this transfer or value of the property transferred, whichever is greater is \$17,500.00 which amount is equal to or greater than the amount of the tax which would be levied on the same if it were sold at a fair market value.

Subscribed and sworn to before me on this 20th day of September 1968
[Signature]
Notary Public

My commission expires on _____

530 TO HAVE AND TO HOLD the said premises to the said parties of the second part, their successors and assigns, forever.

And the said parties of the first part, for themselves and for their heirs, executors, and administrators, do hereby covenant with the said parties of the second part, their successors and assigns, that they are lawfully seized in fee-simple of the premises above conveyed, and have full power, authority and right to convey the same; that said premises are free and clear from all encumbrances, except 1968 County taxes, which Grantors will pay, and that they will forever warrant and defend the said premises and the title thereto against all lawful claims of all persons whomsoever.

IN WITNESS WHEREOF, the said parties of the first part have hereunto set their hands and seals the day and year first above written.

James F. Ferguson
JAMES FERGUSON

Ruby Ferguson
RUBY FERGUSON

STATE OF TENNESSEE
CARTER COUNTY

Personally appeared before me, the undersigned authority, a Notary Public in and for said State and County, the within named bargainors, James Ferguson and wife, Ruby Ferguson, with whom I am personally acquainted, and who acknowledged that they executed the within instrument for the purposes therein contained and expressed.

Witness my hand and seal at office in Carter County, Tennessee, this 20th day of September, 1968.

STREET, DANKE,
MERRYMAN
ATTORNEYS AT LAW
MILLINGTON, TENNESSEE

Arant E. Banks
NOTARY PUBLIC
My commission expires 12-30-1971

(SEAL)

STATE OF TENNESSEE, CARTER COUNTY
REGISTER'S OFFICE
Received for Record the 25th day of Sept A.D. Nineteen Hundred
68 at 11:30 o'clock A.M. Filed in Memo Book 13
Page 278 and recorded in Deed Book 247
Vol. 529
State Tax Paid _____ Clerk's Fee \$ _____ Recording Fee \$ 2.50
Receipt No. 228x *W. H. Hadden*
W. H. HADDEN, REGISTER

THIS INSTRUMENT PREPARED BY:
Law. M. Sims, Jr.
ATTORNEY AT LAW
ELIZABETHTON, TENNESSEE

WARRANTY DEED



THIS INDENTURE made this 7th day of August, A. D. 1967, between

EDITH DUGGER McDOWELL,

of Aliquippa, in the state of Pennsylvania, of the first part, and
CITY OF ELIZABETHTON BOARD OF EDUCATION-----
of Elizabethton, Carter County, Tennessee, of the second part.

WITNESSETH: That the said part Y of the first part, for and in consideration of the sum of
----- Twelve Thousand and no/100 (\$12,000) Dollars-----

to her in hand by the said part Y of the second part, the receipt of which is hereby so-
knowledgeed.

has granted, bargained, sold, and conveyed, and do ES hereby grant, bargain, sell and convey unto the
said part Y of the second part, the following described premises, to-wit situated in District No. Fifteen (15)
of Carter County, Tennessee and more particularly described as follows, to-wit:

BEING a certain parcel or lot of land fronting 100 feet on the North
side of Maple Street commencing at a point on North side of Maple
Street corner to T. A. Dugger, Jr.; thence in an Easterly direction
along the North side of Maple Street a distance of 100 feet to Tolliver's
line; thence in a Northerly direction along the line of Tolliver a distance
of 150 feet to Harold McCormick School property; thence in a Westerly
direction along the line of Harold McCormick School Property a dis-
tance of 100 feet to a stake corner to T. A. Dugger, Jr.; thence in a
Southerly direction along T. A. Dugger, Jr.'s line a distance of 150
feet to the point of Beginning.

THIS BEING the same property conveyed to Edith Dugger McDowell by
deed dated October 14th, 1949 from T. A. Dugger (widower) as same appears
of record in the Register's Office for Carter County, at Elizabethton,
Tennessee in Deed Book #151, at Page #351, to which reference is made and had.

414

with the hereditaments and appurtenances thereto appertaining, hereby releasing all claim to homestead and dower therein. To have and to hold the said premises to the said part y of the second part, its successors and assigns, forever.

And the said party of the first part, for herself and for her heirs, executors, and administrators, do hereby covenant with the said part y of the second part, its successors and assigns, that she is lawfully seized in fee-simple of the premises above conveyed, and she has full power, authority and right to convey the same; that said premises are free from all encumbrances. and that she will forever warrant and defend the said premises and the title thereto against lawful claims of all persons whomsoever.

In witness whereof the said part y of the first part has hereunto set her hand and seal the day and year first above written.

Edith Dugger McDowell (L.S.)

(L.S.)

(L.S.)

STATE OF PENNSYLVANIA
COUNTY OF BEAVER

Personally appeared before me, the undersigned authority, a Notary Public in and for the County of Beaver, within named bargainors, EDITH DUGGER McDOWELL with whom I am personally acquainted, and who acknowledged that she executed the within instrument for the purposes therein contained.

Witness my hand and official seal at office Aliquippa, Pennsylvania, this 7th day of August, 1967.

JOHN P. TREMBATH, NOTARY PUBLIC
MIDWELL TOWNSHIP, BEAVER COUNTY
MY COMMISSION EXPIRES JANUARY 27, 1968
(SEAL) *John P. Trembath* Notary Public

WARRANTY DEED
TO
Edith Dugger McDowell
City of Elizabethton Board of Education
STATE OF TENNESSEE
CARTER COUNTY

REGISTER'S OFFICE
Received for record the 9th day of August, A. D. 1967
\$105.00 A.M. Noted in Note Book 13, page 172 and recorded in Book of Deeds Vol. 240 Page 413
Fee paid \$ 2.50
Witness my hand and seal
John P. Trembath Register

State Tax _____
County Tax _____
Clerk's Fee _____
Total _____

FOLGER PRINTING COMPANY, INC.

17,500

DAN M. LAWS, JR.
ATTORNEY-AT-LAW
SEILER & HUNTER BUILDING
COURTHOUSE SQUARE
ELIZABETHTON, TENNESSEE

THIS INSTRUMENT PREPARED BY:
Dan M. Laws, Jr.
ATTORNEY AT LAW
ELIZABETHTON, TENNESSEE

WARRANTY DEED

169
14th

THIS INDENTURE, made and entered into on this the 14th day of July, 1967 by and between EDITH G. DUGGER (widow), of Carter County, Tennessee, party of the first part, and the ELIZABETHTON CITY BOARD OF EDUCATION of Elizabethton, Carter County, Tennessee, party of the second part.



WITNESSETH:

That for and in consideration of the sum of One Hundred (\$100.00) Dollars, and other good and valuable considerations, cash to her in hand paid, the receipt of which is hereby acknowledged by the party of the first part, has granted, bargained, sold and conveyed and does hereby grant, bargain, sell and convey unto the party of the second part, the following described real property located in the 15th Civil District of Carter County, Tennessee, and more particularly described as follows, to-wit:

TRACT #1:

BEGINNING at a point on Maple Street 50 feet from Lydia Pearman (now Dugger) and T. A. Dugger corner; thence, running with the North side of Maple Street West 50 feet to a point, corner to Randolph; and iron pin, which point is a distance of 132.8 feet South 52 deg. 05 min. East from the intersection of the projection of the North line of the North sidewalk of Maple Street; and the East line of the East sidewalk of Cedar Street, North 37 deg. 10 min. East a distance of 160.5 feet to the center of a fence post, corner to the Harold McCormick School property; thence, with the line of Harold McCormick School property in an easterly direction 50 feet to a point, corner to T. A. Dugger home property; thence, in a Southerly direction with T. A. Dugger home property a distance of 160 feet to the North side of Maple Street, the Beginning corner; being a lot fronting 50 feet on Maple Street and extending back between parallel lines a distance of 160 feet to the Harold McCormick School property, on which is situated a 7-room brick house now occupied by T. A. Dugger, Jr. and family.

THIS BEING the same property conveyed to T. A. Dugger, Jr. (deceased husband of Edith G. Dugger) by deed dated December 13, 1948 from T. A. Dugger, Sr. (widower), same being of record in the Register's Office for Carter County, Tennessee in Deed Book #149, at Page #345, to which reference is made and had. Reference is also made to Final Decree entered in the Chancery Court for Carter County, at Elizabethton, Tennessee

DAN M. LAWS, JR.
ATTORNEY-AT-LAW
SEILER-HUNTER BLDG.
COURTHOUSE SQUARE
ELIZABETHTON, TENN.

170

in the case styled T. A. Dugger, Jr., et ux. vs. J. Herman Randolph, et ux., bearing date of May 23rd, 1956 and of record in the Office of the Clerk & Master of said Chancery Court, Elizabethton, Tennessee.

TRACT #II:

BEGINNING on a stake, corner to Mrs. Edith G. Dugger, widow, of the second part herein, on Maple Street, and which point is located 135.8 feet East of the intersection of Cedar Street and Maple Street, corner to the City of Elizabethton and Dugger property; thence in a Westernly direction with Maple Street a distance of 7 feet; thence, a Northerly direction approximately 160.4 feet, more or less, to a stake on the Southern boundary of the old Harold McCormick property line; thence, in an Eastern direction along the Harold McCormick property line 7 feet to a stake, corner to Mrs. Edith G. Dugger and the Harold McCormick property line; thence, with the line of Mrs. Edith G. Dugger a distance of approximately 160.4 feet in a Southern direction to the beginning corner, containing a tract fronting 7 feet on Maple Street, and extending back between parallel lines in a Northern direction to the line in back, about 160.4 feet.

THIS BEING the same property conveyed to Edith Dugger by Deed dated September 7th, 1965 from the City of Elizabethton, Tennessee, which instrument appears of record in the Register's Office for Carter County, at Elizabethton, Tennessee in Deed Book #239, at Page #395, and to which reference is thereto made and had.

With the hereditaments and appurtenances thereto appertaining, hereby releasing all claims to homestead and dower therein.

TO HAVE AND TO HOLD the said premises to the party of the second part, its successors and assigns, forever.

And the said party of the first part, for herself and for her heirs, executors and administrators, does hereby covenant with the said party of the second part, its successors and assigns, that she is lawfully seized in fee simple of the premises above conveyed, and has full power, authority and right to convey the same; that said premises are free from any and all encumbrances, and that she will forever warrant and defend the said premises and the title thereto against all lawful claims of all persons whomsoever.

DAN M. LAWS, JR.
ATTORNEY-AT-LAW
SEILER-HUNTER BLDG.
COURTHOUSE SQUARE
ELIZABETHTON, TENN.

171

IN WITNESS WHEREOF, the said party of the first part has hereunto set her hand and seal, on this the day and date first above written.

Edith G. Dugger (L.S.)
EDITH G. DUGGER

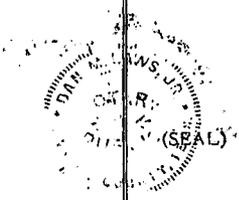
STATE OF TENNESSEE
COUNTY OF CARTER...

Personally appeared before me, the undersigned authority, a Notary Public for and in the above named County and State, the within named bargainor, Edith G. Dugger, with whom I am personally acquainted, and who acknowledged that she executed the foregoing instrument for the purposes therein contained.

WITNESS my hand and official seal at office in Elizabethton, Tennessee on this the 14th day of July, 1967.

Dan M. Laws Jr.
NOTARY PUBLIC

Commission expires: July 24, 1968.



STATE OF TENNESSEE, CARTER COUNTY
REGISTER'S OFFICE
Accepted for Record the 15 day of July A. D. Nineteen Hundred
and 67 at 9:25 o'clock P.M., Noted in Note Book 13
Page 166 and recorded in Book of Deeds Vol. 240
Page 129

A. M. B. HARDIN, REGISTER
BY *Charles Hardin* June 25 1967

DAN M. LAWS, JR.
ATTORNEY-AT-LAW
SEILER-HUNTER BLDG.
COURTHOUSE SQUARE
ELIZABETHTON, TENN.

K70



WARRANTY DEED

THIS INDENTURE, made the 15th day of February, 1962, by and between J. HERMAN RANDOLPH and wife, EVELYN F. RANDOLPH, of Carter County, Tennessee, parties of the first part, and the CITY OF ELIZABETHTON, TENNESSEE, a municipal corporation with situs at Elizabethton, Tennessee, party of the second part.

WITNESSETH:

That the said parties of the first part, for and in consideration of the sum of Ten Thousand (\$10,000.00) Dollars cash to them in hand paid by the said party of the second part, the receipt of which is hereby acknowledged, have granted, bargained, sold and conveyed, and do hereby grant, bargain, sell and convey unto the said party of the second part, the following described premises, situated, located, and being in the 15th Civil District of Carter County, Tennessee, and in the City of Elizabethton, Tennessee, and being more particularly bounded and described as follows, to-wit:

TRACT 1:

Being a parcel of land located on the corner of Maple Street and Cedar Avenue in the City of Elizabethton, Commencing at the intersection of Cedar Avenue and Maple Street and extending along the Northern boundary line of Maple Street a distance of approximately 36 feet to the property of Moreland; thence along Moreland's line a distance of approximately 160 feet to the Harold McCormick School property; thence along the line of the Harold McCormick School property a distance of approximately 90 feet to Cedar Avenue; thence along the boundary line of Cedar Avenue in a Southerly direction a distance of 176 feet to the point of beginning, and being a part of the Oak Park Addition to the City of Elizabethton, Tennessee, according to plat of same of record in Plat Book 1, page 76, of the Register of Deed's Office for Carter County, Tennessee.

Being the same property conveyed to J. Herman Randolph, and wife, Evelyn F. Randolph, from Mrs. Irene H. Hathaway, by deed dated February 12, 1951, and recorded February 21, 1951, in Deed Book 155, page 455, Register of Deed's Office for Carter County, Tennessee

This property includes a 469 feet triangular tract of property heretofore conveyed by the Grantors herein to the Grantee by Deed dated May 25, 1951, and recorded June 13, 1951, in Deed Book 157, page 138, Register of Deed's Office for Carter County, Tennessee. 471

TRACT II:

BEGINNING at a point in Maple Avenue, corner to John Pearman 135.80 feet from the northeastern intersection of Cedar Avenue and said Maple Avenue; thence along said Maple Avenue in a westerly direction a distance of 100 feet to a point; thence at right angles to said Maple Avenue and in a northern direction a distance of approximately 165 feet to a point in the property line of McCormick City School; thence along the said line of McCormick City School property and in an easterly direction a distance of 100 feet to a point, corner to the property of John Pearman; thence along the property line of John Pearman, in a southerly direction a distance of 158 feet to Maple Avenue, the point of Beginning. This being the eastern portion of Oak Park Addition to the City of Elizabethton, Tennessee, place of record in Plat Book 1, page 76, by Geo. F. Dugger, to which reference is had and made. It being the intention of this instrument to convey to the parties of the second part a strip of land facing 100 feet on Maple Avenue and running back along parallel lines to property line of McCormick City School at which point the width of said parcel is 100 feet.

Being the same property conveyed to the Grantors herein by deed dated September 6, 1946, and recorded June 4, 1947, in Deed Book 142, page 502, Register of Deed's Office for Carter County, Tennessee. See also Quitclaim or Deed of Correction dated October 8, 1946, and recorded June 4, 1947, in Deed Book 142, page 501, Register of Deed's Office for Carter County, Tennessee.

The east-most boundary of the above described property is made to conform to a Final Decree of the Chancery Court of Carter County, Tennessee, in the cause of T. A. Dugger, Jr., Et Ux, -vs- J. Herman Randolph, Et Ux, entered in 1956.

With the hereditaments and appurtenances thereto appertaining, hereby releasing all claims to homestead and dower therein.

TO HAVE AND TO HOLD the said premises to the said party of the second part, its heirs and assigns, forever.

And the said parties of the first part, for themselves and for their heirs, executors, and administrators, do hereby covenant with the said party of the second part, its heirs and assigns, that they are lawfully seized in fee

472

simple of the premises above conveyed, and have full power, authority and right to convey the same; that said premises are free from any and all encumbrances, and that they will forever warrant and defend the said premises and the title thereto against all lawful claims of all persons whomsoever.

IN WITNESS WHEREOF, the said parties of the first part have hereunto set their hand and seal the day and year first above written.

J. Herman Randolph
J. HERMAN RANDOLPH
Evelyn F. Randolph
EVELYN F. RANDOLPH

STATE OF TENNESSEE
CARTER COUNTY of WASHINGTON

Personally appeared before me, the undersigned authority, a Notary Public in and for said State and County, the within named bargainors, J. Herman Randolph and wife, Evelyn F. Randolph, with whom I am personally acquainted, and who acknowledged that they executed the within instrument for the purposes therein contained.

Johnson City,
Tennessee, this 17 day of February, 1962.

William A. Fiddler
NOTARY PUBLIC
Qualified to act in Washington County
My commission expires 1-26-66



(SEAL)

STATE OF TENNESSEE, CARTER COUNTY
REGISTER'S OFFICE
Received for Record the 22 day of February, 1962, A. D. Nineteen Hundred
and 62, at 9:00 A.M., Noted in Note Book... 11208
Page 26, and recorded in Book of Deeds... Vol. 208
Page 270
W. H. Harris
W. H. HARRIS, REGISTER #200
BY..... DEPUTY

2025 Coordinated School Health Institute Draft Agenda

Wednesday, March 5-Friday, March 7, 2025
Renaissance Hotel, Nashville, TN

The Coordinated School Health (CSH) Institute is an essential event designed to support school districts in creating healthier learning environments that promote student academic and non-academic success. This two and ½ day professional development opportunity brings together CSH Coordinators, district and school administrators, district-level staff supporting one or more of the CSH components, state agencies, and community partners to deepen their understanding of the Coordinated School Health model and learn best practices for implementing comprehensive health and wellness programs in schools.

The complete 2025 Institute agenda will be released in the coming months.

Pre-Con Sessions

Pre-Con 1: Building Momentum: Promoting School Health Initiatives in Your District

Presenters: Melisa Fuhrmeister, Shannon Railling, Amanda Johnson, Christine Rockwood, Heather Piergies

Session Description: This hands-on, interactive session is designed for those working in school health who want to elevate health initiatives within their districts. Learn how to gather the right information, create compelling stories, and gain support from district leadership and stakeholders. Participants will explore practical strategies for highlighting the benefits of school health programs and making informed decisions that lead to impactful change. Leave equipped with tools and techniques to champion your school health initiatives and create lasting positive outcomes for students and staff.

Pre-Con 2: Behavioral Threat Assessment Updates and Best Practices

Presenters: Brian Yarbro, Kim Daubenspeck & Regional School Safety Consultants

Session Description: This session will provide valuable insight on Behavioral Threat Assessment and how to properly implement this process within your district. Throughout this session, best practices will be provided, along with updates, and practical tips to be utilized when conducting a threat assessment. This will be a collaborative session to provide an opportunity to learn from others across the state.

Pre-Con 3: Transforming the Healthy School Nutrition Environment

Presenters: MarLea Finch, other school nutrition state staff (TBD), and possibly a school district

Session Description: This session will provide a great foundation for building a healthy school nutrition environment within your district. Learn the ins and outs of developing a Wellness Policy and receive the tools you need to create an effective, collaborative policy that your community supports and understands. Participants will apply the Wellness Policy requirements and ideal nutrition environment supports into additional aspects of the nutrition environment at the local level, such as smart snacks/vending/fundraising and other nutrition related activities.

Pre-Con 4: Thriving Together: The Impact of Positive Childhood Experiences, Youth Engagement, and School Connectedness

Presenters: Sarah Arnold, Elizabeth Davis, Jaime Grammer, Charise McDaniel, Melissa Stansberry

Session Description: This presentation delves into the vital roles of Positive Childhood Experiences (PCEs), youth engagement, and school connectedness in promoting healthy development and long-term well-being. We will explore how supportive relationships, feelings of safety, and opportunities for growth contribute to a student's resilience. By examining youth engagement, we'll highlight how active participation in school and community settings empowers young people, helping them build confidence, leadership skills, and a sense of belonging. Additionally, we'll discuss the importance of school connectedness—feeling valued, supported, and included in the school environment—as a key factor in academic success and emotional health. Together, these elements provide a strong foundation for thriving students and school communities.

Track Specific Break-Out Sessions

These sessions are designed to present detailed information on a project, best practice, resource, tool, or other track-specific topic. Typically, these sessions are presented by partner organizations, teachers, district-level staff, and state employees. The sessions focus on best practices and potential ways to use session content in your school and district.

Coordinated School Health Institute will feature sessions in the following tracks:

- **Health Education:** Provides students with the knowledge, attitude, and skills they need to make healthy decisions that promote lifelong wellness.
- **Health Services:** Ensures access to healthcare services to support student health and academic success.
- **Healthy School Environment:** Creates a safe, supportive, and healthy school environment that promotes physical and emotional well-being.
- **Infrastructure:** Focuses on building and strengthening the foundational systems that support Coordinated School Health.
- **Nutrition:** Provides healthy meals, nutrition education, and supports policies that promote healthy eating habits among students.
- **Physical Education & Physical Activity:** Teaches students the skills for and the importance of maintaining an active lifestyle for overall health and promotes physical activity.
- **School Counseling, Psychological, and Social Services:** Addresses the mental, emotional, and social needs of students through counseling, support groups, and referrals to community resources.
- **Staff Wellness:** Supports staff wellness through programs and policies that promote healthy lifestyles and work-life balance.
- **Student, Family, and Community Involvement:** Engages families and the community in supporting student health and wellness through partnerships, education, and resources.

Who should attend?

Sending teams to the CSH Institute is a critical investment in your district's health and academic performance. Districts are strongly encouraged to send the CSH coordinator(s) and up to five additional district staff who support one or more of the components of CSH. The CSH coordinator should work with district leadership to determine the members of their team.



Suggested Team Members:

- Coordinated School Health Coordinator
- Coordinated School Health Co-Coordinator/Assistant Coordinator
- Coordinated School Health Assistant
- District-Level Administrator/Supervisor
- Extended Learning Director
- Family Resource Center Director
- Healthy School Team Leader/Representative (please only select this option if you are attending the Institute primarily as a representative of a Healthy School Team)
- Lead Nurse/Health Services Supervisor
- Safety Coordinator
- School-Level Administrator (principal, assistant principal)
- School Health Advisory Council Representative
- School Nutrition Director
- Supervisor of Health Education
- Supervisor of Mental Health (district-level supervisor who supervises/oversees: school counseling, school psychology, school social work)
- Supervisor of Physical Education
- Transportation Director

DRAFT

Agenda

All agenda items subject to change. Breakout sessions will be finalized by mid-January.

Tuesday, March 4

Time	Agenda Items
3:00-5:00 pm	Early-Bird Check-In

Wednesday, March 5

Time	Agenda Items
8:30-10:45	Pre-Con Sessions
11:00-1:00	Networking Lunch/Welcoming Keynote
1:15-2:15	Concurrent Breakout Sessions
2:30-3:00	Concurrent Mini-Sessions
3:30-4:30	Concurrent Breakout Sessions

Thursday, March 6

Time	Agenda Items
8:45-9:45	Concurrent Breakout Sessions
10:00-11:00	Concurrent Breakout Sessions
11:15-12:30	Networking Lunch/Awards Ceremony
12:45-1:45	Concurrent Breakout Sessions
2:00-2:30	Concurrent Mini-Sessions
3:00-4:00	Concurrent Breakout Sessions

Friday, March 7

Time	Agenda Items
8:30-9:30	Component Round Up
9:45-10:15	Concurrent Mini-Sessions
10:15-11:10	Networking Brunch & Door Prizes
11:10-12:10	Closing Keynote
12:10-12:15	Closing Remarks from TDOE
12:15	Conference Closes

Milligan University

AREA OF TEACHER EDUCATION

Agreement between Milligan University and the City of Elizabethton for its Elizabethton City Schools

2024 – 2025 School Year

CLINICAL PRACTICE AND STATE RECOGNIZED PARTNERSHIP GUIDELINES: INITIAL LICENSURE

This program description will be used as the governing document for the program. It will be reviewed and revised at least annually.

1. Program Objectives:

- A. To provide prospective professional educators a semester (student teachers) or year-long (internship) experience for clinical preparation that is mutually planned by the school system and Milligan University (CAEP 2.1).
- B. To provide multiple indicators and appropriate technology-based applications (SharePoint) to establish, maintain, and refine criteria for performance evaluations and continuous improvement (CAEP 2.2).
- C. To provide candidates close supervision and support to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development (CAEP 2.3).

2. Selection of Candidates:

- A. Milligan will recommend initial licensure candidates to the school system. Interns will be students holding a bachelor's degree and will be enrolled in Milligan's Master of Education (initial licensure) program. These interns may initially lack some coursework in pedagogy and academic disciplines. Milligan will determine the coursework to be taken. Student Teachers will be seniors enrolled in their last semester of their undergraduate program completing an (initial licensure) education degree.
- B. Prospective candidates will complete the application process as directed by the school system. The information will be sent to the designated administrator of the school system and will be shared with principals and supervisors. Principals may also interview candidates and then make decisions to accept or reject them as interns and/or student teachers.
- C. Criteria for candidates to enter clinical experience include unconditional admission to the professional level of their program and the following:
 1. 3.0 overall GPA including method and content prerequisite courses

2. Successful completion of Praxis II content knowledge exam
 3. Completion of TBI background check
 4. First Aid and CPR verification (must be current)
 5. Overall disposition ratings at “expectation” or higher
3. Candidate Benefits and Responsibilities:
- A. Candidates will have the same holidays (Thanksgiving, Christmas, Spring Break, etc.) as do professional educators in their assigned school system. Candidates will not have any personal leave days.
 - B. Candidates are to use sick days only as necessary. These do not accumulate.
 - C. Candidates are not and shall not be deemed to be employees or agents of the school system at any time. No insurance or other fringe benefits are provided to these candidates.
 - D. Candidates will be responsible for instructional duties such as planning, communicating plans to the mentor teacher, and instructing individuals and small groups.
 - E. According to policy from the Tennessee Department of Education, initial licensure candidates must successfully complete the edTPA performance assessment in order to receive state licensure. Candidates are required to video one or more lessons during their first placement and sometimes their second placement of their clinical experience. Candidates are required to obtain the Milligan Area of Education Video Release form and have all students’ parents/guardians sign the form. Candidates will use video documentation only for edTPA portfolio purposes and will not be permitted to upload or use the videos in any other way. Candidates will not be permitted to share edTPA video materials with anyone other than Milligan clinical supervisors or Milligan clinical instructors.
 - F. Prior to being admitted to the program, all candidates undergo both an FBI and TBI criminal background check. Additionally, candidates purchase professional liability insurance with coverage of no less than \$1 million / \$5 million prior to starting their clinical experience, and candidates are aware that there is no expectation of receipt of compensation or future employment during and following the clinical experience.
 - G. Candidates will not be placed in school systems where there are family members or friends employed, or where they have previously been employed.
 - H. Candidates should address questions and concerns regarding clinical placement activities to Milligan’s coordinator of field placements.
4. Selection of Mentor Teachers:
- A. The designated administrator and the Milligan coordinator of field placements will work closely together to determine the most appropriate mentor for each candidate.

- B. Cooperating teachers will be selected according to criteria, which include (a) teaching experience, (b) appropriate certification, (c) evaluation as a highly competent teacher, and (d) willingness to assume the roles expected of a mentor.
- C. Criteria for mentor teachers include the following:
 - 1. Must have a professional teaching license with at least 3 years of full-time teaching experience in certification area.
 - 2. Must have a level of effectiveness overall score of 4 or higher.
 - 3. Must be highly competent as evidenced by local assessment and/or state evaluation procedures with TEAM overall summary scores of 4 or higher.
 - 4. Must be willing to assume the roles expected of a mentor (i.e., confidant, advocate, coach, and critic).
- 5. Operational Guidelines:
 - A. The principal (as necessary), Milligan representative, mentor teacher, and candidate will work together to develop a plan of activities for the candidate.
 - B. Responsibilities of mentor teachers include the following:
 - 1. Supervise candidate planning and instructional activities, observe lessons, and provide performance feedback in SharePoint.
 - 2. Model effective instruction for candidates.
 - 3. Meet regularly with candidates to provide assistance in planning, diagnosing learner needs, evaluating student progress, selecting teaching strategies and materials, and providing effective classroom management.
 - C. In general, candidates will work with no more than two mentor teachers; however, if the school system and Milligan agree, modifications can be made in special situations. Candidates will be supplemental to existing staffing in the school where they are located. They will be teamed with one or more experienced teachers to facilitate the goals of the school.
 - D. Due to the rigorous demands of edTPA, Thursday afternoons will be allocated to each candidate for portfolio preparation. Candidates will report to Milligan on Thursdays from noon until 4:30, and then attend their evening class, unless there is an extenuating circumstance. During the week of official edTPA submission, three additional days may be scheduled for finalizing edTPA portfolios. During these three days, candidates will report to Milligan from 8:00 a.m. until 3:00 p.m. Arrangements will be made with the mentor teacher and principal in advance when this time is to be used.
 - E. Flexibility in the candidate's program will be maintained during the first semester to accommodate an adequate orientation period and to allow use of the tie enrichment experiences. Ample time should be provided for planning. Although the goal is to involve the candidate in teaching as quickly and as fully as possible, adjustments will be made to accommodate individual differences in background and training. (Interns Only).

- F. In general, the second semester will have a more concentrated focus on teaching activities. At some point, depending on the background and ability of the candidate, the candidate will assume a full or nearly full teaching load. Candidates are expected to emulate the mentor teacher and participate fully in the full range of instructional activities. (Interns Only)
 - G. Candidates will not be used as substitute teachers unless this is a planned activity approved in advance by both Milligan and the school system.
 - H. No candidate will be the teacher of record for any class.
 - I. Mentor teachers will be given an opportunity to participate in some of the regularly scheduled clinical seminars conducted by Milligan.
 - J. Candidates will begin the clinical experience on the same day that teachers new to the school system begin their year. Candidates will participate as directed in new teacher orientation activities prior to the beginning of the school year.
 - K. Candidates will follow the same school calendar as the professional educators of the assigned district.
6. Evaluation and Program Termination:
- A. Mentor teachers and Milligan supervisors will provide frequent feedback as well as informal and formal evaluations to support the candidate's development as an effective teacher. Formal evaluation procedures are detailed in the Milligan Clinical Experience Handbook – Evaluation Section.
 - B. Formal evaluation will follow the same procedures as that used for district teachers. Mentor teachers and Milligan supervisors will conduct formal classroom observations in SharePoint. All formal observation documents will be available and on-line in SharePoint.
 - C. Candidate performance will be documented in SharePoint. If a candidate's performance is not satisfactory, the Milligan supervisor, mentor teacher, and as appropriate the school's administration will develop a growth plan with a timeline for the candidate. If the candidate does not meet the expectations of the growth plan, the Milligan field placement coordinator will review records, meet with the candidate in person, and determine further action. If corrective action is unsuccessful, the candidate will be withdrawn from the placement. These procedures are further detailed in the Milligan Clinical Experience Handbook – see Intern Removal from Placement Flow Chart.
 - D. If the candidate's performance has been satisfactory, Milligan will recommend the candidate for the state initial practitioner's license after the evaluation process has been completed.

Please provide licensure needs and/or projection of needs for your school system in the space below.:

EDUCATOR PREPARATION PROVIDER/ LOCAL EDUCATION AGENCY STATE-RECOGNIZED PARTNERSHIP (ADDENDUM)

Prompt 1: Identify mutually agreed upon strategies to select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 student learning and development.

The designated LEA administrator and the Milligan Clinical Placement Coordinator (CPC) co-select clinical mentors. Clinical mentors are co-selected according to mutually agreed upon criteria: 1) Professional teaching license with 3 years full-time teaching experience and endorsement in the same content or closely related field; 2) Rating as a highly effective teacher (i.e., level of effectiveness overall score of 4 or higher on a state evaluation model); 3) Willingness to assume the roles expected of a mentor as defined in the Initial Licensure Handbook (ILH).

Criteria for clinical supervisors include: 1) Expertise in the grade/content for which they are assigned; 2) Successful experience with past mentoring; 3) Successful completion of TEAM evaluation training; 4) Willingness to assume the responsibilities of a supervisor as defined in the ILH.

Clinical educators are prepared through an orientation prior to the clinical experience. All clinical educators receive a comprehensive ILH, electronically available through Microsoft Forms. Primary components of the ILH and critical clinical assessments are reviewed at the orientation. Mentors are surveyed following the orientation for feedback. The clinical supervisor provides support to the mentor by conducting regular visits. During these visits, the clinical supervisor observes the mentor with teacher candidates, discusses concerns, and offers any needed support to the mentor. If the mentor has an issue or concern with the teacher candidate, the clinical supervisor takes appropriate action as outlined in the ILH. The CPC supports clinical supervisors.

If a mentor has difficulty meeting the roles, responsibilities, and expectations outlined in the ILH, additional support by the Milligan supervisor will be provided. If the clinical mentor continues to struggle after these additional supports are provided, the CPC will become involved to provide support. If mentors fail to meet the roles, responsibilities, and expectations, the CPC will assign a different mentor and not approve future experiences with this mentor. Likewise, if the Milligan supervisor is not meeting the roles, responsibilities, and expectations, the CPC will offer additional support. If the Milligan Supervisor continues to struggle, the Area Chair will meet with the supervisor to provide additional support. If expectations are still unmet, the Area Chair will remove the supervisor from supervision.

Candidates and supervisors evaluate clinical mentors after each experience; clinical supervisors are also evaluated by candidates and mentors after of each experience. EPP administrators will closely monitor evaluation results and retain clinical educators receiving positive ratings. The

CPC provides mentor evaluations to districts and results regarding supervisor evaluations are shared with supervisors by the Area Chair.

Prompt 2: Identify mutually agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

The design of the clinical experience allows 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 clinical experience (see Educator Preparation Policy). In collaboration with our partners, multiple indicators and appropriate technology-based applications are used to establish, maintain, and refine criteria for continuous improvement (CAEP, Standard 2). Initial seeking students are evaluated through The Tennessee Educator Acceleration Model (TEAM). TEAM provides candidates a coherent and consistent assessment as it is one of the approved models for educator evaluation.

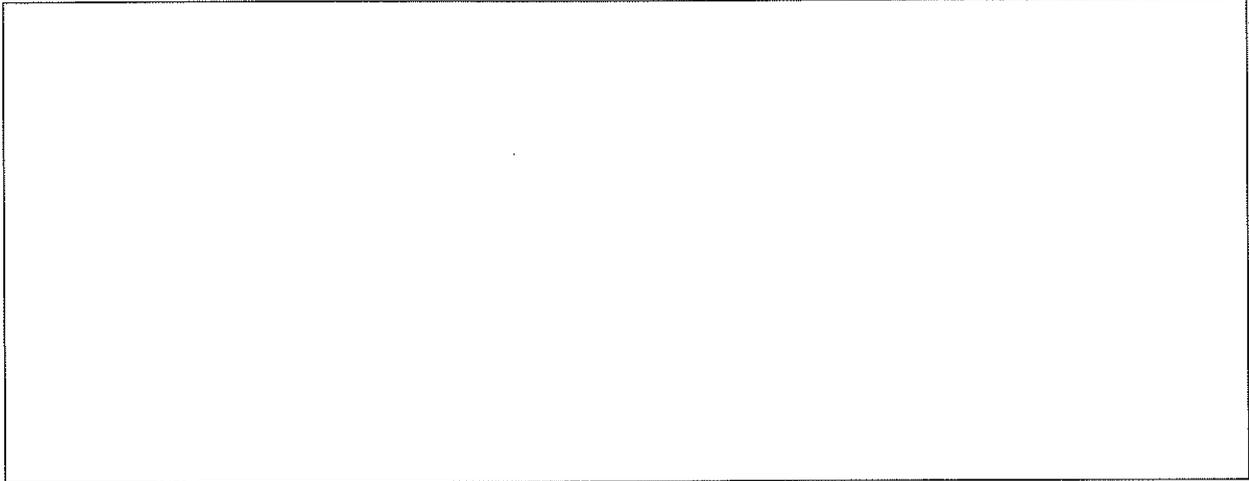
Concepts and evidence-based strategies related to the practice are introduced during coursework. These concepts and strategies are reinforced during field experiences associated with key courses within each pathway. Candidate progress is monitored throughout coursework and clinical experiences. At this level candidates are expected to move from observing and assisting during the first two weeks of the 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, resources, and curriculum based on this information and plan for appropriate supports for various cultural 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.

The candidates' clinical experience allows for sufficient depth and breadth through 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 following each observation.

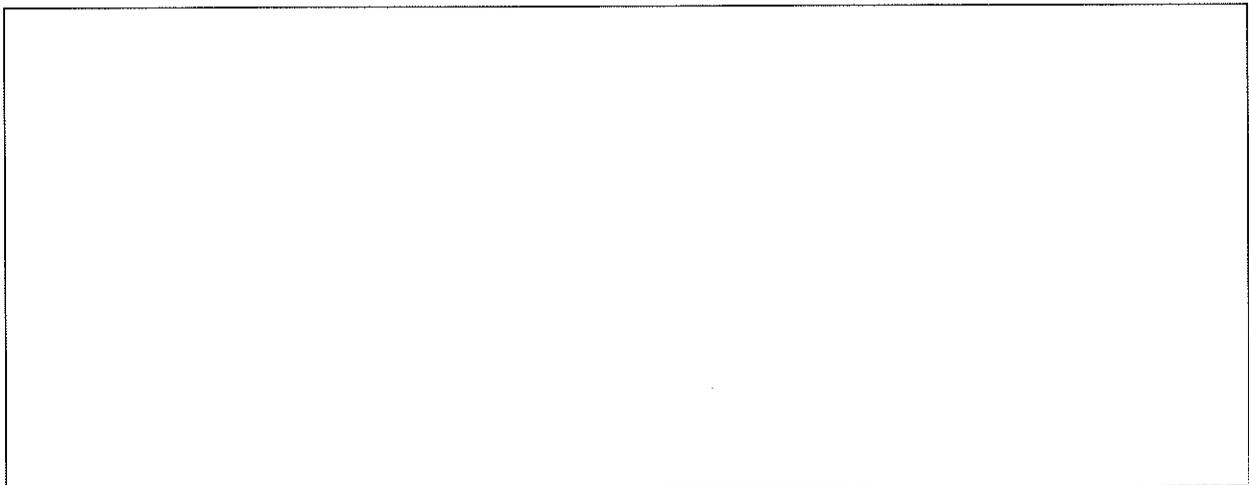
Candidates are required to document their positive impact on student learning through their edTPA Assessment Portfolio submission (which requires candidates to describe, analyze, and identify patterns in their P12 students' learning) and/or through TEAM evaluation scores from their clinical experiences. Candidates have sufficient clinical experiences in diverse settings through careful selection of clinical placements based on demographic information. The Milligan Educator Disposition rubric, which is aligned with The Interstate New Teacher Assessment and Support Consortium (InTASC), assesses the candidates' abilities in the

following areas: (a) collaboration and professionalism, (b) feedback, (c) communication, (d) diverse learners, (e) ethical and legal practice, and (f) technology.

Please provide your INITIAL (PreK-12) licensure needs and/or projections of needs for your school system:

A large, empty rectangular box with a thin black border, intended for the respondent to provide their initial licensure needs and/or projections of needs for their school system.

Please provide your ADVANCED (Administration and Counseling) licensure needs and/or projections of needs for your school system:

A large, empty rectangular box with a thin black border, intended for the respondent to provide their advanced licensure needs and/or projections of needs for their school system.

October, 2024

The above agreement between Milligan and the school system is a description that governs the clinical experience programs. The document is annually reviewed and revised by Milligan for the operations guideline for both Milligan and the school system.

Colleen Weems, EdD 10/25/24
Dr. Colleen Weems, Milligan Field Placement Coordinator Date

Angela Hilton-Prillhart 10/25/2024
Dr. Angela Hilton-Prillhart, Chair Area of Education Date

Richard VanHuss – Superintendent of Schools Date

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM:

We have four old technology carts to replace.

INVENTORY TAG NUMBER:

1) # 7401 2) # 7406 3) # ~~7404~~⁷⁴ 4) # 3504

METHOD OF SALE/DISPOSAL:

Donate

SCHOOL/BUILDING WHERE ITEM IS HOUSED:

HIME

SALE/DISPOSAL AUTHORIZED BY:

Erin Wampler
Principal

DATE: 10/21/24

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 10/22/24

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT

SALE / DISPOSAL

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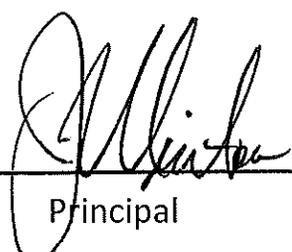
TAG# see attached list *Konica Minolta bizhub 654e 10#KN499*
Serial #A5YN017008038

ITEMS: see attached list

METHOD OF
SALE/DISPOSAL: RECYCLE

SALE/DISPOSAL

AUTHORIZED BY: _____



Principal

DATE: *10/30/24*

AUTHORIZED BY: _____

DATE: _____

Director of Schools

AUTHORIZED BY: _____

DATE: _____

Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT

SALE / DISPOSAL

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TAG# ECS 11850, serial 3n8qph2

ITEMS: 2017 model dell laptop

METHOD OF

SALE/DISPOSAL: RECYCLE

SALE/DISPOSAL

AUTHORIZED BY: *David Brown*

Tech Dept

DATE: 11.6.20

AUTHORIZED BY: _____

Director of Schools

DATE: _____

AUTHORIZED BY: _____

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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ITEM:

6 e Portal Carts

INVENTORY
TAG NUMBER:

No inventory tags

METHOD OF
SALE/DISPOSAL:

Donation to Carter County Schools

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

West Side Elementary

SALE/DISPOSAL
AUTHORIZED BY:

John Wright
Principal

DATE: 10/17/24

AUTHORIZED BY:

Reid West
Director of Schools

DATE: 10/21/24

AUTHORIZED BY:

Board Chairman

DATE: _____

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: 4 wooden chairs

INVENTORY TAG NUMBER: WSE 3190, WSE 3013, Prop. of WSE
(1) (2) (3+4)

METHOD OF SALE/DISPOSAL: Give away or trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: Mrs. Ayers classroom

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 9/9/24
Principal

AUTHORIZED BY: [Signature] DATE: 10/21/24
Director of Schools

AUTHORIZED BY: [Signature] 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.

TAG# see attached list of 143 units

ITEMS: see attached list of 143 units

METHOD OF
SALE/DISPOSAL: RECYCLE

SALE/DISPOSAL

AUTHORIZED BY: _____

Principal

DATE: 10/21/24

AUTHORIZED BY: _____

Director of Schools

DATE: _____

AUTHORIZED BY: _____

Board Chairman

DATE: _____

MP1WKC5K	100e Gen 2 AST	P203C4C4	Lenovo 100e Chromebook
P2038HWJ	Lenovo 100e Chromebook	P2038HS2	Lenovo 100e Chromebook
P20395VH	Lenovo 100e Chromebook	P20474NK	Lenovo 100e Chromebook
P2039GQS	Lenovo 100e Chromebook	P2039G4Z	Lenovo 100e Chromebook
P2046NYP	Lenovo 100e Chromebook	P203CWDD	Lenovo 100e Chromebook
P2046PXN	Lenovo 100e Chromebook	P2038HV6	Lenovo 100e Chromebook
P2047LGE	Lenovo 100e Chromebook	P2039GBC	Lenovo 100e Chromebook
P2039GKG	Lenovo 100e Chromebook	P20387Z4	Lenovo 100e Chromebook
P2038HSK	Lenovo 100e Chromebook	P20387UM	Lenovo 100e Chromebook
P2039F9N	Lenovo 100e Chromebook	P2038JFK	Lenovo 100e Chromebook
P2038HSR	Lenovo 100e Chromebook	P203CYHQ	Lenovo 100e Chromebook
P2039GGD	Lenovo 100e Chromebook	P2038HYA	Lenovo 100e Chromebook
P2046NYK	Lenovo 100e Chromebook	P2039GGM	Lenovo 100e Chromebook
P2039GDQ	Lenovo 100e Chromebook	P2046QH3	Lenovo 100e Chromebook
P2039GDR	Lenovo 100e Chromebook	P2038H31	Lenovo 100e Chromebook
P2038HW0	Lenovo 100e Chromebook	P203CYLZ	Lenovo 100e Chromebook
P2038HTF	Lenovo 100e Chromebook	P204752Z	Lenovo 100e Chromebook
P2039GNM	Lenovo 100e Chromebook	P203781Y	Lenovo 100e Chromebook
P20395MS	Lenovo 100e Chromebook	P2039GWM	Lenovo 100e Chromebook
P2038HGD	Lenovo 100e Chromebook	P2046QJV	Lenovo 100e Chromebook
P2039GBH	Lenovo 100e Chromebook	P2039GBQ	Lenovo 100e Chromebook
P2039G7C	Lenovo 100e Chromebook	P2038HTH	Lenovo 100e Chromebook
P2038Q66	Lenovo 100e Chromebook	P2039F5M	Lenovo 100e Chromebook
P20395ZT	Lenovo 100e Chromebook	P2046P88	Lenovo 100e Chromebook
P2046PAL	Lenovo 100e Chromebook	P203CWD5	Lenovo 100e Chromebook
P203CUJQ	Lenovo 100e Chromebook	P2039GE7	Lenovo 100e Chromebook
P2046NWK	Lenovo 100e Chromebook	P2039GCM	Lenovo 100e Chromebook
P2039GDE	Lenovo 100e Chromebook	P2039GVR	Lenovo 100e Chromebook
P2038HWM	Lenovo 100e Chromebook	P2047JJQ	Lenovo 100e Chromebook
P2039GKT	Lenovo 100e Chromebook	P2039G3W	Lenovo 100e Chromebook
P203CWE2	Lenovo 100e Chromebook	P203C8JJ	Lenovo 100e Chromebook
P2038HFR	Lenovo 100e Chromebook	P2046PMF	Lenovo 100e Chromebook
P2046P7M	Lenovo 100e Chromebook	P2039F6F	Lenovo 100e Chromebook
P2039GCH	Lenovo 100e Chromebook	P2039GGE	Lenovo 100e Chromebook
P2039GC8	Lenovo 100e Chromebook	P2038J0T	Lenovo 100e Chromebook
P2046P8N	Lenovo 100e Chromebook	P2038HQ3	Lenovo 100e Chromebook
P2038Q1P	Lenovo 100e Chromebook	P2039GBF	Lenovo 100e Chromebook
P203N7UY	Lenovo 100e Chromebook	P2046PX1	Lenovo 100e Chromebook
P20395P9	Lenovo 100e Chromebook	P20387SZ	Lenovo 100e Chromebook
P203CU6P	Lenovo 100e Chromebook	LR08MK7D	n23
P2038H3J	Lenovo 100e Chromebook	LR04CEES	n23
P2039GMH	Lenovo 100e Chromebook	LR046ZZD	n23
P2039GHB	Lenovo 100e Chromebook		

PF3NLCLG	Lenovo 100e Chromebook Gen	LR08K012	n22 touch
P2082LXQ	100e Gen 2 AST	LR04XCV2	n22
P2082LXT	100e Gen 2 AST	MP1WVRKT	100e Gen 2 AST
P2082MD3	100e Gen 2 AST	MP1WKEEE	100e Gen 2 AST
P2039G6A	Lenovo 100e Chromebook	MP1WWHA6	100e Gen 2 AST
P2046QEC	Lenovo 100e Chromebook	MP1WVKLJ	100e Gen 2 AST
P2039GGG	Lenovo 100e Chromebook	P2039GMT	Lenovo 100e Chromebook
P2039GNP	Lenovo 100e Chromebook	P203964N	Lenovo 100e Chromebook
P2047LFV	Lenovo 100e Chromebook	P2039GK9	Lenovo 100e Chromebook
P2038Q1T	Lenovo 100e Chromebook	P2039F63	Lenovo 100e Chromebook
P2047JGE	Lenovo 100e Chromebook	P203BWJQ	Lenovo 100e Chromebook
P2038JPE	Lenovo 100e Chromebook	MP1WKED3	100e Gen 2 AST
P20474NS	Lenovo 100e Chromebook	MP1WVSKA	100e Gen 2 AST
P20396PH	Lenovo 100e Chromebook	P2082M3J	100e Gen 2 AST
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P2039GFY	Lenovo 100e Chromebook	MP1WSNQ8	100e Gen 2 AST
P2038HG5	Lenovo 100e Chromebook		
P2039GE0	Lenovo 100e Chromebook		
P2039GHE	Lenovo 100e Chromebook		
P2038HTM	Lenovo 100e Chromebook		
P2039G4S	Lenovo 100e Chromebook		
P2039GJR	Lenovo 100e Chromebook		
P2039GVB	Lenovo 100e Chromebook		
P2046QAC	Lenovo 100e Chromebook		
P2037814	Lenovo 100e Chromebook		
P2038FQ9	Lenovo 100e Chromebook		
P20396YQ	Lenovo 100e Chromebook		
P2038HWL	Lenovo 100e Chromebook		
P203CUJH	Lenovo 100e Chromebook		
P2038HRA	Lenovo 100e Chromebook		
PF3NS9F1	Lenovo 100e Chromebook 2nd Gen		
P2039F68	Lenovo 100e Chromebook		
P20395WL	Lenovo 100e Chromebook		
P2039GLA	Lenovo 100e Chromebook		
P20474MB	Lenovo 100e Chromebook		
P2038HSF	Lenovo 100e Chromebook		
P2039G9Z	Lenovo 100e Chromebook		
P2038Q4N	Lenovo 100e Chromebook		
P203CW8X	Lenovo 100e Chromebook		
P203C8RY	Lenovo 100e Chromebook		
LR08K0VW	n22 touch		

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT

SALE / DISPOSAL

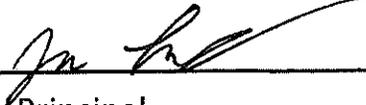
The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

TAG# see attached list

ITEMS: see attached list

METHOD OF
SALE/DISPOSAL: RECYCLE

SALE/DISPOSAL

AUTHORIZED BY:  DATE: 11-7-23

Principal

AUTHORIZED BY:  DATE:

Director of Schools

AUTHORIZED BY:  DATE: 11/14/23

Board Chairman

serialNumber	model	orgUnitPath	mostRecentUser
LR05KVLU	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	baileyd.fredericks@ecschoools.org
LR049UGO	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	emileaha.ide@ecschoools.org
LR04A3US	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	kholettee.young@ecschoools.org
LR04A6VP	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	prestonm.hite@ecschoools.org
LR04A6XE	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	reaganj.price@ecschoools.org
LR04A6YC	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	asiyas.everett@ecschoools.org
LR04A6YZ	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	anabellr.nybeck@ecschoools.org
LR04A78S	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	wyattth.whitaker@ecschoools.org
LR04A7J7	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	miraclei.mccourry@ecschoools.org
LR04A7LY	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	elliotttr.sutton@ecschoools.org
LR04A7MY	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	jackson.gregory@ecschoools.org
LR04A7NY	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	tyson.price@ecschoools.org
LR04A7WH	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	logand.hartpoteat@ecschoools.org
LR04KT1F	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	peytona.melton@ecschoools.org
LR04KU2D	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	keifera.wolfe@ecschoools.org
LR04LBSS	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	samuelc.scaiff@ecschoools.org
LR04LBT6	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	michaelr.sheets@ecschoools.org
LR04LC4Z	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	nevaehi.scaiff@ecschoools.org
LR04LDDR	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	emilyc.bentley@ecschoools.org
LR04LDDZ	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	ryleea.parks@ecschoools.org
LR04LDH2	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	
LR04LFXH	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	jacksonc.buckles@ecschoools.org
LR04LFEZT	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	hoziern.cooper@ecschoools.org
LR04LG1X	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	aaron.shelby@ecschoools.org
LR04LG1Z	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	daniellei.mcknight@ecschoools.org
LR04LG2C	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	kharaj.kellerman@ecschoools.org
LR04LG2U	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	aidenp.myers@ecschoools.org
LR04LG4V	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	masont.bowling@ecschoools.org
LR04LG5F	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	ese@ecschoools.org
LR04LG5M	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	allysonn.disoso@ecschoools.org
LR04LG5S	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	kane.blackburn@ecschoools.org
LR04LG5Z	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	faithk.musa@ecschoools.org
LR04LG6A	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	anabellac.baker@ecschoools.org
LR04LG6U	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	alexanderj.vargas@ecschoools.org
LR04LG6Z	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	elainea.nischan@ecschoools.org
LR04LG80	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	josiahl.stout@ecschoools.org
LR04LG66	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	richardc.kennon@ecschoools.org
LR04LGKP	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	mileya.bowling@ecschoools.org
LR04LGQ3	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	sophiae.hyder@ecschoools.org
LR04LG54	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	maryf.ridleyhuber@ecschoools.org
LR04LKB4	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	danieller.leach@ecschoools.org
LR04LKBJ	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	matthewd.mckinney@ecschoools.org
LR04LKC0	Lenovo N21 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	kaitlynr.dobbins@ecschoools.org
LR04U7X8	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	connors.williams@ecschoools.org
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LR05K5L6	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	leilak.buckles@ecschoools.org
LR05KV04	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	dagank.johnson@ecschoools.org
LR05KV1P	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	kahlane.estes@ecschoools.org
LR05KV6C	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	juanitam.hipscher@ecschoools.org
LR05KVJH	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Chromebook Lab 1	river.r.guy@ecschoools.org
LR05KVJK	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	masont.bowling@ecschoools.org
LR05KVNL	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	josiathw.byrd@ecschoools.org
LR05KVSR	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	troya.jones@ecschoools.org
LR05KVTL	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	river.r.guy@ecschoools.org
LR05KVTV	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	canaang.york@ecschoools.org
LR05KVUG	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	jessieb.whitehead@ecschoools.org
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LR05L31T	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	jaevin.morefield@ecschoools.org
LR05LAYE	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-1	chloek.kono@ecschoools.org
LR05LBEG	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	zethc.mullins@ecschoools.org
LR05LBHF	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	mistlab@ecschoools.org
LR05LBK1	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	alexisd.claymon@ecschoools.org
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LR05LBP1	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	zackarya.davis@ecschoools.org
LR05LBPE	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	laurelj.mckinney@ecschoools.org
LR05LBPN	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	dakaric.nave@ecschoools.org
LR05LBPQ	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	wesped@ecschoools.org
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LR05LBQ1	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	jessel.holden@ecschoools.org
LR05LBQ2	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	hannah.grindstaff@ecschoools.org
LR05LBQ3	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	gunnera.pohito@ecschoools.org
LR05LBQ4	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	nathaniele.parlier@ecschoools.org
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LR05LBRS	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-K	noahr.grindstaff@ecschoools.org
LR05LBSB	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	jason.lancaster@ecschoools.org
LR05LBSC	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Clever Login/WSE-2	noahj.malo@ecschoools.org
LR062NTE	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Chromebook Lab 1	blakelya.smith@ecschoools.org
LR062NWS	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Chromebook Lab 1	austinn.merryman@ecschoools.org
LR062P2B	Lenovo N22 Chromebook	/WSE Chromebook Labs/WSE Chromebook Lab 1	rudyj.guy@ecschoools.org
LR09WKKT	n23	wse-1	
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LR09WKR3	n23	wse-1	
LR09WKR9	n23	wse-1	
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LR09WKVM	n23	wse-1	
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LR09WLJD	n23	wse-1	
LR09WLJE	N23	wse	
LR09WLJF	n23	wse-k	
LR09WLK8	n23	wse-1	

campbell

LR04LGEW	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	fernando.villanueva@ecschoools.org	berry
LR04LGRG	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	nashw.kitchens@ecschoools.org	williams
LR04LGTG	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	gracem.ray@ecschoools.org	owen
LR04LH5A	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	jacobn.burrow@ecschoools.org	price
LR04LH5G	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	masonc.byrd@ecschoools.org	waite
LR04LJLS	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	alyssiam.grindstaff@ecschoools.org	harrison
LR04LK1G	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	brady.cannon@ecschoools.org	white
LR04LK2U	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	hunterb.rasnick@ecschoools.org	smith
LR04LK9Z	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	tylera.york@ecschoools.org	owen
LR04LK44	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	benjaminn.hornyak@ecschoools.org	mowry
LR04LKA6	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	camillei.hale@ecschoools.org	calhoun
LR04LKA8	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	gideonk.mindemann@ecschoools.org	harrison
LR04LKA9	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	connorb.woods@ecschoools.org	white
LR04LKA4A	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	kayelynd.nave@ecschoools.org	anderson
LR04LKAW	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1		fox
LR04LKAY	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	graciem.yoder@ecschoools.org	j-carter
LR04LKBA	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	harpera.mcneil@ecschoools.org	fox
LR04LKBE	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	kayden.leggers@ecschoools.org	fox
LR04LKB1	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	samuely.yacopino@ecschoools.org	mowry
LR04LKBP	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	zacharyt.fritts@ecschoools.org	j-carter
LR04LKCS	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	roberta.naholowaa@ecschoools.org	craft
LR04LKC8	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	cooperj.fair@ecschoools.org	naholowaa
LR04LKC9	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	paytonc.egolf@ecschoools.org	blevins
LR04LKFP	Lenovo N21 Chromebook	/TAD Chromebook Labs/TAD Chromebook Lab 1	collinn.hartley@ecschoools.org	ridley
LR08VG0U	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	landonc.laymonwalrod@ecschoools.org	williams	
LR08VG22	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	aaron.shelby@ecschoools.org	harrison	
LR08VR9Z	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	paytonl.tester@ecschoools.org	j-carter	
LR08VRLQ	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	madalinei.jones@ecschoools.org	blevins	
LR08VRZQ	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	nataliem.street@ecschoools.org	murdock	
LR08VRZU	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	coral.hill@ecschoools.org	schuman	
LR08VS16	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	marleyl.shephard@ecschoools.org	berry	
LR08VS3U	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	coltonc.williams@ecschoools.org	blevins	
LR08VS6R	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	jonahb.garland@ecschoools.org	j-carter	
LR08VS6U	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	carlosc.hyatt@ecschoools.org	waite	
LR08VS73	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	lennox.loveday@ecschoools.org	fox	
LR08VSCD	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	willowg.embry@ecschoools.org	williams	
LR08VSDM	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	parkerl.chambers@ecschoools.org	williams	
LR08VS66	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	aleisterg.sumner@ecschoools.org	blevins	
LR08VSMK	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	keiganr.wolfe@ecschoools.org	fox	
LR08VSNP	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	bentleyr.beaumier@ecschoools.org	smith	
LR08VSPT	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	harperb.grant@ecschoools.org	fox	
LR08VSQA	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	prestonm.hite@ecschoools.org	white	
LR08VSQH	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	davidj.wright@ecschoools.org	fox	
LR08VSQT	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	belahk.deese@ecschoools.org	williams	
LR08VSSL	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	gavinc.britt@ecschoools.org	anderson	
LR08VST8	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	haleighg.ashline@ecschoools.org	white	

LR08VSTD	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	tysonm.elliott@ecschoools.org	white
LR08VSTF	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	kennediep.bach@ecschoools.org	mowry
LR08VSTH	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	ahleyal.davies@ecschoools.org	fox
LR08VSTP	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	peytonl.jordan@ecschoools.org	owen
LR08VSTQ	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	charlottej.blount@ecschoools.org	harrison
LR08VSTV	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	raygenl.brock@ecschoools.org	waite
LR08VSU3	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	lillya.johnson@ecschoools.org	blevins
LR08VSU5	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	charlotteg.trivette@ecschoools.org	harrison
LR08VSUS	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	brodyj.hurley@ecschoools.org	cline
LR08VSUU	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	xaviera.norris@ecschoools.org	harrison
LR08VSVJ	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	marshallc.chatman@ecschoools.org	snavelly
lr09a11z	Lenovo N23 Chromebook (To (ESE device found at TAD)		blevins
LR0A2QZ5	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	aliyahs.reed@ecschoools.org	owen
LR0A2ZC9	Lenovo N23 Chromebook (To /TAD Chromebook Labs/TAD Chromebook Lab 1	michaelt.mathena@ecschoools.org	berry
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LR08K0TP	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	corvinox.dollar@ecschoools.org
LR04XCJY	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	jessel.holden@ecschoools.org
LR08K16K	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	gurtisl.greene@ecschoools.org
LR04XC92	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	alexisd.claymon@ecschoools.org
LR04XBMA	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	tuckerl.taylor@ecschoools.org
LR04XJ7X	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	noahj.malo@ecschoools.org
LR08MP39	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	masont.bowling@ecschoools.org
LR04XCYS	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	jaevin.morefield@ecschoools.org
LR08MQBF	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	drakee.teague@ecschoools.org
LR04GZKT	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	jacksonc.buckles@ecschoools.org
LR04LK4X	Lenovo N21 Chromebook	ehs		gracem.ray@ecschoools.org
LR04LK9H	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	eijjahj.pohto@ecschoools.org
LR04721Y	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	
LR04A7GZ	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	

LR04A7Y0	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	richardj.brewer@ecschoools.org
LR08K0UJK	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	gabriel.miller@ecschoools.org
LR08K13A	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	evag.elhelou@ecschoools.org
LR08K0XG	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	baileyd.fredericks@ecschoools.org
LR04X4QE	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	naasona.lambert@ecschoools.org
LR08MP5S	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	zethc.mullins@ecschoools.org
LR08MPBJ	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	princessmaep.russell@ecschoools.org
LR04XJZA	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	ians.harrison@ecschoools.org
LR046YDY	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS VOC Chrome Lab 1	PROVISIONED	daniellei.mcknight@ecschoools.org
LR08K0TE	Lenovo N22 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	leitak.buckles@ecschoools.org
LR04LK86	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	hollye.galyon@ecschoools.org
LR04LK62	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	michaels.bandarra@ecschoools.org
LR04CEGJ	Lenovo N21 Chromebook	/EHS Chromebook Labs/EHS Chromebook Lab 1	PROVISIONED	nevaehi.scaif@ecschoools.org

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: PE Volleyball Standards
excess PE equipment

INVENTORY TAG NUMBER: N/A

METHOD OF SALE/DISPOSAL: Donated to Hampton High School

SCHOOL/BUILDING WHERE ITEM IS HOUSED: High School

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 11/6/24
Principal

AUTHORIZED BY: [Signature] DATE: 11/14/24
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT

SALE / DISPOSAL

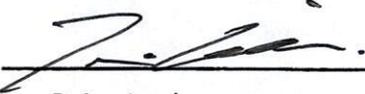
The following items are hereby declared surplus property/equipment of no value or valued at less than \$250.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

appropriate manner.

TAG# see attached list

ITEMS: 55 Chromebooks

METHOD OF
SALE/DISPOSAL: RECYCLE

SALE/DISPOSAL
AUTHORIZED BY:  DATE: 11-7-24
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

MP1WVT4W	100e Gen 2 AST
MP1WSY9Y	100e Gen 2 AST
MP1WSVQL	100e Gen 2 AST
MP1WSNJ4	100e Gen 2 AST
	Lenovo 100e
P2033Q89	Chromebook
	Lenovo 100e
P2033MWD	Chromebook
	Lenovo 100e
P203S8WJ	Chromebook
	Lenovo 100e
P2033M72	Chromebook
	Lenovo 100e
P2033LYC	Chromebook
	Lenovo 100e
P203S8VF	Chromebook
	Lenovo 100e
P2033QE4	Chromebook
	Lenovo 100e
P2033Q90	Chromebook
	Lenovo 100e
P203F9QC	Chromebook
	Lenovo 100e
P203F8SP	Chromebook
	Lenovo 100e
P2033MVJ	Chromebook
	Lenovo 100e
P2033Q9U	Chromebook
	Lenovo 100e
P20392E2	Chromebook
	Lenovo 100e
P203S8SS	Chromebook
	Lenovo 100e
P203F8TT	Chromebook
	Lenovo 100e
P203S063	Chromebook
	Lenovo 100e
P203F9NV	Chromebook
	Lenovo 100e
P203F9WE	Chromebook
	Lenovo 100e
P2033QBA	Chromebook
	Lenovo 100e
P203F9MN	Chromebook
	Lenovo 100e
P203F9KX	Chromebook
	Lenovo 100e
P203F9VE	Chromebook
	Lenovo 100e
P203F1HN	Chromebook
	Lenovo 100e
P203ER3W	Chromebook
	Lenovo 100e
P203S8V3	Chromebook

	Lenovo 100e
P203F9T6	Chromebook
	Lenovo 100e
P2033MBD	Chromebook
	Lenovo 100e
P203F0YR	Chromebook
	Lenovo 100e
P203S926	Chromebook
	Lenovo 100e
P2033JL8	Chromebook
	Lenovo 100e
P203FAJM	Chromebook
	Lenovo 100e
P203S8R1	Chromebook
	Lenovo 100e
P2033QMK	Chromebook
	Lenovo 100e
P2033LX7	Chromebook
	Lenovo 100e
P203S8LP	Chromebook
	Lenovo 100e
P203FA57	Chromebook
	Lenovo 100e
P203F9TY	Chromebook
	Lenovo 100e
P203S65S	Chromebook
	Lenovo 100e
P203F9N9	Chromebook
	Lenovo 100e
P2033M64	Chromebook
	Lenovo 100e
P203S8WE	Chromebook
	Lenovo 100e
P203S8SP	Chromebook
	Lenovo 100e
P2033MM2	Chromebook
	Lenovo 100e
P203F8VY	Chromebook
	Lenovo 100e
P2033QAG	Chromebook
	Lenovo 100e
P203RXA9	Chromebook
	Lenovo 100e
P203EQ66	Chromebook
LROA2R6U	n23
	Lenovo 100e
P2033M26	Chromebook
	Lenovo 100e
P203S8W9	Chromebook
	Lenovo 100e
P203F9W6	Chromebook

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: 1999 F-150 pick-up truck

INVENTORY TAG NUMBER: VIA - 1FRTX 18W6 XNA 51925

METHOD OF SALE/DISPOSAL: Sealed Bid

SALE/DISPOSAL AUTHORIZED BY: Rishi Bhow DATE: 11-11-24
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

2025 K-12 CALENDAR 2026

AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
				1	1 LABOR DAY	2	3	4	5 PR			1	2	3
4 TEACHER INSERVICE DAY	5 TEACHER INSERVICE DAY	6 TEACHER WORKDAY	7 	8 TEACHER WORKDAY	8	9	10	11	12	6	7 FALL BREAK	8	9	10
11 FIRST FULL DAY	12	13	14	15	15	16	17	18	19 PARENT TEACHER CONF.	13 PD DAY	14	15	16	17 X
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29 16	29	30 20				27	28	29	30	31 17
NOVEMBER 2025					DECEMBER 2025					JANUARY 2026				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
					1	2	3	4	5				1	2
3 PD DAY	4 ELECTION DAY PD DAY	5	6	7	8	9	10	11	12	5 TEACHER WORKDAY	6 PD DAY	7	8	9
10	11	12	13	14 PR	15	16	17	18 15	19 X	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	19 MARTIN LUTHER KING DAY	20	21	22	23
24	25 15	26	27 THANKSGIVING	28	29	30	31			26	27	28	29	30 17
FEBRUARY 2026					MARCH 2026					APRIL 2026				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
2	3	4	5	6 PR	2	3	4	5	6			1	2	3 GOOD FRIDAY
9	10	11	12	13	9	10	11	12	13 X	6	7	8	9	10
16 PD DAY	17	18	19	20	16	17	18	19	20 PD DAY	13	14	15	16	17
23	24	25	26	27 19	23	24	25	26	27	20	21	22	23	24 PR
					30	31 16				27	28	29	30 21	
MAY 2026					KEY									
MON	TUE	WED	THU	FRI	1ST SEM DAYS: 83 2ND SEM. DAYS: 90									
				1	173 - STUDENT DAYS 7 - PROF. DEV. DAYS 180 - TOTAL DAYS									
4	5 PD DAY	6	7	8		4 - TEACHER WORKDAYS					3 - ALT. INSERVICE DAYS			
11	12	13	14	15		2 - TEACHER INSERVICE					HOLIDAYS AND BREAKS			
18	19	20	21	22		7 - PROF. DEV. DAYS				3 - ABBREVIATED DAYS: GRADES K-5 (8:00 - 11:46 AM); GRADES 6-12 (7:45-11:16 AM)				
25	26	27 X	28 TEACHER WORKDAY	29 17		1 - P/T CONF. DAY: GRADES K-5 (8:00 - 11:00 / 12:00 - 3:00); GRADES 6-12 (7:45 - 11:00 / 12:00 - 2:45); (LUNCH FROM 11:00 - 12:00)				PR - PROGRESS REPORTS				
					X - END OF GRADING PERIOD									
					- FIRST/LAST STUDENT DAY									
					6 - STOCKPILED INCLEMENT WEATHER DAYS									
					BOARD APPROVAL DATE:									

Elizabethton City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.210	Issued Date: 04/20/23
		Rescinds: 4.210	Issued: 08/18/22

1 **GENERAL¹**

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

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

5 **ADMISSION AND REMOVAL²**

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

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

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

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

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

24 **INSTRUCTION AND CONTENT²**

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

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

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

6 Students in credit recovery programs shall:

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

14 **GRADES²**

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

Legal References

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

Cross References

- Virtual Education Program 4.212
Grading System 4.600
Promotion and Retention 4.603

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Grading System</h2>	Descriptor Code: 4.600	Issued Date: 10/17/24
		Rescinds: 4.600	Issued: 07/16/24

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 SYSTEM²

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. The district will also use this same scale for grades two through eighth.

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, **Capstone** Industry Certification-Aligned **Courses**, four (4)
21 percentage points; and
- 22 • Advanced Placement, **and Dual Enrollment Courses** – 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

1 HONORS RECOGNITION

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

3 *summa cum laude* 4.25 and above

4 *magna cum laude* 4.00-4.24

5 *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

ATTORNEY-CLIENT FEE CONTRACT

The ATTORNEY-CLIENT FEE CONTRACT (“Agreement”) is entered into by and between Elizabethton City Schools, Elizabethton, Tennessee (“Client” or “District”) and Frantz Law Group, APLC (“Attorneys” or “We”) and encompasses the following provisions:

1. **CONDITIONS.** This Agreement will not take effect, and Attorneys will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. **AUTHORIZED REPRESENTATIVES**

A. CLIENT REPRESENTATIVES. Client designates Richard VanHuss, Director of Schools, or his/her designee, as the authorized representatives to direct Attorneys and to be the primary individual to communicate with Attorneys regarding the subject matter of Attorneys’ representation of Client under this Agreement. The designation is intended to establish a clear line of authority and to minimize potential uncertainty but not to preclude communication between Attorneys and other representatives of Client.

B. ATTORNEY REPRESENTATIVES. James Frantz, William Shinoff and Regina Bagdasarian of Frantz Law Group, APLC will be primarily responsible for the work, either performing it himself/herself or delegating it to others as may be appropriate.

3. **SCOPE AND DUTIES.** Client hires Attorneys to provide legal services in connection with pursuing claims for damages associated with the Insulin pricing litigation, including the preparation and filing of the District’s individual action, ("Action"). Attorneys shall provide those legal services reasonably required to represent Client and shall take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries. Client shall be truthful with Attorneys, cooperate with Attorneys, and keep Attorneys informed of developments.

4. **FEES.** Client will pay attorneys’ fees of:

 Thirty percent (30%) of any monetary settlement or recovery that Attorneys obtain for Client. Client is not responsible for paying Attorneys any money other than what has been recovered from Defendants

 Fees shall be calculated on the basis of any settlement or recovery prior to the deduction of any expense or cost or common benefit fees; the “Gross Recovery.” Contingency fee rates are not set by law but have been negotiated. If no recovery is

made, no fees will be charged.

The term “Gross Recovery” shall include, without limitation, the then present value of any monetary payments agreed or ordered to be made by the adverse parties or their insurance carriers as a result of the Services, whether by settlement, arbitration award, court judgment (after all appeals exhausted), or otherwise. Any statutory Attorneys’ fee paid by Defendants shall be included in calculating the Gross Recovery, however, any such award of Attorneys’ fees shall be proportionately applied as a credit against Client’s obligation to pay its portion of the contingency fee amount and shall not be retained by the Attorneys as a separate payment in addition to the contingency fee.

- (1) “Gross Recovery,” if by settlement, also includes (1) the then-present value of any monetary payments to be made to the District; and (2) any Attorneys’ fees and costs recovered by the District as part of any cause of action that provides a basis for such an award. “Recovery” may come from any source, including, but not limited to, the adverse parties to the District and/or their insurance carriers and/or any third party, whether or not a party to formal litigation. The contingent fee is calculated by multiplying the recovery by the fee percentage. This calculation is performed on the gross recovery amount before the deduction of expenses as discussed above.

Gross Recovery, except in the case of a settlement, does not contemplate nor include any amount or value for injunctive relief or for the value of an abatement remedy which may be obtained in a final arbitration award or court judgment.

- (2) The District shall not be obligated to pay the Attorneys unless Attorneys are successful in collecting a monetary recovery on the District’s behalf as a result of the Services.
 - A. Reasonable Fee if Contingent Fee is Unenforceable or if Attorney is Discharged Before Any Recovery. In the event that the contingent fee portion of this agreement is determined to be unenforceable for any reason or the Attorneys are prevented from representing Client on a contingent fee basis, Client agrees to pay a reasonable fee for the services rendered. If the parties are unable to agree on a reasonable fee for the services rendered, Attorneys and Client agree that the fee will be determined by arbitration proceedings before a mutually agreed upon neutral affiliated with either Signature Resolution; in any event, Attorney and Client agree that the fee determined by arbitration shall not exceed thirty percent (30%) of the gross recovery as defined in paragraph 5.
 - B. No General Fund Payments. Notwithstanding any other provision in this agreement, in no event will the Client be required to pay legal fees out of any fund other than the monies recovered from Defendants in this litigation. Under no circumstances shall School District general funds be obligated to satisfy the contingent Attorneys’ fees as a result of this case or this contingency fee

contract.

6. **COSTS AND EXPENSES.** In addition to paying legal fees, Client shall reimburse Attorneys for all “costs/expenses”, which includes but is not limited to the following: process servers’ fees, fees fixed by law or assessed by courts or other agencies, court reporters’ fees, long distance telephone calls, messenger and other delivery fees, parking, investigation expenses, consultants’ fees, expert witness fees, and other similar items, incurred by Attorneys. Other costs and expenses include case management computer services, Document Management Services, case administration/accounting fees and costs, outside attorney services and other similar items. ATTORNEYS may find it necessary and/or in the CLIENT(S)’ best interests to obtain the services of legal, clerical, and/or other personnel who are not ATTORNEYS regular employees, but outside independent contractors. The costs/expenses incurred that Attorneys advance will be owed in addition to attorneys’ fees and Client will reimburse those costs/expenses after Attorneys’ fees have been deducted. If there is no recovery, Client will not be required to reimburse Attorneys for costs and fees. In the event a recovery is less than incurred costs/expenses, Client will not be required to reimburse Attorneys for costs/expenses, above and beyond the recovery, and fees.

SHARED EXPENSES: Client understands that Attorneys may incur certain expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying. Client agrees that Attorneys shall divide such expenses equally, or pro rata, among such clients, and deduct Client’s portion of those expenses from Client’s share of any recovery.

FEDERAL MDL COMMON BENEFIT FEES:

Various Attorneys, including Frantz Law Group, frequently serve on plaintiffs’ steering or executive committees in Multi-District Litigations (MDLs) and perform work which benefits Attorneys’ clients as well as clients of other attorneys involved in the same litigation. As a result, the court or courts where the cases are pending may order that Attorneys are to receive additional compensation for Attorneys time and effort which has benefitted all claimants. Compensation for this work and effort, which is known as “common benefit fees,” may be awarded to Attorneys by a court or courts directly from the assessments paid by The District and others who have filed claims in this litigation. Court orders a 5% common benefit fee assessment for your claims, we will reduce our contingency fee to 25%

5. **LIEN.** In the event any third party attempts to lien any proceeds recovered from a recovery in this matter, Client hereby grants, and agrees, **TO THE EXTENT PERMITTED BY APPLICABLE LAW**, that Attorneys hold, a first priority and superior lien on any and all proceeds recovered from Defendants in this litigation in the amount of the Attorneys’ fees and costs that the Attorneys are entitled to under this Agreement. This lien right is limited to only those monies recovered from Defendants and in no way affects any other rights of the Client in any way whatsoever.

6. DISCHARGE AND WITHDRAWAL.

- A. Client may discharge Attorneys at any time. After receiving notice of discharge, Attorneys shall stop services on the date and to the extent specified by the notice of discharge, and deliver to Client all evidence, files and attorney work product for the Action. This includes any computerized indices, programs and document retrieval systems created or used for the Action.
- B. Attorneys may withdraw with Client's consent or for good cause. Good Cause includes Client's breach of this Agreement, Client's refusal to cooperate with Attorneys, or any other fact or circumstance that would render Attorneys continuing representation unlawful or unethical. Attorneys may also discharge Client if Client at any time is dishonest with Attorneys or fails to provide relevant information to Attorneys.

7. ARBITRATION OF DISPUTES: ATTORNEY and CLIENT agree that should any Dispute arise between them, it must be mediated first, before any claims are filed. Specifically any and all disputes, controversies or claims arising out of, or related to this Agreement and/or ATTORNEY'S representation of CLIENT, including claims of malpractice (collectively referred to herein as "Dispute" or "Disputes"), shall be submitted to mediation at the offices of Signature Resolution at the location closest to the Client or at another mutually acceptable location before a retired judge or other mediator, agreed to between the parties and, if the parties cannot agree, before a retired judge selected by Signature Resolution. No petition for arbitration can be filed until after this agreed-upon mediation has occurred, and any petition for arbitration (or litigation) filed prior to conclusion of this mediation shall be subject to dismissal, pursuant to this Agreement. Client will pay one-half of the actual cost of the mediation, but each party will be responsible for his or her own attorneys' fees and preparation costs. The parties agree that any Dispute, whether submitted to mediation or not, will not be litigated in court. Rather, any Dispute, which is specifically defined above to include claims of malpractice, will be submitted to mandatory binding arbitration before Signature Resolution. By signing this Agreement, CLIENT and ATTORNEY agree to arbitration and waive the right to a court or jury trial and the right to appeal. Any Disputes shall be decided in at the Signature Resolution location closest to the Client or at such other mutually acceptable location, applying California law.

8. AUTHORITY OF ATTORNEY. Attorneys may, with prior Client approval, associate co-counsel if the Attorneys believe it advisable or necessary for the proper handling of Client's claim, and expressly authorize the Attorneys to divide any Attorneys' fees that may eventually be earned with co-counsel so associated for the handling of Client's claim. Attorneys understand that the amount of Attorneys' fees which Client pays will not be increased by the work of co-counsel associated to assist with the handling of Client's claim, and that such associated co-counsel will be paid by the Attorneys out of the Attorneys' fees Client pays to the Attorneys.

9. **DISCLAIMER OF GUARANTEE.** Nothing in this Contract and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of Client's matter are expressions of opinion only.

10. **MULTIPLE REPRESENTATIONS:** The District understands that Attorneys do or may represent many other individuals/entities with actual or potential litigation claims. Attorneys' representation of multiple claimants at the same time may create certain actual or potential conflicts of interest in that the interests and objectives of each client individually on certain issues are, or may become, inconsistent with the interests and objectives of the other. Attorneys are governed by specific rules and regulations relating to Attorneys professional responsibility in Attorneys representation of clients, and especially where conflicts of interest may arise from Attorneys representation of multiple clients against the same or similar Defendants, Attorneys are required to advise Attorneys' clients of any actual or potential conflicts of interest and obtain their informed written consent to Attorneys representation when actual, present, or potential conflicts of interest exist. By signing this agreement, The District is acknowledging that they have been advised of the potential conflicts of interest which may be or are associated with Attorneys representation of The District and other multiple claimants and that The District nevertheless wants the Attorneys to represent The District, and that The District consents to Attorneys representation of others in connection with the litigation. Attorneys strongly advise The District, however, that The District remains completely free to seek other legal advice at any time even after The District signs this agreement.

11. **AGGREGATE SETTLEMENTS:** Often times in cases where Attorneys represent multiple clients in similar litigation, the opposing parties or Defendants attempt to settle or otherwise resolve Attorneys' cases in a group or groups, by making a single settlement offer to settle a number of cases simultaneously. There exists a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by utilizing a neutral to assign settlement amounts based upon the strengths and weaknesses of each case, the relative nature, severity and extent of injuries, and individual case evaluations. In the event of a group or aggregate settlement proposal, Attorneys may implement a settlement program, overseen by a referee or special master, who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case depending upon the facts and circumstances of each individual case. The District authorizes us to enter into and engage in group settlement discussions and agreements which may include The District's individual claims. Although The District authorizes us to engage in such group settlement discussions and agreements, The District will still retain the right to approve, and

Attorneys are required to obtain The District's approval of, any settlement of The District's case.

12. EFFECTIVE DATE AND TERM. This Agreement will take effect upon execution by District and Attorneys.
13. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one and the same instrument. Facsimile or pdf versions of this Agreement shall have the same force and effect as signature of the original.

The above is approved and agreed upon by all parties.

[SIGNATURE PAGE FOLLOWS]

Dated: _____

Print Name:
Frantz Law Group, APLC

Dated: _____

Richard VanHuss
Director of Schools
Elizabethton City Schools
