

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

REGULAR SCHEDULED MEETING

Thursday, February 20, 2025, @ Board Meeting has been canceled

Board Members

Eddie Pless | Phil Isaacs | Danny O'Quinn | Dr. Robert Lewis | Jamie Schaff
Hudson Smith (Student Liaison)

The Board Meeting has been canceled due to the weather.

The Elizabethton Board of Education will meet on Thursday, February 20, 2025, at Board Meeting has been canceled 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. EHS Battle of the Build Team
 - B. EHS Robot Drone League Team
 - C. Recognition of the ECS SRO's in honor of School Resource Officer Appreciation Day.
7. **CONSENT AGENDA**
 - A. Minutes of Regular Meeting: Date: January 16, 2025
 - B. Approve General Purpose Fund Financial Statement, Date: January 2025
 - C. Approve Federal Projects Fund Financial Statement, Date: January 2025
 - D. Approve School Nutrition Fund Financial Statement, Date: January 2025
 - E. Approve second reading of Board Policy: 4.603 Promotion and Retention
 - F. Approve the 2025-2026 Voluntary Pre- K Continuous Quality Improvement Plan
 - G. Approve for Abigail Thacker to conduct her dissertation project "The effectiveness of high-dosage, low-ratio tutoring in mitigating student learning loss among a Northeast Tennessee school district."
 - H. Approve for Julie Hartsook to research and gather information about the perceptions of general education teachers regarding their preparedness for teaching students with dyslexia. How do teachers perceive the challenges and support

systems available when addressing the needs of students with dyslexia in general education classrooms.

- I. Approve Tonya Range to conduct applied research through the Criminal Justice Department at Elizabethton High School. The intent of the research is to improve problem of practice. Data collection would involve semi-structure interviews with a minimum of 5 participants, quantitative surveys using the Google Forms platform with a minimum of 15 students selected from various grade levels and a focus group using open-ended questions with a minimum of 5 participants, teachers and students who participate in the criminal justice program. I would also like to request classroom observations for general knowledge and understanding. This research site is specific, not considered generalizable and will not be published except to the site administrators.
- J. Approve Request for Property/Equipment Sale/Disposal.
- K. Approve Transportation Request for the Betsy Band to travel to Charlotte, NC
- L. Approve the Comprehensive Educational Resources Membership Agreement for the 2025-2026 school year.
- M. Approve the renewal of Canvas Cloud Subscription.

8. **REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS**

A. Personnel Report

NEW HIRES:

- Stephanie Steele-Substitute Teacher, eff. 1/14/2025
- Christopher Rhodes-Custodian @ EHS, eff. 1/13/2025
- Autumn Miller-ESP-Student Leader, eff. 1/15/2025
- Nick Collins-Interim Chemistry Teacher @ EHS, eff. 1/15/2025
- Ansley Cox- ESP-Student Leader, eff. 1/17/2025
- Jordan Hensley-Ed. Assistant @ TAD, eff. 1/21/2025
- Jesus Pena- Substitute Teacher, eff. 1/21/2025
- Autumn Scott- Substitute Teacher, eff. 1/22/2025
- Derrick Leonard- Interim Teacher @ HME, eff. 2/10/2025-5/2/2025
- Kaylee Cranford- Substitute Teacher, eff. 1/24/2025
- Riley Vernon-Asst. Boys' Soccer coach @ TAD, eff. 1/27/2025
- Gideon Williams-Asst. Boys' Soccer Coach @ EHS, eff. 1/23/2025
- Aixa Powell-Substitute Teacher, eff. 1/28/2025
- Otavais Harris-Substitute Teacher, eff. 2/7/2025
- Victoria Brown-Substitute Teacher, eff. 2/7/2025
- Joseph Laughrun-Substitute Teacher, eff. 2/3/2025
- Jael Fregoso- Educational Assistant @ HME, eff. 2/4/2025
- Dana Dykes-Educational Assistant @ HME, eff. 2/4/2025
- Jessica Broyles-Substitute Teacher, eff. 2/7/2025

ADDITIONAL POSITION:

- Libby Post- Teacher /Co-Director for Summer Camp, eff. 1/23/2025
- Michael Grindstaff-Asst. Track Coach @ EHS, eff.2/6/2025
- Susan Frickel-Assistant Track Coach @TAD, eff. 1/30/2025

Leah Moore-Assistant Track Coach @ TAD, eff. 1/30/2025

Joy Lowe-Custodian @ CDEC bldg., eff. 2/4/2025

Adam Copeland-Assistant Baseball Coach @ EHS., eff. 2/11/2025

TRANSFERS:

Melissa Andrews TR from substitute cafeteria personnel to P/T Cafeteria Personnel @ HME, eff. 1/13/2025

Lindsey Burchfield-TR from PT to FT SPED Assistant @ HME, eff. 1/27/2025

Amanda Woodby-TR from HME to TAD as PT Educational Assistant, eff. 1/27/2025

Isabel Swearingin-TR from SW Substitute to Educational Assistant @ WSE, eff. 2/17/2025

Susan Frickel-TR from Interim FT Substitute to Interim ELA teacher, eff. 2/10/25-5/26/25

Ruby Shrader-TR from ESP to Substitute Teacher, eff. 2/7/2025

Brock Pittman-TR from ISS to Behavior Mod classroom, eff. 2/10/2025-5/3/2025

Maggie Carpenter-TR from FT SPED Asst. to Interim FT Substitute Teacher. eff. 2/11/25-5/23/25

Rebecca Tyler-TR from pt SPED Assistant to FT Interim SPED Assistant, eff. 2/11/25-5/23/25

RESIGNATIONS:

Beth Kortze- SPED Instructional Assistant @ HME, eff. 12/20/2024

Penny Nave-Summer Learning Camp Co-Director, eff. 1/16/2025

Mary Bohlke-Educational Assistant @ WSE, eff. 2/11/2025

Brock Pittman- Assistant Track Coach @ TAD, eff. 1/13/2025

TERMINATIONS:

LEAVE OF ABSENCE:

Amy Ensor-Teacher @ WSE, eff. 2/27/2025-3/21/2025

Jessica Hayes- Teacher @ EHS, eff. 1/16/2025-1/23/2025

Madison Hutchins-SPED Teacher @ TAD, eff. 2/4/2025-5/26/2025

Alexandria Craft-Teacher @ TAD, eff. 2/10/2025-5/26/2025

- B. Director's Update
 - C. Board Member Reports
 - D. City Council Liaison's Report
 - E. Student Liaison's Report
 - a. Student Presentation
9. **REGULAR AGENDA**
- A. Discussion of partnership between Elizabethton City Schools and Northeast State Community College to establish a Middle College Program for students at Elizabethton High School.
 - B. Approve Elizabethton City Schools Resolution to approve Section 4 of the Education Freedom Act of 2025.
10. **FOR YOUR INFORMATION:**

A. Science Curriculum textbooks are in the Boardroom for public review.

11. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, March 20, 2025 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

12. ADJOURN

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, January 16, 2025 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, January 16, 2025, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:29 PM.

Phil Isaacs: Present
Bob Lewis: 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 Jamie Schaff to approve the Consent and Regular Agendas. Motion carried.

Phil
Isaacs: aye
Bob
Lewis: 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

There were no Special Recognitions for this month.

7. CONSENT AGENDA

A. Minutes of Regular Meeting: Date-December 19, 2024

B. Approve General Purpose Fund Financial Statement, Date: December 2024

C. Approve Federal Projects Fund Financial Statement, Date:December 2024

D. Approve School Nutrition Fund Financial Statement, Date:December 2024

E. Approve travel for Director of Schools, Mr. VanHuss and Board member, Jamie Schaff to attend the Legal and Legislative Conference on February 10-11, 2025 in Franklin, TN.

F. Approve travel for Director of Schools to attend the TOSS Conference on February 11-13, 2025 in Nashville, TN.

G. Approve travel for Director of Schools to attend the Annual Superintendents' Retreat, sponsored by the Niswonger Foundation on February 23-24, 2025 in Asheville, NC.

H. Approve request for Property/Equipment -Sale/disposal

8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS

A. Personnel Report

NEW HIRES:

David Newton-PT Custodian @ TAD, eff. 12/13/2024

Kaelyn Bishop-School Psychologist, eff. 1/6/2025

Bailey Marvel-ESP Student Leader,eff. 12/20/2024

Anniston Hensley-ESP Student Leader, eff 1/7/2025

ADDITIONAL POSITION:

TRANSFERS:

Rachel Wagner from Teacher to Director of Community Partnership @

EHS, eff. 1/6/2025

Susan Frickel from PT Ed. Assistant to Interim FT Substitute @ TAD, eff. 1/6/2025

Stephen Reese from substitute teacher to Interim SPED Educational Assistant @ WSE, eff. 1/9/2025

RESIGNATIONS:

Lynn Lopez, cafeteria Personnel @ HME, eff. 12/20/2024

TERMINATIONS:

LEAVE OF ABSENCE:

Michael Freeman, Ed. Asst. @ WSE-extension of Leave of Absence from 8/1/2024- 5/23/2025.(previous return date 12/20/2024)

Debbie Estep, Teacher @ HME, eff. 01/16/2025-01/29/2025

Macy Finger, Teacher @ HME, eff. 2/3/2025-5/2/2025

Jessica Hayes, Teacher @ EHS, eff. 1/16/25-1/23/25

B. Director's Update

Mr. VanHuss remarked that he hoped everyone had a nice Christmas and New Year. We are glad to be back at school after the holidays. There have been some challenges with the weather, but we will continue to evaluate and monitor that.

He pointed out that January 21-27th is TN School Board Appreciation Recognition week. Thank you to the Elizabethton City Council for their recognition of the Board at their meeting last week. It was very much appreciated. It is nice to be recognized, and we appreciate all that our board does. The pay is not good, but we thank you for your heart of service to the students and community.

Capital Projects: CDEC is completed and Harold McCormick, except for a few small items, is also finished. The Dave Rider Center for Athletic Performance is slow, not a ton of progress because of the weather. The footers have been poured, and there are lots of metal pieces being delivered. Hopefully, we can see some real progress in the next few weeks.

If you will mark your calendar for February 21st, we will be having the

Tour of Schools and Ribbon Cutting at Harold McCormick and at the CDEC building. We will meet at the high school that morning.

This is a good way to show the City Council what we have done with the funding they have provided. We haven't done this in a few years, so I am looking forward to this. We will invite the media and things like that. We will put out some notices. We will meet in the student parking lot about 8:15 and go from there. If you come and stay, you will also get a free lunch, catered by our culinary arts class.

I will share more details later. Hopefully you will be able to attend.

I want to talk briefly about weather delays. Last week caught me off guard. Normally, any schedule change we try to make by 5:30-5:45AM due to some buses leaving out as early as 5:45-6:00. If we make the decision to go on a 2-hour delay, you bump that decision time up 2 hours before the buses have to go out. Things may or may not change a lot within those 2 hours. We divide up the area by zones and 3 of us go out. We know the trouble spots that need to be checked. We try to collect information to make an informed decision, and we also use our weather app that we subscribe to that gives us contact with a meteorologist. A good example was last Friday when every school in TN was out. Is it worth the effort to try and get a few hours in and risk trying to get students home? We also have student drivers at the high school that maybe haven't driven in snow or have very limited experience of driving in snow. We look at the whole picture when we are trying to make our decisions. I wanted to let you know how and what goes into us making our decisions. The last thing, if it is a situation the evening before where we are comfortable that the forecast is reliable, we like to give parents advanced warning for those who do need to get child care.

C. Board Member Reports

No board member reports.

D. City Council Liaison's Report

Mr. Simerly said that the City Council was scheduled to go in March to the Tennessee Municipal League Training Program. They have moved this up to a Special Called Meeting in January. I am one voice of seven, but I am opposed to it. We need funding for our public schools.

Thank you for the upcoming event of being able to ride the round bus. We really enjoyed that a couple of years ago. We look forward to seeing all the new changes and what has been done.

I serve on a few boards, and we just had a meeting with one and the animal shelter is looking for a van or large truck to be able to haul dogs and cats around.

I appreciate your time.

E. Student Liaison's Report

I first want to apologize for missing last week. I was playing ball. Thank you for giving us a few extra hours of sleep this past week.

Some upcoming SGA events that are coming up, we have basketball senior night and homecoming. Next month we have our winter formal. Right now we are planning to make sure it will be an enjoyable night for everyone.

I also want to touch on the phone policy. I do see some students sneaking and looking at their phones. For the most part, I have noticed a massive improvement even in my personal life, that I am talking to my friends more. In the hallways, people are talking to each other. I think it has been a positive for everyone.

9. REGULAR AGENDA

- A. Approve first reading of Board policy 4.603 Promotion and Retention Motion was made by Danny O'Quinn, second by Phil Isaacs To approve first reading of Board policy 4.603 Promotion and Retention Motion carried.

Phil

Isaacs: aye

Bob
Lewis: aye
Danny
O'Quin aye
n:
Eddie
Pless: aye
Jamie
Schaff: aye

aye: 5, nay: 0

There was a new statute approved last year for parents requesting to retain a K-2 student. If a parent does want to do this and their student is eligible, they will be required to put that in writing within 30 days of the last day of school.

- B. Approve the purchase of two 2025 Toyota Sienna vans from Roberts Motor Company, Inc. using Government Contract pricing for an amount not to exceed \$40,511.00 per vehicle to be paid from general funds. Motion was made by Danny O'Quinn, second by Jamie Schaff To approve the purchase of two 2025 Toyota Sienna vans from Roberts Motor Company, Inc. using Government Contract pricing for an amount not to exceed \$40,511.00 per vehicle to be paid from general funds. Motion carried.

Phil
Isaacs: aye
Bob
Lewis: aye
Danny
O'Quin aye
n:

Eddie
Pless: aye
Jamie
Schaff: aye

aye: 5, nay: 0

The last couple of years, we have purchased 3 different vans to see how that would work out. One is a handicapped van that has a ramp for easy accessibility. We can get a van where a bus may not be able to get in and out of. We have one for our Homeless program and one for CTE. These have been wonderful, and sometimes it is hard to find a bus driver, so it allows more access and flexibility to get students' places and take smaller groups of students for less money. It also saves money by not having to rent vans.

- C. Approve the purchase of a 2025 Toyota Sienna van from Roberts Motor Co., Inc using Government pricing for an amount not to exceed \$40,511.00 to be paid for from ISM grant funds.

Motion was made by Jamie Schaff, second by Bob Lewis To approve the purchase of a 2025 Toyota Sienna van from Roberts Motor Co. Inc using Government pricing for an amount not to exceed \$40,511.00 to be paid for from ISM grant funds. Motion carried.

Phil
Isaacs: aye
Bob
Lewis: aye
Danny
O'Quin aye
n:
Eddie
Pless: aye

Jamie

Schaff: aye

aye: 5, nay: 0

The only reason we separated these items was because of the funds they would be paid from.

- D. Approve resolution opposing the Education Freedom Scholarship Act. Motion was made by Phil Isaacs, second by Jamie Schaff To approve resolution opposing the Education Freedom Scholarship Act. Motion carried.

Phil

Isaacs: aye

Bob

Lewis: aye

Danny

O'Quin aye

n:

Eddie

Pless: aye

Jamie

Schaff: aye

aye: 5, nay: 0

Mr VanHuss commented that we all have opinions on this. I feel like, in my role, I am the public advocate for the school system. I can in no way see taking away taxpayers' dollars that could benefit our students and have it go to private schools. That is my personal opinion and I appreciate you considering this resolution.

Mr Pless stated that we went through this last year and it failed. I can't support taking away funds from public schools.

Mr. Isaacs stated that as he read it, there were some things that would

be good for the short term but in the long term the effect would not be good for public school systems. I can not support it.

Mrs. Schaff stated that private schools will pick and choose their students whereas we don't.

Mr Vanhuss stated that accountability is a real concern. You can't do that without the same measure of accountability and there is no interest or desire in the leadership of the state to require private schools to do the same assessment as we do. You will see a satisfaction survey mentioned across the state for private schools. We have never had the chance to do a survey like this on public schools.

I will put up what goes on in four classrooms every day. Public school teachers are not afraid of competition. They are the best at what they do, and we have the best around in our school system.

10. FOR YOUR INFORMATION

11. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, February 20, 2025 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

12. ADJOURN

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

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

aye: 5, nay: 0

Chairman of the Board

A handwritten signature in black ink, appearing to read "Paul Velt". The signature is written in a cursive style with a large initial "P".

Director of Schools

		2024-25	2024-25	2024-25	2024-25	Unencumbered	January 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	1,503,773.96	40.92	2,171,226.04	1,411,171.20
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	100,000.00	100,000.00	23,525.60	23.53	76,474.40	12,308.44
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	23,000.00	23,000.00	8,879.48	38.61	14,120.52	4,449.32
141 R 40140	000	INTEREST AND PENALTY	27,000.00	27,000.00	7,242.56	26.82	19,757.44	3,189.64
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	1,374,259.93	32.34	2,875,740.07	675,877.54
141 R 40275	000	MIXED DRINK TAX	24,000.00	24,000.00	16,899.21	70.41	7,100.79	5,797.62
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	298.86	45.98	351.14	87.90
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	189,704.29	49.27	195,295.71	0.00
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	227,975.00	227,975.00	122,323.85	53.66	105,651.15	17,894.43
141 R 44110	000	INVESTMENT INCOME	120,000.00	120,000.00	56,043.61	46.70	63,956.39	9,426.75
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	19,914.91	0.00	-19,914.91	503.39
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	14,764.90	0.00	-14,764.90	2,500.00
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	1,000.00	123,050.62	12,305.06	-122,050.62	34,632.41
141 R 46510	000	TISA STATE FUNDING	20,592,093.00	20,592,093.00	12,455,608.71	60.49	8,136,484.29	2,034,663.95
141 R 46515	000	EARLY CHILDHOOD EDUCATION	411,160.00	411,160.00	210,652.06	51.23	200,507.94	40,048.09
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	9,897.88	41.33	14,049.12	0.00
141 R 46790	000	OTHER VOCATIONAL	317,497.00	317,497.00	109,035.47	34.34	208,461.53	18,188.71
141 R 46980	000	OTHER STATE GRANTS	0.00	0.00	100,920.64	0.00	-100,920.64	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	22,072.95	83.61	4,327.05	0.00
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,400,000.00	2,400,000.00	1,400,000.00	58.33	1,000,000.00	200,000.00
Grand Revenue Totals			33,125,440.00	33,125,440.00	17,769,275.72	53.64	15,356,164.28	4,470,739.39

Number of Accounts: 50

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

Acct	2024-25		2024-25		Unencumbered		January 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	6,409,404.36	43.06	8,475,793.64	1,179,924.59
141 E 71200 --- --- -----	SPECIAL EDUCATION PROGRAM	2,701,461.00	2,701,461.00	1,125,039.26	41.65	1,574,901.65	223,731.47
141 E 71300 --- --- -----	VOCATIONAL EDUCATION PROGRAM	1,667,157.00	1,667,157.00	694,163.74	41.64	955,954.11	128,396.94
141 E 71400 --- --- -----	STUDENT BODY EDUCATION PROGRAM	465,830.00	465,830.00	217,036.56	46.59	248,793.44	10,726.74
141 E 72110 --- --- -----	ATTENDANCE	114,300.00	114,300.00	53,549.95	46.85	59,550.05	6,228.29
141 E 72120 --- --- -----	HEALTH SERVICES	476,052.00	476,052.00	198,970.87	41.80	274,795.63	39,545.68
141 E 72130 --- --- -----	OTHER STUDENT SUPPORT	1,186,085.00	1,186,085.00	498,421.28	42.02	672,064.36	97,506.37
141 E 72210 --- --- -----	REGULAR INSTRUCTION PROGRAM	1,357,541.00	1,357,541.00	674,758.46	49.70	679,473.85	92,573.54
141 E 72220 --- --- -----	SPECIAL EDUCATION PROGRAM	511,010.00	511,010.00	187,709.41	36.73	321,550.59	32,336.91
141 E 72230 --- --- -----	VOCATIONAL EDUCATION PROGRAM	189,611.00	189,611.00	100,563.37	53.04	89,047.63	14,920.31
141 E 72250 --- --- -----	TECHNOLOGY	1,053,560.00	1,053,560.00	577,298.77	54.80	410,470.76	67,212.98
141 E 72310 --- --- -----	BOARD OF EDUCATION	637,915.00	637,915.00	482,243.08	75.60	153,335.82	74,490.89
141 E 72320 --- --- -----	OFFICE OF THE SUPERINTENDENT	449,695.00	449,695.00	247,810.03	55.11	184,058.42	34,833.20
141 E 72410 --- --- -----	OFFICE OF THE PRINCIPAL	1,954,133.00	1,954,133.00	1,015,299.05	51.96	938,833.95	158,509.40
141 E 72510 --- --- -----	FISCAL SERVICES	439,279.00	439,279.00	265,239.66	60.38	171,988.93	32,921.75
141 E 72610 --- --- -----	OPERATION OF PLANT	2,118,961.00	2,118,961.00	1,275,281.86	60.18	840,331.95	137,655.36
141 E 72620 --- --- -----	MAINTENANCE OF PLANT	1,302,361.00	1,302,361.00	832,513.77	63.92	239,913.78	107,182.90
141 E 72710 --- --- -----	TRANSPORTATION	841,451.00	841,451.00	500,556.24	59.49	185,985.42	29,492.28
141 E 73100 --- --- -----	FOOD SERVICE	42,705.00	42,705.00	25,507.87	59.73	17,197.13	2,716.99
141 E 73300 --- --- -----	COMMUNITY SERVICES	227,975.00	227,975.00	119,018.12	52.21	104,078.32	2,025.50
141 E 73400 --- --- -----	EARLY CHILDHOOD EDUCATION	411,160.00	411,160.00	175,794.15	42.76	235,365.85	33,204.38
141 E 76100 --- --- -----	REGULAR CAPITAL OUTLAY	92,000.00	92,000.00	1,823,658.11	1,982.24	-5,320,266.86	309,426.52
Grand Expense Totals		33,125,440.00	33,125,440.00	17,499,837.97	52.83	11,513,218.42	2,815,562.99

Number of Accounts: 587

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

		2024-25		2024-25		2024-25		2024-25		Unencumbered	January 2024-25
<u>Acct</u>		<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>FYTD %</u>	<u>Balance - YTD Act</u>	<u>Monthly Activity</u>				
142 R 47141	OCA	TITLE 1 GRANTS TO LOCAL EDUC A	99,623.00	99,623.00	52,024.06	52.22	47,598.94	7,797.80			
142 R 47189	OCA	EISENHOWER PROF DEVELOPMENT ST	9,030.00	9,030.00	7,112.11	78.76	1,917.89	966.12			
142 R 47131	OCP	VOCATIONAL EDUC - BASIC GRANTS	41,597.00	41,597.00	33,929.84	81.57	7,667.16	9,679.07			
142 R 47143	OID	SPECIAL EDUCATION - GRANTS TO	628,419.00	628,419.00	254,193.18	40.45	374,225.82	49,388.63			
142 R 47145	OPS	SPECIAL EDUCATION PRESCHOOL GR	17,353.00	17,353.00	7,445.60	42.91	9,907.40	1,489.12			
142 R 47141	OT1	TITLE 1 GRANTS TO LOCAL EDUC A	589,659.00	589,659.00	308,454.61	52.31	281,204.39	70,408.85			
142 R 47590	OT1	OTHER FEDERAL THROUGH STATE	54,018.00	54,018.00	28,523.97	52.80	25,494.03	6,511.57			
142 R 47189	OT2	EISENHOWER PROF DEVELOPMENT ST	94,515.00	94,515.00	68,765.75	72.76	25,749.25	5,842.25			
142 R 47590	OVR	OTHER FEDERAL THROUGH STATE	51,018.00	51,018.00	25,451.79	49.89	25,566.21	4,243.18			
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,059.00	110,059.00	71,211.11	64.70	38,847.89	12,201.14			
142 R 47404	702	ARP Homeless	0.00	0.00	1,811.49	0.00	-1,811.49	0.00			
142 R 47149	703	EDUCATION FOR HOMELESS CHILDRE	0.00	0.00	439.20	0.00	-439.20	0.00			
142 R 47401	933	ESSER 3.0	0.00	0.00	62,069.30	0.00	-62,069.30	0.00			
142 R 47990	CPS	OTHER DIRECT FEDERAL REVENUE	0.00	0.00	458,899.00	0.00	-458,899.00	83,451.64			
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	23,800.00	23,800.00	10,000.00	42.02	13,800.00	2,000.00			
Grand Revenue Totals			1,719,091.00	1,719,091.00	1,390,331.01	80.88	328,759.99	253,979.37			

Number of Accounts: 15

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	January 2024-25
	Acct	Original Budget	Revised Budget	FYTD Activity	FYTD %	Balance - YTD Act	Monthly Activity
142 E 71100	REGULAR INSTRUCTION PROGRAM	554,341.00	554,341.00	299,097.07	53.96	250,537.50	40,680.83
142 E 71200	SPECIAL EDUCATION PROGRAM	645,772.00	645,772.00	261,644.78	40.52	384,127.22	50,883.75
142 E 71300	VOCATIONAL EDUCATION PROGRAM	19,951.00	19,951.00	22,915.70	114.86	-2,964.70	1,431.28
142 E 72130	OTHER STUDENT SUPPORT	116,029.00	116,029.00	51,985.37	44.80	58,043.63	6,282.18
142 E 72210	REGULAR INSTRUCTION PROGRAM	271,173.00	271,173.00	166,012.61	61.22	100,707.36	22,274.88
142 E 72230	VOCATIONAL EDUCATION PROGRAM	1,766.00	1,766.00	1,397.05	79.11	368.95	0.00
142 E 72710	TRANSPORTATION	0.00	0.00	3,129.09	0.00	-3,129.09	658.80
142 E 73300	COMMUNITY SERVICES	110,059.00	110,059.00	77,936.74	70.81	32,122.26	10,623.84
142 E 76100	REGULAR CAPITAL OUTLAY	0.00	0.00	437,516.66	0.00	-531,452.16	0.00
Grand Expense Totals		1,719,091.00	1,719,091.00	1,321,635.07	76.88	288,360.97	132,835.56

Number of Accounts: 105

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	January 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	7,958.97	36.18	14,041.03	1,159.75
143 R 43525	000	A LA CARTE SALES	55,280.00	55,280.00	26,617.56	48.15	28,662.44	3,849.17
143 R 43990	000	OTHER CHARGES FOR SERVICES	12,500.00	12,500.00	2,180.21	17.44	10,319.79	0.00
143 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	17,727.72	44.32	22,272.28	2,650.76
143 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	0.00	0.00	0.00	0.00
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	395,322.46	50.36	389,677.54	65,141.33
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	33,945.73	36.31	59,554.27	14,029.28
143 R 47113	000	USDA BREAKFAST	447,500.00	447,500.00	226,155.14	50.54	221,344.86	39,289.55
143 R 47114	000	USDA - ESP SNACK PROGRAM	31,000.00	31,000.00	11,934.55	38.50	19,065.45	1,456.84
Grand Revenue Totals		1,497,780.00	1,497,780.00	721,807.61	48.19	775,972.39	127,576.68	

Number of Accounts: 39

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

		2024-25	2024-25	2024-25	2024-25	Unencumbered	January 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	874,616.67	58.39	623,163.33	116,298.59
<hr/> Grand Expense Totals		1,497,780.00	1,497,780.00	874,616.67	58.39	623,163.33	116,298.59

Number of Accounts: 87

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

Elizabethton City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 07/16/24
		Rescinds: 4.603	Issued: 04/20/23

1 *General*

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
3 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if
4 applicable.¹

5 Students who have difficulty in achieving the requirements for promotion may be considered for
6 retention. Schools shall identify these students by February 1st. Factors used to identify students for
7 retention shall include:²

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

23 Students may be identified for retention after the February 1st deadline if the delay in identifying a
24 student is due to:⁴

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released.

29 **VOLUNTARY RETENTION**⁵

30 A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain
31 his/her student in the current grade level if:

Commented [MN1]: From TSBA: The State Board of Education updated regulation 0520-01-03-.16 at its November meeting. Parents/guardians who choose to retain their K-2 student must submit a written request within thirty days of the end of the school year. If the student is not eligible for voluntary retention under state law, the district is now required to respond to the parent/guardian in writing. We have added a provision on this requirement to our model policy.

- 1 1. The student has a documented academic or behavioral delay; and
- 2
- 3 2. The parent/guardian believes that retention may benefit the student.⁵

4 This information shall be submitted in writing within thirty (30) days of the end of the school year. The
5 district shall send written notice to the parent/guardian confirming whether the student is eligible for
6 retention under state law.

7 **PROMOTION PLANS**⁶

8 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
9 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student
10 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504
11 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school
12 counselor, or other appropriate school personnel.

13 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
14 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
15 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
16 will include additional requirements for promoting students in these grades. A copy of the plan will be
17 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
18 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
19 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
20 promotion plan.

21 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
22 promoted to the next grade level unless retention is required per additional requirements for students in
23 third and fourth grade.⁷

24 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
25 the end of the school year, the student shall be eligible to enroll in a summer reading or learning
26 program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)
27 calendar days prior to the start of the next school year if the student was enrolled in a summer program.
28 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
29 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
30 year.⁸

31 **RETENTION**⁷

32 A student may be retained when such retention is in the best interests of the student or when retention
33 is required per additional requirements for students in third and fourth grade.

34 *Decision of Retention – General*⁹

35 If a student is retained, the Director of Schools/designee shall develop an individualized academic
36 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of
37 the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its
38 development. The plan shall include at least one of the following strategies:

- 1 1. Adjustment to the current instructional strategies or materials;
- 2
- 3 2. Additional instructional time;
- 4
- 5 3. Individual tutoring;
- 6
- 7 4. Modification to the student’s classroom assignment to ensure the student receives
- 8 instruction from a teacher with a level of overall effectiveness of above expectations (level
- 9 4) or significantly above expectations (level 5); or
- 10
- 11 5. Attendance or truancy interventions.

12 A student shall not be retained more than once in any grade. The progress of students who are retained
13 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the
14 school year in which the student is retained. The Director of Schools shall develop procedures to
15 ensure appropriate recordkeeping of students who are retained.

16 *Decision of Retention – Third Grade*¹⁰

17 Third grade students shall not be promoted to the next grade unless they are determined to be
18 proficient (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts
19 (ELA) based on the student’s most recent TCAP test.

20 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 21 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
22 portion of the student’s most recent TCAP test may be promoted if:
23
 - 24 a. The student is an English language learner and has received less than two (2) full years
25 of ELA instruction;
 - 26 b. The student was previously retained in grades K-3;
 - 27 c. The student is retested before the next school year and scores proficient in ELA;
 - 28 d. The student attends a learning loss bridge camp before the next school year, maintains a
29 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
30 test at the end of the camp;
 - 31 e. The student receives tutoring for the entirety of the next school year in accordance with
32 state law; or
 - 33 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
34 ELA standards by scoring within the fiftieth percentile on the most recently
35 administered state-provided benchmark assessment and the district provides tutoring
36 services to the student during the entire fourth grade school year and notifies the
37 student’s parent/guardian, in writing, of the benefits of enrolling the student in summer
38 programming.
- 39
- 40 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
41 the student’s most recent TCAP test may be promoted if:
42

- 1 a. The student is an English language learner and has received less than two (2) full years
2 of ELA instruction;
- 3 b. The student was previously retained in grades K-3;
- 4 c. The student is retested before the next school year and scores proficient in ELA; or
- 5 d. The student attends a learning loss bridge camp before the next school year, maintains a
6 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
7 school year in accordance with state law.

8 *Decision of Retention – Fourth Grade*¹⁰

9 Students in the following categories may be promoted to fifth grade if they demonstrate adequate
10 growth on the fourth-grade ELA portion of the TCAP test:

- 11 1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the
12 fourth-grade school year; and
- 13 12 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while
14 maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the
15 fourth grade school year.

17 If a student that was promoted to fourth grade under one of the provisions above does not demonstrate
18 adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

- 19 1. The student's principal shall convene a conference consisting of the following parties: the
20 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
- 21 22 2. The conference shall review the student's fourth grade ELA performance to determine if the
23 student should be promoted to fifth grade.
- 24 25 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
26 following:
 - 27 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
28 the student's fifth-grade year; or
 - 29 b. The student will be retained in fourth grade. A student shall not be retained more than
30 once in fourth grade.

31 *Decision of Retention – Students with Disabilities*¹¹

32 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the
33 student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of
34 TCAP was due to the student's disability. The school district shall not retain a student with a disability
35 or a suspected disability that impacts their ability to read.

36 **APPEALS**^{8,12}

37 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
38 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
39 made to a committee appointed by the principal within five (5) days. The student and his/her

- 1 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
 2 the opportunity to address the committee. The committee shall conduct a hearing within ten (10) business
 3 days to determine if the student will be promoted and issue such decision within five (5) business days.
 4 Upon notification of the committee decision, the principal shall send written notification to the Director
 5 of Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
 6 their right to appeal such action within five (5) days to the Director of Schools/designee.
- 7 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A
 8 decision shall be issued within five (5) business days.
- 9 Within five (5) business days of the Director of Schools/designee rendering a decision, the student's
 10 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
 11 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
 12 The action of the Board shall be final.
- 13 For students where retention is required per the additional requirements for students in third and fourth
 14 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.¹³

 Legal References

1. [20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 \(Section 504\); TRR/MS 0520-01-03-.16; TCA 49-6-3115](#)
2. [TRR/MS 0520-01-03-.16\(5\)](#)
3. [TCA 49-1-905\(e\)](#)
4. [TRR/MS 0520-01-03-.16\(4\)](#)
5. [TCA 49-6-314; TRR/MS 0520-01-03-.16\(6\)](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [29 U.S.C. § 794 \(Section 504\); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16\(7\)\(e\); Public Acts of 2024, Chapter No. 989](#)
12. [TRR/MS 0520-01-03-.16\(3\); TRR/MS 0520-01-02-.17\(7\); TCA 49-6-3102\(e\)\(1\)](#)
13. [TRR/MS 0520-01-03-.16\(7\)\(f\)](#)

 Cross References

Credit Recovery 4.210
 Grading System 4.600
 Reporting Student Progress 4.601
 Attendance 6.200
 Student Assignments 6.205
 Homeless Students 6.503
 Student Records 6.600

Continuous Quality Improvement

Elizabethton (101) Public District - FY 2026 - Voluntary Pre-K - Rev 0 - Voluntary Pre-K

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

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

ARTIFACTS: Pre-K Daily Schedule, Professional Development schedule for teachers and assistant teachers

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

High-quality instructional materials will be used throughout the day to ensure that all students have access to a systematic scope and sequence, explicit instruction and teacher modeling, student practice, and instruction that is guided by formative assessment. Along with instructional leaders, VPK classroom teachers and assistants will design and implement systems for sustaining implementation of high-quality instructional materials. Letter recognition, letter sound knowledge, and phonemic awareness are emphasized in our foundational curriculum. Through introducing multiple sounds throughout the week during our morning meeting time, the student will make the connection between sounds and written words. Our sequence will follow the order suggested in the high-quality instructional materials and the standards. Our emphasis on sounds through phonemic awareness will naturally lead to letter and word recognition. This will be accomplished with our phonics-based curriculum. This instruction is led by the teacher in whole group and reinforced in small groups. Letter recognition of dominant sound letters is introduced at the beginning of the school year, which leads to phonemic sensitivity. An added emphasis is recognition of 26 upper and 26 lower case letters. Studies have shown success in reading that occurs when all 52 letters can be named rapidly. Letter

naming and rhyming are two of the best indicators of future reading success, both of which are explicitly taught in our curricula. Fundamental skills of concepts of print are to be covered daily to ensure students understand the parts of a book. This is accomplished daily through interaction with our students. Activities such as phonological awareness and listening using the three A's: alert, active, and analytical will be used during large and small group. Through this direct phonemic instruction, success in phonological awareness will have all students better prepared for kindergarten and beyond.

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

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

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

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

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

- Physical Therapy thru contracted services
- Speech (articulation/language/hearing)
- Vision
- Access to mental health counseling and at school counselors
- Children who have been referred from TEIS and Child Find to develop an IEP.

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

- "Get the Scoop" - a back to school night where parents met teachers, looked at grade level specific standards, and teacher/staff shared important information about the school year.

- "Bingo for Books" - a night where students played bingo and took home books as the prize. Their parents were given and trained on a reading skill card by grade level. This gave them questions and activities to assist the child with comprehension and fluency skills at home.

- Academic Conferences
- All-Pro Dad's Program
- Anti-bullying Committee (parents)
- Book Fairs
- Calendars (Yearly with main events, holidays...)
- Classroom Volunteers – Parents, College Students, Community Members
- Character Education (Assembly)
- Character Education Visitors
- Clothes Donations – Parents, Community
- Discipline Committee (parents)
- Fire safety Week Visits – school trips
- Food Drive
- Guest Speakers/Visitors
- Handbooks
- Holiday and Special Occasion Parties
- Homeroom Mom/Dad
- Library Volunteers
- Lunch/Breakfast with Child – Daily
- News releases (newspaper, radio, TV)
- Nurses – Hearing, Vision and Scoliosis Screenings
- On campus Parent Coordinator
- Open Parent Conferences – Available Daily - Our first scheduled conference on the calendar, we demonstrated 100% attendance - our next scheduled is later in the school year
- Parental Involvement Contract
- Parent Night (Open House)
- Parental Notification of Title I Read/Reading Recovery Students

-Parent/Teacher Conferences

-Parent/Grandparent Visitation Day

-Planned Family Engagement Events for each grade level

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

ECS offers an Extended School Program (ESP) to our students. ESP is an after-school program in Elizabethton City Schools serving children from grades Pre-K through 8. Students participate in ongoing instruction, rest time, snack time, physical education, and many other activities that promote positive social and emotional interaction. This program is funded in part by the 2nd CCLC Grant.

ECS, VPK, consistently released information in regard to the VPK Satisfaction Survey this past school year. When our final survey results were released to us, we noticed an increase in surveys submitted. Although, the increase wasn't as high as we wished for, it still gave us some data to work with. This year, we will continue to make the survey available through various means of technology, such as Chromebook stations during parent nights, before and after car drop off and pick up, during our Extended School Program, and upon request by parents as the need arises due to lack of personal technology. Our goal is to significantly increase the number of participants this year so that we can continue to make better informed decisions derived from full participation of stakeholders. Because of the current survey and what we learned, we will make sure to highlight more the resources and programs available that help and support students as they transition into kindergarten. The survey indicated that this is an apparent issue that we need to support more families with.

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

- CLASS observation areas of identified coaching support for teachers including data points guiding decisions related to areas of need
- CLASS Environment areas of identified support including data points guiding decisions related to areas of need
- Specific ways coaching support was provided to teachers following CLASS observations
- Examples of how support provided by the district following CLASS and CLASS Environment observations led to quality improvements for early childhood instruction and environments

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

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

Teacher Observations:

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

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

-Throughout this 2024-25 school year, our teachers have continued to be observed using CLASS. Current data demonstrates that our 4 classroom teachers are averaging around 3.5 in the domains of Concept Development, Quality of Feedback, and Language Modeling. These same trends mirror similarly to that of last school year. Our teachers continue to attribute some of the lower scoring due to learning and implementing the newer Connect4 Learning curriculum as well as two of my teachers being new to preK this year. As addressed in our Curriculum Implementation training (see related documents) we have full confidence that we will see increases within these domains in our walkthroughs and future CLASS observations.

Supplemental Tool:

-Students - teachers utilize ESGI as well as portfolio to ensure quality improvement by gaining specific data and feedback on each individual student. ESGI is used on a weekly basis as a tool for teachers and parents. It provides real-time data on each students' individual growth and achievement. Most notable is that teachers are able to further assess their implementation of foundational skills by various assessments throughout ESGI. Since the start of the school year, we have noticed significant gains in letter recognition, sounds, & oral language and listening, just to name a few. An example, for instance is demonstrated by teacher A. Her class average of 20 students on the oral language and listening assessment has increased from 38% correct at the start of the school year to a current 75% correct. By use of these weekly assessments, our teachers gain valuable data that is used to drive and inform instruction. Information and data gathered from these assessments is also shared and reviewed with the other preK and K classrooms as well as the school and the district. This allows for continuity across all involved. District coaches build professional development around data retrieved. This PD's target is having an audience that includes preK teachers and assistants, K teachers, and our SPED teachers. Depending on the time of year and what results during that time are producing allows the coaches to be specific and meaningful in the PD. Most recently, due to results from CLASS as well as classroom assessments, our teachers and assistants received PD on data analysis, small grouping, and the effects of feedback in relation to student progress.

Environmental Quality Tool:

-Currently, the CLASS Environment Model is being utilized to monitor and identify areas of need within each classroom. One trend we have identified this year falls within the Language and Literacy Indicator. Due to the change in curriculum and continuing to integrate the "Sounds First" initiative, our teachers and assistants initially struggled with helping children with the expansion of vocabulary. They struggled with delivering their instruction in a completely different method (As developed by Connect 4 Learning). This in return affected the expansion of vocabulary. Utilizing ECERS feedback as well as intensive professional development and PLCs aligned with curriculum, teachers and assistants have already seen positive improvements within this indicator.

4. In 750 words or less, please describe how your district prioritized enrollment of income-eligible four-year old children, including children with disabilities in the 2024-25 school year. Your response must include:

- Current utilization rate (if your utilization rate is below 80%, you must include additional information on ongoing efforts to increase the utilization rate including

recruitment and enrollment strategies)

- A breakdown of how many children in your VPK seats are income-eligible and non-income eligible and percent of how many children qualify as children with disabilities representing various categories assigned to children ages 3-5 in the district
- Utilization trends from last three years including how you supported an increase in enrollment for qualifying children
- Efforts to ensure prioritization of income-eligible children including specific strategies your district uses to decide when to enroll three-year-olds or over-income children
- Rationale behind enrolling three-year-old and/or over-income children into VPK including how efforts were exhausted to identify and enroll all eligible four-year-old children prior to enrolling children from other identified groups
- Efforts to ensure equal access for income-eligible children with disabilities including what general education options your district uses to serve preschool children with disabilities who are not age and income eligible for VPK
- Wait list including income-eligible and non-income eligible students and specific information on how children are enrolled from the waitlist

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

Elizabethton City Schools (ECS) understands the importance of VPK for our community. We continually emphasize the need to identify and serve students who are at-risk, financially as well as needing special services, and need the opportunity to develop in pre-academic and social skills. Our classrooms promote love, joy, and a rich learning environment that adds to students' successes and readies them for kindergarten and adds an extension of greatness that carries throughout their life. Our current utilization rate continues to display numbers that significantly increased in income eligibility and maintain a higher rate of students with disabilities. In 2023 & 2024, our utilization rate was at 71%. We are currently at 100% of our capacity. 97% of these students are identified as income-eligible, 15% currently have IEPs, and 3% are in foster care. We do have a waitlist of more non-income eligible students. A few of our students entered our program as 3-year-olds. We decided to enroll them later in the 1st semester as we knew we would have some 4-year-olds not show up due to the family be transient. Once we had enrolled all income-eligible four-year-olds and no longer had a waitlist for them, we then wanted to prioritize our income-eligible 3-year-olds, because we knew the need to begin their foundation in education was greater than others.

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

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

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

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

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

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

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

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

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

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

- Districts long-range plan for serving all four-year old children regardless of income including the proposed sources of local matching funds*
- Statement of need including preschool opportunities, poverty rates*, workforce demographics and other outstanding factors impacting families throughout your community including specific sources of information and data
- Collaborative partnerships supporting children and families in your district
- Additional services you have provided to VPK families in order to increase enrollment (ex: transportation, extended care, same hours as K-12, etc.) and support at-risk families
- Student level data from FY24 to demonstrate children leaving VPK have the skills necessary to excel in kindergarten

• If applicable, requests for additional classroom allocations for FY26 including plan for facility space, teacher recruitment, and additional costs related to opening a new classroom

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

Elizabethton City Schools is committed to offering and promoting a high-quality academic environment for its Voluntary Pre-K Program. It is the district's belief that students in our county/city (Elizabethton City is encompassed within Carter County), specifically, income-eligible students are afforded the opportunity and have access to our VPK program. Although, demographics have remained unchanged over the past few years, currently, Carter County has a child poverty rate of 29.4% along with a median household income of \$47,000. 50.5% of civilians, ages 16 and greater are currently in the labor workforce. 54.3% of children in Carter County are on TennCare and 43.4% of children under 5 years old are receiving WIC. Many of the previous data mentioned are factors that impact our families in the area. One other area of impact that is still discussed is the COVID pandemic. Although, schools continue to operate as normal, we still have families who continue to shelter their children because of the pandemic and will not allow them to enter PreK. Although this doesn't reflect in our current utilization rate of 97%, because of research we have performed locally, we know we still have numerous other pre-aged students that would qualify. With continued collaborative partnerships, our program is able to successfully benefit our students and families. The following are significant partners in our area that have a significantly positive impact in supporting our families in need.

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

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

The lack of an affordable quality childcare is evident across our region as well as the state. Recent studies by Tennesseans for Quality Early Education have shown that parents have significant employment disruptions and/or choose to stay at home with their children rather than work a job. Because of this, there is an astronomical loss of earnings and revenue that heavily impact our area as well as the state. Overall, the lack of accessibility, quality, and affordability has caused many children, regardless of economic status to be without early childhood education. Without this early foundation of education, many students will enter school well-behind many of their peers and will struggle closing the gap. We see this many times in our district, specifically based on the number of over-income students who register with us (FY25 - approximately 25) who won't be enrolled in our program nor any other early childhood program. In regard to the idea of serving all four-year-old children regarding of income, our district's early childhood team has met on numerous occasions to discuss and maintain a plan if it were ever an option. The most significant factors regarding this initiative are funding and space. We are currently at full capacity in all of our schools. This would require us to develop an MOU with a local church or organization that would be willing to share space within their walls. Funding then

becomes significant as we would be assisting this shared structure with funds to operate our classrooms. Also, there would need to be additional startup funding for classrooms as well as revolving funds to pay for additional staff to operate. Nonetheless, we understand the importance of a quality early education program and would do everything possible to make it possible and available for our community.

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

6. In 750 words or less, describe how your district supports Voluntary Pre-K teaching assistants in becoming instructional partners in the classroom in accordance with TCA § 49-6-104. Your response must include:

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

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

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

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

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

Resources

[Click here to open the FY26 VPK Rubric](#)

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Template instructional note: The fillable fields on this template will show in shaded text boxes when your cursor hovers over the fields. Wherever template text does not apply, replace with N/A (or something equivalent.) If you have any issues with this template, contact the Office of IRE.

Research Project Overview:	
Study/Project Title: <small>(Add your descriptive title for the nature/purpose of the research)</small>	The effectiveness of high-dosage, low-ratio tutoring in mitigating student learning loss among a Northeast Tennessee school district.
Principal Investigator:	Abigail Thacker Email: akthacker@my.milligan.edu Phone: (423) 483-3327 Relation to Milligan: Graduate Student <small>(Please state: Faculty, Graduate Student, Undergraduate Student, or Staff; if other, describe)</small>
Faculty Advisor¹:	Mark Dula Email: medula@milligan.edu Phone: (423) 461-8746
Research Assistant(s)/Co-Investigator(s):	Name(s): N/A Email(s): N/A
Outside Collaborations: <small>(If yes, describe names, addresses, emails, phone contacts, etc.)</small>	N/A
Proposed Study Start:	01/17/2025

¹ For principal investigators who are students

Study Participants:

Are any of the potential participants in this study children under the age of 18?

- No
 Yes

Study/Project Description:

(Please describe your research project. Tell us what you will be asking your participants to do in your study and elaborate on any measures/instruments/tests or activities they will complete as part of the study.)

Due to the impact of the COVID-19 pandemic, education systems worldwide have faced the unprecedented challenge of mitigating student learning loss due to school closures, remote learning, and altered or hybrid learning schedules. High-dosage, low-ratio tutoring has been an intervention used to combat the widespread learning loss resulting from the pandemic. The Tennessee Department of Education created grant opportunities for school districts to participate in the TN Accelerating Literacy and Learning Corps (TN ALL Corps). TN ALL Corps is a framework for high-dosage, low-ratio tutoring programming. The purpose of this study is to examine the efficacy of high-dosage, low-ratio tutoring programs in addressing learning loss and enhancing academic outcomes among Tennessee state standardized testing. This study explicitly investigates the impact of a high-dosage, low-ratio tutoring program (TN ALL Corps) on English Language Arts (ELA) achievement outcomes among students in grades 3 through 8 within a Northeast Tennessee school district to mitigate learning loss and increase student outcomes.

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This study is a non-experimental quantitative study that utilizes secondary data analysis from TN Ready Achievement data. The study will include three elementary schools and one junior high school located within the same Northeast Tennessee school district. Using bivariate analysis, TN Ready ELA Achievement data will be analyzed to examine the relationship between students who participated in the TN ALL Corps tutoring program and those students who did not, examining proficiency and growth scores. TN Ready ELA Achievement data will also be analyzed to examine the relationship between students who participated in the TN ALL Corps tutoring programs and the participant's growth and achievement results. This study also aims to investigate the achievement data of TN ALL Corps participants among various subgroups as well as among students who participated in the tutoring program for multiple years.

The research questions guiding this study are:

1. What is the relationship between the high-dosage, low-ratio tutoring program, TN ALL Corps, and academic ELA growth among students in each grade level, third through eighth?
2. What is the relationship between TN ALL Corps tutoring program participants and ELA proficiency levels among students in each grade level, third through eighth?
3. How do the ELA achievement outcomes (growth and proficiency) of students who participated in the TN ALL Corps tutoring program compare to those who did not participate?
4. How do the ELA achievement outcomes (growth and proficiency) of students who participated in the TN ALL Corps tutoring program for multiple years compare to those who participated for a single year?
5. What is the relationship between TN ALL Corps tutoring program participants among subgroups and ELA achievement outcomes (growth and proficiency)?

Subgroups include:

Students identified with an I-LPD
Students with a 504 (use only if I-LPD information is unattainable)
Students identified as Black, Hispanic, or Asian (BHN)
Students identified as economically disadvantaged (ED)
Students identified as English Language Learners (ELL)

6. How do students' achievement outcomes among subgroups who participated in the TN ALL Corps tutoring program compare to those among the same subgroups who did not participate in the tutoring program?

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Subgroups include:

- Students identified with an I-LPD
- Students with a 504 (use only if I-LPD information is unattainable)
- Students identified as Black, Hispanic, or Asian (BHN)
- Students identified as economically disadvantaged (ED)
- Students identified as English Language Learners (ELL)

The Principal Investigator will seek permission via the school board of the selected Northeast Tennessee school district after the initial IRB approval. The research study's purpose, plan, and procedures will be provided to the school board. The Principal Investigator will be seeking approval to use TN Ready achievement data, student growth and proficiency data, for the 2021-2022, 2022-2023, and 2023-2024 academic years. The Principal Investigator will also be seeking approval to obtain information regarding participants of the TN ALL Corps tutoring program during the same academic years for this research study.

No More than Minimal Risks:

(Please explain how your participants are at no more than minimal risk.)

Individual student achievement data will be used for analysis in this research study. All identifiable information provided by the school district will be kept confidential, used only for data analysis, and not released in the study results. In addition, collected data will be kept secure via password protection. Data will be kept for a period of three years, as required by Milligan University. Names of specific participants and schools will not be included in the final research results/dissertation.

Participant Confidentiality:

(Explain how you will maintain confidentiality of your participants. Explain if there is any risk to them if their responses are inadvertently made known?)

Individual student achievement data will be used for analysis in this research study. All identifiable information provided by the school district will be kept confidential, will only be used for data analysis, and will not be released in the study results. In addition, collected data will be kept secure via password protection within the Milligan network drive or Milligan SPSS account. Data will be kept for a period of three years, as required by Milligan University. After three years, the data and any related physical data will be securely destroyed per the Human Research Protections Program policies. Names of specific participants and schools will not be included in the final research results/dissertation. Pseudonyms will be used for participating schools to ensure anonymity.

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Exempt Status Rationale:

(Using the “**Is It Exempt?**” worksheet below as a reference, provide the rationale for any exemptions you believe apply to this study. On the worksheet, select all relevant exemptions that apply.)

This research only includes interactions involving educational tests, survey procedures, interview procedures, or observation of public behavior. Therefore, Exemption 45 CFR 46.104(d)(2) may apply. I find this exemption applies after reviewing Chart 4 of the Human Subject Regulations Decision Charts. The information obtained will be recorded in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects [45 CFR 46.104(d)(2)(i)]. This research does not involve children's educational tests, and the Investigator is not and has not participated in the activities being observed [45 CFR 46.104(b)(3)].

Investigator Statement:

My printed name below indicates that:

- I have completed the training requirements on Milligan’s *Human Research Protections Program*.
- I understand my responsibilities as an Investigator.
- I have used Milligan’s *Research Study Plan and Informed Consent* template to help evaluate my proposed human research for allowable exemptions per the “**Is It Exempt?**” worksheet below.
- As applicable to the requested exemption, **my Study Plan is attached** for IRB Limited Review.
- I acknowledge and agree that if I find the need to change my study plan in ways that affect my exemption status after having been approved for exemption, I will be required to submit a new application.
- *For students only.* I have evaluated my research in collaboration with my faculty advisor. My faculty advisor has approved my study plan.

Printed Name: Abigail Thacker

Submit this completed evaluation to IRB@Milligan.edu.

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“Is it Exempt?” Worksheet

To be completed by the **Principal Investigator** for the **Exempt Status Rationale** statement required above.
Column 1: Based on the scope of your proposed research, identify the exemptions that might apply to your research.

Column 2: For each identified exemption that may apply, work through the decision-tree boxes. Mark the boxes that apply to your research.

Columns 3 and 4: Document your conclusion as to whether or not the research is Exempt or Non-Exempt.

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
<input type="checkbox"/>	Special Population: 45 CFR 46 - Subpart C (Prisoner populations involved) <ul style="list-style-type: none"> • No exemptions may be applied 	N/A	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Special Population: 45 CFR 46 - Subpart D (Children populations involved) <ul style="list-style-type: none"> • Exemptions 1, 4, 5, 6, 7, and 8 may be applied • Exemption 2(i) and 2(ii) may be applied. Exemption 2(iii) may not be applied. • Exemption 3 may not be applied 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 1 – Educational Settings and Practices <input type="checkbox"/> Research is conducted in established or commonly accepted educational settings (e.g., classrooms, after-school programs, or online education settings), AND <input type="checkbox"/> Involves normal educational practices, AND <input type="checkbox"/> Is not likely to adversely impact students' opportunity to learn required educational content, AND <input type="checkbox"/> Is not likely to adversely impact the assessment of educators who provide instruction.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Exemption 2 – Educational Tests, Surveys, Interviews, and Observations of Public Behaviors <input checked="" type="checkbox"/> Research <i>only includes interactions</i> (interventions are not allowed) involving educational tests (e.g., cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording), AND <input checked="" type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of the participants cannot readily be ascertained, directly or through identifiers linked to participants; AND <input checked="" type="checkbox"/> [If children are participants] Interactions ONLY involve educational tests or observations of public behavior, AND <input checked="" type="checkbox"/> [If children are participants] Investigator(s) does/do not participate in the activities being observed. <p style="text-align: center;">OR</p> <input type="checkbox"/> Any disclosure of the participants' responses outside the research would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, educational advancement, or reputation; AND <input type="checkbox"/> [If children are participants] Interactions ONLY involve educational tests or observations of public behavior, AND <input type="checkbox"/> [If children are participants] Investigator(s) does/do not participate in the activities being observed. <p style="text-align: center;">OR</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
	<input type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of the participants can readily be ascertained, directly or through identifiers linked to them, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7) for privacy/confidentiality; AND <input checked="" type="checkbox"/> The research does not involve children.		
<input type="checkbox"/>	<p>Exemption 3 - Benign “Behavioral” Interventions:</p> <input type="checkbox"/> The research involves a “behavioral” intervention (manipulation of one’s environment; Note: medical (physical) interventions – tests, procedures, devices – do not count for this exemption); AND <input type="checkbox"/> Data collection is through verbal or written responses or audiovisual recording; AND <input type="checkbox"/> Interventions are brief in duration (but can be repeated multiple times if the study warrants); AND <input type="checkbox"/> Interventions are harmless and painless; and are not physically invasive; AND <input type="checkbox"/> Interventions are not likely to have a significant adverse lasting impact on the participants; AND <input type="checkbox"/> Interventions are not likely to be offensive or embarrassing to the participant; AND <input type="checkbox"/> Only participants 18 years of age or older will be involved; AND <input type="checkbox"/> Participants must prospectively agree to the intervention and data collection; AND <p style="text-align: center;">EITHER</p> <input type="checkbox"/> Information is recorded by the investigator in such a way that the identity of the participants cannot be ascertained, directly or through identifiers linked to participants, AND/OR <input type="checkbox"/> Any disclosure of the participant’s responses outside the research would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, educational advancement or reputation, <p style="text-align: center;">OR</p> <input type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of participants can readily be ascertained, directly or through identifiers linked to participants, and an IRB conducts a limited IRB review. <input type="checkbox"/> [Only mark if you plan to deceive participants about the nature of the study] If research involves deceiving the participants about the nature of the study, participants must agree prospectively to such protocol (Informed Consent). In other words, you must tell them that deception may be part of the study before they can agree to participate.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 4 – Secondary Research (Public/No Informed Consent)	<input type="checkbox"/>	<input type="checkbox"/>

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
	<input type="checkbox"/> Identifiable private information or biospecimens are publicly available, OR <input type="checkbox"/> The identity of participants cannot readily be ascertained directly or indirectly through identifiers linked to them, the investigator does not contact the participants, and the investigator will not re-identify them, OR <input type="checkbox"/> [The HIPAA Exemptions] The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is for the purposes of "health care operations," "research," or for "public health activities and purposes" as defined and regulated under 45 CFR parts 160 and 164; OR <input type="checkbox"/> The research is conducted by or on behalf of a federal department or agency as further described in 45 CFR 46.104(d)(4)(iv).		
<input type="checkbox"/>	Exemption 5 – Public Benefit <input type="checkbox"/> Research is designed to study, evaluate, improve, or otherwise examine public benefit or service programs.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 6 – Food/Taste/Acceptance <input type="checkbox"/> Research involves consumption of wholesome foods without additives. OR <input type="checkbox"/> Food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency for the Food Safety and Inspection Service of the U.S. Department of Agriculture.	<input type="checkbox"/>	<input type="checkbox"/>
NOTE: Exemptions 7 and 8 are not currently being authorized by the IRB for Milligan research. Any desired proposals for secondary research will require a discussion with the IRB Chair before formally requesting these exemptions.			
<input type="checkbox"/>	Exemption 7 – Secondary Research (Broad Consent to Store/Maintain) <input type="checkbox"/> Research involves the storage or maintenance of identifiable private information or biospecimens for potential secondary research use in a future study; AND <input type="checkbox"/> The IRB conducts a limited IRB review and makes the determinations required by §46.111(a)(8) for broad consent.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 8 – Secondary Research (Broad Consent to Use) <input type="checkbox"/> Broad consent for the storage, maintenance, and secondary research use of the identifiable private information or biospecimens was obtained in accordance with §46.116(a)(1) through (4), (a)(6) [Informed Consent] and §46.116(d) for Broad Consent for the earlier research; AND <input type="checkbox"/> Documentation of informed consent (or waiver of documentation of consent) was obtained in accordance with §46.117 for documentation of consent; AND <input type="checkbox"/> The IRB conducts a limited IRB review to make the determinations required by: <ul style="list-style-type: none"> <input type="checkbox"/> §46.111(a)(7) for privacy/ confidentiality; AND <input type="checkbox"/> §46.111(a)(8) for broad consent and scope; AND 	<input type="checkbox"/>	<input type="checkbox"/>

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
	<input type="checkbox"/> The investigator does not include returning individual research results to participants as part of the study plan.		

Principal Investigator Exempt Research Decision:

- This research **does not qualify** as Exempt Research. I will complete a *Non-Exempt Human Research Application* for IRB review and approval.
- This research **potentially qualifies** as Exempt research according to (select all that apply):
 - Exemption 1 – Educational Settings/Practices
 - Exemption 2 – Educational Tests, Surveys, Interviews, and Observations of Public Behaviors
 - IRB Limited Review for *privacy/confidentiality* is necessary
 - IRB Limited Review is not necessary
 - Exemption 3 – Benign Behavioral Interventions
 - IRB Limited Review for *privacy/confidentiality* is necessary
 - IRB Limited Review is not necessary
 - Exemption 4 – Secondary Research (Public/Cannot be ascertained)
 - Exemption 5 – Public Benefit
 - Exemption 6 – Food/Taste/Acceptance

Comments (IRB Use Only):
 Click or tap here to enter text.

Submit this completed evaluation to IRB@Milligan.edu.

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Exempt Research Evaluation and IRB Verification

Template instructional note: The fillable fields on this template will show in shaded text boxes when your cursor hovers over the fields. Wherever template text does not apply, replace with N/A (or something equivalent.) If you have any issues with this template, contact the Office of IRE.

Research Project Overview:	
Study/Project Title: <small>(Add your descriptive title for the nature/purpose of the research)</small>	The purpose of this research is to gather information about the perceptions of general education teachers regarding their preparedness teaching students with dyslexia. How do teachers perceive the challenges and support systems available when addressing the needs of students with dyslexia in general education classrooms?
Principal Investigator:	Name: Julie Hartsook Email: jhartsook@my.milligan.edu Phone: (423) 747-7836 Relation to Milligan: Doctoral Student <small>(Please state: Faculty, Graduate Student, Undergraduate Student, or Staff; if other, describe)</small>
Faculty Advisor ¹ :	Name Mark Dula Email: medula@milligan.edu Phone: (423) 461-8746
Research Assistant(s)/Co-Investigator(s):	Name(s): Click or tap here to enter text. Email(s): Click or tap here to enter text.
Outside Collaborations: <small>(If yes, describe names, addresses, emails, phone contacts, etc.)</small>	
Proposed Study Start:	February 2025

¹ For principal investigators who are students

Study Participants:

Are any of the potential participants in this study children under the age of 18?

- No
 Yes

Study/Project Description:

(Please describe your research project. Tell us what you will be asking your participants to do in your study and elaborate on any measures/instruments/tests or activities they will complete as part of the study.)

PreK-5 teachers (in all content areas) in three elementary schools in the Elizabethton City School System will be asked to complete an online survey regarding their perceptions and familiarity of teaching students with characteristics of dyslexia in the general education classroom. Informed Consent will be presented to participants at the beginning of the survey. Participants will confirm they have read the consent form and agree to participate by selecting "yes." Those who do not consent will not participate in the survey.

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Exempt Research Evaluation and IRB Verification

After completing the survey, teachers will be divided into two focus groups with like perceptions to gather more information regarding their perceptions.

No More than Minimal Risks:

(Please explain how your participants are at no more than minimal risk.)

The risks of participating in this study are no more than what is experienced daily. Participants will volunteer to participate in the study and can discontinue the process at any given time.

Participant Confidentiality:

(Explain how you will maintain confidentiality of your participants. Explain if there is any risk to them if their responses are inadvertently made known?)

Identifying information (names and email addresses) of participants will be kept confidential. The researcher will not report information in such a way that the subject becomes easily identifiable through reporting. Participant information will be stored and kept confidential on a password-protected computer. All data will be destroyed after 3 years.

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Exempt Status Rationale:

(Using the “**Is It Exempt?**” The worksheet below, as a reference, provides the rationale for any exemptions you believe apply to this study. On the worksheet, select all relevant exemptions that apply.)

The research is conducted within well-established or commonly accepted educational environments (such as classrooms, after-school tutoring, and help sessions) and involves typical educational practices. It is unlikely to negatively affect a teacher’s ability to teach the required content or impact the evaluation of the educators' performance.

The research involves only non-interventive activities, such as surveys, interviews, and observation of public behavior (including visual and auditory recordings). Data is collected in a way that prevents the identification of participants, either directly or through any linked identifiers.

Any sharing of participant responses outside the research does not risk criminal or civil liability or harm their financial situation, employment prospects, educational progress, or reputation. The interactions focus solely on observing public behavior and perceptions in academic contexts without the investigator participating in the observed activities. The study aims to assess, evaluate, or improve public benefit or service programs.

Investigator Statement:

My printed name below indicates that:

- I have completed the training requirements on Milligan’s *Human Research Protections Program*.
- I understand my responsibilities as an Investigator.
- I have used Milligan’s *Research Study Plan and Informed Consent* template to help evaluate my proposed human research for allowable exemptions per the “**Is It Exempt?**” worksheet below.
- As applicable to the requested exemption, **my Study Plan is attached** for IRB Limited Review.
- I acknowledge and agree that if I find the need to change my study plan in ways that affect my exemption status after having been approved for exemption, I will be required to submit a new application.
- *For students only.* I have evaluated my research in collaboration with my faculty advisor. My faculty advisor has approved my study plan.

Printed Name: Julie Hartsook

Submit this completed evaluation to IRB@Milligan.edu.

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Exempt Research Evaluation and IRB Verification

“Is it Exempt?” Worksheet

To be completed by the **Principal Investigator** for the **Exempt Status Rationale** statement required above.
Column 1: Based on the scope of your proposed research, identify the exemptions that might apply to your research.

Column 2: For each identified exemption that may apply, work through the decision-tree boxes. Mark the boxes that apply to your research.

Columns 3 and 4: Document your conclusion as to whether or not the research is Exempt or Non-Exempt.

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
<input type="checkbox"/>	Special Population: 45 CFR 46 - Subpart C (Prisoner populations involved) <ul style="list-style-type: none"> • No exemptions may be applied 	N/A	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Special Population: 45 CFR 46 - Subpart D (Children populations involved) <ul style="list-style-type: none"> • Exemptions 1, 4, 5, 6, 7, and 8 may be applied • Exemption 2(i) and 2(ii) may be applied. Exemption 2(iii) may not be applied. • Exemption 3 may not be applied 	<input type="checkbox"/>	<input type="checkbox"/>
X <input type="checkbox"/>	Exemption 1 – Educational Settings and Practices <input type="checkbox"/> Research is conducted in established or commonly accepted educational settings (e.g., classrooms, after-school programs, or online education settings), AND <input type="checkbox"/> Involves normal educational practices, AND <input type="checkbox"/> Is not likely to adversely impact students’ opportunity to learn required educational content, AND <input type="checkbox"/> Is not likely to adversely impact the assessment of educators who provide instruction.	<input type="checkbox"/> X	<input type="checkbox"/>
X <input type="checkbox"/>	Exemption 2 – Educational Tests, Surveys, Interviews, and Observations of Public Behaviors <input type="checkbox"/> Research <i>only includes interactions</i> (interventions are not allowed) involving educational tests (e.g., cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording), AND X <input type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of the participants cannot readily be ascertained, directly or through identifiers linked to participants; AND X <input type="checkbox"/> [If children are participants] Interactions ONLY involve educational tests or observations of public behavior, AND <input type="checkbox"/> [If children are participants] Investigator(s) does/do not participate in the activities being observed. <p style="text-align: center;">OR</p> X <input type="checkbox"/> Any disclosure of the participants’ responses outside the research would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, educational advancement, or reputation; AND X <input type="checkbox"/> [If children are participants] Interactions ONLY involve educational tests or observations of public behavior, AND	X <input type="checkbox"/>	<input type="checkbox"/>

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
	<p>X <input type="checkbox"/> [If children are participants] Investigator(s) does/do not participate in the activities being observed.</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of the participants can readily be ascertained, directly or through identifiers linked to them, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7) for <i>privacy/confidentiality</i>; AND</p> <p><input checked="" type="checkbox"/> The research does not involve children.</p>		

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
<input type="checkbox"/>	<p>Exemption 3 - Benign “Behavioral” Interventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The research involves a “behavioral” intervention (manipulation of one’s environment; Note: medical (physical) interventions – tests, procedures, devices – do not count for this exemption); AND <input type="checkbox"/> Data collection is through verbal or written responses or audiovisual recording; AND <input type="checkbox"/> Interventions are brief in duration (but can be repeated multiple times if the study warrants); AND <input type="checkbox"/> Interventions are harmless and painless; and are not physically invasive; AND <input type="checkbox"/> Interventions are not likely to have a significant adverse lasting impact on the participants; AND <input type="checkbox"/> Interventions are not likely to be offensive or embarrassing to the participant; AND <input type="checkbox"/> Only participants 18 years of age or older will be involved; AND <input type="checkbox"/> Participants must prospectively agree to the intervention and data collection; AND <p style="text-align: center;">EITHER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information is recorded by the investigator in such a way that the identity of the participants cannot be ascertained, directly or through identifiers linked to participants, AND/OR X <input type="checkbox"/> Any disclosure of the participant’s responses outside the research would not reasonably place them at risk of criminal or civil liability or be damaging to their financial standing, employability, educational advancement or reputation, <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> The information obtained is recorded by the investigator in such a manner that the identity of participants can readily be ascertained, directly or through identifiers linked to participants, and an IRB conducts a limited IRB review. <p><input type="checkbox"/> [Only mark if you plan to deceive participants about the nature of the study] If research involves deceiving the participants about the nature of the study, participants must agree prospectively to such protocol (Informed Consent). In other words, you must tell them that deception may be part of the study before they can agree to participate.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Exemption 4 – Secondary Research (Public/No Informed Consent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifiable private information or biospecimens are publicly available, OR <input type="checkbox"/> The identity of participants cannot readily be ascertained directly or indirectly through identifiers linked to them, the investigator does not contact the participants, and the investigator will not re-identify them, OR <input type="checkbox"/> [The HIPAA Exemptions] The research involves only information collection and analysis involving the investigator’s use of identifiable health information when that use is for the purposes of “health care 	<input type="checkbox"/>	<input type="checkbox"/>

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

Mark all that May Apply	Exemption Description and Evaluation	Exempt	Non-Exempt
	operations,” “research,” or for “public health activities and purposes” as defined and regulated under 45 CFR parts 160 and 164; OR <input type="checkbox"/> The research is conducted by or on behalf of a federal department or agency as further described in 45 CFR 46.104(d)(4)(iv).		
X <input type="checkbox"/>	Exemption 5 – Public Benefit <input type="checkbox"/> Research is designed to study, evaluate, improve, or otherwise examine public benefit or service programs.	X <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 6 – Food/Taste/Acceptance <input type="checkbox"/> Research involves consumption of wholesome foods without additives. OR <input type="checkbox"/> Food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency for the Food Safety and Inspection Service of the U.S. Department of Agriculture.	<input type="checkbox"/>	<input type="checkbox"/>
NOTE: Exemptions 7 and 8 are not currently being authorized by the IRB for Milligan research. Any desired proposals for secondary research will require a discussion with the IRB Chair before formally requesting these exemptions.			
<input type="checkbox"/>	Exemption 7 – Secondary Research (Broad Consent to Store/Maintain) <input type="checkbox"/> Research involves the storage or maintenance of identifiable private information or biospecimens for potential secondary research use in a future study; AND <input type="checkbox"/> The IRB conducts a limited IRB review and makes the determinations required by §46.111(a)(8) for broad consent.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exemption 8 – Secondary Research (Broad Consent to Use) <input type="checkbox"/> Broad consent for the storage, maintenance, and secondary research use of the identifiable private information or biospecimens was obtained in accordance with §46.116(a)(1) through (4), (a)(6) [Informed Consent] and §46.116(d) for Broad Consent for the earlier research; AND <input type="checkbox"/> Documentation of informed consent (or waiver of documentation of consent) was obtained in accordance with §46.117 for documentation of consent; AND <input type="checkbox"/> The IRB conducts a limited IRB review to make the determinations required by: <input type="checkbox"/> §46.111(a)(7) for privacy/ confidentiality; AND <input type="checkbox"/> §46.111(a)(8) for broad consent and scope; AND <input type="checkbox"/> The investigator does not include returning individual research results to participants as part of the study plan.	<input type="checkbox"/>	<input type="checkbox"/>

Principal Investigator Exempt Research Decision:

MILLIGAN UNIVERSITY
Exempt Research Evaluation and IRB Verification

- This research **does not qualify** as Exempt Research. I will complete a *Non-Exempt Human Research Application* for IRB review and approval.

- This research **potentially qualifies** as Exempt research according to (select all that apply):
 - Exemption 1 – Educational Settings/Practices
 - Exemption 2 – Educational Tests, Surveys, Interviews, and Observations of Public Behaviors
 - IRB Limited Review for *privacy/confidentiality* is necessary
 - IRB Limited Review is not necessary
 - Exemption 3 – Benign Behavioral Interventions
 - IRB Limited Review for *privacy/confidentiality* is necessary
 - IRB Limited Review is not necessary
 - Exemption 4 – Secondary Research (Public/Cannot be ascertained)
 - Exemption 5 – Public Benefit
 - Exemption 6 – Food/Taste/Acceptance

Comments (IRB Use Only):

Click or tap here to enter text.

Submit this completed evaluation to IRB@Milligan.edu.



MILLIGAN

UNIVERSITY

Date: January 29, 2025

Principal Investigator: **Julie Hartsook**, Graduate Student, Milligan University

From: The Institutional Review Board (IRB) at Milligan University

Project: *How do teachers perceive the challenges and support systems available when addressing the needs of students with dyslexia in general education classrooms?*

IRB Tracking Number: **2025-04**

IRB Approval Number: **Exe2501290851**

Subject: **Declaration of Exemption**

The Milligan University Institutional Review Board (IRB) has reviewed your research application and has determined that your proposed research is exempt from further review based on federal guidelines provided in 45 CFR 46.104(d)(2)(i) in that you have demonstrated your research to be:

*Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) **and** The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot be readily be ascertained, directly or through identifiers linked to the subject.*

You are expected to conduct your research in accordance with the research plan that was presented for review. Substantive modifications to your research plan will require another formalized review of your plan by our office. Please remember that while we are not specifically reviewing your informed consent, all researchers should provide potential participants with an informed consent statement that includes all pertinent information.

Best wishes as you conduct your research! Please feel free to contact the IRB office by email should you have any questions; IRB@milligan.edu

On behalf of the IRB Committee,

David D Gibbons, Ph.D.
Chair, Institutional Review Board
Milligan University



ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Dell Laptop 2017
(Chris Berry's old Laptop)

INVENTORY TAG NUMBER: dell # 6706052

METHOD OF SALE/DISPOSAL: Salvage / recycle

SALE/DISPOSAL AUTHORIZED BY: *Ch. Berry* DATE: 1-14-24
Principal

AUTHORIZED BY: *Russell Uelt* DATE: 1/21/25
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

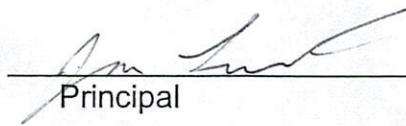
The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

ITEM: Scientific Atlanta Explorer 3100 Receiver sn# SAB055C7A
Slingbox sn# R2920Z220003
Slingbox sn# R2920Z208379

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Disposal

SCHOOL/BUILDING WHERE ITEM IS HOUSED Central Office

SALE/DISPOSAL AUTHORIZED BY:  DATE: 2-10-25
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM:

Two Teachers desk, needs to be
disposed and Three broken
tatiles.

INVENTORY
TAG NUMBER:

N/A

METHOD OF
SALE/DISPOSAL:

Trash taken off

SALE/DISPOSAL
AUTHORIZED BY:

[Signature]
Principal

DATE: 2-3-25

AUTHORIZED BY:

[Signature]
Director of Schools

DATE: 2/6/25

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:

Office Chairs from Central
Office Computer Lab

INVENTORY
TAG NUMBER:

See attached

METHOD OF
SALE/DISPOSAL:

Trash

SALE/DISPOSAL
AUTHORIZED BY:

M/A DATE: _____
Principal

AUTHORIZED BY:

R. Watt DATE: 1/30/25
Director of Schools

AUTHORIZED BY:

Board Chairman DATE: _____

Chairs from Computer lab

7307,7308,7309,7311,7312,7313,7315,7316,7317,

7318,7319,7320,7321,7322,7323,7325,7327

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: Brown 2 drawer file cabinet
~~Box~~ Broken -

INVENTORY
TAG NUMBER:



METHOD OF
SALE/DISPOSAL:

trash

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

ETS

SALE/DISPOSAL
AUTHORIZED BY:

D. Albert
Principal

DATE: 2/3/25

AUTHORIZED BY:

Director of Schools

DATE: _____

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: Student Computers - 64779, 64780,
64958, 94951, 64923, 64784, 64785,
64786, 65033, 64788, 64789

INVENTORY
TAG NUMBER:



METHOD OF
SALE/DISPOSAL:

Recycle

SCHOOL/BUILDING
WHERE ITEM IS
HOUSED

EHS

SALE/DISPOSAL
AUTHORIZED BY:

Jim Culbert
Principal

DATE: 1/29/25

AUTHORIZED BY:

Paul Velt
Director of Schools

DATE: 1/31/25

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.

TAG# see attached list

ITEMS: old laptops that got replaced

METHOD OF

SALE/DISPOSAL: E-WASTE RECYCLE

SALE/DISPOSAL

AUTHORIZED BY: _____

Elin Wampler

DATE: _____

12 Feb 25

Principal

AUTHORIZED BY: _____

DATE: _____

Director of Schools

AUTHORIZED BY: _____

DATE: _____

Board Chairman

person	dell serial	inventory	inventory2
donna townsed	j9t3zz2	2020-20-0006crs	
amy tapp	ffn3zz2	2020-20-0018CRS	ECS 4733
jennifer landstreet	bhn3zz2	2020-20-0029CRS	
walt haper	4fdqnt2	title2 5619 learning Leader	LL-11
horan	d8t3zz2	2020-20-0007CRS	
finger	7ct3zz2	2020-20-0010crs	
amy cole	bfm3zz2	2020-20-0015crs	
hartsook	cj06zz2	2020-20-0025crs	
rickert	fnw3zz2	2020-20-0010crs	
ferrier	hwL7LP2	SPED 4901 -2019 IDEA funds	ecs4901
erwin	5gn3zz2	2020-20-0017crs	
K Perkins	JFN3ZZ2	2020-20-0030crs	
fowler	9L06zz2	2020-20-0005crs	
K Lewis	4mw3zz2	2020-20-0002crs	
s wampler	1nw3zz2	2020-20-0032crs	
whiles	6fn3zz2	2020-20-0031crs	
s julian	cgn3zz2	2020-20-0019crs	
b stevens	hgn3zz2	2020-20-0028crs	
m howell	3gn3zz2	2020-20-0021crs	
Jdavis	jhn3zz2	2020-20-0024crs	

All dell 3400 laptops

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: old desktops that got replaced

METHOD OF

SALE/DISPOSAL: E-WASTE RECYCLE

SALE/DISPOSAL

AUTHORIZED BY: _____

Principal

DATE: _____

2/12/25

AUTHORIZED BY: _____

Director of Schools

DATE: _____

AUTHORIZED BY: _____

Board Chairman

DATE: _____

location	item	dell serial	inventory	teacher
ese58	dell 3070	8kn94z2	ese-4582	casey waters
ese52	dell 3070	8nc64z2	ese-5114	starkey
ese39	dell 3070	8kj54z2		mccray
ese60	dell 3070	8kk74z2		malone
ese59	dell 3070	df705z2		hatley
ese43	dell 3070	8kv44z2	ese 5986	h suggs
ese44	dell 3070	8nf74z2		minton
ese53	dell 3070	36vbz23		misner
ese42	dell 3070	8n794z2		t dugger
ese54	dell 3070	91084z2		s dunford
ese55	dell 3070	8kg84z2	ese 4453	richmond
ese34	dell 3070	8k934z2		royston
ese20	dell 3070	8kn64z2	ese 5105	rock
ese16	dell 3070	8kp54z2	ese 4491	treadway
ese18	dell 3070	8n894z2	ese 4519	abbie pierce
ese14	dell 3070	8kc44z2		henard
ese-librar	dell 3080	4LH5zc3	ese 1657	Brown
ese50	dell 5040	g0ttkb2	ETSU donated	hoilman
ese11	dell 3080	4mn2zc3	ese 5091	jenkins

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

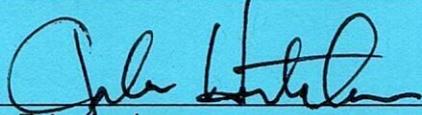
The following items are hereby declared surplus property/equipment of no value or valued at less than \$500.00. Since these items are no longer useful to the Elizabethton City School System, they may be sold at a fair price to any person interested in purchasing them, given away or disposal may be made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

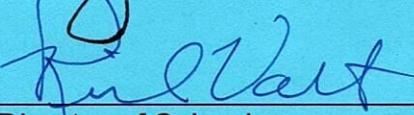
ITEM: Dell Laptop for Learning Leader
Serial # 7CDQNT2

INVENTORY TAG NUMBER: 5622

METHOD OF SALE/DISPOSAL: recycled by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED HME

SALE/DISPOSAL AUTHORIZED BY:  DATE: 2/13/25
Principal

AUTHORIZED BY:  DATE: 2/14/25
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Laser Projector in Commons
Parasonic

INVENTORY TAG NUMBER: None

METHOD OF SALE/DISPOSAL: Technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED EHS

SALE/DISPOSAL AUTHORIZED BY: [Signature] DATE: 2/4/25
Principal

AUTHORIZED BY: [Signature] DATE: 2/14/25
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Teacher desk (old metal desk)
4 Low tables (Used in K or 1st)

INVENTORY TAG NUMBER: _____

METHOD OF SALE/DISPOSAL: Give away or trash

SCHOOL/BUILDING WHERE ITEM IS HOUSED: West Side Elementary

SALE/DISPOSAL AUTHORIZED BY: *John Wright* DATE: 2/6/25
Principal

AUTHORIZED BY: *Bill West* DATE: 2/14/25
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:FIELDTRIP ATHLETIC/BAND EXCURSION ACADEMIC COMPETITION **METHOD OF TRANSPORTATION:**SCHOOL BUS RENTAL VEHICLE WALKING DATE OF REQUEST: GROUP/TEAM/GRADE: SCHOOL: DATE OF TRIP: DEPARTURE TIME: RETURN TIME: YES NO
DESTINATION IS GREATER THAN 50 MILESYES NO
DESTINATION IS OUT-OF-STATEYES NO
DESTINATION IS ON BOARD APPROVED LIST
TOTAL NUMBER INVOLVED
NUMBER OF BUSES OR VANS NEEDED
COST PER STUDENT (if applicable)
DESTINATION
ADDITIONAL STOP 1
ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES NO NA
PERMISSIONS SLIPS OBTAINEDYES NO NA
CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

SPONSOR'S NAME
SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR:

APPROVED DENIED
ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR:

APPROVED DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE



CER Membership Agreement 2025-26 School Year

Comprehensive Educational Resources (CER) is an educational consortium that currently serves thirty school districts in Northeast Tennessee and across the state. CER is a collaboration between these thirty districts and The Niswonger Foundation that currently reaches approximately 156,000 students. CER began in May 2020.

Vision

Comprehensive Educational Resources aims to improve student outcomes as measured by the state assessment by giving students and teachers equal access to a variety of teacher created and reviewed materials that are aligned to Tennessee state standards, rigorous, and easily accessible. We are also committed to analyzing state assessment and benchmark data collaboratively with districts to guide instructional adjustments and improve student outcomes.

District Participation

By March 1, existing CER districts must complete a “membership agreement.” The membership agreement will include the number of students from the state report card as of March 1. Districts will be invoiced from the Niswonger Foundation at the cost of \$2/per student based on the state report card as a “membership fee”. For districts that join after March 1, they will complete the membership agreement based on the number of students on the state report card at the time of joining.

The membership agreement and membership fee will provide the district with access to the CER website and all materials. It will also give the district one representative on the Steering Committee and a monthly progress report to Superintendents. Finally, it will also give the district yearly reports using the state assessment data.

District Costs

In addition to the membership fee, there are optional costs associated with CER. If districts contribute a teacher to a curriculum team, districts will be responsible for compensating each teacher. This compensation could include three (3) days of flex time to compensate for creating materials. Districts can decide how this flex time will be provided to each teacher. In addition, each teacher on a curriculum team may need to be provided with three (3) days of a substitute and travel to review materials. By May 1, the Steering Committee will finalize the curriculum team compensation.

If districts participate in the MVPA benchmark, there will be an annual contract with Instructure that meets the needs of the district.

District: Elizabethton City

Number of students on the state report card: 2598

By signing and returning the membership agreement, your district will participate in CER for the 2025-26 school year.

Name: _____

Signature: _____



Services Order Form

Order #: Q-374034-1
 Date: 2025-02-10
 Offer Valid Through: 2025-05-23

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Order Form For **Elizabethton City Schools**

Address: 804 S. Watauga Ave
 City: Elizabethton
 State/Province: Tennessee
 Zip/Postal Code: 37643
 Country: United States

Order Information
 Billing Frequency: Annual Upfront
 Payment Terms: Net 30

Billing Contact

Name: Richard VanHuss
 Email: richard.vanhuss@ecschoo1s.net
 Phone: _____

Primary Contact

Name: Richard Vanhuss
 Email: richard.vanhuss@ecschoo1s.net
 Phone: +1 423 547 8000

In Process

Billing Frequency Term:

Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Year 1						
Description	Start Date	End Date	Metric	Qty	Price	Amount
Canvas LMS Cloud Subscription	2025-06-01	2026-05-31	User	1,070	USD 10,903.30	USD 10,903.30
24x7 Tier 1 Support (Faculty Only)	2025-06-01	2026-05-31	30% of Subscription (Minimums Apply)	1	USD 4,500.00	USD 4,500.00
Canvas Studio Cloud Subscription	2025-06-01	2026-05-31	User	1,070	USD 4,547.50	USD 4,547.50
Training Portal Premium - Core + Advanced On-Demand Content + Live Webinars	2025-06-01	2026-05-31	Per Each	1,070	USD 3,465.00	USD 3,465.00
Recurring Sub-Total						USD 23,415.80
Year 1 Total						USD 23,415.80
Grand Total:						USD 23,415.80

Deliverable	Description	Expiration	Qty
Canvas LMS Cloud Subscription	Canvas LMS - K-12 Subscription (by user)	N/A	1,070
24x7 Tier 1 Support (Faculty Only)	24x7 Tier 1 support (faculty only) per year (30% of subscription - min \$4,500 USD)	N/A	1
Canvas Studio Cloud Subscription	Canvas Studio - K-12 Subscription (User)	N/A	1,070

The items above must be completed during the time period beginning on the later of the Effective Date or the initial Start Date specified in this Order Form and ending pursuant to the time frame set forth in the Expiration column above.

Professional Services	Description	Expiration	Qty
Training Portal Premium - Core + Advanced On-Demand Content + Live Webinars	Unlimited access to core and advanced on-demand training content for teachers and admins and unlimited access to instructor-led online training through the Training Portal.		1,070

Metrics and Descriptions:

User: User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

Product	Description
Canvas LMS Cloud Subscription	Storage included in the annual subscription fee is (i) Unlimited files and database storage, and (ii) 500 MB per (FTE/User/Enrollment/Seat) multimedia storage. Additional multimedia storage can be purchased for USD \$1.00 per 1GB per year.
Canvas Studio Cloud Subscription	Storage included in the annual subscription fee is (i) Unlimited files and database storage, and (ii) 500 MB per (FTE/User/Enrollment/Seat) multimedia storage. Additional multimedia storage can be purchased for USD \$1.00 per 1GB per year.

Duration: The Services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related Services prior to the first year Start Date at its sole discretion.

Miscellaneous: Instructure's support terms are available as follows:
 Canvas & Catalog: <https://www.instructure.com/canvas/support-terms>

As part of our commitment to provide the most innovative and trusted products in the industry, at times we must increase our renewal rates to cover additional expenses associated with advancing our products. If you have concerns with any increases, please reach out to your account representative.

In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

Terms and Conditions

This Order Form shall be governed by the Master Terms and Conditions which can be found here: <https://www.instructure.com/policies/mastertermsconditions>.

Product Specific Supplements which can be found here: <https://www.instructure.com/policies/product-supplements>, govern the use of the applicable product and/or feature offerings listed in this Order Form and/or utilized by Customer, and are incorporated into the Master Terms and Conditions.

In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

The parties agreement with regards to Instructure's processing of personal data or personally identifiable information can be found at: <https://www.instructure.com/policies/data-processing-addendum>

In Process

Any requests to change service deliverables as defined on the order form may incur a fee of ten percent (10%) of the remaining fees for the service.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No): _____ If yes, please enter PO Number: _____	Check here if your company is exempt from US state sales tax : _____ <i>Please email all US state sales tax exemption certifications to ar@instructure.com</i>

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

Elizabethton City Schools

Signature:	
Name:	Richard VanHuss
Title:	Director of Schools
Date:	

Instructure, Inc.

Signature:	
Name:	Deal Desk
Title:	
Date:	

In Process

Certificate Of Completion

Envelope Id: C64A3EFB-DBEF-4628-9C61-C6B2E1D9F878
 Subject: Elizabethton City Schools - Canvas Renewal coming due in May
 Source Envelope:
 Document Pages: 4
 Certificate Pages: 5
 AutoNav: Enabled
 Envelopeld Stamping: Enabled
 Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Status: Sent
 Envelope Originator:
 Heather Grogan
 6330 S 3000 E Ste 700
 Salt Lake City, UT 84121
 heather.grogan@instructure.com
 IP Address: 155.226.129.248

Record Tracking

Status: Original
 2/10/2025 3:27:48 PM
 Holder: Heather Grogan
 heather.grogan@instructure.com
 Location: DocuSign

Signer Events

Richard VanHuss
 richard.vanhuss@ecschools.net
 Director of Schools
 Security Level: Email, Account Authentication
 (None)

Signature

Timestamp

Sent: 2/10/2025 3:28:54 PM
 Viewed: 2/10/2025 8:43:50 PM

Electronic Record and Signature Disclosure:
 Accepted: 4/28/2021 8:36:13 AM
 ID: 8751102f-bfd4-45c2-943a-2fd55db6d052

In Process

Deal Desk

Signing Group: Deal Desk
 Security Level: Email, Account Authentication
 (None)

Electronic Record and Signature Disclosure:
 Not Offered via DocuSign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Orders Instructure
 orders@instructure.com
 Security Level: Email, Account Authentication
 (None)
Electronic Record and Signature Disclosure:
 Accepted: 2/10/2025 3:55:01 PM
 ID: e356ba57-f80e-44d8-8803-6cc13a8f31d6

Heather Grogan
 heather.grogan@instructure.com
 Security Level: Email, Account Authentication
 (None)

Electronic Record and Signature Disclosure:
 Not Offered via DocuSign

Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	2/10/2025 3:28:54 PM
Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

In Process

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

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If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

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If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign "Withdraw Consent" form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

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Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Instructure, Inc.:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: ashley@instructure.com

To advise Instructure, Inc. of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at ashley@instructure.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

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To withdraw your consent with Instructure, Inc.

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to ashley@instructure.com and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000 or WindowsXP
Browsers (for SENDERS):	Internet Explorer 6.0 or above
Browsers (for SIGNERS):	Internet Explorer 6.0, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Allow per session cookies Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection

** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to

other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the "I agree" button below.

By checking the "I Agree" box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC RECORD AND SIGNATURE DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Instructure, Inc. as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Instructure, Inc. during the course of my relationship with you.

In Process

A RESOLUTION BY THE ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

WHEREAS, the Elizabethton City Schools Board of Education is charged with governing the school system so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, the Tennessee General Assembly passed the “Education Freedom Act of 2025” during the first Extraordinary Session of the 114th General Assembly; and

WHEREAS, this Act includes a provision providing one-time bonuses of no less than \$2,000 to public school teachers in the state; and

WHEREAS, section four (4) of the “Education Freedom Act of 2025” requires that a local board of education for an LEA seeking to participate in section four (4) of the proposed act must affirm its intention to participate via a resolution in order to receive state funds to issue these bonuses;

THEREFORE, BE IT RESOLVED, That the Elizabethton City Schools Board of Education affirms its intention to participate in Section four (4) of the “Education Freedom Act of 2025,” relative to bonuses for teachers.

THIS RESOLUTION is adopted as of this 20th day of February, 2025.

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION

Eddie Pless, Board Chair

Jamie Schaff, Board Vice-Chair

Phil Isaacs, Board Member

Dr. Robert Lewis, Board Member

Danny O’Quinn, Board Member

Richard VanHuss, Director of Schools