



Monday, April 20, 2026, AGENDA BOARD OF EDUCATION MEETING – 6:00 PM

1. CALL TO ORDER AND PLEDGE

- A. Establish a quorum and welcome visitors
- B. Pledge of Allegiance

2. DIRECTOR OF SCHOOLS CONTRACT

3. CONSENT ITEMS - ADOPTION AND APPROVAL

- A. Minutes of the March 23, 2026, Board of Education meeting
- B. Financial Reports
 - Financial Reports (Revenues & Expenditures) for the General Purpose, Federal Projects, School Nutrition, and Capital Projects Funds for the month of February 2026;
 - Board Approval Listings of checks/electronic remittances paid during the month of February 2026;
 - Budget revisions FP-BJ-06 and GP-BJ-05.
- C. Surplus and Obsolete Items
 - Surplus, Administration (over \$500)
 - Surplus, Facilities and Maintenance
 - Surplus, Anderson
 - Surplus, Tennessee High
 - Surplus, Holston View

4. HEARING OF DELEGATES

A. SCOPE (STUDENT CONGRESS ON POLICIES IN EDUCATION) PRESENTATION

2026 Tennessee High School SCOPE Participants

Kayden Adams

Henna Lowe

Jacob Phillips

Luke Smith

Josh Helvey, Tennessee High Sponsor/Chaperone



B. Avoca Elementary School will present an overview of school initiatives focused on strengthening family and community engagement, along with efforts to promote a positive student culture through schoolwide behavior supports.

5. COMMENTS FROM THE PUBLIC

6. **OLD BUSINESS**

A. Policies on Second Reading

- Policy 1.404, Appeals to and Appearances Before the Board (*revisions since first reading)
- Policy 2.200, Annual Operating Budget
- Policy 2.400, Revenues
- Policy 2.700, Accounting System
- Policy 2.703, Audits
- Policy 2.900, Student Activity Funds Management
- Policy 3.202, Emergency Preparedness
- Policy 3.217, Therapy Dogs
- Policy 3.600, Insurance Management
- Policy 6.204, Attendance of Non-Resident Students (*changes since first reading*)

7. **NEW BUSINESS**

A. Preschool Development Grant

B. Textbook Recommendation

Dr. Tudor is recommending board approval of the Wellness textbook adoption recommendation.

Wellness

Human Kinetics

Live Well, Foundations of High School Health

C. Lottery for Education: Afterschool Programs (LEAPS) Application

D. Multi-Purpose Building at THS Track

Dr. Tudor is recommending board approval of A/E Fee Proposal from Thompson and Litton (Bristol, TN) for the architectural and engineering services for the new Sports Auxiliary Facility project located at 1112 Edgemont Avenue in Bristol, Tennessee. The scope of these services will include design, bidding, and contract administration of a new 8,000-10,000 sf multi-purpose facility with an estimated



construction cost of \$2,250,000. The proposed fee for this service is \$168,000, or approximately 7 ½% of the estimated construction cost.

E. Awning at Haynesfield Elementary School

Dr. Tudor is recommending board approval of PO 2002526300 in the amount of \$64,000 for supply and installation of Haynesfield Awning by Interstate Awning (Bluff City, TN). This project will be paid for utilizing PTA funds along with Capital Project Funds and will take place over the summer to avoid interrupting end of the year activities.

F. THS Steep Slope Roof Contract Termination Authorization

Based upon the failure to timely and appropriately complete the roof project at Tennessee High School by Richardson Construction Group (RCG) (Russellville, TN), we seek approval to inform Westfield Insurance Company (the surety for the performance bond) that we are considering declaring that RCG is in default for the contract. This is the first requirement to make a claim under the bond. The bond company will then request a meeting with school representatives and RCG representatives.

Based upon the failure to timely and appropriately complete the roof project at Tennessee High School, by Richardson Construction Group, we seek approval for Dr. Tudor to have authorization to terminate the contract, if necessary. This is also a condition that needs to be met in order to make a claim under the bond.

In summary, we seek approval to (a) notify the bond company of our consideration of declaring Richardson Construction Group in default, (b) conduct the meeting with Richardson Construction Group and the bond company, and then, (c) authorize Dr. Tudor to terminate the contract with Richardson Construction Group, if necessary.

8. REPORT FROM THE DIRECTOR OF SCHOOLS

9. COMMENTS FROM THE CITY COUNCIL LIAISON

10. **COMMENTS FROM THE BOARD**

A. The next regular school board meeting is scheduled for Monday, May 18, 2026.

11. ADJOURNMENT

**Renewed
EMPLOYMENT CONTRACT
between the
Bristol Tennessee Board of Education
and
Annette Tudor**

THIS EMPLOYMENT CONTRACT (“Contract”), made and effective as of the **1st day of July 2026**, by and between the **BRISTOL TENNESSEE BOARD OF EDUCATION**, hereinafter referred to as the "Board"; and **ANNETTE TUDOR**, hereinafter referred to as "Dr. Tudor" or the "Director of Schools."

WHEREAS, the Board and Dr. Tudor have agreed to the terms under which Dr. Tudor will serve as Director of Schools; and

WHEREAS, the Board and the Director of Schools wish to renew the Contract they entered into in 2024 (“Prior Contract”), enter this Contract setting forth the terms of their relationship beginning on July 1, 2026, and ending on June 30, 2030;

NOW, THEREFORE, for and in consideration of the mutual promises and the benefits to be derived therefrom, the Board and the Director of Schools hereby agree as follows:

1. Employment. The Board hereby renews its appointment and employment of Dr. Tudor as its Director of Schools, and Dr. Tudor hereby accepts such renewed appointment and employment.

2. Term. The employment of the Director of Schools will be renewed for a period of four (4) years beginning on July 1, 2026 and ending June 30, 2030. If the Board fails to renew the Contract prior to January 1, 2030, such failure shall be deemed notice to the Director of Schools that the Board does not intend to renew the Contract and/or her employment as the Director of Schools.

3. Residency. The Director of Schools will maintain her residency within the corporate limits of the City of Bristol, Tennessee, during the time she is employed as Director of Schools. Any failure to do so shall constitute cause for the Board to terminate this Contract as provided in Section 13(f) below.

4. Duties.

(a) The Director of Schools, as an employee of the Board, will discharge and perform, to the best of her ability, the lawful duties and responsibilities of Director of Schools as established by applicable law, including, but not limited to, Tenn. Code Ann. § 49-2-301, and other duties as may be assigned to her by the Board from time to time.

(b) The Director of Schools shall have charge of the administration of the Bristol Tennessee City School System (hereinafter the "School System") under the direction of the Board. The Director of Schools shall be the chief executive officer of the School System, and she: (i) shall direct and assign all employees who are under her supervision; (ii) shall organize and arrange the administrative and supervisory staff, including instruction and business affairs; (iii) shall insure compliance with all applicable laws and regulations; (iv) shall employ all personnel; (v) shall from time to time suggest regulations, rules and procedures for the School System; and (vi) shall generally perform all duties incident to the position of Director of Schools and such other duties as may be prescribed by the Board from time to time.

(c) During the term of her employment, the Director of Schools shall maintain all certifications which are necessary for her to serve as Director of Schools, including an active license through the Tennessee Department of Education and the Tennessee State Board of Education, and shall provide evidence thereof to the Board.

(d) The Director of Schools shall devote such time and energies as may be necessary to perform her duties as Director of Schools. Consistent with the professional nature of her employment, it is understood that the Director of Schools may have to devote a significant amount of time outside normal office hours to the performance of her duties.

(e) The employment provided for in this Contract will be the Director of Schools' sole employment, and she shall devote her full time, attention, knowledge and skills to the business of the Board and the School System. The Director of Schools may, however, undertake limited speaking engagements, writing, lecturing, consulting or other outside activities which do not interfere, or constitute a conflict of interest, with her responsibilities as Director of Schools. The determination of the Board as to the appropriateness of any such outside activity shall be unilateral and conclusive.

5. Compensation -- Base Salary. For her professional services, the Board shall pay the Director of Schools the following base salary compensation:

(a) A base annual salary of One Hundred Sixty Two Thousand Two Hundred Forty-Six Dollars and Twenty Five Cents (\$162,246.25), payable in equal monthly installments.

(b) Following its annual performance evaluation of the Director of Schools, the Board may increase the base salary, but there shall be no decrease in the base salary except as provided by law.

(c) This Contract will be deemed to have been amended automatically so as to reflect any salary adjustments that are made to the base salary, but such shall not constitute an extension of the term of this Contract.

(d) The Board will increase the annual compensation of the Director of Schools by the same proportional amount as such increase provided to other administrative personnel by the school system, including any bonus provided by the State or the school district, when such increase or bonus becomes effective for other administrative personnel. If the Board and/or the State of Tennessee should increase the compensation of administrative personnel within the same fiscal year as the Director of Schools receiving a base annual salary increase at Section No. 5(a), then the Director of Schools' base annual salary will immediately increase again to equal the percentage of increase provided to other administrative personnel. The Board reserves the right to make additional cost of living adjustments to the annual compensation of the Director of Schools as deemed necessary.

6. Compensation -- Deferred. During the term of her employment, the Board shall pay the Director of Schools an amount equal to 10% of her base salary, but not to exceed the maximum dollar amount allowed under federal and state law, that can be used for a tax deferred annuity or other qualified deferred compensation plan selected by the Director of Schools. This will be paid in equal installments at each pay period.

7. Automobile Allowance. During the term of her employment, the Board shall pay the Director of Schools an amount equal to 5% of her gross base salary under Section 5 above, payable in equal installments at each pay period, as an automobile allowance to be used by the Director of Schools to purchase, lease, own, operate, fuel and maintain a motor vehicle of her choosing. The Director of Schools will remain responsible for paying for liability, property damage and comprehensive insurance coverage on the vehicle, and shall further remain responsible for all expenses attendant to the purchase, operation, maintenance, fueling, repair and normal replacement of the vehicle. In addition to the automobile allowance outlined above, the Board will reimburse the Director of Schools at the standard mileage rate approved under the current reimbursement guidelines for all employees for any business use of a vehicle beyond Sullivan County, Tennessee.

8. Employment Benefits. The Director of Schools shall be entitled to all benefits of employment which are provided by the Board for certified administrative personnel of the School System who are employed on a 12-month basis on the same

terms these benefits are made available to such personnel. These benefits shall include health insurance, retirement contributions, vacation, sick leave, holidays, professional leave, bereavement leave and all other benefits which may be authorized by the Board from time to time.

9. Professional Expenses.

(a) The Board shall pay such travel and subsistence expenses reasonably incurred by the Director of Schools for official business and functions of the School System and for professional and official travel, meetings, conferences and seminars which are desirable for the professional development of the Director of Schools upon presentation of proper receipts.

(b) The Board shall pay such professional dues and subscriptions reasonably incurred by the Director of Schools for her continuation and full participation in national, regional, state and local associations and organizations which are desirable for the Director of Schools' professional participation, growth and advancement and which benefit the School System. The Board shall also pay membership dues, not to exceed \$1,000 per school year, for the Director of Schools to participate in local civic clubs and organizations.

10. Indemnification. To the fullest extent permitted by law and subject to the provisions of the Tennessee Governmental Tort Liability Act, the Board, either directly or through its insurance carrier(s), shall defend, hold harmless and indemnify the Director of Schools from any and all demands, claims, suits and legal proceedings brought by third parties against the Director of Schools arising out of the exercise of her official duties, except for alleged violations of criminal law, improper personal gain and/or willful misconduct. Such indemnification shall include court costs, reasonable attorney's fees and other expenses related to litigation.

11. Performance Evaluation.

(a) The Board shall make an annual performance evaluation in accordance with its policies and Tenn. Code Ann. § 49-2-203(a)(14). The evaluation shall consider the Director of Schools' overall performance and shall include the following: (i) job performance; (ii) student achievement; (iii) relationships with staff and personnel; (iv) relationships with board members; (v) relationships with the community; (vi) educational leadership; (vii) business and finance; (viii) professional and personal qualities; (ix) progress toward the District Strategic Plan and/or other established goals; and (x) such other relevant matters as the Board may determine from time to time.

(b) Each annual evaluation shall be for the period beginning on July 1 and ending on June 30, and shall be completed before the beginning of the next succeeding school year.

(c) In addition to the annual evaluation, the Board shall conduct mid-year reviews of the Director of Schools which shall be completed no later than January 31.

(d) The purpose of the evaluations shall be to measure the performance of the Director of Schools and to afford her an opportunity for self-improvement. The proposed performance evaluation instrument to be used by the Board will be provided to the Director of Schools by no later than August 1 each year.

(e) In the event the Board determines that the performance of the Director of Schools is unsatisfactory in any respect, it shall set forth in writing reasonably detailed instances of unsatisfactory performance together with recommendations for improvement. A copy of each performance evaluation shall be provided to the Director of Schools, and she shall have the right to make a written response which shall become a permanent attachment to the evaluation document which shall be placed in her personnel file.

12. Referrals to Director of Schools. The Board, and the individual members, thereof shall promptly refer to the Director of Schools all criticisms, complaints and comments brought to their attention which relate to the Director of Schools or the School System for her consideration and any appropriate action. Members of the Board shall not act individually to interfere with the administration of the School System.

13. Termination. This Contract and the employment relationship between the Board and the Director of Schools may be terminated by any one or more of the following methods:

(a) Mutual Agreement. This Contract may be terminated by mutual agreement of the parties upon such terms as the parties may agree. In consideration for such an agreement, the Board may elect to negotiate a buy-out of its remaining obligations to the Director of Schools. The terms of any such buy-out must be agreed upon in writing by the parties.

(b) Resignation. The Director of Schools may, by giving sixty (60) days' notice to the Board, resign and thereupon this Contract shall terminate. In the event of such termination, the Director of Schools shall have no right or entitlement to any severance pay and shall receive only the salary and benefits which have accrued as of the effective date of the resignation.

(c) Retirement or Death. This Contract shall terminate upon the retirement or death of the Director of Schools.

(d) Disability. The Board may terminate this Contract should it determine that the Director of Schools is unable to perform her duties by reason of illness, accident or other condition and (i) such condition has existed for more than ninety (90) days beyond the period of time to which the Director of Schools would have been entitled to sick leave and vacation leave, or (ii) the condition is permanent, irreparable, irrecoverable, or of such nature that, in the sole discretion of the Board, will make the performance of her duties impossible (with or without reasonable accommodations). In the event of such termination, the Director of Schools shall have no right or entitlement to any severance pay and shall receive only the salary and benefits which have accrued as of the effective date of the termination.

If a question arises as to the capacity of the Director of Schools to perform her duties, the Board may require her to submit to a comprehensive fitness for duty examination, to be performed by a licensed physician selected by the Director of Schools. The Board may require the Director of Schools to submit to a second such examination, to be performed by a licensed physician selected by the Chair of the Board. Any such second examination shall be at the expense of the Board, and the physician shall limit his/her report to whether the Director of Schools has a disability which prevents performance of his duties (with or without reasonable accommodations). The physician's report and any related documents shall be submitted to the Chair of the Board.

(e) Removal from Office. Should the State Board of Education, in accordance with applicable law, order the removal or suspension of the Director of Schools or the revocation or suspension of the Director of Schools' license, then this Contract shall thereupon terminate. In such event, the Director of Schools shall have no right or entitlement to any severance pay and shall receive only the salary and benefits which have accrued as of the effective date of the termination.

(f) For Cause. The Board may terminate this Contract and the employment of the Director of Schools for cause upon sufficient proof of failure to maintain residency as required by Section 3 of this Contract, unprofessional conduct, neglect of duty, incompetence, inefficiency, insubordination, or failure to improve performance as documented in performance evaluations required by Section 11 of this Contract. Prior to any such dismissal, the Director of Schools shall be given written charges, notice of hearing and a fair hearing before the Board. The Director of Schools shall have the right to be present and heard at any such hearing, to be represented by counsel at her own expense, and to present witnesses and/or exhibits. A transcript of the record of the proceedings before the Board shall be made available to the Director of Schools in the event she appeals the action of the Board to the Chancery Court for Sullivan County,

Tennessee. In the event of a termination for cause, the Director of Schools shall have no right or entitlement to any severance pay and shall receive only the salary and benefits which have accrued as of the effective date of the termination.

(g) For No Cause. The Board may also terminate this Contract and the employment of the Director of Schools for no cause by providing her with: (1) written notice confirming the same; (2) monetary compensation equal to any and all monetary compensation due to the Director of Schools under this Contract from the date of termination through the remainder of her Term; and (3) reimbursement for any and all premiums, if applicable, paid by the Director of Schools through the remainder of her Term stemming from coverage obtained under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

(h) Tenure. Unless the Board also moves to terminate the Director of Schools' tenure rights under Tenn. Code Ann. § 49-5-501, *et seq.*, then the Director of Schools shall retain her tenure rights in the event this Contract is terminated under Sections 13(a), (b), (d), (f), or (g).

14. Miscellaneous.

(a) This Contract sets forth and establishes the entire understanding between the Board and the Director of Schools concerning the employment relationship of the parties. All prior discussions or representations by or between the parties have been merged into this Contract. The parties by mutual written agreement may amend any provision of this Contract during its term. Any such amendments shall be incorporated into and made a part of this Contract.

(b) This Contract shall become effective upon its execution by each party following its approval by the Board on which the effective date will be written at the top of the first page.

(c) This Contract and the relationship of the parties shall be governed and construed under the laws of the State of Tennessee.

(d) The invalidity or partial invalidity of any portion of this Contract shall not affect the validity of any other provision. Should a court of competent jurisdiction hold any provision of this Contract to be invalid, the remaining provisions will be deemed to be in full force and effect as if they have been executed by both parties subsequent to the expungement or judicial modification of the invalid provision.

15. Approval of Contract. This Contract was duly approved by the Board at a public meeting held on April 20, 2026.

IN WITNESS WHEREOF, the parties have affixed their respective signatures as of the day and year first above written.

**BRISTOL TENNESSEE BOARD
OF EDUCATION**

By: _____
Jim Butcher

By: _____
Debbie Darnell

By: _____
Charlie Taylor

By: _____
Eric Cuddy

By: _____
Jennifer Henson

DIRECTOR OF SCHOOLS

Dr. Annette Tudor



**Minutes of the Monday, March 23, 2026, BOARD OF EDUCATION MEETING –
6:00 PM**

1. **CALL TO ORDER AND PLEDGE**

- A. Establish a quorum and welcome visitors

Discussion: Board Chair Jim Butcher called the meeting to order, established a quorum, and welcomed everyone.

- B. Pledge of Allegiance

Discussion: Tennessee Middle School student Andrew Porter led the Pledge of Allegiance.

2. **SPECIAL RECOGNITIONS**

- A. Spelling Bee Winners

B. School Spelling Bee Winners		
C. Student	D. Grade	E. School
F. Cruz Martinez	G. 3 rd	H. Anderson
I. Nick Arguelles	J. 5 th	K. Avoca
L. Derek Reasbeck	M. 4 th	N. Fairmount
O. Evan Clark	P. 4 th	Q. Haynesfield
R. Bellamy Mays	S. 4 th	T. Holston View
U. Liam Ball	V. 7 th	W. Tennessee Middle

Discussion: School spelling bee winners from each school were recognized.

3. **CONSENT ITEMS - ADOPTION AND APPROVAL**



Action(s):

Motion to approve the Consent Agenda. This motion, made by Taylor and seconded by Darnell, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

A. Minutes of the February 16, 2026, regular meeting

B. Financial Reports

- Financial Reports (Revenues & Expenditures) for the General Purpose, Federal Projects, School Nutrition, and Capital Projects Funds for the month of January 2026;
- Board Approval Listings of checks/electronic remittances paid during the month of January 2026;
- Budget revision FP-BJ-05.

C. Surplus

- Avoca Elementary, School Nutrition
- Facilities and Maintenance
- Fairmount Elementary
- Administration Building
- Tennessee Middle School



- Tennessee Middle School

4. **HEARING OF DELEGATES**

A. Tennessee Middle School

Principal Luke Douthat and staff from Tennessee Middle School will share *Opportunity Culture* and its impact on students and staff.

Discussion: Principal Luke Douthat and staff from Tennessee Middle School shared *Opportunity Culture* and its impact on students and staff.

5. **COMMENTS FROM THE PUBLIC**

Discussion: There were no public comments.

6. **OLD BUSINESS**

A. Policies on Second Reading

- Policy, 1.000, Philosophy - RESCIND
- Policy 1.108, Nepotism
- Policy 1.704, Charter Schools - RESCIND
- Policy 1.901, Charter School Applications

Action(s):

Motion to approve policies on second reading. This motion, made by Cuddy and seconded by Henson, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea



Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

7. **NEW BUSINESS**

- A. 2026 TN Tutoring Grant Application -
Dr. Tudor is recommending board approval of the Tennessee Tutoring Grant Application.

Discussion: Dr. Tudor recommended board approval of the Tennessee Tutoring Grant Application.

Action(s):

Motion to approve the TN Tutoring Grant Application. This motion, made by Taylor and seconded by Darnell, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

- B. UDT Contract -
Dr. Tudor is recommending board approval of the UDT contract.

Discussion: Dr. Tudor recommended board approval of the UDT contract.

Action(s):

Motion to approve the UDT contract. This motion, made by Darnell and seconded by Cuddy, Carried.

Voting Detail:



Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

C. Summer School -

Dr. Tudor is recommending board approval of the summer school proposals for K-8 and for Tennessee High School.

Discussion: Dr. Tudor recommended board approval of the summer school proposals for K-8 and for Tennessee High School.

Action(s):

Motion to approve Summer School proposal. This motion, made by Henson and seconded by Taylor, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

D. Anderson HVAC Replacement - Recommending board approval to award RFP #26-006 Anderson Elementary HVAC Replacement to HVAC, Inc. (Bristol, TN). The base bid of \$840,469.00 consists of the replacement of HVAC units in 12 classrooms in the three-story addition and eliminates the need for the gas-fired boiler which will be removed as part of this project. The budget allocated for this project is \$900,000 over FY 26 and FY27.



Action(s):

Motion to approve awarding RFP #26-006 Anderson Elementary HVAC Replacement to HVAC, Inc. This motion, made by Cuddy and seconded by Taylor, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

- E. Valhalla Design - Recommending board approval of A/E Fee Proposal from Thompson and Litton for the architectural and engineering services for the renovation of 515 Melrose St. The scope of these services will include design of a complete renovation to the existing building (approximately 33,000 sf) with an estimated construction cost of \$2,250,000. Their proposed fee for this service is \$162,500, or approximately 7% of the estimated construction cost.

Action(s):

Motion to approve A/E Fee Proposal from Thompson and Litton for the architectural and engineering services for the renovation of 515 Melrose Street. This motion, made by Darnell and seconded by Henson, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea



Voting Summary: Yea: 5, Nay: 0

- F. Policies on First Reading Policy 1.404, Appeals to and Appearances Before the Board
Policy 2.200, Annual Operating Budget
Policy 2.400, Revenues
Policy 2.700, Accounting System
Policy 2.703, Audits
Policy 2.900, Student Activity Funds Management
Policy 3.202, Emergency Preparedness
Policy 3.217, Therapy Dogs
Policy 3.600, Insurance Management
Policy 6.204, Attendance of Non-Resident Students

Discussion: Dr. Tudor recommended board approval of the policies on first reading.

Action(s):

Motion to approve the policies on first reading. This motion, made by Taylor and seconded by Darnell, Carried.

Voting Detail:

Butcher: Yea

Cuddy: Yea

Darnell: Yea

Henson: Yea

Taylor: Yea

Voting Summary: Yea: 5, Nay: 0

8. **REPORT FROM THE DIRECTOR OF SCHOOLS**

Discussion: Dr. Tudor made the following comments and announcements:

- The Board of Education is completing a review of the policy manual; that is the reason for the recent volume of policy revisions.
- Thank you to Dr. Douthat, Rebecca Porter, and Alison Quickel for this evening's presentation and for their work with Opportunity Culture.
- Newly established district Core Values include Excellence, Integrity, and Community.



- Congratulations to Tennessee High Viking Boys Basketball for their first return to the state tournament since 2005.
- Congratulations to Andrew Cross and the Tennessee High social studies team for their recognition for having 100% of eligible students registered to vote.
- Spring sports are in full swing.
- Registration for 2026-27 Pre-K and kindergarten is scheduled for April 9.

9. **COMMENTS FROM THE CITY COUNCIL LIAISON**

Discussion: Board members heard comments from City Council Liaison Rae Akard.

10. **COMMENTS FROM THE BOARD**

Discussion: Chair Jim Butcher offered comments and remarks.

A. The next regular school board meeting is scheduled for Monday, April 20, 2026.

11. **ADJOURNMENT**

Discussion: The meeting adjourned at 6:36 p.m.

Charlie Taylor, Secretary

Date

BOARD OF EDUCATION

Jim Butcher, Chair
Debbie Darnell, Vice-Chair
Charlie Taylor, Secretary
Eric Cuddy
Jennifer Henson

ADMINISTRATION

Annette Tudor, Ed.D.
Director of Schools

David Adkisson
Chief Financial Officer

Kristie Coleman, Ed.D.
*Supervisor,
Student Services*

Blair Henley, Ed.D.
Chief Information Officer

Jennifer Padilla, SPHR,
SHRM-SCP
*Chief Human Resources
Officer*

Curt Rutherford
*Chief Facilities
Maintenance Officer*

Amy Scott, Ed.D.
*Supervisor, Secondary
Curriculum & Instruction*

Rachel Walk, Ed.D.
*Supervisor, Elementary
Curriculum & Instruction*

April 7, 2026

Dr. Annette Tudor
Director of Schools

Re: Agenda Items for April 20, 2026 Board of Education Meeting

Dr. Tudor,

Please include the following consent items on the agenda of the April 20, 2026 meeting of the Board of Education:

- Financial Reports (Revenues & Expenditures) for the General Purpose, Federal Projects, School Nutrition, and Capital Projects Funds for the month of February 2026;
- Board Approval Listings of checks/electronic remittances paid during the month of February 2026;
- Budget revisions FP-BJ-06 and GP-BJ-05.

Financial reports and board approval listings for March 2026 will be reported at the Board of Education meeting scheduled to occur in May 2026.

Thank you,



David Adkisson
Chief Financial Officer

Acct	Acct	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	Uncollected Revenue	Percent Collected
40000	LOCAL TAXES							
40110	CURRENT PROPERTY TAX	8,560,000.00	0.00	8,560,000.00	1,196,098.90	4,469,576.67	4,090,423.33	52.21%
40120	TRUSTEE'S COLLECTIONS - PRIOR	253,000.00	0.00	253,000.00	4,100.29	151,022.03	101,977.97	59.69%
40130	CIRCUIT CLK./CLK. & MASTER COL	124,000.00	0.00	124,000.00	269.68	2,982.49	121,017.51	2.41%
40140	INTEREST & PENALTY	95,000.00	0.00	95,000.00	2,033.18	16,085.58	78,914.42	16.93%
40150	PICKUP TAXES	245,000.00	0.00	245,000.00	4,472.85	5,355.07	239,644.93	2.19%
40210	LOCAL OPTION SALES TAX	8,825,000.00	0.00	8,825,000.00	713,988.68	4,490,207.89	4,334,792.11	50.88%
40320	BANK EXCISE TAX	50,000.00	0.00	50,000.00	0.00	0.00	50,000.00	0.00%
40---	LOCAL TAXES	18,152,000.00	0.00	18,152,000.00	1,920,963.58	9,135,229.73	9,016,770.27	50.33%
41000	LICENSES AND PERMITS							
41110	MARRIAGE LICENSES	2,000.00	0.00	2,000.00	165.02	1,259.04	740.96	62.95%
41---	LICENSES AND PERMITS	2,000.00	0.00	2,000.00	165.02	1,259.04	740.96	62.95%
43000	CHARGES FOR CURRENT SERVICES							
43511	TUITION - REGULAR DAY STUDENTS	291,850.00	0.00	291,850.00	-140.00	333,021.05	-41,171.05	114.11%
43990	OTHER CHARGES FOR SERVICES	73,000.00	0.00	73,000.00	50.00	58,315.00	14,685.00	79.88%
43---	CHARGES FOR CURRENT SERVICES	364,850.00	0.00	364,850.00	-90.00	391,336.05	-26,486.05	107.26%
44000	OTHER LOCAL REVENUES							
44110	INVESTMENT INCOME	150,000.00	0.00	150,000.00	34,358.40	299,391.17	-149,391.17	199.59%
44120	LEASE/RENTALS	10,000.00	0.00	10,000.00	0.00	700.00	9,300.00	7.00%
44130	SALE OF MATERIALS & SUPPLIES	17,500.00	0.00	17,500.00	0.00	202.34	17,297.66	1.16%
44146	E-RATE	439,267.00	0.00	439,267.00	31,664.80	279,800.80	159,466.20	63.70%
44170	MISCELLANEOUS REFUNDS / REIMBS	41,430.00	0.00	41,430.00	0.00	13,773.04	27,656.96	33.24%
44530	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
44570	CONTRIBUTIONS & GIFTS	106,771.00	0.00	106,771.00	0.00	14,376.00	92,395.00	13.46%
44990	OTHER LOCAL REVENUE	4,500.00	0.00	4,500.00	1,252.93	15,351.34	-10,851.34	341.14%
44---	OTHER LOCAL REVENUES	769,468.00	0.00	769,468.00	67,276.13	623,594.69	145,873.31	81.04%

Acct	Acct	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	Uncollected Revenue	Percent Collected
46000	STATE OF TENNESSEE							
46175	ON BEHALF CONTRIBUTION-GASB 24	250,000.00	0.00	250,000.00	0.00	0.00	250,000.00	0.00%
46510	TISA	26,619,678.00	0.00	26,619,678.00	2,621,798.63	18,773,511.87	7,846,166.13	70.52%
46513	TISA ON-BEHALF PAYMENTS	39,490.00	0.00	39,490.00	0.00	0.00	39,490.00	0.00%
46515	EARLY CHILDHOOD EDUCATION	455,950.00	11,340.44	467,290.44	39,403.59	142,568.38	324,722.06	30.51%
46550	DRIVER EDUCATION	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00	0.00%
46590	OTHER STATE EDUCATION FUNDS	1,657,512.00	74,600.00	1,732,112.00	49,831.37	852,088.89	880,023.11	49.19%
46596	PAID PARENTAL LEAVE	125,000.00	0.00	125,000.00	0.00	0.00	125,000.00	0.00%
46610	CAREER LADDER	22,684.00	0.00	22,684.00	0.00	12,473.25	10,210.75	54.99%
46790	OTHER VOCATIONAL	348,304.00	-1,329.90	346,974.10	56,565.94	101,669.72	245,304.38	29.30%
46980	OTHER STATE GRANTS	0.00	83,829.58	83,829.58	0.00	3,187.77	80,641.81	3.80%
46---	STATE OF TENNESSEE	29,533,618.00	168,440.12	29,702,058.12	2,767,599.53	19,885,499.88	9,816,558.24	66.95%
47000	FEDERAL GOVERNMENT							
47590	OTHER FEDERAL THROUGH STATE	136,008.00	-3,662.83	132,345.17	10,157.52	54,169.31	78,175.86	40.93%
47640	ROTC REIMBURSEMENT	35,025.00	0.00	35,025.00	3,084.37	21,590.59	13,434.41	61.64%
47---	FEDERAL GOVERNMENT	171,033.00	-3,662.83	167,370.17	13,241.89	75,759.90	91,610.27	45.26%
48000								
48990	OTHER REVENUE-GOVNTS-CITIZENS	75,000.00	0.00	75,000.00	0.00	4,066.67	70,933.33	5.42%
48---		75,000.00	0.00	75,000.00	0.00	4,066.67	70,933.33	5.42%
49000	OTHER SOURCES							
49810	CITY GENERAL FUND TRANSFERS	5,215,429.00	0.00	5,215,429.00	417,952.41	3,543,619.36	1,671,809.64	67.94%
49---	OTHER SOURCES	5,215,429.00	0.00	5,215,429.00	417,952.41	3,543,619.36	1,671,809.64	67.94%
Grand Revenue Totals		54,283,398.00	164,777.29	54,448,175.29	5,187,108.56	33,660,365.32	20,787,809.97	61.82%

Acct	Acct	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	Uncollected Revenue	Percent Collected
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Number of Accounts: 55

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

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
71100	REGULAR INSTRUCTION PROGRAM							
71100	116	TEACHERS	15,674,113.00	0.00	15,674,113.00	1,262,137.57	8,960,217.88	6,713,895.12
71100	117	CAREER LADDER PROGRAM	12,000.00	0.00	12,000.00	0.00	5,500.00	6,500.00
71100	128	HOMEBOUND TEACHERS	18,000.00	0.00	18,000.00	400.00	2,900.00	15,100.00
71100	163	EDUCATIONAL ASSISTANTS	752,597.00	-28,738.00	723,859.00	63,680.41	401,212.88	322,646.12
71100	188	BONUSES	440,000.00	0.00	440,000.00	0.00	442,000.00	-2,000.00
71100	189	OTHER SALARIES & WAGES	176,633.00	59,005.00	235,638.00	13,056.59	120,468.22	115,169.78
71100	195	CERTIFIED SUBSTITUTE TEACHERS	35,450.00	0.00	35,450.00	6,700.00	46,955.00	-11,505.00
71100	198	NON-CERTIFIED SUBSTITUTE TEACH	121,350.00	0.00	121,350.00	11,150.00	83,400.00	37,950.00
71100	201	SOCIAL SECURITY	1,028,726.00	1,578.00	1,030,304.00	80,437.75	599,893.70	430,410.30
71100	204	STATE RETIREMENT	1,112,600.00	1,145.00	1,113,745.00	87,719.31	653,013.32	460,731.68
71100	206	LIFE INSURANCE	9,851.00	-18.00	9,833.00	820.01	6,526.13	3,306.87
71100	207	MEDICAL INSURANCE	2,401,666.00	-5,235.00	2,396,431.00	196,666.00	1,563,455.44	832,975.56
71100	210	UNEMPLOYMENT COMPENSATION	20,000.00	0.00	20,000.00	0.00	441.28	19,558.72
71100	212	EMPLOYER MEDICARE	240,838.00	369.00	241,207.00	18,913.67	140,786.43	100,420.57
71100	215	ON BEHALF CONTRIBUTION-GASB 24	250,000.00	0.00	250,000.00	0.00	0.00	250,000.00
71100	217	SRT RETIREMENT	66,271.00	0.00	66,271.00	5,627.28	41,902.72	24,368.28
71100	330	OPERATING LEASE PAYMENTS	2,280.00	0.00	2,280.00	0.00	950.00	1,330.00
71100	356	TUITION	16,000.00	0.00	16,000.00	0.00	936.60	15,063.40
71100	399	OTHER CONTRACTED SERVICES	100,875.00	0.00	100,875.00	3.88	57,552.22	43,322.78
71100	429	INSTRUCTIONAL SUPPLIES & MATER	453,200.00	3,939.00	457,139.00	80.00	407,117.14	50,021.86
71100	430	ELECTRONIC TEXTBOOKS	0.00	0.00	0.00	0.00	3,250.00	-3,250.00
71100	449	TEXTBOOKS	298,000.00	0.00	298,000.00	0.00	262,395.18	35,604.82
71100	471	SOFTWARE	181,150.00	0.00	181,150.00	0.00	211,409.33	-30,259.33
71100	499	OTHER SUPPLIES & MATERIALS	47,000.00	0.00	47,000.00	0.00	14,531.27	32,468.73
71100	535	FEE WAIVERS	35,015.00	0.00	35,015.00	0.00	36,245.00	-1,230.00
71100	595	TISA ON-BEHALF PAYMENTS	29,490.00	0.00	29,490.00	0.00	0.00	29,490.00
71100	599	OTHER CHARGES	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
71100	722	REGULAR INSTRUCTION EQUIPMENT	5,900.00	0.00	5,900.00	0.00	1,396.00	4,504.00
7110-	---	REGULAR INSTRUCTION PROGRAM	23,536,005.00	32,045.00	23,568,050.00	1,747,392.47	14,064,455.74	9,503,594.26
71150	ALTERNATIVE INSTRUCTION PROGRA							
71150	116	TEACHERS	336,136.00	0.00	336,136.00	29,489.93	202,629.70	133,506.30
71150	188	BONUSES	8,000.00	0.00	8,000.00	0.00	10,000.00	-2,000.00
71150	195	CERTIFIED SUBSTITUTE TEACHERS	1,750.00	0.00	1,750.00	0.00	115.00	1,635.00
71150	198	NON-CERTIFIED SUBSTITUTE TEACH	1,125.00	0.00	1,125.00	0.00	1,150.00	-25.00
71150	201	SOCIAL SECURITY	20,560.00	0.00	20,560.00	1,783.82	12,922.89	7,637.11

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
71150		ALTERNATIVE INSTRUCTION PROGRA						
71150	204	STATE RETIREMENT	24,102.00	0.00	24,102.00	1,926.72	13,893.69	10,208.31
71150	206	LIFE INSURANCE	220.00	0.00	220.00	18.25	140.31	79.69
71150	207	MEDICAL INSURANCE	55,732.00	0.00	55,732.00	4,420.00	32,761.20	22,970.80
71150	212	EMPLOYER MEDICARE	4,810.00	0.00	4,810.00	417.19	3,022.33	1,787.67
71150	217	SRT RETIREMENT	1,921.00	0.00	1,921.00	102.44	739.30	1,181.70
7115-	---	ALTERNATIVE INSTRUCTION PROGRA	454,356.00	0.00	454,356.00	38,158.35	277,374.42	176,981.58
71200		SPECIAL EDUCATION PROGRAM						
71200	116	TEACHERS	1,740,187.00	1,583.00	1,741,770.00	143,764.32	1,011,851.38	729,918.62
71200	117	CAREER LADDER PROGRAM	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
71200	128	HOMEBOUND TEACHERS	18,500.00	0.00	18,500.00	1,112.50	10,287.50	8,212.50
71200	163	EDUCATIONAL ASSISTANTS	119,494.00	-4,239.83	115,254.17	9,244.93	51,824.56	63,429.61
71200	171	SPEECH PATHOLOGIST	253,790.00	0.00	253,790.00	19,230.67	130,028.74	123,761.26
71200	188	BONUSES	64,000.00	0.00	64,000.00	0.00	60,000.00	4,000.00
71200	195	CERTIFIED SUBSTITUTE TEACHERS	5,001.00	0.00	5,001.00	662.50	7,692.50	-2,691.50
71200	198	NON-CERTIFIED SUBSTITUTE TEACH	24,999.00	0.00	24,999.00	1,700.00	14,500.00	10,499.00
71200	201	SOCIAL SECURITY	133,622.00	293.00	133,915.00	10,387.68	76,622.33	57,292.67
71200	204	STATE RETIREMENT	142,002.00	765.00	142,767.00	11,517.70	84,384.85	58,382.15
71200	206	LIFE INSURANCE	1,305.00	0.00	1,305.00	109.50	864.35	440.65
71200	207	MEDICAL INSURANCE	289,240.00	-2,133.00	287,107.00	27,847.00	207,021.08	80,085.92
71200	212	EMPLOYER MEDICARE	31,249.00	69.00	31,318.00	2,431.49	17,944.94	13,373.06
71200	217	SRT RETIREMENT	10,008.00	0.00	10,008.00	928.11	6,546.72	3,461.28
71200	312	CONTRACTS W/PRIVATE AGENCIES	4,000.00	0.00	4,000.00	0.00	1,500.00	2,500.00
71200	336	MAINT & REPAIR SERVICES-EQUIP	900.00	0.00	900.00	0.00	912.00	-12.00
71200	399	OTHER CONTRACTED SERVICES	0.00	0.00	0.00	1,080.00	1,440.00	-1,440.00
71200	429	INSTRUCTIONAL SUPPLIES & MATER	17,325.00	2,445.44	19,770.44	0.00	6,318.49	13,451.95
71200	499	OTHER SUPPLIES & MATERIALS	6,000.00	0.00	6,000.00	0.00	251.78	5,748.22
71200	595	TISA ON-BEHALF PAYMENTS	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
71200	599	OTHER CHARGES	10,500.00	0.00	10,500.00	90.87	932.07	9,567.93
71200	725	SPECIAL EDUCATION EQUIPMENT	9,000.00	5,000.00	14,000.00	0.00	9,720.74	4,279.26
7120-	---	SPECIAL EDUCATION PROGRAM	2,892,122.00	3,782.61	2,895,904.61	230,107.27	1,700,644.03	1,195,260.58

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
71300 VOCATIONAL EDUCATION PROGRAM								
71300	116	TEACHERS	1,182,081.00	0.00	1,182,081.00	97,937.33	690,497.68	491,583.32
71300	117	CAREER LADDER PROGRAM	2,000.00	0.00	2,000.00	0.00	1,000.00	1,000.00
71300	188	BONUSES	34,000.00	0.00	34,000.00	0.00	34,000.00	0.00
71300	189	OTHER SALARIES & WAGES	21,654.00	2,610.00	24,264.00	1,954.50	20,198.17	4,065.83
71300	195	CERTIFIED SUBSTITUTE TEACHERS	2,000.00	0.00	2,000.00	2,225.00	9,045.00	-7,045.00
71300	198	NON-CERTIFIED SUBSTITUTE TEACH	9,000.00	0.00	9,000.00	2,200.00	11,500.00	-2,500.00
71300	201	SOCIAL SECURITY	75,209.00	161.00	75,370.00	6,195.67	45,897.87	29,472.13
71300	204	STATE RETIREMENT	85,931.00	134.00	86,065.00	6,834.60	51,561.26	34,503.74
71300	206	LIFE INSURANCE	748.00	0.00	748.00	62.05	496.40	251.60
71300	207	MEDICAL INSURANCE	151,870.00	0.00	151,870.00	13,004.00	100,288.00	51,582.00
71300	212	EMPLOYER MEDICARE	17,595.00	35.00	17,630.00	1,467.93	10,812.00	6,818.00
71300	217	SRT RETIREMENT	6,504.00	28.00	6,532.00	487.17	3,882.84	2,649.16
71300	336	MAINT & REPAIR SERVICES-EQUIP	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
71300	399	OTHER CONTRACTED SERVICES	4,000.00	0.00	4,000.00	155.00	647.20	3,352.80
71300	429	INSTRUCTIONAL SUPPLIES & MATER	0.00	14,140.51	14,140.51	3,140.14	15,933.53	-1,793.02
71300	499	OTHER SUPPLIES & MATERIALS	100.00	0.00	100.00	0.00	0.00	100.00
71300	599	OTHER CHARGES	50,722.00	-48,722.00	2,000.00	0.00	490.07	1,509.93
71300	730	VOCATIONAL INSTR EQUIPMENT	3,000.00	10,000.00	13,000.00	0.00	4,848.24	8,151.76
7130-	---	VOCATIONAL EDUCATION PROGRAM	1,647,914.00	-21,613.49	1,626,300.51	135,663.39	1,001,098.26	625,202.25
71400 STUDENT BODY EDUCATION PROGRAM								
71400	189	OTHER SALARIES & WAGES	618,684.00	0.00	618,684.00	39,697.08	327,690.06	290,993.94
71400	201	SOCIAL SECURITY	34,978.00	0.00	34,978.00	2,318.98	18,660.94	16,317.06
71400	204	STATE RETIREMENT	32,998.00	0.00	32,998.00	2,272.62	18,770.76	14,227.24
71400	206	LIFE INSURANCE	44.00	0.00	44.00	3.65	29.20	14.80
71400	207	MEDICAL INSURANCE	15,768.00	0.00	15,768.00	1,340.00	10,330.00	5,438.00
71400	212	EMPLOYER MEDICARE	8,615.00	0.00	8,615.00	551.41	4,584.02	4,030.98
71400	217	SRT RETIREMENT	1,344.00	0.00	1,344.00	116.22	840.67	503.33
71400	399	OTHER CONTRACTED SERVICES	10,000.00	0.00	10,000.00	720.00	4,332.00	5,668.00
71400	499	OTHER SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	3,652.95	-3,652.95
71400	599	OTHER CHARGES	90,250.00	0.00	90,250.00	635.00	98,409.55	-8,159.55
7140-	---	STUDENT BODY EDUCATION PROGRAM	812,681.00	0.00	812,681.00	47,654.96	487,300.15	325,380.85

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72110		ATTENDANCE						
72110	105	SUPERVISOR/DIRECTOR	98,479.00	0.00	98,479.00	8,208.82	65,668.31	32,810.69
72110	162	CLERICAL PERSONNEL	33,987.00	0.00	33,987.00	2,907.56	16,760.10	17,226.90
72110	189	OTHER SALARIES & WAGES	59,466.00	0.00	59,466.00	4,955.50	39,644.00	19,822.00
72110	201	SOCIAL SECURITY	11,463.00	0.00	11,463.00	958.73	7,279.69	4,183.31
72110	204	STATE RETIREMENT	11,766.00	0.00	11,766.00	1,255.76	7,687.22	4,078.78
72110	206	LIFE INSURANCE	88.00	0.00	88.00	10.04	61.14	26.86
72110	207	MEDICAL INSURANCE	24,396.00	0.00	24,396.00	2,667.51	16,581.26	7,814.74
72110	212	EMPLOYER MEDICARE	2,681.00	0.00	2,681.00	224.22	1,702.50	978.50
72110	399	OTHER CONTRACTED SERVICES	4,800.00	0.00	4,800.00	0.00	4,858.00	-58.00
72110	471	SOFTWARE	31,250.00	0.00	31,250.00	0.00	34,966.89	-3,716.89
72110	499	OTHER SUPPLIES & MATERIALS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
72110	524	IN-SERVICE/STAFF DEVELOPMENT	2,000.00	0.00	2,000.00	0.00	1,034.10	965.90
7211-	---	ATTENDANCE	281,876.00	0.00	281,876.00	21,188.14	196,243.21	85,632.79
72120		HEALTH SERVICES						
72120	105	SUPERVISOR/DIRECTOR	67,448.00	0.00	67,448.00	7,086.99	49,608.93	17,839.07
72120	131	MEDICAL PERSONNEL	356,619.00	0.00	356,619.00	31,121.27	208,029.84	148,589.16
72120	188	BONUSES	0.00	0.00	0.00	0.00	1,750.00	-1,750.00
72120	201	SOCIAL SECURITY	25,638.00	0.00	25,638.00	2,280.04	15,554.73	10,083.27
72120	204	STATE RETIREMENT	30,302.00	0.00	30,302.00	2,880.58	19,450.68	10,851.32
72120	206	LIFE INSURANCE	440.00	0.00	440.00	36.50	292.00	148.00
72120	207	MEDICAL INSURANCE	98,832.00	0.00	98,832.00	8,385.00	64,674.00	34,158.00
72120	212	EMPLOYER MEDICARE	5,995.00	0.00	5,995.00	535.52	3,659.67	2,335.33
72120	217	SRT RETIREMENT	3,165.00	0.00	3,165.00	312.72	2,098.79	1,066.21
72120	320	DUES & MEMBERSHIPS	300.00	0.00	300.00	0.00	50.00	250.00
72120	355	TRAVEL	50.00	0.00	50.00	10.15	42.42	7.58
72120	399	OTHER CONTRACTED SERVICES	4,500.00	0.00	4,500.00	515.82	2,227.41	2,272.59
72120	413	DRUGS & MEDICAL SUPPLIES	10,290.00	0.00	10,290.00	530.29	4,308.85	5,981.15
72120	471	SOFTWARE	9,525.00	0.00	9,525.00	0.00	9,350.00	175.00
72120	499	OTHER SUPPLIES & MATERIALS	13,250.00	0.00	13,250.00	2,619.83	7,118.20	6,131.80
72120	524	IN-SERVICE/STAFF DEVELOPMENT	4,550.00	0.00	4,550.00	0.00	2,874.86	1,675.14
72120	735	HEALTH EQUIPMENT	500.00	0.00	500.00	0.00	0.00	500.00
7212-	---	HEALTH SERVICES	631,404.00	0.00	631,404.00	56,314.71	391,090.38	240,313.62

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72130		OTHER STUDENT SUPPORT						
72130	117	CAREER LADDER PROGRAM	1,000.00	0.00	1,000.00	0.00	500.00	500.00
72130	123	GUIDANCE PERSONNEL	910,716.00	0.00	910,716.00	75,409.58	518,964.86	391,751.14
72130	161	SECRETARY(S)	110,612.00	0.00	110,612.00	9,463.50	71,968.51	38,643.49
72130	188	BONUSES	32,000.00	0.00	32,000.00	0.00	32,000.00	0.00
72130	189	OTHER SALARIES & WAGES	169,124.00	0.00	169,124.00	5,979.75	49,640.53	119,483.47
72130	201	SOCIAL SECURITY	71,524.00	0.00	71,524.00	5,216.79	38,961.07	32,562.93
72130	204	STATE RETIREMENT	84,767.00	0.00	84,767.00	6,547.34	48,250.08	36,516.92
72130	206	LIFE INSURANCE	785.00	0.00	785.00	62.05	494.28	290.72
72130	207	MEDICAL INSURANCE	201,316.00	0.00	201,316.00	16,097.00	124,572.66	76,743.34
72130	212	EMPLOYER MEDICARE	17,068.00	0.00	17,068.00	1,220.05	9,111.92	7,956.08
72130	217	SRT RETIREMENT	5,504.00	0.00	5,504.00	503.34	3,595.08	1,908.92
72130	307	COMMUNICATION	600.00	0.00	600.00	0.00	312.79	287.21
72130	322	EVALUATION & TESTING	121,100.00	0.00	121,100.00	0.00	85,686.32	35,413.68
72130	355	TRAVEL	11,500.00	0.00	11,500.00	0.00	559.00	10,941.00
72130	399	OTHER CONTRACTED SERVICES	72,500.00	2,367.00	74,867.00	635.17	26,239.09	48,627.91
72130	471	SOFTWARE	16,056.00	0.00	16,056.00	0.00	0.00	16,056.00
72130	499	OTHER SUPPLIES & MATERIALS	24,600.00	820.77	25,420.77	142.69	15,277.60	10,143.17
72130	524	IN-SERVICE/STAFF DEVELOPMENT	23,700.00	0.00	23,700.00	1,420.60	6,686.65	17,013.35
72130	790	OTHER EQUIPMENT	17,000.00	0.00	17,000.00	0.00	15,860.24	1,139.76
7213-	---	OTHER STUDENT SUPPORT	1,891,472.00	3,187.77	1,894,659.77	122,697.86	1,048,680.68	845,979.09
72210		REGULAR INSTRUCTION PROGRAM						
72210	105	SUPERVISOR/DIRECTOR	326,931.00	0.00	326,931.00	27,245.76	217,964.58	108,966.42
72210	117	CAREER LADDER PROGRAM	1,000.00	0.00	1,000.00	0.00	500.00	500.00
72210	129	LIBRARIAN(S)	604,708.00	0.00	604,708.00	50,039.45	363,946.23	240,761.77
72210	136	AUDIOVISUAL PERSONNEL	64,206.00	0.00	64,206.00	5,350.50	42,804.00	21,402.00
72210	161	SECRETARY(S)	120,886.00	0.00	120,886.00	9,727.38	79,306.55	41,579.45
72210	172	INSTRUCTIONAL COACHES	215,290.00	0.00	215,290.00	17,977.68	125,888.76	89,401.24
72210	188	BONUSES	28,000.00	0.00	28,000.00	0.00	28,000.00	0.00
72210	189	OTHER SALARIES & WAGES	76,622.00	0.00	76,622.00	7,504.75	68,621.23	8,000.77
72210	195	CERTIFIED SUBSTITUTE TEACHERS	1,500.00	0.00	1,500.00	977.50	2,357.50	-857.50
72210	196	IN-SERVICE TRAINING	15,000.00	0.00	15,000.00	200.00	8,840.00	6,160.00
72210	198	NON-CERTIFIED SUBSTITUTE TEACH	3,000.00	0.00	3,000.00	50.00	2,050.00	950.00
72210	201	SOCIAL SECURITY	86,221.00	0.00	86,221.00	7,026.92	55,513.13	30,707.87
72210	204	STATE RETIREMENT	95,573.00	0.00	95,573.00	7,622.75	62,635.13	32,937.87
72210	206	LIFE INSURANCE	788.00	0.00	788.00	62.41	545.94	242.06

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72210 REGULAR INSTRUCTION PROGRAM								
72210	207	MEDICAL INSURANCE	205,051.00	0.00	205,051.00	19,122.80	153,509.12	51,541.88
72210	212	EMPLOYER MEDICARE	20,168.00	0.00	20,168.00	1,643.37	12,995.74	7,172.26
72210	217	SRT RETIREMENT	1,397.00	0.00	1,397.00	179.66	1,168.72	228.28
72210	307	COMMUNICATION	660.00	0.00	660.00	0.00	266.86	393.14
72210	355	TRAVEL	1,500.00	0.00	1,500.00	0.00	365.17	1,134.83
72210	399	OTHER CONTRACTED SERVICES	98,200.00	-70,000.00	28,200.00	0.00	17,689.16	10,510.84
72210	471	SOFTWARE	20,750.00	0.00	20,750.00	0.00	11,808.20	8,941.80
72210	499	OTHER SUPPLIES & MATERIALS	1,700.00	0.00	1,700.00	0.00	1,170.35	529.65
72210	524	IN-SERVICE/STAFF DEVELOPMENT	88,600.00	0.00	88,600.00	2,028.57	28,599.73	60,000.27
72210	599	OTHER CHARGES	13,500.00	0.00	13,500.00	458.04	7,630.58	5,869.42
72210	790	OTHER EQUIPMENT	3,000.00	0.00	3,000.00	0.00	1,796.00	1,204.00
7221-	---	REGULAR INSTRUCTION PROGRAM	2,094,251.00	-70,000.00	2,024,251.00	157,217.54	1,295,972.68	728,278.32
72220 SPECIAL EDUCATION PROGRAM								
72220	105	SUPERVISOR/DIRECTOR	109,566.00	0.00	109,566.00	9,133.50	73,065.00	36,501.00
72220	124	PSYCHOLOGICAL PERSONNEL	84,552.00	0.00	84,552.00	7,046.17	49,338.19	35,213.81
72220	135	ASSESSMENT PERSONNEL	92,486.00	0.00	92,486.00	3,215.02	29,310.86	63,175.14
72220	161	SECRETARY(S)	24,817.00	0.00	24,817.00	1,901.70	16,428.60	8,388.40
72220	188	BONUSES	6,000.00	0.00	6,000.00	0.00	6,000.00	0.00
72220	189	OTHER SALARIES & WAGES	142,462.00	0.00	142,462.00	12,415.34	87,572.72	54,889.28
72220	196	IN-SERVICE TRAINING	0.00	0.00	0.00	0.00	50.00	-50.00
72220	201	SOCIAL SECURITY	28,291.00	0.00	28,291.00	2,012.28	15,691.46	12,599.54
72220	204	STATE RETIREMENT	28,975.00	0.00	28,975.00	2,393.56	18,388.96	10,586.04
72220	206	LIFE INSURANCE	246.00	0.00	246.00	20.44	159.92	86.08
72220	207	MEDICAL INSURANCE	52,282.00	0.00	52,282.00	5,089.80	37,892.79	14,389.21
72220	212	EMPLOYER MEDICARE	6,618.00	0.00	6,618.00	470.63	3,669.80	2,948.20
72220	217	SRT RETIREMENT	874.00	0.00	874.00	71.17	523.95	350.05
72220	308	CONSULTANTS	500.00	0.00	500.00	0.00	0.00	500.00
72220	312	CONTRACTS W/PRIVATE AGENCIES	130,000.00	0.00	130,000.00	9,066.22	54,654.58	75,345.42
72220	355	TRAVEL	0.00	0.00	0.00	0.00	279.72	-279.72
72220	499	OTHER SUPPLIES & MATERIALS	15,000.00	0.00	15,000.00	616.00	5,125.14	9,874.86
72220	524	IN-SERVICE/STAFF DEVELOPMENT	1,000.00	3,895.00	4,895.00	0.00	3,985.00	910.00
72220	790	OTHER EQUIPMENT	3,000.00	0.00	3,000.00	0.00	2,480.11	519.89
7222-	---	SPECIAL EDUCATION PROGRAM	726,669.00	3,895.00	730,564.00	53,451.83	404,616.80	325,947.20

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72230 VOCATIONAL EDUCATION PROGRAM								
72230	105	SUPERVISOR/DIRECTOR	119,279.00	-600.00	118,679.00	12,349.92	98,949.36	19,729.64
72230	117	CAREER LADDER PROGRAM	1,000.00	0.00	1,000.00	0.00	500.00	500.00
72230	189	OTHER SALARIES & WAGES	58,815.00	0.00	58,815.00	6,655.92	46,591.44	12,223.56
72230	201	SOCIAL SECURITY	11,063.00	-37.00	11,026.00	1,156.06	8,897.88	2,128.12
72230	204	STATE RETIREMENT	10,682.00	-35.00	10,647.00	1,244.40	9,460.88	1,186.12
72230	206	LIFE INSURANCE	84.00	0.00	84.00	7.30	54.75	29.25
72230	207	MEDICAL INSURANCE	18,004.00	0.00	18,004.00	1,586.00	11,477.00	6,527.00
72230	212	EMPLOYER MEDICARE	2,589.00	-9.00	2,580.00	270.37	2,080.93	499.07
72230	217	SRT RETIREMENT	0.00	0.00	0.00	67.22	470.56	-470.56
72230	307	COMMUNICATION	500.00	0.00	500.00	0.00	291.00	209.00
72230	499	OTHER SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	485.18	-485.18
72230	524	IN-SERVICE/STAFF DEVELOPMENT	2,000.00	9,031.59	11,031.59	107.30	7,488.77	3,542.82
72230	599	OTHER CHARGES	200.00	0.00	200.00	0.00	0.00	200.00
7223-	---	VOCATIONAL EDUCATION PROGRAM	224,216.00	8,350.59	232,566.59	23,444.49	186,747.75	45,818.84
72250 EDUCATION TECHNOLOGY								
72250	105	SUPERVISOR/DIRECTOR	126,188.00	0.00	126,188.00	10,518.67	84,161.36	42,026.64
72250	161	SECRETARY(S)	43,985.00	0.00	43,985.00	3,370.50	27,604.39	16,380.61
72250	189	OTHER SALARIES & WAGES	584,390.00	0.00	584,390.00	48,360.17	387,782.99	196,607.01
72250	201	SOCIAL SECURITY	45,136.00	0.00	45,136.00	3,678.68	29,653.65	15,482.35
72250	204	STATE RETIREMENT	98,719.00	0.00	98,719.00	8,173.30	65,502.09	33,216.91
72250	206	LIFE INSURANCE	484.00	0.00	484.00	40.15	321.20	162.80
72250	207	MEDICAL INSURANCE	115,144.00	0.00	115,144.00	10,366.00	77,055.00	38,089.00
72250	212	EMPLOYER MEDICARE	10,557.00	0.00	10,557.00	860.33	6,935.18	3,621.82
72250	307	COMMUNICATION	4,500.00	0.00	4,500.00	0.00	1,706.16	2,793.84
72250	330	OPERATING LEASE PAYMENTS	840.00	0.00	840.00	42.01	254.83	585.17
72250	350	INTERNET CONNECTIVITY	483,050.00	0.00	483,050.00	40,098.78	280,433.05	202,616.95
72250	399	OTHER CONTRACTED SERVICES	103,540.00	0.00	103,540.00	335.98	24,480.89	79,059.11
72250	471	SOFTWARE	71,308.00	0.00	71,308.00	0.00	25,069.77	46,238.23
72250	499	OTHER SUPPLIES & MATERIALS	15,000.00	0.00	15,000.00	491.17	7,152.82	7,847.18
72250	524	IN-SERVICE/STAFF DEVELOPMENT	10,000.00	0.00	10,000.00	600.00	6,847.20	3,152.80
72250	790	OTHER EQUIPMENT	68,286.00	0.00	68,286.00	10,760.13	87,230.59	-18,944.59
7225-	---	EDUCATION TECHNOLOGY	1,781,127.00	0.00	1,781,127.00	137,695.87	1,112,191.17	668,935.83

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72310		BOARD OF EDUCATION						
72310	118	SECRETARY TO BOARD	3,132.00	0.00	3,132.00	261.00	2,088.00	1,044.00
72310	201	SOCIAL SECURITY	194.00	0.00	194.00	15.95	127.88	66.12
72310	204	STATE RETIREMENT	565.00	0.00	565.00	47.08	376.64	188.36
72310	207	MEDICAL INSURANCE	0.00	0.00	0.00	836.51	836.51	-836.51
72310	212	EMPLOYER MEDICARE	45.00	0.00	45.00	3.73	29.90	15.10
72310	305	AUDIT SERVICES	49,330.00	0.00	49,330.00	0.00	53,064.00	-3,734.00
72310	320	DUES & MEMBERSHIPS	12,000.00	0.00	12,000.00	0.00	6,993.00	5,007.00
72310	331	LEGAL SERVICES	30,000.00	0.00	30,000.00	5,457.00	52,610.80	-22,610.80
72310	399	OTHER CONTRACTED SERVICES	15,400.00	0.00	15,400.00	0.00	14,333.78	1,066.22
72310	499	OTHER SUPPLIES & MATERIALS	2,000.00	0.00	2,000.00	0.00	532.80	1,467.20
72310	506	LIABILITY INSURANCE	111,500.00	0.00	111,500.00	0.00	126,564.00	-15,064.00
72310	510	TRUSTEE'S COMMISSIONS	300,000.00	0.00	300,000.00	31,310.99	137,995.24	162,004.76
72310	513	WORKER'S COMPENSATION INSURANC	100,000.00	0.00	100,000.00	0.00	95,384.05	4,615.95
72310	524	IN-SERVICE/STAFF DEVELOPMENT	10,000.00	0.00	10,000.00	0.00	13,469.14	-3,469.14
72310	533	CRIMINAL INVESTIGATION OF APPL	34,500.00	0.00	34,500.00	310.35	10,646.30	23,853.70
72310	599	OTHER CHARGES	32,000.00	0.00	32,000.00	2,280.04	22,971.60	9,028.40
72310	701	ADMINISTRATION EQUIPMENT	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
7231-	---	BOARD OF EDUCATION	702,666.00	0.00	702,666.00	40,522.65	538,023.64	164,642.36
72320		OFFICE OF SUPERINTENDENT						
72320	101	COUNTY OFFICIAL/ADMINISTRATIVE	186,583.00	0.00	186,583.00	15,548.60	124,388.80	62,194.20
72320	161	SECRETARY(S)	57,347.00	0.00	57,347.00	4,809.19	40,004.51	17,342.49
72320	201	SOCIAL SECURITY	14,429.00	0.00	14,429.00	1,212.98	9,541.18	4,887.82
72320	204	STATE RETIREMENT	21,024.00	0.00	21,024.00	1,756.98	14,332.52	6,691.48
72320	206	LIFE INSURANCE	88.00	0.00	88.00	7.30	58.40	29.60
72320	207	MEDICAL INSURANCE	18,672.00	0.00	18,672.00	2,235.00	12,881.00	5,791.00
72320	212	EMPLOYER MEDICARE	3,527.00	0.00	3,527.00	283.68	2,366.16	1,160.84
72320	307	COMMUNICATION	17,500.00	0.00	17,500.00	726.05	6,492.38	11,007.62
72320	320	DUES & MEMBERSHIPS	5,125.00	0.00	5,125.00	471.00	4,021.00	1,104.00
72320	330	OPERATING LEASE PAYMENTS	2,750.00	0.00	2,750.00	97.02	647.23	2,102.77
72320	336	MAINT & REPAIR SERVICES-EQUIP	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
72320	348	POSTAL CHARGES	12,000.00	0.00	12,000.00	43.78	8,869.55	3,130.45
72320	399	OTHER CONTRACTED SERVICES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
72320	435	OFFICE SUPPLIES	18,000.00	0.00	18,000.00	-292.63	9,692.24	8,307.76
72320	499	OTHER SUPPLIES & MATERIALS	4,000.00	0.00	4,000.00	31.99	627.64	3,372.36
72320	524	IN-SERVICE/STAFF DEVELOPMENT	6,000.00	0.00	6,000.00	537.00	6,538.30	-538.30

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72320		OFFICE OF SUPERINTENDENT						
72320	599	OTHER CHARGES	500.00	0.00	500.00	0.00	539.16	-39.16
72320	701	ADMINISTRATION EQUIPMENT	3,000.00	0.00	3,000.00	0.00	1,678.00	1,322.00
7232-	---	OFFICE OF SUPERINTENDENT	373,045.00	0.00	373,045.00	27,467.94	242,678.07	130,366.93
72410		OFFICE OF PRINCIPAL						
72410	104	PRINCIPAL(S)	983,795.00	0.00	983,795.00	80,095.13	641,299.22	342,495.78
72410	117	CAREER LADDER PROGRAM	3,000.00	0.00	3,000.00	0.00	1,500.00	1,500.00
72410	119	ACCOUNTANTS/BOOKKEEPERS	202,245.00	0.00	202,245.00	16,248.30	140,460.66	61,784.34
72410	139	ASSISTANT PRINCIPAL(S)	925,567.00	0.00	925,567.00	77,189.69	608,676.35	316,890.65
72410	161	SECRETARY(S)	538,598.00	0.00	538,598.00	44,972.91	314,393.72	224,204.28
72410	162	CLERICAL PERSONNEL	11,025.00	0.00	11,025.00	0.00	0.00	11,025.00
72410	188	BONUSES	2,000.00	0.00	2,000.00	0.00	2,000.00	0.00
72410	189	OTHER SALARIES & WAGES	531,798.00	0.00	531,798.00	52,079.06	311,801.26	219,996.74
72410	201	SOCIAL SECURITY	190,778.00	0.00	190,778.00	15,974.41	119,679.77	71,098.23
72410	204	STATE RETIREMENT	221,000.00	0.00	221,000.00	17,899.07	134,873.58	86,126.42
72410	206	LIFE INSURANCE	1,760.00	0.00	1,760.00	140.89	1,128.66	631.34
72410	207	MEDICAL INSURANCE	401,094.00	0.00	401,094.00	35,597.00	269,669.00	131,425.00
72410	212	EMPLOYER MEDICARE	43,980.00	0.00	43,980.00	3,735.99	28,016.91	15,963.09
72410	217	SRT RETIREMENT	3,558.00	0.00	3,558.00	196.68	1,573.44	1,984.56
72410	307	COMMUNICATION	67,175.00	0.00	67,175.00	5,417.57	36,844.09	30,330.91
72410	320	DUES & MEMBERSHIPS	6,500.00	0.00	6,500.00	0.00	6,500.00	0.00
72410	330	OPERATING LEASE PAYMENTS	54,840.00	0.00	54,840.00	4,335.92	25,228.15	29,611.85
72410	399	OTHER CONTRACTED SERVICES	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
72410	499	OTHER SUPPLIES & MATERIALS	1,000.00	0.00	1,000.00	0.00	49.99	950.01
72410	524	IN-SERVICE/STAFF DEVELOPMENT	400.00	0.00	400.00	0.00	0.00	400.00
72410	599	OTHER CHARGES	400.00	0.00	400.00	0.00	0.00	400.00
7241-	---	OFFICE OF PRINCIPAL	4,192,513.00	0.00	4,192,513.00	353,882.62	2,643,694.80	1,548,818.20
72510		FISCAL SERVICES						
72510	105	SUPERVISOR/DIRECTOR	119,383.00	0.00	119,383.00	83,740.13	212,341.47	-92,958.47
72510	119	ACCOUNTANTS/BOOKKEEPERS	84,211.00	0.00	84,211.00	0.00	5,263.18	78,947.82
72510	161	SECRETARY(S)	155,144.00	0.00	155,144.00	12,174.86	97,403.21	57,740.79
72510	201	SOCIAL SECURITY	21,997.00	0.00	21,997.00	5,930.98	19,398.24	2,598.76
72510	204	STATE RETIREMENT	49,360.00	0.00	49,360.00	2,651.75	33,406.17	15,953.83

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72510		FISCAL SERVICES						
72510	206	LIFE INSURANCE	238.00	0.00	238.00	19.71	157.68	80.32
72510	207	MEDICAL INSURANCE	50,398.00	0.00	50,398.00	4,282.20	33,026.40	17,371.60
72510	212	EMPLOYER MEDICARE	5,145.00	0.00	5,145.00	1,387.08	4,536.64	608.36
72510	320	DUES & MEMBERSHIPS	1,800.00	0.00	1,800.00	779.00	1,889.00	-89.00
72510	399	OTHER CONTRACTED SERVICES	22,600.00	0.00	22,600.00	0.00	10,074.79	12,525.21
72510	411	DATA PROCESSING SUPPLIES	1,000.00	0.00	1,000.00	-360.83	336.75	663.25
72510	471	SOFTWARE	38,000.00	0.00	38,000.00	0.00	0.00	38,000.00
72510	499	OTHER SUPPLIES & MATERIALS	1,000.00	0.00	1,000.00	43.40	73.39	926.61
72510	524	IN-SERVICE/STAFF DEVELOPMENT	8,000.00	0.00	8,000.00	110.00	4,591.24	3,408.76
72510	701	ADMINISTRATION EQUIPMENT	9,000.00	0.00	9,000.00	0.00	679.00	8,321.00
7251-	---	FISCAL SERVICES	567,276.00	0.00	567,276.00	110,758.28	423,177.16	144,098.84
72520		HUMAN SERVICES(RESOURCES)/PERS						
72520	105	SUPERVISOR/DIRECTOR	120,373.00	0.00	120,373.00	10,034.09	80,269.72	40,103.28
72520	161	SECRETARY(S)	51,326.00	0.00	51,326.00	4,355.80	35,043.06	16,282.94
72520	189	OTHER SALARIES & WAGES	72,281.00	0.00	72,281.00	6,023.42	48,187.36	24,093.64
72520	201	SOCIAL SECURITY	14,845.00	0.00	14,845.00	1,238.17	9,916.22	4,928.78
72520	204	STATE RETIREMENT	36,575.00	0.00	36,575.00	3,062.22	24,533.22	12,041.78
72520	206	LIFE INSURANCE	132.00	0.00	132.00	10.95	87.60	44.40
72520	207	MEDICAL INSURANCE	18,664.00	0.00	18,664.00	1,586.00	12,232.00	6,432.00
72520	212	EMPLOYER MEDICARE	3,473.00	0.00	3,473.00	289.57	2,319.13	1,153.87
72520	302	ADVERTISING	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
72520	320	DUES & MEMBERSHIPS	700.00	0.00	700.00	0.00	250.00	450.00
72520	355	TRAVEL	100.00	0.00	100.00	0.00	227.14	-127.14
72520	399	OTHER CONTRACTED SERVICES	5,000.00	0.00	5,000.00	0.00	13.20	4,986.80
72520	471	SOFTWARE	4,750.00	0.00	4,750.00	0.00	5,195.06	-445.06
72520	499	OTHER SUPPLIES & MATERIALS	14,000.00	0.00	14,000.00	0.00	7,214.49	6,785.51
72520	524	IN-SERVICE/STAFF DEVELOPMENT	8,500.00	0.00	8,500.00	200.00	6,027.52	2,472.48
72520	599	OTHER CHARGES	4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
72520	701	ADMINISTRATION EQUIPMENT	2,000.00	0.00	2,000.00	0.00	2,716.00	-716.00
7252-	---	HUMAN SERVICES(RESOURCES)/PERS	358,719.00	0.00	358,719.00	26,800.22	234,231.72	124,487.28

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72610 OPERATION OF PLANT								
72610	105	SUPERVISOR/DIRECTOR	58,554.00	0.00	58,554.00	4,880.96	39,086.18	19,467.82
72610	166	CUSTODIAL PERSONNEL	1,594,741.00	0.00	1,594,741.00	114,689.17	962,397.24	632,343.76
72610	189	OTHER SALARIES & WAGES	69,779.00	0.00	69,779.00	5,567.92	45,118.74	24,660.26
72610	201	SOCIAL SECURITY	105,042.00	0.00	105,042.00	7,590.99	63,482.16	41,559.84
72610	204	STATE RETIREMENT	129,356.00	0.00	129,356.00	9,736.74	81,998.54	47,357.46
72610	206	LIFE INSURANCE	1,726.00	0.00	1,726.00	143.53	1,118.95	607.05
72610	207	MEDICAL INSURANCE	340,994.00	0.00	340,994.00	29,823.50	221,247.47	119,746.53
72610	212	EMPLOYER MEDICARE	24,566.00	0.00	24,566.00	1,775.32	14,846.31	9,719.69
72610	336	MAINT & REPAIR SERVICES-EQUIP	3,500.00	0.00	3,500.00	0.00	904.70	2,595.30
72610	351	RENTALS	15,000.00	0.00	15,000.00	2,109.77	5,432.23	9,567.77
72610	359	DISPOSAL FEES	61,000.00	0.00	61,000.00	4,590.85	33,918.86	27,081.14
72610	399	OTHER CONTRACTED SERVICES	95,495.00	0.00	95,495.00	7,101.00	54,166.63	41,328.37
72610	410	CUSTODIAL SUPPLIES	136,000.00	0.00	136,000.00	4,900.88	73,752.39	62,247.61
72610	415	ELECTRICITY	1,085,500.00	0.00	1,085,500.00	98,874.37	615,187.76	470,312.24
72610	434	NATURAL GAS	157,200.00	0.00	157,200.00	37,496.93	105,244.68	51,955.32
72610	454	WATER & SEWER	101,900.00	0.00	101,900.00	8,444.31	53,863.09	48,036.91
72610	471	SOFTWARE	39,050.00	0.00	39,050.00	0.00	9,049.45	30,000.55
72610	499	OTHER SUPPLIES & MATERIALS	34,590.00	0.00	34,590.00	6,640.58	27,180.34	7,409.66
72610	720	PLANT OPERATION EQUIPMENT	5,000.00	0.00	5,000.00	0.00	1,234.60	3,765.40
7261-	---	OPERATION OF PLANT	4,058,993.00	0.00	4,058,993.00	344,366.82	2,409,230.32	1,649,762.68
72620 MAINTENANCE OF PLANT								
72620	105	SUPERVISOR/DIRECTOR	58,554.00	0.00	58,554.00	4,880.96	39,046.18	19,507.82
72620	161	SECRETARY(S)	46,060.00	0.00	46,060.00	3,838.34	30,706.72	15,353.28
72620	167	MAINTENANCE PERSONNEL	836,404.00	0.00	836,404.00	69,044.02	532,506.87	303,897.13
72620	201	SOCIAL SECURITY	57,453.00	0.00	57,453.00	4,739.16	36,692.27	20,760.73
72620	204	STATE RETIREMENT	123,257.00	0.00	123,257.00	10,415.68	79,268.68	43,988.32
72620	206	LIFE INSURANCE	799.00	0.00	799.00	62.63	515.64	283.36
72620	207	MEDICAL INSURANCE	167,688.00	0.00	167,688.00	13,450.50	106,798.00	60,890.00
72620	212	EMPLOYER MEDICARE	13,437.00	0.00	13,437.00	1,108.34	8,581.19	4,855.81
72620	329	LAUNDRY SERVICE	8,000.00	0.00	8,000.00	239.61	2,566.21	5,433.79
72620	330	OPERATING LEASE PAYMENTS	1,300.00	0.00	1,300.00	71.79	390.50	909.50
72620	335	MAINT & REPAIR SERVICES-BLDG	326,200.00	0.00	326,200.00	751.12	190,514.87	135,685.13
72620	336	MAINT & REPAIR SERVICES-EQUIP	38,500.00	0.00	38,500.00	2,224.33	11,809.76	26,690.24
72620	399	OTHER CONTRACTED SERVICES	14,600.00	0.00	14,600.00	0.00	900.00	13,700.00
72620	418	EQUIPMENT & MACHINERY PARTS	210,000.00	0.00	210,000.00	18,089.69	75,336.07	134,663.93

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72620		MAINTENANCE OF PLANT						
72620	426	GENERAL CONSTRUCTION MATERIALS	95,200.00	0.00	95,200.00	3,558.66	43,755.93	51,444.07
72620	499	OTHER SUPPLIES & MATERIALS	24,500.00	80,641.81	105,141.81	808.46	26,479.67	78,662.14
72620	524	IN-SERVICE/STAFF DEVELOPMENT	15,000.00	0.00	15,000.00	0.00	1,288.91	13,711.09
72620	599	OTHER CHARGES	100.00	0.00	100.00	77.20	552.20	-452.20
72620	701	ADMINISTRATION EQUIPMENT	25,500.00	0.00	25,500.00	0.00	0.00	25,500.00
72620	717	MAINTENANCE EQUIPMENT	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
72620	790	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	4,747.60	-4,747.60
7262-	---	MAINTENANCE OF PLANT	2,072,552.00	80,641.81	2,153,193.81	133,360.49	1,192,457.27	960,736.54
72710		TRANSPORTATION						
72710	105	SUPERVISOR/DIRECTOR	32,826.00	0.00	32,826.00	2,736.27	21,889.41	10,936.59
72710	146	BUS DRIVERS	111,335.00	62,503.00	173,838.00	18,012.41	114,286.72	59,551.28
72710	162	CLERICAL PERSONNEL	11,329.00	0.00	11,329.00	969.19	5,586.70	5,742.30
72710	188	BONUSES	21,001.00	0.00	21,001.00	750.00	4,250.00	16,751.00
72710	189	OTHER SALARIES & WAGES	63,546.00	0.00	63,546.00	4,955.50	39,644.00	23,902.00
72710	201	SOCIAL SECURITY	13,515.00	3,874.00	17,389.00	1,523.02	10,365.29	7,023.71
72710	204	STATE RETIREMENT	8,809.00	4,919.00	13,728.00	1,773.71	11,558.04	2,169.96
72710	206	LIFE INSURANCE	84.00	84.00	168.00	17.34	123.22	44.78
72710	207	MEDICAL INSURANCE	19,912.00	9,201.00	29,113.00	4,780.49	29,069.74	43.26
72710	212	EMPLOYER MEDICARE	3,456.00	907.00	4,363.00	383.84	2,602.29	1,760.71
72710	217	SRT RETIREMENT	0.00	0.00	0.00	4.29	36.88	-36.88
72710	312	CONTRACTS W/PRIVATE AGENCIES	500.00	0.00	500.00	0.00	0.00	500.00
72710	313	CONTRACTS WITH PARENTS	0.00	0.00	0.00	242.15	1,017.19	-1,017.19
72710	315	CONTRACTS WITH VEHICLE OWNERS	1,028,119.00	0.00	1,028,119.00	97,088.25	679,617.75	348,501.25
72710	338	MAINT & REPAIR SERVICES-VEHICL	15,000.00	0.00	15,000.00	125.00	1,305.00	13,695.00
72710	340	MEDICAL AND DENTAL SERVICES	4,000.00	0.00	4,000.00	250.00	1,620.00	2,380.00
72710	355	TRAVEL	1,000.00	0.00	1,000.00	512.72	1,087.12	-87.12
72710	399	OTHER CONTRACTED SERVICES	0.00	0.00	0.00	0.00	1,889.08	-1,889.08
72710	425	GASOLINE	97,000.00	-22,000.00	75,000.00	5,342.00	41,442.20	33,557.80
72710	450	TIRES & TUBES	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
72710	453	VEHICLE PARTS	4,000.00	0.00	4,000.00	0.00	714.50	3,285.50
72710	471	SOFTWARE	2,350.00	0.00	2,350.00	0.00	2,306.55	43.45
72710	499	OTHER SUPPLIES & MATERIALS	500.00	0.00	500.00	0.00	300.00	200.00
72710	511	VEHICLE & EQUIPMENT INSURANCE	58,000.00	0.00	58,000.00	0.00	62,213.00	-4,213.00
72710	524	IN-SERVICE/STAFF DEVELOPMENT	18,000.00	0.00	18,000.00	0.00	0.00	18,000.00
72710	599	OTHER CHARGES	2,820.00	0.00	2,820.00	0.00	344.52	2,475.48

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72710 TRANSPORTATION								
72710	729	TRANSPORTATION EQUIPMENT	7,500.00	65,000.00	72,500.00	0.00	2,823.26	69,676.74
7271-	---	TRANSPORTATION	1,527,602.00	124,488.00	1,652,090.00	139,466.18	1,036,092.46	615,997.54
73100 FOOD SERVICE								
73100	105	SUPERVISOR/DIRECTOR	0.00	0.00	0.00	0.00	40.00	-40.00
73100	162	CLERICAL PERSONNEL	43,280.00	0.00	43,280.00	3,316.50	27,162.19	16,117.81
73100	189	OTHER SALARIES & WAGES	0.00	0.00	0.00	0.00	3,180.32	-3,180.32
73100	201	SOCIAL SECURITY	2,607.00	0.00	2,607.00	199.25	1,832.57	774.43
73100	204	STATE RETIREMENT	3,406.00	0.00	3,406.00	165.32	2,553.44	852.56
73100	206	LIFE INSURANCE	43.00	0.00	43.00	3.65	29.20	13.80
73100	207	MEDICAL INSURANCE	9,336.00	0.00	9,336.00	793.00	6,116.00	3,220.00
73100	212	EMPLOYER MEDICARE	610.00	0.00	610.00	46.60	428.59	181.41
73100	217	SRT RETIREMENT	0.00	0.00	0.00	-1.94	0.00	0.00
73100	422	FOOD SUPPLIES	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
73100	524	IN-SERVICE/STAFF DEVELOPMENT	1,100.00	0.00	1,100.00	0.00	0.00	1,100.00
73100	710	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	2,338.00	-2,338.00
7310-	---	FOOD SERVICE	62,882.00	0.00	62,882.00	4,522.38	43,680.31	19,201.69
73300 COMMUNITY SERVICES								
73300	105	SUPERVISOR/DIRECTOR	10,335.00	-1,725.00	8,610.00	243.75	2,275.00	6,335.00
73300	116	TEACHERS	213,152.00	-6,749.00	206,403.00	18,456.25	118,881.25	87,521.75
73300	162	CLERICAL PERSONNEL	0.00	1,280.00	1,280.00	0.00	0.00	1,280.00
73300	163	EDUCATIONAL ASSISTANTS	11,378.00	-1,581.00	9,797.00	744.43	6,631.16	3,165.84
73300	189	OTHER SALARIES & WAGES	148,729.00	0.00	148,729.00	3,857.50	42,227.19	106,501.81
73300	201	SOCIAL SECURITY	23,546.00	-217.00	23,329.00	1,327.18	9,784.44	13,544.56
73300	204	STATE RETIREMENT	21,854.00	-484.00	21,370.00	1,311.62	8,987.95	12,382.05
73300	206	LIFE INSURANCE	54.00	0.00	54.00	0.91	7.28	46.72
73300	207	MEDICAL INSURANCE	15,902.00	0.00	15,902.00	624.00	4,815.00	11,087.00
73300	212	EMPLOYER MEDICARE	5,508.00	-51.00	5,457.00	324.73	2,378.85	3,078.15
73300	217	SRT RETIREMENT	638.00	-40.00	598.00	48.66	307.04	290.96
73300	399	OTHER CONTRACTED SERVICES	215,299.00	13,021.00	228,320.00	18,050.19	120,518.61	107,801.39
73300	422	FOOD SUPPLIES	1,000.00	-300.00	700.00	0.00	198.79	501.21
73300	429	INSTRUCTIONAL SUPPLIES & MATER	2,604.00	-2,104.00	500.00	0.00	0.00	500.00
73300	499	OTHER SUPPLIES & MATERIALS	8,000.00	0.00	8,000.00	0.00	4,121.64	3,878.36

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
73300		COMMUNITY SERVICES						
73300	524	IN-SERVICE/STAFF DEVELOPMENT	1,950.00	-450.00	1,500.00	0.00	198.87	1,301.13
73300	599	OTHER CHARGES	177,095.00	-600.00	176,495.00	1,024.69	1,095.94	175,399.06
7330-	---	COMMUNITY SERVICES	857,044.00	0.00	857,044.00	46,013.91	322,429.01	534,614.99
73400		EARLY CHILDHOOD EDUCATION						
73400	116	TEACHERS	378,943.00	0.00	378,943.00	31,578.60	221,050.20	157,892.80
73400	163	EDUCATIONAL ASSISTANTS	132,020.00	0.00	132,020.00	13,560.41	88,109.46	43,910.54
73400	188	BONUSES	10,000.00	0.00	10,000.00	0.00	10,000.00	0.00
73400	189	OTHER SALARIES & WAGES	14,000.00	0.00	14,000.00	956.25	6,562.50	7,437.50
73400	195	CERTIFIED SUBSTITUTE TEACHERS	2,500.00	0.00	2,500.00	57.50	1,322.50	1,177.50
73400	198	NON-CERTIFIED SUBSTITUTE TEACH	2,500.00	0.00	2,500.00	1,700.00	6,065.00	-3,565.00
73400	201	SOCIAL SECURITY	30,818.00	0.00	30,818.00	2,670.48	18,625.84	12,192.16
73400	204	STATE RETIREMENT	33,699.00	0.00	33,699.00	2,889.31	20,265.92	13,433.08
73400	206	LIFE INSURANCE	440.00	0.00	440.00	36.50	292.00	148.00
73400	207	MEDICAL INSURANCE	106,308.00	0.00	106,308.00	9,031.00	69,969.00	36,339.00
73400	212	EMPLOYER MEDICARE	7,207.00	0.00	7,207.00	638.44	4,459.26	2,747.74
73400	399	OTHER CONTRACTED SERVICES	1,156.00	0.00	1,156.00	83.30	583.10	572.90
7340-	---	EARLY CHILDHOOD EDUCATION	719,591.00	0.00	719,591.00	63,201.79	447,304.78	272,286.22
99100		TRANSFERS TO OTHER FUNDS						
99100	590	TRANSFERS OUT (COMPLETE SCHEDU	2,820,850.00	0.00	2,820,850.00	0.00	19,550.00	2,801,300.00
9910-	---	TRANSFERS TO OTHER FUNDS	2,820,850.00	0.00	2,820,850.00	0.00	19,550.00	2,801,300.00
Grand Expense Totals			55,287,826.00	164,777.29	55,452,603.29	4,061,350.16	31,718,964.81	23,733,638.48

Number of Accounts: 1458

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
GP-BJ-05	ADJUST FOR GP GRANT BUDGET AMENDMENTS 2/26	2025-2026	02/28/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 189 650 01020 960		02/28/2026	29,084.00	0.00
2		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 189 650 01030 960		02/28/2026	29,921.00	0.00
3		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 201 650 01020 960		02/28/2026	1,606.00	0.00
4		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 201 650 01030 960		02/28/2026	1,736.00	0.00
5		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 204 650 01020 960		02/28/2026	1,678.00	0.00
6		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 204 650 01030 960		02/28/2026	1,727.00	0.00
7		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 206 650 01020 960		02/28/2026	13.00	0.00
8		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 206 650 01030 960		02/28/2026	13.00	0.00
9		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 207 650 01020 960		02/28/2026	4,101.00	0.00
10		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 212 650 01020 960		02/28/2026	376.00	0.00
11		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 212 650 01030 960		02/28/2026	406.00	0.00
12		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 429 650 01005 960		02/28/2026	787.80	0.00
13		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 429 650 01007 960		02/28/2026	787.80	0.00
14		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 429 650 01020 960		02/28/2026	787.80	0.00
15		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 429 650 01025 960		02/28/2026	787.80	0.00
16		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 E 71100 429 650 01030 960		02/28/2026	787.80	0.00
17		ADJUST TO TN TUTORING GRANT REV. 0 APPROVED IN EPLAN 2/17/26.	141 R 46590 000 650 00000 960		02/28/2026	0.00	74,600.00
TOTALS						74,600.00	74,600.00

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

Account Level			2025-26	2025-26	2025-26	February 2025-26	2025-26	Uncollected	Percent
Acct	Prj	Description	Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Revenue	Collected
47131	800	CARL PERKINS	77,768.97	-10,759.19	67,009.78	0.00	51,269.93	15,739.85	76.51%
47131	802	PERKINS RESERVE GRANT	50,000.00	0.00	50,000.00	204.75	47,066.62	2,933.38	94.13%
47141	100	TITLE I - PART A	1,098,701.44	61,037.35	1,159,738.79	95,471.82	279,071.73	880,667.06	24.06%
47143	897	IDEA-AALN PRESCHOOL	20,000.00	0.00	20,000.00	3,542.08	3,542.08	16,457.92	17.71%
47143	898	IDEA-AALN K8	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00	0.00%
47143	899	IDEA-IMPLEMENTATION	100,000.00	0.00	100,000.00	7,538.27	32,756.31	67,243.69	32.76%
47143	900	IDEA PART B	944,084.00	92,615.39	1,036,699.39	140,142.54	309,654.60	727,044.79	29.87%
47145	910	IDEA PRESCHOOL	30,532.00	1,695.54	32,227.54	4,171.44	15,352.55	16,874.99	47.64%
47149	700	TITLE IX - MCKINNEY VENTO	32,271.87	0.00	32,271.87	2,151.17	10,665.51	21,606.36	33.05%
47189	200	TITLE II - PART A	177,122.67	-11,417.26	165,705.41	13,190.72	58,861.98	106,843.43	35.52%
47590	400	TITLE IV	78,922.40	31,989.25	110,911.65	1,220.86	45,170.49	65,741.16	40.73%
47590	440	STRONGER CONNECTIONS GRANT	588,562.42	21,521.18	610,083.60	66,178.76	136,060.92	474,022.68	22.30%
47590	950	LITERACY TRAINING STIPEND	1,000.00	0.00	1,000.00	0.00	1,000.00	0.00	100.00%
Grand Revenue Totals			3,213,965.77	186,682.26	3,400,648.03	333,812.41	990,472.72	2,410,175.31	29.13%

Number of Accounts: 13

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

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
71100 REGULAR INSTRUCTION PROGRAM								
71100	116	TEACHERS	210,025.00	51,888.00	261,913.00	23,578.43	137,234.85	124,678.15
71100	163	EDUCATIONAL ASSISTANTS	299,707.00	-19,418.00	280,289.00	28,556.69	170,341.33	109,947.67
71100	189	OTHER SALARIES & WAGES	54,650.00	-2,528.00	52,122.00	3,320.42	30,452.19	21,669.81
71100	201	SOCIAL SECURITY	33,397.00	1,856.00	35,253.00	3,297.59	19,793.91	15,459.09
71100	204	STATE RETIREMENT	19,802.00	4,139.00	23,941.00	2,094.22	13,438.59	10,502.41
71100	206	LIFE INSURANCE	216.00	32.00	248.00	20.66	148.09	99.91
71100	207	MEDICAL INSURANCE	38,772.00	15,275.00	54,047.00	4,758.00	32,393.90	21,653.10
71100	212	EMPLOYER MEDICARE	8,167.00	435.00	8,602.00	800.41	4,858.79	3,743.21
71100	356	TUITION	0.00	2,231.69	2,231.69	0.00	780.70	1,450.99
71100	399	OTHER CONTRACTED SERVICES	24,307.00	0.00	24,307.00	0.00	22,293.76	2,013.24
71100	429	INSTRUCTIONAL SUPPLIES & MATER	13,484.00	5,848.96	19,332.96	0.00	2,075.30	17,257.66
71100	599	OTHER CHARGES	0.00	2,000.00	2,000.00	0.00	0.00	2,000.00
7110-	---	REGULAR INSTRUCTION PROGRAM	702,527.00	61,759.65	764,286.65	66,426.42	433,811.41	330,475.24
71200 SPECIAL EDUCATION PROGRAM								
71200	116	TEACHERS	59,347.00	0.00	59,347.00	4,945.59	34,619.13	24,727.87
71200	163	EDUCATIONAL ASSISTANTS	671,527.00	22,534.00	694,061.00	81,133.15	516,537.61	177,523.39
71200	171	SPEECH PATHOLOGIST	71,344.00	-800.17	70,543.83	5,738.09	40,166.63	30,377.20
71200	201	SOCIAL SECURITY	60,223.00	1,348.00	61,571.00	5,646.53	36,360.08	25,210.92
71200	204	STATE RETIREMENT	24,443.00	-46.00	24,397.00	2,065.09	14,460.55	9,936.45
71200	206	LIFE INSURANCE	205.00	0.00	205.00	17.01	136.17	68.83
71200	207	MEDICAL INSURANCE	53,112.00	0.00	53,112.00	4,512.00	34,812.53	18,299.47
71200	212	EMPLOYER MEDICARE	14,342.00	316.10	14,658.10	1,320.53	8,503.74	6,154.36
71200	429	INSTRUCTIONAL SUPPLIES & MATER	18,500.00	0.00	18,500.00	1,088.69	9,957.29	8,542.71
71200	499	OTHER SUPPLIES & MATERIALS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
7120-	---	SPECIAL EDUCATION PROGRAM	974,543.00	23,351.93	997,894.93	106,466.68	695,553.73	302,341.20
71300 VOCATIONAL EDUCATION PROGRAM								
71300	429	INSTRUCTIONAL SUPPLIES & MATER	26,400.00	-527.00	25,873.00	0.00	24,121.56	1,751.44
71300	471	SOFTWARE	11,000.00	-4,550.00	6,450.00	0.00	6,450.00	0.00
71300	499	OTHER SUPPLIES & MATERIALS	13,400.00	4,925.00	18,325.00	128.25	18,424.75	-99.75
71300	730	VOCATIONAL INSTR EQUIPMENT	51,300.00	-5,691.00	45,609.00	0.00	43,267.90	2,341.10
7130-	---	VOCATIONAL EDUCATION PROGRAM	102,100.00	-5,843.00	96,257.00	128.25	92,264.21	3,992.79

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72120 HEALTH SERVICES								
72120	189	OTHER SALARIES & WAGES	48,037.00	-14,000.00	34,037.00	1,402.43	9,449.56	24,587.44
72120	201	SOCIAL SECURITY	2,767.00	0.00	2,767.00	86.95	585.87	2,181.13
72120	212	EMPLOYER MEDICARE	648.00	0.00	648.00	20.33	137.02	510.98
7212-	---	HEALTH SERVICES	51,452.00	-14,000.00	37,452.00	1,509.71	10,172.45	27,279.55
72130 OTHER STUDENT SUPPORT								
72130	189	OTHER SALARIES & WAGES	320,074.94	-29,260.00	290,814.94	17,598.66	139,755.29	151,059.65
72130	201	SOCIAL SECURITY	19,382.00	-1,814.00	17,568.00	1,064.35	8,461.22	9,106.78
72130	204	STATE RETIREMENT	19,191.00	-2,788.00	16,403.00	1,148.05	9,164.23	7,238.77
72130	206	LIFE INSURANCE	157.00	-27.00	130.00	9.68	86.73	43.27
72130	207	MEDICAL INSURANCE	35,408.00	-3,732.00	31,676.00	2,527.20	21,416.01	10,259.99
72130	212	EMPLOYER MEDICARE	4,535.00	-424.00	4,111.00	248.92	1,978.86	2,132.14
72130	399	OTHER CONTRACTED SERVICES	356,838.40	22,600.60	379,439.00	52,500.00	195,374.50	184,064.50
72130	471	SOFTWARE	2,400.00	0.00	2,400.00	0.00	2,400.00	0.00
72130	499	OTHER SUPPLIES & MATERIALS	39,688.00	0.00	39,688.00	0.00	16,974.75	22,713.25
72130	524	IN-SERVICE/STAFF DEVELOPMENT	12,267.32	-1,326.36	10,940.96	0.00	9,840.58	1,100.38
72130	599	OTHER CHARGES	13,000.00	-2,084.83	10,915.17	0.00	279.00	10,636.17
72130	790	OTHER EQUIPMENT	19,900.00	6,400.00	26,300.00	0.00	12,836.11	13,463.89
7213-	---	OTHER STUDENT SUPPORT	842,841.66	-12,455.59	830,386.07	75,096.86	418,567.28	411,818.79
72210 REGULAR INSTRUCTION PROGRAM								
72210	105	SUPERVISOR/DIRECTOR	28,646.00	28,646.00	57,292.00	4,775.84	38,205.22	19,086.78
72210	172	INSTRUCTIONAL COACHES	215,153.00	-1,740.00	213,413.00	12,252.15	118,873.77	94,539.23
72210	189	OTHER SALARIES & WAGES	18,000.00	0.00	18,000.00	543.75	6,056.25	11,943.75
72210	201	SOCIAL SECURITY	16,429.00	1,668.00	18,097.00	1,036.81	9,535.06	8,561.94
72210	204	STATE RETIREMENT	14,947.00	4,309.00	19,256.00	1,135.60	10,265.37	8,990.63
72210	206	LIFE INSURANCE	143.00	11.00	154.00	9.35	98.81	55.19
72210	207	MEDICAL INSURANCE	29,642.67	-8,642.26	21,000.41	1,474.00	17,459.00	3,541.41
72210	212	EMPLOYER MEDICARE	3,843.00	-833.00	3,010.00	242.48	2,229.97	780.03
72210	499	OTHER SUPPLIES & MATERIALS	1,800.00	0.00	1,800.00	545.96	1,145.96	654.04
72210	524	IN-SERVICE/STAFF DEVELOPMENT	71,120.44	40,996.53	112,116.97	8,106.80	32,009.88	80,107.09
7221-	---	REGULAR INSTRUCTION PROGRAM	399,724.11	64,415.27	464,139.38	30,122.74	235,879.29	228,260.09

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
72220 SPECIAL EDUCATION PROGRAM								
72220	135	ASSESSMENT PERSONNEL	5,000.00	0.00	5,000.00	0.00	1,518.75	3,481.25
72220	189	OTHER SALARIES & WAGES	77,959.00	0.00	77,959.00	5,913.25	41,467.75	36,491.25
72220	201	SOCIAL SECURITY	4,383.00	0.00	4,383.00	329.61	2,321.78	2,061.22
72220	204	STATE RETIREMENT	4,518.00	0.00	4,518.00	341.19	2,394.33	2,123.67
72220	206	LIFE INSURANCE	44.00	0.00	44.00	3.65	29.20	14.80
72220	207	MEDICAL INSURANCE	10,764.00	0.00	10,764.00	915.00	7,056.00	3,708.00
72220	212	EMPLOYER MEDICARE	1,099.00	0.00	1,099.00	77.09	565.05	533.95
72220	524	IN-SERVICE/STAFF DEVELOPMENT	23,729.00	0.00	23,729.00	1,432.21	10,007.69	13,721.31
72220	790	OTHER EQUIPMENT	7,577.00	0.00	7,577.00	0.00	0.00	7,577.00
7222-	---	SPECIAL EDUCATION PROGRAM	135,073.00	0.00	135,073.00	9,012.00	65,360.55	69,712.45
72230 VOCATIONAL EDUCATION PROGRAM								
72230	524	IN-SERVICE/STAFF DEVELOPMENT	3,880.00	-681.00	3,199.00	664.80	4,175.35	-976.35
7223-	---	VOCATIONAL EDUCATION PROGRAM	3,880.00	-681.00	3,199.00	664.80	4,175.35	-976.35
72710 TRANSPORTATION								
72710	146	BUS DRIVERS	0.00	26,179.00	26,179.00	2,787.93	18,539.94	7,639.06
72710	189	OTHER SALARIES & WAGES	0.00	29,838.00	29,838.00	1,537.14	5,598.51	24,239.49
72710	201	SOCIAL SECURITY	0.00	3,472.00	3,472.00	258.17	1,425.55	2,046.45
72710	204	STATE RETIREMENT	0.00	2,060.00	2,060.00	219.42	1,459.12	600.88
72710	206	LIFE INSURANCE	0.00	40.00	40.00	3.65	25.55	14.45
72710	207	MEDICAL INSURANCE	0.00	8,557.00	8,557.00	793.00	5,361.00	3,196.00
72710	212	EMPLOYER MEDICARE	0.00	813.00	813.00	60.38	333.39	479.61
72710	315	CONTRACTS WITH VEHICLE OWNERS	825.00	-824.00	1.00	0.00	0.00	1.00
72710	599	OTHER CHARGES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
7271-	---	TRANSPORTATION	1,825.00	70,135.00	71,960.00	5,659.69	32,743.06	39,216.94
Grand Expense Totals			3,213,965.77	186,682.26	3,400,648.03	295,087.15	1,988,527.33	1,412,120.70

Number of Accounts: 240

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
FP-BJ-06	ADJUST FOR FP GRANT BUDGET AMENDMENTS 2/26	2025-2026	02/28/2026	Web Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	QUICK KEY	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		ADJUST TO CTE PERKINS BASIC REV. 2 APPROVED IN EPLAN 2/18/26.	142 E 72130 524 800 00000 000		02/28/2026	0.00	2,362.39
2		ADJUST TO CTE PERKINS BASIC REV. 2 APPROVED IN EPLAN 2/18/26.	142 E 72130 599 800 00000 000		02/28/2026	6,943.14	0.00
3		ADJUST TO CTE PERKINS BASIC REV. 2 APPROVED IN EPLAN 2/18/26.	142 E 71300 730 800 00000 000		02/28/2026	0.00	1,551.00
4		ADJUST TO CTE PERKINS BASIC REV. 2 APPROVED IN EPLAN 2/18/26.	142 R 47131 000 800 00000 000		02/28/2026	0.00	3,029.75
5		ADJUST TO STRONGER CONNECTIONS REV. 3 APPROVED IN EPLAN 2/2/26.	142 E 72130 790 440 00000 000		02/28/2026	4,000.00	0.00
6		ADJUST TO STRONGER CONNECTIONS REV. 3 APPROVED IN EPLAN 2/2/26.	142 E 72210 524 440 00000 000		02/28/2026	0.00	4,000.00
TOTALS						10,943.14	10,943.14

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

Acct	Acct	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	Uncollected Revenue	Percent Collected
43522	LUNCH PAYMENTS - ADULTS	20,000.00	0.00	20,000.00	834.75	7,279.80	12,720.20	36.40%
43525	ALA CARTE SALES	100,000.00	0.00	100,000.00	14,716.40	112,489.40	-12,489.40	112.49%
44110	INVESTMENT INCOME	4,000.00	0.00	4,000.00	248.53	1,940.75	2,059.25	48.52%
44170	MISCELLANEOUS REFUNDS / REIMBS	15,000.00	0.00	15,000.00	0.00	14,585.96	414.04	97.24%
44570	CONTRIBUTIONS & GIFTS	0.00	0.00	0.00	0.00	9,000.00	-9,000.00	0.00%
44990	OTHER LOCAL REVENUE	0.00	0.00	0.00	1,481.11	4,997.70	-4,997.70	0.00%
46520	SCHOOL FOOD SERVICE	19,000.00	0.00	19,000.00	0.00	0.00	19,000.00	0.00%
47111	USDA SCHOOL LUNCH PROGRAM	2,031,000.00	0.00	2,031,000.00	269,584.34	980,388.55	1,050,611.45	48.27%
47112	USDA COMMODITIES	350,000.00	0.00	350,000.00	0.00	0.00	350,000.00	0.00%
47113	USDA BREAKFAST	631,800.00	0.00	631,800.00	103,384.62	380,831.38	250,968.62	60.28%
47114	USDA OTHER	200,000.00	0.00	200,000.00	39,019.28	121,012.66	78,987.34	60.51%
Grand Revenue Totals		3,370,800.00	0.00	3,370,800.00	429,269.03	1,632,526.20	1,738,273.80	48.43%

Number of Accounts: 87

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

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
73100	105	SUPERVISOR/DIRECTOR	118,341.00	0.00	118,341.00	9,791.42	78,288.36	40,052.64
73100	165	CAFETERIA PERSONNEL	916,130.00	0.00	916,130.00	77,813.67	538,866.13	377,263.87
73100	201	SOCIAL SECURITY	62,610.00	0.00	62,610.00	5,281.01	37,264.56	25,345.44
73100	204	STATE RETIREMENT	97,464.00	0.00	97,464.00	8,912.82	64,945.43	32,518.57
73100	206	LIFE INSURANCE	1,201.00	0.00	1,201.00	94.83	775.65	425.35
73100	207	MEDICAL INSURANCE	258,098.00	0.00	258,098.00	21,130.00	171,100.00	86,998.00
73100	212	EMPLOYER MEDICARE	14,641.00	0.00	14,641.00	1,235.07	8,715.09	5,925.91
73100	307	COMMUNICATION	1,500.00	0.00	1,500.00	0.00	525.00	975.00
73100	336	MAINT & REPAIR SERVICES-EQUIP	5,000.00	0.00	5,000.00	395.29	3,767.11	1,232.89
73100	355	TRAVEL	3,200.00	0.00	3,200.00	0.00	1,168.65	2,031.35
73100	399	OTHER CONTRACTED SERVICES	200,000.00	0.00	200,000.00	0.00	194,911.07	5,088.93
73100	421	FOOD PREPARATION SUPPLIES	95,000.00	0.00	95,000.00	11,008.41	64,065.70	30,934.30
73100	422	FOOD SUPPLIES	1,150,615.00	0.00	1,150,615.00	123,396.67	700,529.60	450,085.40
73100	435	OFFICE SUPPLIES	3,000.00	0.00	3,000.00	149.50	1,203.78	1,796.22
73100	469	USDA COMMODITIES	350,000.00	0.00	350,000.00	0.00	0.00	350,000.00
73100	499	OTHER SUPPLIES & MATERIALS	12,000.00	0.00	12,000.00	759.68	3,408.45	8,591.55
73100	524	IN-SERVICE/STAFF DEVELOPMENT	12,000.00	0.00	12,000.00	1,555.12	7,196.94	4,803.06
73100	599	OTHER CHARGES	15,000.00	0.00	15,000.00	934.49	7,759.82	7,240.18
73100	710	FOOD SERVICE EQUIPMENT	55,000.00	0.00	55,000.00	4,998.88	10,566.88	44,433.12
Grand Expense Totals			3,370,800.00	0.00	3,370,800.00	267,456.86	1,895,058.22	1,475,741.78

Number of Accounts: 145

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

Acct	Acct	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	Uncollected Revenue	Percent Collected
44000	OTHER LOCAL REVENUES							
44110	INVESTMENT INCOME	0.00	0.00	0.00	475.44	4,838.18	-4,838.18	0.00%
44530	SALE OF EQUIPMENT	5,000.00	0.00	5,000.00	0.00	16,850.00	-11,850.00	337.00%
44---	OTHER LOCAL REVENUES	5,000.00	0.00	5,000.00	475.44	21,688.18	-16,688.18	433.76%
49000	OTHER SOURCES							
49820	TRANSFER FROM GPSF	2,551,750.00	0.00	2,551,750.00	0.00	0.00	2,551,750.00	0.00%
49---	OTHER SOURCES	2,551,750.00	0.00	2,551,750.00	0.00	0.00	2,551,750.00	0.00%
Grand Revenue Totals		2,556,750.00	0.00	2,556,750.00	475.44	21,688.18	2,535,061.82	0.85%

Number of Accounts: 3

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

Acct	Obj	Obj	2025-26 Original Budget	2025-26 Budget Revisions	2025-26 Revised Budget	February 2025-26 Monthly Activity	2025-26 FYTD Activity	2025-26 FYTD Unexpended Bal
91300			EDUCATION CAPITAL PROJECTS					
91300	304	ARCHITECTS	100,000.00	0.00	100,000.00	44.80	52,895.06	47,104.94
91300	701	ADMINISTRATION EQUIPMENT	21,500.00	0.00	21,500.00	0.00	0.00	21,500.00
91300	706	BUILDING CONSTRUCTION	0.00	0.00	0.00	183.30	48,837.62	-48,837.62
91300	707	BUILDING IMPROVEMENTS	2,720,000.00	0.00	2,720,000.00	813.12	413,286.31	2,306,713.69
91300	708	COMMUNICATIONS EQUIPMENT	0.00	0.00	0.00	0.00	15,301.00	-15,301.00
91300	711	FURNITURE & FIXTURES	100,000.00	0.00	100,000.00	0.00	8,080.00	91,920.00
91300	717	MAINTENANCE EQUIPMENT	105,000.00	0.00	105,000.00	0.00	0.00	105,000.00
91300	722	REGULAR INSTRUCTION EQUIPMENT	466,000.00	0.00	466,000.00	0.00	251,321.00	214,679.00
91300	729	TRANSPORTATION EQUIPMENT	85,000.00	0.00	85,000.00	111,678.00	217,665.00	-132,665.00
91300	799	OTHER CAPITAL OUTLAY	0.00	0.00	0.00	0.00	64,999.00	-64,999.00
9130-	---	EDUCATION CAPITAL PROJECTS	3,597,500.00	0.00	3,597,500.00	112,719.22	1,072,384.99	2,525,115.01
		Grand Expense Totals	3,597,500.00	0.00	3,597,500.00	112,719.22	1,072,384.99	2,525,115.01

Number of Accounts: 25

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

BANK	CHECK	CHECK	CHECK		
CODE	NUMBER	TYPE	DATE	VENDOR	AMOUNT
REGIONS - POOLED CASH	69663	V	02/19/2026	WILLIAMS ELECTRIC SUPPLY	-559.05
	69846	V	02/19/2026	WILLIAMS ELECTRIC SUPPLY	-389.56
	69882	R	02/09/2026	4 IMPRINT, INC	2,387.50
	69883	R	02/09/2026	BRIGHTSPEED -	151.07
	69884	R	02/09/2026	CHEM-AQUA, INC.	138.00
	69885	R	02/09/2026	FARRELL CALHOUN, INC.	739.11
	69886	R	02/09/2026	FERGUSON ENTERPRISES, INC. #20	1,934.20
	69887	R	02/09/2026	FISHER AUTO PARTS, INC.	421.23
	69888	R	02/09/2026	FLICK, RHONDA	150.00
	69889	R	02/09/2026	FORD SYSTEM, INC.	320.40
	69890	R	02/09/2026	GODSEY SUPPLY COMPANY	183.30
	69891	R	02/09/2026	GRAGG, DAVID	100.00
	69892	R	02/09/2026	HAJOCA CORPORATION	2,750.00
	69893	R	02/09/2026	HOLSTON BUS COMPANY, INC	97,088.25
	69894	R	02/09/2026	HOLSTON VIEW ELEMENTARY SCHOOL	225.00
	69895	R	02/09/2026	HVAC, INC.	1,652.00
	69896	R	02/09/2026	JOHNSON CONTROLS FIRE PROTECTION LP	751.12
	69897	R	02/09/2026	KINGS TIRE SERVICE INC.	866.33
	69898	R	02/09/2026	LEWIS THOMASON KING	2,572.00
	69899	R	02/09/2026	LIGHTHOUSE SUPPLY CO., INC.	672.60
	69900	R	02/09/2026	R. E. MICHEL COMPANY, LLC	520.05
	69901	R	02/09/2026	SECURIAN LIFE INSURANCE COMPANY	5,264.19
	69902	R	02/09/2026	SHERWIN-WILLIAMS CO	679.77
	69903	R	02/09/2026	SHOUN LUMBER LLC	950.00
	69904	R	02/09/2026	SOUTHEAST RECYCLING TECHNOLOGIES, INC	251.99
	69905	R	02/09/2026	SOUTHERN REFRIGERATION CORPORATION	260.74
	69906	R	02/09/2026	SULLIVAN CO GENERAL SESSION	298.57
	69907	R	02/09/2026	SUNBELT RENTALS	1,734.22
	69908	R	02/09/2026	TENNESSEE HIGH SCHOOL	616.00
	69909	R	02/09/2026	TENNESSEE CHILD SUPPORT	86.30
	69910	R	02/09/2026	TRANE U.S. INC.	743.85
	69911	R	02/09/2026	TREVIPAY - WALMART	43.40
	69912	R	02/09/2026	TRI CITY BLUEPRINT & SUPPLY, INC	44.80
	69913	R	02/09/2026	UNITED DATA TECHNOLOGIES	3,921.83
	69914	R	02/09/2026	UNITED REFRIGERATION INC.	2,634.22
	69915	R	02/09/2026	UNITED WAY OF BRISTOL	4,468.93
	69916	R	02/09/2026	WALK, RACHEL	60.90
	69917	R	02/09/2026	WILLIAMS ELECTRIC SUPPLY	519.35
	69918	R	02/09/2026	WM CORPORATE SERVICES, INC.	197.08

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CODE	NUMBER	TYPE	DATE	VENDOR	AMOUNT
REGIONS - POOLED CASH	69919	R	02/17/2026	AIRGAS USA, LLC	780.20
	69920	R	02/17/2026	AMAZON CAPITAL SERVICES, INC.	3,666.06
	69921	R	02/17/2026	BAKER, MICKEY	350.00
	69922	R	02/17/2026	BOYD, HAL	16.00
	69923	R	02/17/2026	BRIGHTSPEED -	2,017.50
	69924	R	02/17/2026	BRINSER, JILL	500.00
	69925	R	02/17/2026	BRISTOL CHAMBER OF COMMERCE	471.00
	69926	R	02/17/2026	CINTAS CORPORATION NO. 2	273.40
	69927	R	02/17/2026	COALITION FOR KIDS INC.	18,000.00
	69928	R	02/17/2026	DIXON, MICHAEL	150.00
	69929	R	02/17/2026	FARRELL CALHOUN, INC.	298.96
	69930	R	02/17/2026	FISHER AUTO PARTS, INC.	37.90
	69931	R	02/17/2026	FORD SYSTEM, INC.	248.32
	69932	R	02/17/2026	FRONTIER HEALTH	25,000.00
	69933	R	02/17/2026	GENTRY, ADDYSON	40.00
	69934	R	02/17/2026	GRAYBAR ELECTRIC CO, INC	72.23
	69935	R	02/17/2026	HOBBS & ASSOCIATES, INC.	310.84
	69936	R	02/17/2026	HOLSTON BUS COMPANY, INC	125.00
	69937	R	02/17/2026	HOWARD IND, INC	9,849.84
	69938	R	02/17/2026	LEWIS THOMASON KING	2,885.00
	69939	R	02/17/2026	LIGHTHOUSE SUPPLY CO., INC.	168.10
	69940	R	02/17/2026	MCINNIS, NOELLE	50.00
	69941	R	02/17/2026	MINI MIRACLES PEDIATRIC THERAPY PLLC	6,802.00
	69942	R	02/17/2026	MOUNTAIN YOUTH ACADEMY	1,080.00
	69943	R	02/17/2026	NETSESA	100.00
	69944	R	02/17/2026	OFFICE OF CHAPTER 13 TRUSTEE	1,136.00
	69945	R	02/17/2026	PENDLEY, DEIDRE	107.30
	69946	R	02/17/2026	REED, JACKSON	80.00
	69947	R	02/17/2026	SHERWIN-WILLIAMS CO	35.15
	69948	R	02/17/2026	SHIELDS ELECTRONICS SUPPLY	444.54
	69949	R	02/17/2026	TASPA	200.00
	69950	R	02/17/2026	TENNESSEE HIGH SCHOOL	594.78
	69951	R	02/17/2026	TENNESSEE CHILD SUPPORT	620.00
	69952	R	02/17/2026	TMS SOUTH	838.38
	69953	R	02/17/2026	UNITED REFRIGERATION INC.	5,518.44
	69954	R	02/17/2026	UNITED WAY OF BRISTOL	60.00
	69955	R	02/17/2026	WALDEN, JACKSON	80.00
	69956	R	02/17/2026	WILLIAMS ELECTRIC SUPPLY	1,576.50
	69957	R	02/17/2026	WM CORPORATE SERVICES, INC.	117.19

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REGIONS - POOLED CASH	69958	R	02/24/2026	SULLIVAN CO GENERAL SESSION	139.02
	69959	R	02/24/2026	TENNESSEE CHILD SUPPORT	86.30
	69960	R	02/24/2026	WILLIAMS ELECTRIC SUPPLY	948.61
	69961	R	02/26/2026	ADAMS, JASON	150.00
	69962	R	02/26/2026	ADVANCE AUTO PARTS	88.22
	69963	R	02/26/2026	APPALACHIAN COMMERCIAL PRODUCTS, LLC	148.00
	69964	R	02/26/2026	BIG ASS FANS	995.00
	69965	R	02/26/2026	BRISTOL REGIONAL MEDICAL CENTER	400.00
	69966	R	02/26/2026	CANON U.S.A. INC	4,647.14
	69967	R	02/26/2026	CAREERSAFE, LLC	735.00
	69968	R	02/26/2026	CARTER, CHAD	175.00
	69969	R	02/26/2026	CINTAS CORPORATION NO. 2	136.70
	69970	R	02/26/2026	COLUMN SOFTWARE, PBC	433.64
	69971	R	02/26/2026	CORNERSTONE THERAPY SERVICES, INC.	2,264.22
	69972	R	02/26/2026	CROSS, JASON	306.80
	69973	R	02/26/2026	DIXON, MICHAEL	75.00
	69974	R	02/26/2026	DODSON PEST CONTROL	1,606.00
	69975	R	02/26/2026	FARRELL CALHOUN, INC.	394.75
	69976	R	02/26/2026	FERGUSON ENTERPRISES, INC. #20	67.93
	69977	R	02/26/2026	FISHER AUTO PARTS, INC.	380.57
	69978	R	02/26/2026	FRONTIER HEALTH	27,500.00
	69979	R	02/26/2026	GILLIAM, JACKIE	150.00
	69980	R	02/26/2026	GREAT MINDS PBC	7,800.00
	69981	R	02/26/2026	HAJOCA CORPORATION	102.00
	69982	R	02/26/2026	HD SUPPLY, INC. F.K.A. HOMEDEPOT PRO	199.80
	69983	R	02/26/2026	HELVEY, JOSHUA	310.00
	69984	R	02/26/2026	HOFFMAN PARTS & WAREHOUSE, LLC	191.11
	69985	R	02/26/2026	JUAREZ, HANNAH	512.72
	69986	R	02/26/2026	KELSAN, INC.	1,692.47
	69987	R	02/26/2026	LAKESHORE LEARNING MATERIALS	21.84
	69988	R	02/26/2026	LIGHTHOUSE SUPPLY CO., INC.	92.35
	69989	R	02/26/2026	LOWE'S	787.76
	69990	R	02/26/2026	MCCURRY ENVIRONMENTAL CONSULTING, LLC	5,300.00
	69991	R	02/26/2026	MID-SOUTH BUS CENTER, INC	111,678.00
	69992	R	02/26/2026	MORATAYA MATA, GERARDO	185.60
	69993	R	02/26/2026	MOUNTAIN EMPIRE ANIMAL HOSPITAL	482.81
	69994	R	02/26/2026	MUSICK, TARA	836.51
	69995	R	02/26/2026	NATYARPANA SCHOOL OF DANCE & MUSIC LLC	3,000.00
	69996	R	02/26/2026	NETSESA	600.00

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REGIONS - POOLED CASH	69997	R	02/26/2026	OFFICE DEPOT	244.37
	69998	R	02/26/2026	PATEL, DIPTIBEN	50.00
	69999	R	02/26/2026	PENDLEY, DEIDRE	664.80
	70000	R	02/26/2026	R. E. MICHEL COMPANY, LLC	56.57
	70001	R	02/26/2026	RATLIFF, SHERRY	10.15
	70002	R	02/26/2026	REPUBLIC SERVICES #825	4,024.59
	70003	R	02/26/2026	RUEFER, SHAWN	175.00
	70004	R	02/26/2026	SCHOOL HEALTH CORPORATION	511.90
	70005	R	02/26/2026	SHERWIN-WILLIAMS CO	64.17
	70006	R	02/26/2026	SHIELDS ELECTRONICS SUPPLY	68.28
	70007	R	02/26/2026	SISKIN STEEL & SUPPLY CO., INC.	399.25
	70008	R	02/26/2026	SMITHPETERS, JESSICA	56.55
	70009	R	02/26/2026	SOUTHERN REFRIGERATION CORPORATION	1,244.97
	70010	R	02/26/2026	SUNBELT RENTALS	375.55
	70011	R	02/26/2026	TENN SCHOOL BOARDS ASSOC (TSBA)	325.00
	70012	R	02/26/2026	TIPTON BUILDERS, INC.	520.42
	70013	R	02/26/2026	TMS SOUTH	193.32
	70014	R	02/26/2026	TSPMA	195.00
	70015	R	02/26/2026	TUDOR, ANNETTE	537.00
	70016	R	02/26/2026	UNITED REFRIGERATION INC.	513.20
	70017	R	02/26/2026	VAN DYKE, DAVID	70.00
	70018	R	02/26/2026	WALK, RACHEL	40.89
	70019	R	02/26/2026	WILLIAMS ELECTRIC SUPPLY	3,114.41
	70020	R	02/26/2026	ZAYO EDUCATION	8,035.20
	70021	R	02/26/2026	ZOHO CORPORATION	96.00
	202500774	W	02/03/2026	ATMOS ENERGY	1,913.10
	202500775	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	1,203.44
	202500776	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	482.59
	202500777	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	106.17
	202500778	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	218.00
	202500779	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	141.22
	202500780	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	85.48
	202500781	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	344.29
	202500782	W	02/04/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	174.61
	202500783	W	02/05/2026	PAYROLL ACCOUNT	297,415.63
	202500785	W	02/06/2026	INTERNAL REVENUE SERVICE	92,494.05
	202500786	W	02/06/2026	REVTRAK	19.95
	202500788	W	02/05/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	125.29
	202500789	W	02/09/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	14.13

BANK CODE	CHECK NUMBER	CHECK TYPE	CHECK DATE	VENDOR	AMOUNT
REGIONS - POOLED CASH	202500790	W	02/09/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	782.08
	202500791	W	02/09/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	2,846.52
	202500792	W	02/09/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	20.78
	202500793	W	02/09/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	119.46
	202500794	W	02/09/2026	VIRGINIA DEPT OF TAXATION	319.78
	202500795	W	02/09/2026	EMPOWER RETIREMENT, LLC	9,374.04
	202500796	W	02/09/2026	EMPOWER RETIREMENT, LLC	1,417.21
	202500797	W	02/10/2026	FUELMAN	2,846.06
	202500798	W	02/09/2026	REGIONS BANK	357.12
	202500799	W	02/10/2026	VIRGINIA DEPT OF TAXATION	8.96
	202500800	W	02/12/2026	TENN CONS RETIREMENT SYSTEM	279,347.43
	202500801	W	02/12/2026	PAYROLL ACCOUNT	1,712,598.42
	202500802	W	02/06/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	410.71
	202500803	W	02/06/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	11.04
	202500804	W	02/06/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	159.82
	202500805	W	02/06/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	43.65
	202500807	W	02/13/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	523.85
	202500808	W	02/13/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	9.47
	202500809	W	02/13/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	294.92
	202500810	W	02/13/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	21.00
	202500811	W	02/13/2026	INTERNAL REVENUE SERVICE	533,628.66
	202500812	W	02/13/2026	VIRGINIA DEPT OF TAXATION	6,124.08
	202500814	W	02/17/2026	AMERICAN FIDELITY ASSURANCE CO.	4,817.13
	202500815	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	3,185.30
	202500816	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	31,650.17
	202500817	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	5,695.80
	202500818	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	7,062.49
	202500819	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	7,675.09
	202500820	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	7,096.79
	202500821	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	-109.92
	202500822	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	12,193.58
	202500823	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	11,525.33
	202500824	W	02/17/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	2,846.90
	202500825	W	02/17/2026	EMPOWER RETIREMENT, LLC	71,228.96
	202500826	W	02/17/2026	EMPOWER RETIREMENT, LLC	7,576.47
	202500827	W	02/18/2026	AMERICAN FIDELITY ASSURANCE CO	40,320.59
	202500828	W	02/18/2026	ATMOS ENERGY	348.56
	202500829	W	02/18/2026	ATMOS ENERGY	17,320.24
	202500830	W	02/18/2026	ATMOS ENERGY	356.88

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CODE	NUMBER	TYPE	DATE	VENDOR	
REGIONS - POOLED CASH	202500831	W	02/18/2026	ATMOS ENERGY	648.50
	202500832	W	02/18/2026	ATMOS ENERGY	475.98
	202500833	W	02/18/2026	ATMOS ENERGY	676.98
	202500834	W	02/18/2026	ATMOS ENERGY	116.98
	202500835	W	02/18/2026	ATMOS ENERGY	3,540.62
	202500836	W	02/18/2026	ATMOS ENERGY	995.89
	202500837	W	02/18/2026	ATMOS ENERGY	175.59
	202500838	W	02/18/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	2,590.87
	202500839	W	02/18/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	504.52
	202500840	W	02/18/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	264.26
	202500841	W	02/18/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	58.15
	202500842	W	02/18/2026	TENN CONS RETIREMENT SYSTEM	8,552.63
	202500843	W	02/19/2026	PAYROLL ACCOUNT	309,384.67
	202500845	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	125.76
	202500846	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	418.57
	202500847	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	3.00
	202500848	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	74.58
	202500849	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	3.00
	202500850	W	02/20/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	124.25
	202500851	W	02/20/2026	INTERNAL REVENUE SERVICE	64,274.78
	202500852	W	02/20/2026	VIRGINIA DEPT OF TAXATION	395.44
	202500853	W	02/23/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	82.39
	202500854	W	02/23/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	129.29
	202500855	W	02/23/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	99.95
	202500856	W	02/23/2026	BRISTOL TENNESSEE ESSENTIAL SERVICES	120.43
	202500857	W	02/17/2026	STATE OF TENNESSEE	512,669.63
	202500858	W	02/17/2026	STATE OF TENNESSEE	16,852.28
	202500859	W	02/17/2026	STATE OF TENNESSEE	2,919.09
	202500860	W	02/17/2026	STATE OF TENNESSEE	2,400.37
	202500861	W	02/17/2026	STATE OF TENNESSEE	83.43
	202500862	W	02/17/2026	STATE OF TENNESSEE	15.63
	202500863	W	02/23/2026	EMPOWER RETIREMENT, LLC	9,600.12
	202500864	W	02/23/2026	EMPOWER RETIREMENT, LLC	1,373.05
	202500866	W	02/24/2026	ATMOS ENERGY	1,526.54
	202500867	W	02/24/2026	ATMOS ENERGY	1,242.13
	202500868	W	02/24/2026	ATMOS ENERGY	162.30
	202500869	W	02/24/2026	FUELMAN	2,618.39
	202500870	W	02/24/2026	TENN CONS RETIREMENT SYSTEM	2,100.00
	202500871	W	02/25/2026	ATMOS ENERGY	301.96

BANK CODE	CHECK NUMBER	CHECK TYPE	CHECK DATE	VENDOR	AMOUNT
REGIONS - POOLED CASH	202500873	W	02/26/2026	ATMOS ENERGY	354.95
	202500874	W	02/26/2026	ATMOS ENERGY	7,339.73
	202500875	W	02/23/2026	BRISTOL TENNESSEE SCHOOL NUTRITION	194,280.86
	202500876	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	9.47
	202500877	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	69.55
	202500878	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	9.47
	202500879	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	146.92
	202500880	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	1,564.09
	202500881	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	48.74
	202500882	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	48.74
	202500883	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	249.27
	202500884	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	920.63
	202500885	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	49.37
	202500886	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	50.61
	202500887	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	444.66
	202500888	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	51.68
	202500889	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	2,316.68
	202500890	W	02/27/2026	CITY OF BRISTOL TENNESSEE-FINANCE DEPT	240.81
	202500891	W	02/23/2026	BRISTOL TENNESSEE SCHOOL NUTRITION	178,688.10
	202500892	W	02/23/2026	BRISTOL TENNESSEE SCHOOL NUTRITION	17,147.88
	202500893	W	02/27/2026	BRISTOL TENNESSEE SCHOOL NUTRITION	21,871.40
	202500982	W	02/10/2026	TOTAL ADMINISTRATIVE SERVICES CORP.	2,362.82
	202500983	W	02/18/2026	TOTAL ADMINISTRATIVE SERVICES CORP.	1,488.00
				Totals for GPCAS	4,971,607.58
FIRST HORIZON - POOLED CASH	202500787	W	02/06/2026	OMNI FINANCIAL GROUP - 403B	80.00
	202500806	W	02/13/2026	OMNI FINANCIAL GROUP - 403B	9,998.00
	202500844	W	02/20/2026	OMNI FINANCIAL GROUP - 403B	80.00
	252600034	A	02/27/2026	FIRST HORIZON BANK	36,014.28
				Totals for PRCAS	46,172.28
REGIONS - SCH NUTRITION CASH	15682	R	02/05/2026	ANNIE'S FROZEN YOGURT INC.	60.00
	15683	R	02/05/2026	BURLESON, JENNIFER	123.00
	15684	R	02/05/2026	GORDON FOOD SERVICE, INC	42,570.58
	15685	R	02/05/2026	SNA	188.00
	15686	R	02/10/2026	AMAZON CAPITAL SERVICES, INC.	205.98
	15687	R	02/10/2026	BRISTOL TENNESSEE CITY SCHOOLS	1,917.88
	15688	R	02/10/2026	DAIRY FARMERS OF AMERICA, INC.	8,703.35
	15689	R	02/10/2026	GORDON FOOD SERVICE, INC	43,725.97

<u>BANK</u>	<u>CHECK</u>	<u>CHECK</u>	<u>CHECK</u>		
<u>CODE</u>	<u>NUMBER</u>	<u>TYPE</u>	<u>DATE</u>	<u>VENDOR</u>	<u>AMOUNT</u>
REGIONS - SCH NUTRITION CASH	15690	R	02/10/2026	HERSHEY CREAMERY COMPANY	1,948.32
	15691	R	02/10/2026	PEPSI-COLA GEN. BOTTLERS INC.	276.00
	15692	R	02/19/2026	ATECH	395.29
	15693	R	02/19/2026	BRISTOL TENNESSEE CITY SCHOOLS	106,252.45
	15694	R	02/19/2026	DAIRY FARMERS OF AMERICA, INC.	5,421.49
	15695	R	02/19/2026	DOUGLAS EQUIPMENT	4,998.88
	15696	R	02/19/2026	GORDON FOOD SERVICE, INC	24,859.37
	15697	R	02/19/2026	SHIELDS ELECTRONICS SUPPLY	29.44
	15698	R	02/19/2026	UNICOI COUNTY BOARD OF EDUCATION	6,840.00
	202500813	W	02/09/2026	REGIONS BANK	287.13
				Totals for SNCAS	248,803.13
				Totals for checks	5,266,582.99

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
141	GENERAL PURPOSE	4,453,916.76	-32,295.61	418,972.78	4,840,593.93
142	FEDERAL PROJECTS	0.00	0.00	64,466.71	64,466.71
143	SCHOOL NUTRITION	106,252.45	-248.53	142,799.21	248,803.13
177	EDUCATIONAL CAPITAL PROJECTS	0.00	0.00	112,719.22	112,719.22
***	Fund Summary Totals ***	4,560,169.21	-32,544.14	738,957.92	5,266,582.99

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



Bristol Tennessee City Schools

615 Martin Luther King Jr Blvd ♦ Bristol, TN 37620 ♦ (423) 652-9451 ♦ Fax (423) 652-9238

GENERAL PURPOSE SCHOOL FUND - REVENUE / EXPENSE SUMMARY WITH FUND BALANCES

FY 25-26		Revenues - YTD	Expenses - YTD	Revenues - Month	Expenses - Month
July YTD	(826,327)	1,401,507	2,227,834	1,401,507	2,227,834
August YTD	(2,349,238)	4,775,262	7,124,500	3,373,755	4,896,666
September YTD	(2,659,740)	8,740,082	11,399,822	3,964,820	4,275,322
October YTD	(2,795,281)	12,903,757	15,699,038	4,163,675	4,299,216
November YTD	(1,984,597)	17,657,391	19,641,988	4,753,634	3,942,950
December YTD	(1,193,661)	22,554,539	23,748,200	4,897,148	4,106,212
January YTD	815,642	28,473,257	27,657,615	5,918,718	3,909,415
February YTD	1,941,400	33,660,365	31,718,965	5,187,108	4,061,350
March YTD	-	-	-	-	-
April YTD	-	-	-	-	-
May YTD	-	-	-	-	-
June YTD	-	-	-	-	-

FY 24-25		Revenues - YTD	Expenses - YTD	Revenues - Month	Expenses - Month
July YTD	(1,782,996)	252,555	2,035,551	252,555	2,035,551
August YTD	(3,259,442)	3,938,559	7,198,001	3,686,004	5,162,450
September YTD	(3,373,608)	7,895,262	11,268,870	3,956,703	4,070,869
October YTD	(3,873,553)	11,960,656	15,834,209	4,065,394	4,565,339
November YTD	(5,029,642)	15,889,565	20,919,207	3,928,909	5,084,998
December YTD	(4,993,329)	20,136,488	25,129,817	4,246,923	4,210,610
January YTD	(4,910,814)	24,189,677	29,100,491	4,053,189	3,970,674
February YTD	(625,018)	32,940,260	33,565,278	8,750,583	4,464,787
March YTD	3,690,094	41,264,566	37,574,472	8,324,306	4,009,194
April YTD	4,429,774	45,723,067	41,293,293	4,458,501	3,718,821
May YTD	768,443	46,622,543	45,854,100	899,476	4,560,807
June YTD	(3,205,867)	54,160,680	57,366,547	7,538,137	11,512,447

FY 23-24		Revenues - YTD	Expenses - YTD	Revenues - Month	Expenses - Month
July YTD	(689,067)	663,812	1,352,879	663,812	1,352,879
August YTD	(2,417,398)	3,155,880	5,573,278	2,492,069	4,220,399
September YTD	(1,609,620)	7,232,731	8,842,350	4,076,850	3,269,072
October YTD	(1,616,757)	10,971,815	12,588,572	3,739,084	3,746,221
November YTD	(1,679,820)	15,411,133	17,090,953	4,439,318	4,502,381
December YTD	(91,894)	21,075,072	21,166,966	5,663,939	4,076,013
January YTD	2,187,606	26,605,876	24,418,270	5,530,804	3,251,304
February YTD	2,685,710	30,840,524	28,154,814	4,234,648	3,736,544
March YTD	6,756,994	38,883,999	32,127,005	8,043,475	3,972,191
April YTD	7,237,483	43,039,414	35,801,931	4,155,415	3,674,926
May YTD	3,087,796	43,674,246	40,586,450	634,832	4,784,519
June YTD	3,218,500	52,305,484	49,086,984	8,631,238	8,500,534

GENERAL PURPOSE FUND BALANCE	FY 2025-26	FY 2024-25	FY 2023-24	FY 2022-23
Beginning of Fiscal Year Fund Balance	18,764,120	21,969,987	18,751,487	16,343,719
Fiscal Year Revenues	33,660,365	54,160,680	52,305,484	46,572,212
Fiscal Year Expenses	(31,718,965)	(57,366,547)	(49,086,984)	(44,164,444)
End of Fiscal Year Fund Balance	20,705,519	18,764,120	21,969,987	18,751,487
Increase / (Decrease) in Fund Balance	1,941,400	(3,205,867)	3,218,500	2,407,768
	INCREASE	DECREASE	INCREASE	INCREASE

November YTD			
	2025-26	2024-25	Difference
Revenues:			
Taxes	3,218,951.83	2,322,754.89	896,196.94
Licenses and Permits	666.19	676.99	(10.80)
Charges for Services	304,389.87	301,177.70	3,212.17
Other Local Revenues	403,910.63	600,960.49	(197,049.86)
Other Revenue - Govt/Citizens	4,066.67	-	4,066.67
State and Federal Funds	11,435,643.84	10,554,570.67	881,073.17
Other Rev. / Sources	-	-	-
Transfers In	-	19,663.91	(19,663.91)
City Appropriation	2,289,762.13	2,089,760.00	200,002.13
	17,657,391.16	15,889,564.65	1,767,826.51
Expenditures:			
Salaries and Benefits	16,127,134.74	14,236,409.91	(1,890,724.83)
Regular Capital Outlay	-	-	-
Noncapitalized Equipment	108,908.91	69,362.06	(39,546.85)
Other Expenditures	3,386,394.53	3,204,762.21	(181,632.32)
Transfers to Other Funds	19,550.00	3,408,673.14	3,389,123.14
	19,641,988.18	20,919,207.32	1,277,219.14
Change in Reserves	(1,984,597.02)	(5,029,642.67)	3,045,045.65

December YTD			
	2025-26	2024-25	Difference
Revenues:			
Taxes	4,422,639.15	3,074,140.36	1,348,498.79
Licenses and Permits	955.48	998.20	(42.72)
Charges for Services	386,491.05	340,405.20	46,085.85
Other Local Revenues	477,136.88	679,588.67	(202,451.79)
Other Revenue - Govt/Citizens	4,066.67	-	4,066.67
State and Federal Funds	14,555,535.37	13,513,979.44	1,041,555.93
Other Rev. / Sources	-	-	-
Transfers In	-	19,663.91	(19,663.91)
City Appropriation	2,707,714.54	2,507,712.00	200,002.54
	22,554,539.14	20,136,487.78	2,418,051.36
Expenditures:			
Salaries and Benefits	19,695,682.28	17,630,412.33	(2,065,269.95)
Regular Capital Outlay	-	-	-
Noncapitalized Equipment	127,697.66	70,179.57	(57,518.09)
Other Expenditures	3,905,269.62	3,667,549.31	(237,720.31)
Transfers to Other Funds	19,550.00	3,761,676.02	3,742,126.02
	23,748,199.56	25,129,817.23	1,381,617.67
Change in Reserves	(1,193,660.42)	(4,993,329.45)	3,799,669.03

January YTD			
	2025-26	2024-25	Difference
Revenues:			
Taxes	7,214,266.15	3,839,398.53	3,374,867.62
Licenses and Permits	1,094.02	1,132.38	(38.36)
Charges for Services	391,426.05	370,581.39	20,844.66
Other Local Revenues	556,318.56	752,392.34	(196,073.78)
Other Revenue - Govt/Citizens	4,066.67	-	4,066.67
State and Federal Funds	17,180,418.36	16,280,844.89	899,573.47
Other Rev. / Sources	-	-	-
Transfers In	-	19,663.91	(19,663.91)
City Appropriation	3,125,666.95	2,925,664.00	200,002.95
	28,473,256.76	24,189,677.44	4,283,579.32
Expenditures:			
Salaries and Benefits	23,199,137.56	20,896,349.81	(2,302,787.75)
Regular Capital Outlay	-	-	-
Noncapitalized Equipment	128,788.25	76,028.61	(52,759.64)
Other Expenditures	4,310,138.84	4,137,923.03	(172,215.81)
Transfers to Other Funds	19,550.00	3,990,189.11	3,970,639.11
	27,657,614.65	29,100,490.56	1,442,875.91
Change in Reserves	815,642.11	(4,910,813.12)	5,726,455.23

February YTD			
	2025-26	2024-25	Difference
Revenues:			
Taxes	9,135,229.73	9,227,729.61	(92,499.88)
Licenses and Permits	1,259.04	1,317.38	(58.34)
Charges for Services	391,336.05	371,185.23	20,150.82
Other Local Revenues	623,594.69	830,871.69	(207,277.00)
Other Revenue - Govt/Citizens	4,066.67	-	4,066.67
State and Federal Funds	19,961,259.78	19,145,876.08	815,383.70
Other Rev. / Sources	-	-	-
Transfers In	-	19,663.91	(19,663.91)
City Appropriation	3,543,619.36	3,343,616.00	200,003.36
	33,660,365.32	32,940,259.90	720,105.42
Expenditures:			
Salaries and Benefits	26,816,908.58	24,233,229.13	(2,583,679.45)
Regular Capital Outlay	-	-	-
Noncapitalized Equipment	139,548.38	200,750.84	61,202.46
Other Expenditures	4,745,957.85	4,769,936.65	23,978.80
Transfers to Other Funds	19,550.00	4,361,361.02	4,341,811.02
	31,721,964.81	33,565,277.64	1,843,312.83
Change in Reserves	1,938,400.51	(625,017.74)	2,563,418.25



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Date: March 11, 2026

School: Facilities and Maintenance

The signatures below certify, to the best of our knowledge, that no individual piece of the surplus/obsolete items listed below or on the attached page is worth more than \$500.00.

- 1 Wall clock
- 1 Odor Stop Purifier OSAP5BW1 SN#202108013 BTCS#20011342

Signature

Date

School Principal: N/A

Maintenance Supervisor:  03/11/26

Director of Schools:  3/13/26

School Board Chairman: _____



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Date: 3/10/26

School: Admission

The signatures below certify that the items listed below or on the attached page are surplus/obsolete and have a value of over \$500.00 and are to be disposed of as per School Board Policy #2.403.

2006 CHEVROLET IMPALA GW9294 180,000 MILES
2011 FORD ESCAPE KA69348 204,989 MILES

	<u>Signature</u>	<u>Date</u>
School Principal:		3/10/26
Maintenance Supervisor:		03/23/26
Director of Schools:		3/10/26
School Board Chairman:	_____	



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Date: 3-24-26

School: Anderson

The signatures below certify, to the best of our knowledge, that no individual piece of the surplus/obsolete items listed below or on the attached page is worth more than \$500.00.

1. Student desk (broken leg)
2. Student chair/blue (broken)
3. Teacher table
4. Student round table
5. CDC Swing w/padding and poles.

All has been labeled surplus.

	<u>Signature</u>	<u>Date</u>
Supervisor:		3-24-26
Maintenance Supervisor:		03/27/26
Director of Schools:		3/24/26
School Board Chairman:	_____	_____



Date: 4/6/26

School: Tennessee High School

The signatures below certify, to the best of our knowledge that no individual piece of the surplus/obsolete items listed below or on the attached page is worth more than \$500.00.

Located in Moore classroom Rm. 2113:

- Couch in clinic side of room with red cover
- Couch in small storage room
- Wooden Cabinet in classroom side of room
- Gray kneeling stand in storage room
- 5 old broken hospital beds

Located in room with refrigerator/microwave in CTE hallway Rm. 2116

- Black rolling chair
- Wooden Table

	<u>Signature</u>	<u>Date</u>
School Principal:	<u>Paul E. Pondleton</u>	4/7/26
Maintenance Supervisor:	<u>[Signature]</u>	04/07/2026
Director of Schools:	<u>[Signature]</u>	4/7/26
School Board Chairman:	_____	



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Date: 4/6/26

School: Holston View Elementary

The signatures below certify, to the best of our knowledge, that no individual piece of the surplus/obsolete items listed below or on the attached page is worth more than \$500.00.

3 rectangular tables, 5 three-tier carts, 2 small carts, 1 changing table, 5 round tables, 3 blue carts, 1 computer cart, 2 black carts on rollers, 1 brown office chair, 1 tv, 3 trapezoid tables, 1 broken student desk, 1 gray cart, 1 cork board, 5 rugs, 1 tv stand, 2 large speakers, 17 long brown tables, 8 octagon tables, 1 dry erase board, 3 laptop holders/towers, 1 board, 2 RC cars, 3 trash cans, 1 broken bathroom door, 1 teacher podium, 1 stool.

	<u>Signature</u>	<u>Date</u>
Supervisor:	<u><i>Karen Mullins</i></u>	<u>4/6/26</u>
Maintenance Supervisor:	<u><i>Carl Ruffalo</i></u>	<u>04/09/26</u>
Director of Schools:	<u><i>Amos Quidley</i></u>	<u>4/9/26</u>
School Board Chairman:	_____	_____

Bristol Tennessee City Schools

Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 07/17/23
	Rescinds: 1.404	Issued: 01/15/18

1 APPEALS TO THE BOARD

2 Any matter relating to the operation of the school system may be appealed to the board. However, the
3 parties shall attempt to settle all matters at the lowest level of responsibility, and the board shall not hear
4 complaints or concerns which have not advanced through the proper administrative procedure. If all
5 steps of the administrative procedure have been pursued and there is still a desire to appeal to the board,
6 the matter shall be referred in writing to the office of the director of schools, and the board shall
7 determine whether to hear the appeal.

8 APPEARING BEFORE THE BOARD

9 Individuals speaking to the board shall address remarks to the chair and may direct questions to
10 individual board members or staff members only upon approval of the chair. Each person speaking shall
11 state their name and subject of presentation. Remarks will be limited to five (5) minutes unless time is
12 extended by the board. The chair shall have the authority to terminate the remarks of any individual who
13 violates state law or does not adhere to board rules.¹

14 *Public Comment Period*²

15 There shall be a public comment period for each meeting with actionable items on the agenda, with the
16 exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda **and**
17 **matters that are germane to the school board's jurisdiction**. If an individual wishes to address the board,
18 they may sign up on the form provided before the beginning of the board meeting to request time to
19 speak. Each speaker shall be given no more than five minutes **with the public comment period lasting no**
20 **more than 30 minutes in total unless time is extended by the board**. Delegations must select only one
21 individual to speak on their behalf unless otherwise determined by the board.

22 ***Only those persons who are currently enrolled or have children currently enrolled in Bristol Tennessee***
23 ***City Schools, are currently employed by the school system, are residents of the City of Bristol or are***
24 ***bona fide property taxpayers to the City of Bristol will be allowed to address the Board during the public***
25 ***comments section of the agenda.***

26 *Adding an Item to the Agenda*

27 Individuals desiring to appear before the board must submit a written request with descriptive materials
28 to the office of the director of schools seven (7) days before the meeting. If the request is approved, the
29 item will be placed on the agenda. Individuals placed on the agenda will be recognized at the beginning
30 of the meeting and given time to speak when their topic of interest is addressed on the agenda. All
31 requests submitted will be included in the board packet.

- 1 The chair may recognize individuals not on the agenda for remarks to the board if it is determined that
- 2 such is in the public interest. A majority vote of members present can overrule the decision of the chair.
- 3 Individuals desiring additional information about any item on the agenda shall direct such inquiries to
- 4 the office of the director of schools.

Legal References

1. TCA 39-17-306
2. Public Acts of 2023, Chapter No. 300

Cross References

School Board Meetings 1.400
Public Hearings 1.401
Agendas 1.403
Discrimination/Harassment of Employees 5.500
Complaints and Grievances 5.501
Student Discrimination, Harassment, Bullying, Cyber-
bullying, and Intimidation 6.304
Student Concerns 6.305

Bristol Tennessee City Schools

Descriptor Term: Annual Operating Budget	Descriptor Code: 2.200	Issued Date: 05/15/23
	Rescinds: 2.200	Issued: 01/15/18

1 The school system budget is the operational plan stated in financial terms which describes the programs
2 to be conducted during the fiscal year, which begins July 1 and ends on June 30 the following year.¹

3 **PREPARATION PROCEDURES¹**

4 Budget planning shall include an analysis of previous staffing, curriculum and facilities, and projections
5 requiring additional staffing, curriculum modifications, and additional facilities.

6 **The budget proposal shall be balanced, with or without use of fund balance, consistent with board policy
7 and contract conditions, and include provisions for:**

- 8 **1. Programs to meet the needs of the entire student body;**
- 9 **2. Staffing arrangement adequate for proposed programs;**
- 10 **3. Maintenance of the districts equipment and facilities; and**
- 11 **4. Efficiency and economy.**

12 **HEARING AND REVIEWS²**

13 The proposed budget will be available for inspection by various interested citizens or groups when
14 requested in the office of the director of schools.

15 **ADOPTION PROCEDURE**

16 The director of schools and the chief financial officer shall prepare budgets for the city school system
17 for approval by the board of education and submission to the city manager for final consideration by
18 the city council.³ ²

19

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*; Section 4-19
2. See TCA 49-2-203(a)(10)
3. TCA 49-2-301(b)(1)(Z); TRR/MS 0520-1-2-.13(2)(a); TCA 6-36-110

Legal reference changes Page 2.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual; Section 4-19 Internal School Funds Manual, Section 4-35*
- ~~2. See TCA 49-2-203(a)(10)~~
- ~~3-2. TCA 49-2-203(a)9; TCA 49-2-301(b)(1)(XZ); TRR/MS 0520-1-2-.13(2)(a); TCA 6-36-110~~

Bristol Tennessee City Schools

Descriptor Term: Revenues	Descriptor Code: 2.400	Issued Date: 01/22/24
	Rescinds: 2.400	Issued: 05/15/23

1 *General*

2 Any money collected by any school shall be documented with a receipt from the financial accounting
3 software. Supporting documentation should accompany each receipt, such as remittance advices
4 (documentation received from vendors and individuals identifying the reason why payment was made
5 to the school) received with mail payments, collection logs, ticket reconciliations, etc.

6 The schools may receive funds collected from activities and for events held at or in connection with the
7 school, including contracts with other schools for interschool events. To be included in this accounting
8 are all monies collected from lunchrooms, athletics, entertainments, school clubs, fees, concessions, and
9 all fundraising activities. Each principal shall determine the reconciliation method to be used for all
10 events which require a ticket.¹

11 **FEES**

12 School fees are to be kept to a minimum and may be expended only for the purposes for which they were
13 collected. The school shall not require any student to pay a fee to the school for any purpose, except as
14 authorized by the board. No fees shall be required of any student as a condition to attend the school or
15 use its equipment.² School fees shall be waived for students who receive free or reduced-price lunches.³
16 No student will be penalized for nonpayment of any school fee.

17 **FINES**

18 A student will be held responsible for the cost of replacing any materials or property which the student
19 loses or damages,⁵ including technology devices, textbooks, library books, equipment, and buildings.
20 All money collected as fines shall be placed in the systemwide school fund, except money for fines
21 collected for ~~technology~~ equipment **and other property** funded through the individual schools shall be
22 retained by the schools.

23 **TUITION INCOME**

24 Tuition collected from nonresident students shall be placed in the systemwide school fund.

25 **RENTAL INCOME**

26 The office of the director of schools will collect all money received for use of a particular school facility
27 or other school property.

1 GRANTS

2 Grants for educational purposes made available by the state and/or federal government may be sought
3 by the schools or school district but only when the conditions of their availability are in harmony with
4 the purposes and policies of the board and the laws of the state and county. Principals may apply for
5 and receive grants, but funds shall be recorded in a separate restricted fund account. ⁵

6 COLLECTION OF FUNDS THROUGH ONLINE PAYMENT⁶

7 Designated district staff may utilize electronic payment methods for electronic transactions as
8 approved by the board. The director of schools or designee shall determine when this type of
9 transaction may be utilized on a case-by-case basis. At the individual school level, the principal shall
10 oversee the collection of funds and submit a plan that includes the following:

- 11 1. Adequate supporting documentation for the electronic collection method including a plan to
12 provide a total daily receipt summary;
- 13 2. Methods of providing receipts to payers;
- 14 3. Information on maintaining and inspecting any voided receipts; and
- 15 4. How daily electronic collections shall be reconciled with the total daily receipt summary and
16 who will be assigned to complete this task.

17 Processing fees for these transactions shall be charged for school nutrition account payments, tuition
18 payments, Tennessee Online Public School (TOPS) online transactions, and charges at the school level
19 as part of their internal school fund activity. Processing fees related to school activity fees collected by
20 the district, technology usage fees, technology fines, or donations shall be waived.

21 The director of schools or designee shall establish administrative procedures to ensure compliance with
22 internal controls and the *Tennessee Internal School Funds Manual*.

Legal References

1. TCA 49-2-110(a); *Internal School Funds Manual*, Section 5-4
2. TCA 49-6-3001(a); TCA 49-2-110(c)
3. TCA 49-2-114
4. *Internal School Funds Manual*, Section 4-37
5. TCA 37-10-101, 102
6. *Internal School Funds Manual*, Section 5-8

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Food Service Management 3.500
Textbooks and Instructional Materials 4.400
Compensation Guides & Contracts 5.110
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Legal References

1. TCA 49-2-110(a); *Internal School Funds Manual*, Section 5-4
2. TCA 49-6-3001(a); TCA 49-2-110(c)
3. TCA 49-2-114
4. TCA 37-10-101, 102
5. *Internal School Funds Manual*, Section 4-32
6. *Internal School Funds Manual*, Section 5-8

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Food Service Management 3.500
Textbooks and Instructional Materials 4.400
Compensation Guides & Contracts 5.110
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Bristol Tennessee City Schools

	Descriptor Term: Accounting System	Descriptor Code: 2.700	Issued Date: 05/15/23
		Rescinds: 2.700	Issued: 01/15/18

1 *Central Office*

2 The director of schools shall maintain a system of accounting, arranged according to the regulations
3 prescribed by the Commissioner of Education, that provides a detailed and accurate account of all
4 receipts and disbursements of the schools.¹

5 *Individual Schools*

6 The board authorizes each respective school under its jurisdiction to receive activity and other internal
7 funds, such as athletic ticket money, school lunch funds, and school class funds.

8 The board shall hold principals responsible for the management of all internal accounts under their
9 jurisdiction in accordance with the Tennessee Internal School ~~Uniform Accounting Policy~~ **Funds**
10 Manual.²

11 The board shall allow each respective school under its jurisdiction to use student activity funds to
12 supplement its educational programs, including technology. Purchases may include equipment,
13 software, wiring, etc., provided the expenditures are for the benefit of the student population.

Legal References

1. TCA 49-2-301(b)(1)(D);TCA 49-3-316(a)(1)
2. TCA 49-2-110(d)

Cross References

- Petty Cash 2.801
Student Activity Funds Management 2.900

Bristol Tennessee City Schools

Descriptor Term: Audits	Descriptor Code: 2.703	Issued Date: 01/15/18
	Rescinds: 4.114	Issued: 07/01/96

1 *General*

2 An audit of all fiscal accounts, including accounts and records of all school student activity funds, shall
3 be made by a certified public accountant following the end of each fiscal year.¹

4 The director of schools shall furnish or make copies of the audit available to the proper authorities as
5 prescribed by law.²

6 When an administrative change occurs during the fiscal year and the position is responsible for the
7 expenditure of funds, a special audit of accounts involved may be conducted immediately.

8 The special audit shall be as extensive as the board may determine.

9 **AUDIT FINDINGS**

10
11 A corrective action plan shall be developed to address any findings on the annual audit. The plan shall
12 include the following:

13
14 1. Name(s) of the individual responsible for implementing the plan;

15
16 2. The corrective action taken or planned; and

17
18 3. Anticipated completion date.

19
20 The plan shall be submitted to the Office of the Comptroller of the Treasury.

Legal References

1. TCA 49-2-112(a)(1), (c)(1); TCA 49-2-110(a)
2. TRR/MS 0520-1-2-.13(3)(d)
3. **TCA 9-3-407**

Cross References

- Fundraising Activities 2.601
Student Activity Funds Management 2.900

Bristol Tennessee City Schools

	Descriptor Term: Student Activity Funds Management	Descriptor Code: 2.900	Issued Date: 01/15/18
		Rescinds: 4.124	Issued: 01/24/03

1 *Individual Schools*

2 The activity funds of each school shall include athletic and student organization funds and any other
3 fund belonging to any student group, class, or activity.

4 Whatever the source, all student activity funds shall be under the jurisdiction of the board and under the
5 specific control of the school principal. Contracts with fund-raising agencies must comply with board
6 policy and be approved in writing by the director of schools or designee.

7 Principals and/or sponsors who knowingly authorize/allow unapproved fundraising activities shall be
8 subject to disciplinary action.¹

9 Student activity funds shall be deposited in respective school activity accounts. Proper records of receipts
10 and disbursements shall be maintained in accordance with the *Tennessee Internal School Uniform*
11 *Accounting Policy Funds Manual*.²

12 Revenue raised for specific purposes must be expended for that purpose, unless otherwise authorized in
13 writing by both the activity group sponsor and the principal.³

14 An annual audit of the account and records of all student activity funds shall be conducted as a part of
15 the audit of all other district funds.⁴

16 Any unencumbered class or activity funds automatically revert to the general activity fund of the school
17 when a class graduates or an activity is discontinued.

18 Funds derived from activities sponsored by parent-teacher associations, parent-teacher organizations,
19 or other support organizations are not subject to this policy, unless such funds are in sole custody of the
20 school.^{5,6}

 Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Sections 4-31, 4-32
2. TCA 49-2-110(d)
3. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-1 through 4-3
4. TCA 49-2-112(a)(1)-(2)
5. TCA 49-2-110(f)
6. TCA 49-2-601 through 611

 Cross References

Fundraising Activities 2.601

 Legal References

1. ~~*Internal School Funds Manual*, Sections 4-24~~
2. TCA 49-2-110(d); ~~*Internal School Funds Manual*, Sections 5-2 through 5-9~~
3. ~~*Internal School Funds Manual*, Section 4-1 through 4-3~~
4. TCA 49-2-112(a)(1)-(2)
5. TCA 49-2-110(f)
6. TCA 49-2-601 through 611

 Cross References

Fundraising Activities 2.601

Bristol Tennessee City Schools

Descriptor Term: Emergency Preparedness Plan	Descriptor Code: 3.202	Issued Date: 08/18/25
	Rescinds: 3.202	Issued: 08/19/24

1 The director of schools shall be responsible for developing, maintaining, and acquiring board approval
2 of the district Emergency Preparedness Plan,¹ which shall include procedures for bomb threats, civil
3 disturbances, armed intruders, earthquakes, fires, tornadoes, or other severe weather, and medical
4 emergencies.

5 The principal of each school shall develop and implement emergency preparedness drills which shall
6 be approved by the director of schools. When appropriate, such drills shall be held in conjunction with
7 emergency response agencies.

8 FIRE AND SAFETY DRILLS

9 The principal shall ensure that two (2) full evacuation fire drills are conducted within the first thirty
10 (30) school days, with one (1) full evacuation drill held every thirty (30) school days thereafter.
11 Additionally, the principal shall ensure that four (4) fire safety educational announcements are
12 conducted throughout the year.²

13 The principal shall ensure that three (3) additional safety drills are given during the school year.³ These
14 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not
15 require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in
16 each school's office.³

17 The principal or designee shall regularly check the quantity, locations, and conditions of fire
18 extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.

19 The district shall work with local law enforcement and the local fire department to develop a procedure
20 for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025,
21 and shall be reviewed and updated annually thereafter.⁴

22 ANNUAL DRILLS⁵

23 The principal shall ensure that the school safety team conducts each of the following type of drills
24 annually:

- 25 1. An armed intruder drill in coordination with local law enforcement;
- 26 2. An incident command drill, ~~and~~
- 27 3. An emergency safety bus drill; ~~and~~
- 28 4. A remote learning drill.
- 29
- 30
- 31

1 AED DRILLS⁶ AND EMERGENCY RESPONSE

2 Schools shall conduct a CPR and AED drill to ensure awareness of the steps that must be taken in the
3 event of a medical emergency. The principal shall ensure the drill occurs.⁵

4 The director of schools shall develop the necessary administrative procedures on AED and CPR
5 training, planning, notification, and maintenance to comply with state law.

6 The school principal must ensure that at least one full-time staff member, other than the school nurse,
7 is trained in seizure recognition and first aid.⁹ This individual should serve on the AED response team.

8 MEDICAL EMERGENCIES/PANDEMIC FLU⁷

9 In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate
10 and consult with the local and state health departments and other local emergency or healthcare
11 providers in protecting students and the community from further infection. The director of schools
12 shall develop procedures for health emergencies in accordance with state law and regulations.

13 REMOTE LEARNING DRILLS⁸

14 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately
15 reflect how students will transition to remote learning in the event of a disruption to school operations.
16 Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. [TRR/MS 0520-01-02-.30\(2\)](#); [TCA 49-6-804](#); [TCA 49-6-805\(8\)](#)
2. [TCA 68-102-137\(b\)](#); [Public Acts of 2025, Chapter No. 315](#)
3. [TCA 68-102-137\(f\)](#)
4. [TCA 49-6-807\(e\)](#)
5. [TCA 49-6-807](#)
6. [TCA 49-2-122](#); [TCA 49-6-1208](#)
7. [TCA 49-6-3004\(a\), \(e\)](#); [TCA 49-5-404](#)
8. [TCA 49-2-139](#)

Cross References

Emergency Closings 1.8011
Safety 3.201
Community Use of School Facilities 3.206

Bristol Tennessee City Schools

Therapy Dogs

Descriptor Code:
3.217

Issued Date:
01/27/25

Rescinds:

Issued:

1 GENERAL

2 Therapy dogs can provide ~~numerous benefits~~ **social emotional and educational benefits** to students,
3 including reduced stress **and increased engagement**. ~~improved physical and emotional well-being, lower~~
4 ~~blood pressure, decreased anxiety, and increased self-esteem~~. These benefits ~~may~~ **can** positively impact
5 ~~students' academic performance~~. **the learning environment and well-being of students..** This policy
6 establishes guidelines for the use of therapy dogs within the district. ~~to enhance the learning~~
7 ~~environment and well-being of students~~. The director of schools or designee ~~will~~ **shall** ensure
8 compliance with the policy **and all applicable** ~~including~~ federal, state, and local laws and regulations.

9
10 A therapy dog is trained to provide companionship **and a calming presence to support student well-**
11 **being in educational settings**. ~~affection, security, or a calming influence to people who may or may not~~
12 ~~have a disability or to function as part of a regimen of psychological treatment~~. A therapy dog is not
13 considered a service animal, **as defined by state or federal law**. Service animals **are individually trained**
14 **to perform specific tasks for** ~~provide support to~~ individuals with disabilities in accordance with state
15 and federal law.¹

16 Therapy dogs on school grounds or at events must meet the conditions outlined in the policy to be
17 present on campus or at school events. District-owned therapy dogs attend school daily and are
18 appointed to schools by the district. A staff-owned therapy dog may be approved by the principal and
19 the director of schools or designee to serve as a school therapy dog. Non-district owned therapy dogs
20 may be **permitted** ~~brought in~~ for special visits or events with approval from the principal and the
21 supervisor of student services or their designee, provided all required compliance documents are
22 submitted in accordance with district policies and procedures.

24 DOCUMENTATION

25 **Documentation for all therapy dogs must include proof of appropriate training and certification, written**
26 **acknowledgement of compliance with district requirements, and verification of liability insurance**
27 **coverage in accordance with district standards.**

28 ~~Documentation for all therapy dogs must include:~~

- 1 ● ~~Acknowledgement by the owner/handler to agree to comply with the school's therapy dog~~
2 ~~program and requirements.~~
- 3 ● ~~Verification the animal has been trained and certified for pet therapy visits.~~
- 4 ● ~~All dogs must be covered by liability insurance. Private liability insurance is required for non-~~
5 ~~district owned dogs and must comply with district insurance regulations including but not limited~~
6 ~~to coverage for property damage and/or bodily injury as required.~~

8 ACKNOWLEDGEMENT & PARENT/GUARDIAN COMMUNICATION

9 Parents or guardians will receive information about therapy dog programs annually. The school district
10 will accommodate students with allergies or sensitivity to animals. ~~If necessary, the handler shall remove~~
11 ~~the therapy dog to designated an area.~~ Parents who prefer their child not to interact with a dog may
12 exclude their child for any reason.

14 HEALTH & VACCINATIONS

15 ~~Therapy dogs must be clean, well groomed, in good health, free of fleas and ticks, housebroken, and~~
16 ~~contain identification indicating it is a therapy dog. Therapy dogs must be in good health up to date on~~
17 ~~all vaccinations as required by applicable law., medications, and health screenings per a licensed~~
18 ~~veterinarian. Documentation from a licensed veterinarian verifying current immunizations shall be~~
19 ~~maintained in accordance with district procedures.~~ shall verify the animal is current with immunizations
20 required by jurisdiction for pet therapy or, in its absence, the vaccination policy of Therapy Dogs
21 International.

23 TRAINING, REGISTRATION, & LICENSING

24 Therapy dogs must ~~undergo intensive~~ complete appropriate training and evaluation by a certified
25 ~~trainer~~ to ensure they are suitable for school environments. ~~Therapy dogs must maintain current~~
26 ~~certification through a recognized therapy dog organization approved by the director of schools or~~
27 ~~designee. Documentation of required certifications shall be maintained in accordance with district~~
28 ~~procedures. This training includes, but is not limited to, assessments of temperament and~~
29 ~~behavior in various settings. Dogs must earn a Canine Good Citizen certification. Additional~~
30 ~~certifications and licenses must be obtained through the Alliance of Therapy Dogs, Pet Partners,~~
31 ~~HABIT at the University of Tennessee, or other such organization approved by the director of school or~~
32 ~~designee. Copies of all certifications must be filed with the supervisor of student services or designee~~
33 ~~and remain current and in good standing.~~

35 IDENTIFICATION

36 Therapy dogs must wear appropriate identification including a dog collar, vaccination tag(s), and

1 ~~bandana/vest indicating certification.~~ **be clearly identifiable while on district property or at school**
2 **district events.**

3 Only ~~registered~~ therapy dogs or therapy dogs in training who have **earned the Canine Good Citizen**
4 **certification** ~~who are identified as therapy dogs in training~~ are permitted on campus or at school district
5 events.

6

7 ~~CONTROL~~

8

9 ~~Therapy dogs must be under the control of their handlers. The handler must maintain control of~~
10 ~~the dog by holding onto the leash, unless holding such leash would interfere with the therapy~~
11 ~~dog's safe, effective performance of its work or tasks. Students are never to be left alone with a~~
12 ~~dog; a designated adult must be present.~~

13

14 INTERACTIONS

15 **Therapy dogs must remain under the control of their handler at all times while on district property or at**
16 **school sponsored events. Students shall not be left alone with a therapy dog, and a designated adult must**
17 **be present during all interactions. Students and staff may engage with therapy dogs in approved**
18 **educational and support settings consistent with district safety expectations.**

19 ~~Students and staff may engage in various activities with therapy dogs such as in animal-assisted~~
20 ~~activities, animal-assisted interactions, or animal-assisted therapy. This includes activities such as~~
21 ~~petting, hugging, talking to, or giving simple commands to the dog. Interactions can occur in a variety~~
22 ~~of settings including classrooms, small group sessions, individual support, and serve as a calming~~
23 ~~presence, reducing stress and anxiety during times of crisis. Therapy dogs may also be used as a~~
24 ~~motivational tool to encourage responsibility and spark interest in learning.~~

25

26 HANDLER RESPONSIBILITY

27 **Handlers must be approved by the director of schools or designee prior to serving in the district**
28 **therapy dog program. Handlers are responsible for maintaining control of the therapy dog and**
29 **ensuring safe and appropriate interactions at all times. Handlers shall comply with all**
30 **applicable local, state, and federal laws, regulations and procedures.**

31 **Handlers of non-district owned therapy dogs are responsible for all associated costs unless**
32 **otherwise approved by the director of schools or designee and assume responsibility and**
33 **liability for any damage to school property or injury to students, staff, or others caused by the**
34 **therapy dog.**

35 ~~Handlers must undergo comprehensive training covering dog behavior, safety, and public~~

1 interaction prior to being approved by the director of schools or designee as a handler for the
2 school/district. Certification from a recognized organization Alliance of Therapy Dogs, Pet
3 Partners or equivalent will be accepted. Handlers must ensure safe and appropriate dog-human
4 interactions and work with school administration to provide necessary training to students and
5 staff. Handlers/owners must adhere to all local, state, and federal laws and regulations
6 regarding the therapy dog program including animal care, licensing, vaccinations, and other
7 requirements, and are responsible for knowing and understanding these ordinances and
8 regulations.

9 Handlers of non-district owned therapy dogs are responsible for all associated costs including, but not
10 limited to, training, food, insurance, licensing, grooming, and veterinary care. The director of schools
11 or designee may, on a case-by-case basis, approve exceptions to cost for supplies, or services for
12 personally owned therapy dogs if the dog is a school's designated therapy dog representative and the
13 expenditure is deemed indispensable to its daily functions. The handler shall assume full responsibility
14 and liability for any damage to school property or injury to district staff, students, or others in the
15 school caused by the therapy dog.

16 REGULATIONS & EXCLUSIONS

17 The district may remove or exclude a therapy dog from an area or the school if a school administrator
18 determines the dog is exhibiting behavior control issues; lacks proper health documentation, **concerns,**
19 **lacks required documentation,** presents a health risk, or disrupts the educational **environment.** ~~process.~~
20 **The handler shall immediately comply with any directive to remove the therapy dog from district**
21 **property.**

22 ~~Therapy dogs are not allowed in food preparation areas, laboratories, or areas where the animal is in~~
23 ~~potential danger of any form of contamination. The handler shall immediately remove the therapy dog~~
24 ~~from the area or school property if instructed to do so by a school or district administrator.~~
25

Legal References

1. [28 CFR § 35.104](#);

Cross References

Service Animals in District Facilities 3.218

Bristol Tennessee City Schools			
	Descriptor Term: Insurance Management	Descriptor Code: 3.600	Issued Date: 06/17/24
		Rescinds: 3.600	Issued: 06/19/23

1 The insurance program shall provide coverages in a minimum of the following broad categories:

- 2 1. Property: Buildings and contents against fire, extended coverage, vandalism and malicious mischief, boiler and machinery explosion as provided by the City of Bristol Tennessee.
- 3
- 4 2. Liability: Vehicles operated by the school system.
- 5 3. Liability: Board members, director of schools and employees resulting from discharging their
- 6 duties and students participating in work-based learning;¹
- 7 4. Worker’s compensation; and
- 8 5. Fidelity: Blanket bond and fiscal agent’s bond as required by statute.²

9 The director of schools or designee shall continually review the insurance program to ensure that
10 adequate protection is being provided at a reasonable price.

11 **TERM-LIFE INSURANCE**

12 The board shall pay the individual premium for employees eligible and participating in the school
13 system's term-life insurance program. Additional term-life insurance is available and shall be at the
14 expense of the employee.

15 **GROUP HEALTH³**

16 The board will participate in the State of Tennessee Group Insurance Program which includes different
17 health coverage options. The board will pay the full employee only premium for at least one, if not
18 more, of the plan options. The board may contribute additional funds above the individual employee
19 only premium, including contributions to the Health Savings Accounts (HSA) owned by the employee,
20 not to exceed the maximum allowed by federal law. Additional contributions made by the board shall
21 be reviewed annually.

22 The director of schools or designee shall ensure the district is compliant with regard to the privacy of
23 HIPPA protected information as required by law.⁴

24 For employees selecting a family coverage option, the board will pay at least **sixty (60) seventy (70)**
25 percent toward the employee’s selected coverage option. The employee will pay the remaining portion
26 of the selected premium.

1 The board will continue payment of an employee's medical insurance premium if the employee
2 receives a disability that requires leave up to one (1) year or until the employee becomes eligible for
3 Medicare, whichever occurs first. The premium paid by the board will be the same as other employees.
4 The employee will be responsible for the remaining portion of any selected coverage premium.

5 **RETIREES**

6 Bristol Tennessee City Schools employees who retire with at least eight (8) years of continuous service
7 with the district immediately preceding retirement, and who meet the eligibility requirements for full
8 benefits or disability under the Tennessee Consolidated Retirement System (TCRS) may continue in
9 the medical insurance plan if deemed eligible by the State of Tennessee Group Insurance Program. The
10 board will pay a maximum of \$1,800 annually toward the individual premium until the retiree becomes
11 eligible for Medicare or for a maximum of fifteen years.

- 12 1. For retirees hired prior to July 1, 2015 and deemed ineligible to remain on the state medical
13 insurance plan due only to years of service, the board will pay the retiree the \$1,800
14 annually, divided in equal monthly payments, toward the purchase of a medical insurance
15 plan procured by the retiree until the retiree becomes eligible for Medicare or for a
16 maximum of fifteen (15) years.
17
- 18 2. Retirees hired on or after July 1, 2015, or retirees who have not maintained membership in
19 a TCRS Legacy Pension plan based on eligible service prior to July 1, 2015, and are
20 covered through the state medical insurance plan for at least three years immediately
21 preceding retirement from the district may receive the \$1,800 annual amount toward the
22 purchase of a medical insurance plan procured by the retiree until the retiree becomes
23 eligible for Medicare or for a maximum fifteen (15) years.

24 The board will pay a maximum of \$500 per year toward the purchase of a Medicare supplement upon
25 the retiree reaching Medicare age or becoming eligible for a Medicare supplement plan due to a
26 disability for individuals who retire from the system **and meet the eligibility requirements for full**
27 **benefits or disability under TCRS guidelines or** were eligible for the \$1,800 annual amount prior to
28 Medicare age.

29 For the purposes of this policy, "employment" shall be defined as continuous full-time employment
30 with full benefits. An approved leave of absence shall not alter the continuous employment status but
31 shall not count as part of the years of continuous service requirement.

32 **ANNUITIES⁵**

33 The board may choose to contract with a third-party administrator to administer an employer-
34 sponsored retirement plan. All employees will be able to participate in the plan. Any company that
35 wishes to participate in the plan must abide by the information sharing and IRS requirements.

Legal References

1. [TCA 49-11-902](#)
2. [TCA 49-2-102](#); [TCA 8-19-101](#)
3. [TCA 49-2-209](#)
4. [45 CFR § 164.302](#)
5. [TCA 49-2-208](#)

Cross References

Payroll 2.802
Work-Based Learning 4.211

Bristol Tennessee City Schools

	Descriptor Term:	Descriptor Code:	Issued Date:
	Attendance of Non-Resident Students	6.204	08/18/25
		Rescinds:	Issued:
		6.204	09/18/23

1 Students residing outside the boundaries of the school system may attend **Bristol Tennessee City**
2 **Schools as a non-resident student** under the following conditions:

3 **1. APPLICATION**

4 Applications must be approved by the director of schools or designee annually.¹

5 Applications should be submitted for approval to the principal of the school the student attends
6 or is applying to attend at least two (2) weeks prior to the first day of school. The board may
7 choose to establish an earlier application deadline.¹

8 **Non-resident student Tuition** applications **may** be accepted throughout the school year for new
9 students as well as from students currently attending Bristol Tennessee City Schools in
10 kindergarten-twelfth grades.³ Applications **must** be approved by the **principal prior to district**
11 **approval allowing initiation of tuition payment.**

12 **2. ADMISSION CRITERIA**

13 Admission to Bristol Tennessee City Schools is based on the following criteria:

- 14 • Space must be available
- 15 • Appropriate academic or support programs are available
- 16 • The student has acceptable attendance and discipline records
- 17 • The student has a satisfactory academic record
- 18 • The student is in good financial standing regarding any owed fees

19 With the exception of Tennessee Online Public School, students who are suspended or expelled
20 from another school system will not be admitted to Bristol Tennessee City Schools.

21 All non-resident students seeking enrollment or re-enrollment in Bristol Tennessee City
22 Schools must complete an application each year, regardless of whether the student is currently
23 or previously enrolled as a non-resident student. For each school year, Bristol Tennessee City
24 Schools will evaluate a non-resident applicant's eligibility consistent with this policy.

1 Attendance data, including excessive absences, tardies, and early withdrawals, as well as
2 discipline records, will be reviewed quarterly and may result in probation or denial of
3 admission for the following school year.

4 Middle school or high students who fail one or more subjects during the last school year may
5 be either placed on probation the next school year following such failures or may be asked not
6 to re-enter Bristol Tennessee City Schools the following year. The decision shall be derived
7 through a conference between the principal and the parents. The conference may include other
8 faculty members or school officials who have knowledge relevant to the case.

9 Non-resident students, or parents of non-resident students, who cause undue hardship to
10 teachers, other students, or administrators may result in the student being dropped from
11 enrollment. The principal shall notify the director of schools, and parents will be notified of the
12 date of termination.

13 If a parent of a student teaches outside the school system of the parent's residency, the student
14 may attend such school system, provided the appropriate non-resident requirements are met.⁴

15
16 Requests from students from adjoining states to attend Bristol Tennessee City Schools shall be
17 considered on a case-by-case basis.⁵

18 3. ADMISSIONS PRIORITY

19
20 Parents or legal guardians must apply annually for their child's non-resident student status, and
21 non-resident student students shall be assigned to schools on an annual basis.

22
23 The application and assignment of a student who has previously attended a school in Bristol
24 Tennessee City Schools shall be considered before new non-resident applications and
25 assignments to a particular school or grade. Applications must be received in accordance with
26 the schedule published by the director of schools. Applications for tuition status during an
27 academic year may be approved on the condition that the applicant substantiates extenuating
28 circumstances (such as a change of residence).

29
30 The board of education shall grant priority status to out-of-zone and non-resident out-of-district
31 applications for children of Bristol Tennessee City Schools employees.⁵

32
33 After placement of system employees' children, the priority order in which out-of-zone (i.e.
34 students who reside in the school district but want an inter-district transfer to another school)
35 and non-resident students who are out-of-district will be admitted are as follows⁵:

36
37 Priority One: Out-of-zone (transfer) students enrolled the previous year

38 Priority Two: Siblings of currently enrolled out-of-zone transfer students

39 Priority Three: New out-of-zone transfer students

40 Priority Four: Non-resident students enrolled the previous year

41 Priority Five: Siblings of currently enrolled non-resident students

42 ~~Priority Six: New non-resident taxpayer students~~

1 Priority ~~Six~~ **Seven**: New non-resident students

2
3 **4. TUITION RATES**

4
5 **Tennessee Non-Resident Students**

6
7 If the student resides in the state of Tennessee, the parent/guardian must pay a **non-resident**
8 tuition fee established by the board. Yearly tuition per student may not exceed an amount
9 equal to the amount of funds actually used for school purposes by the school system per student
10 during the preceding school year, minus any funds received from the state or from the student's
11 resident system. The board may authorize to discount tuition for children of school system
12 employees residing in Tennessee.

13
14 **Out-of-State Non-Resident Students**

15
16 Tuition for out-of-state students shall be charged at the same rate as the average cost per
17 student in the system attended.²

18
19 ~~Sullivan County Tennessee Non-Resident Taxpayer Students~~

20 ~~1. Tuition Waiver Eligibility~~

21 ~~Tuition fees may be waived for a student who qualifies under non-resident taxpayer status.~~
22 ~~For purposes of this policy, a non-resident taxpayer is an individual who resides in Sullivan~~
23 ~~County and owns taxable residential property within Bristol City limits. To qualify, the~~
24 ~~legal guardian of the student must be the non-resident taxpayer and must own a livable~~
25 ~~residential dwelling, including a single family or multi-family home, located within the~~
26 ~~Bristol City limits.~~

27 ~~2. Verification~~

28 ~~The non-resident taxpayer is responsible for submitting proof of property ownership and~~
29 ~~legal guardianship each year to the Bristol Tennessee City Schools Student Services Office~~
30 ~~by a deadline established by the district. This documentation may include, but is not limited~~
31 ~~to: valid property deed, current mortgage documents, or property tax receipts. Tuition~~
32 ~~payment is required until documentation verifying non-resident taxpayer status is submitted~~
33 ~~and approved.~~

34 ~~3. Administration~~

35 ~~The student services supervisor shall review documentation and determine eligibility for a~~
36 ~~tuition waiver in accordance with this policy.~~

37
38 **Tennessee Online Public Schools (TOPS)**

39
40 A student participating in Tennessee Online Public School (TOPS) who resides in the state of
41 Tennessee is not required to pay tuition but shall pay an application fee contingent upon TOPS
42 procedures and principal discretion. At the discretion of the principal, Tennessee Online Public
43 School (TOPS) may offer individual courses to students who are not enrolled full-time with the

1 district for a fee as determined by the administration and/or as part of Tennessee's Course
2 Access Program Act.

3 **5. PAYMENT**

4 Tuition shall be paid to Bristol Tennessee City Schools and may be made in two (2) parts. The
5 first **payment** shall be paid by a date established by the director of schools, which will be prior
6 to the first day of school. The second **payment** shall be paid prior to the end of the first semester
7 no later than a date established by the director of schools. If the student fails to make payment
8 in the required time, the principal shall notify the director of schools or designee, and the
9 student will be subject to being dropped from enrollment.

10 Students whose parents/guardians become residents of the school system will be refunded any
11 unused portion of the tuition on a prorated basis.

12 Should the custodial parent or guardian with whom the tuition student resides die during the
13 academic year **or if guardianship changes** due to a Department of Children Services (DCS)
14 DCS-recommendation, **foster care placement, or a temporary order of protection, a student who**
15 **is enrolled as a non-resident tuition student will retain their existing status for the remainder of**
16 **the** academic year. The tuition rate will be calculated for the upcoming academic year, if
17 necessary, based on the student's current place of residence at that time.

18 **TRANSPORTATION**

19 Bristol Tennessee City Schools does not provide transportation to students who **attend as an** out-of-
20 zone or **non-resident student**.
21

22 **TUITION-FREE DESIGNATED SCHOOLS**

23 The board may authorize a "tuition-free" program for **any school serving students** residing in
24 Tennessee. The board will evaluate the parameters and effectiveness of the "tuition-free" program
25 annually to determine its continuation.
26

27 Students accepted into a "tuition-free" program who meet the criteria of attendance, behavior, and
28 academic progress will be allowed to attend the designated tuition-free school, regardless of the
29 continuation of accepting new students into the "tuition-free" program after the yearly school board
30 review. **The student will remain tuition free until the student transitions out of the designated school in**
31 **accordance with the district grade band structure.**
32

33 Families-whose students attend a tuition free school will be required to pay the appropriate tuition rates
34 if their student later enrolls in a school that is not part of the tuition free program.
35

1 Applications of students exiting a “tuition-free” program and then applying to attend a “non-tuition
2 free school” in the district or returning to the school district will be considered the same as an initial
3 application.

4
5 Admittance to schools designated as a part of the "tuition-free" program for Bristol Tennessee City
6 Schools will be based on space and program availability in each grade per year, and all other
7 parameters of this policy will apply, except those pertaining to tuition payment.

8 RESIDENCY VERIFICATION

9 1. For the purpose of this policy, "residing outside the corporate limits of the city of Bristol" refers
10 to the legal residence of a pupil. A pupil can have only one legal residence. The legal residence
11 of a pupil cannot be changed to a location other than that of the pupil's custodial parent(s), legal
12 custodian, or legal guardian without a court order from a court of competent jurisdiction
13 changing the custody or guardianship of that pupil.

14
15 2. Residence cannot be established merely by owning or renting a house or apartment, by
16 furnishing a house or an apartment so as to make it suitable for living, or by merely paying
17 property taxes to the district.

18
19 3. “Residence” shall be defined as the place at which the pupil’s parent(s), legal custodian (court-
20 appointed or approved), or legal guardian (court-appointed or approved) remains when not
21 called elsewhere for work, recreation, travel, or other temporary purpose. A pupil’s residency
22 may be shown by factors such as where the pupil keeps his or her personal belongings, receives
23 mail, spends his or her time, eats meals, sleeps most nights, returns to most days, etc. In
24 essence, a pupil’s residence is the place he or she considers “home” in the commonly
25 understood sense of the term.

26
27 4. If Bristol Tennessee City Schools has reasonable cause to believe that a pupil resides outside of
28 the boundaries of the Bristol Tennessee City School System, the director of schools, or
29 designee may investigate to determine a student’s residence under this policy, including, but
30 not limited to, conducting home visits and requiring updated documentation to verify the
31 pupil’s residence. This documentation may include, but is not limited to, utility bills, voter
32 registration, vehicle registration, credit card statements, phone bills, pay stubs, rental/mortgage
33 agreement, and Deed of Sale.

34 5. Fraudulent Enrollment and False Residency

- 35 a. Providing false or misleading information regarding a student’s residence or eligibility
36 for enrollment is prohibited.
37
38 b. Any parent, guardian, or other individual who falsifies residency information or
39 fraudulently enrolls a student may be subject to withdrawal of the student, repayment of
40 tuition or per-pupil costs to the school system, and referral for legal action as permitted
41 by Tennessee law.

Legal References

1. [TCA 49-6-3104](#)
2. [TCA 49-6-3003](#); [TCA 49-6-403\(f\)](#)
3. [TCA 49-6-3105](#)
4. [TCA 49-6-3113](#); [TCA 49-6-3103](#)
5. [TCA 49-6-3108](#); [TCA 49-6-403\(f\)](#)

Cross References

Revenues 2.400
Students from Military Families 6.506

History Log

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	2/20/2026 7:23:51 AM	Annette Tudor	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	2/20/2026 7:23:51 AM	Annette Tudor	Status changed to 'LEA Authorized Representative Approved'.	S
	2/20/2026 7:15:25 AM	David Adkisson	Status changed to 'LEA Fiscal Representative Approved'.	S
	2/19/2026 4:29:38 PM	Vonda Beavers	Status changed to 'Draft Completed'.	S
	2/17/2026 3:56:11 PM	Vonda Beavers	Status changed to 'Draft Started'.	S
	1/9/2026 12:51:52 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Allocations

Allocation Type	(1)	Preschool Dev	Total
Original		\$1.00	\$1.00
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$1.00	\$1.00

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

This is the competitive grant application for the Preschool Development Grant funding opportunity for Early Learning.

- Please enter the information below for your LEA, private school, state special school, or charter school.
- Only one application is allowed per LEA, private school, state special school, or charter school.
- When entering the total # of children currently being served, please include all children ages birth to five (not including kindergarten) who are enrolled in any classroom or early learning program within your LEA, state special school, charter school, or private school. This will include all children of that age enrolled at every school or location within the entire district.

*** DISTRICT KEY CODE #:**

821

*** DISTRICT NAME:**

Bristol Tennessee City Schools

*** Physical Address**

615 Martin Luther King Jr Blvd
Bristol, TN 37620

Mailing Address if different from above:

*** Contact Person Name & Title:**

Vonda Beavers - BTCS PK Coordinator/PK Director

*** Contact Person Email Address:**

beaversv@btcs.org

*** Contact Person Phone Number:**

423.341.8647

*** Select Type of School:**

LEA public school ▼

Enter total # of children currently being served by the LEA or organization (ages birth to five but not including kindergarteners). Please enter a 0 if no children are currently enrolled within that age group.

0 Birth - 17 months

0 18 months - 35 months

123 36 months - 60 months

<input type="text" value="0"/>	Children in preschool older than 60 months
<input type="text" value="123"/>	Total

Please indicate how many children (ages birth to five but not including kindergarten) are currently being served in the following classroom or program type(s). Please enter a 0 if no children are currently enrolled within that classroom or program type.

<input type="text" value="86"/>	VPK
<input type="text" value="17"/>	SpEd
<input type="text" value="20"/>	Locally Funded Classroom
<input type="text" value="0"/>	Title I PreK
<input type="text" value="0"/>	Fee Based PreK
<input type="text" value="0"/>	Employee Child Care
<input type="text" value="0"/>	Community Child Care
<input type="text" value="0"/>	Head Start
<input type="text" value="0"/>	Other
<input type="text" value="123"/>	Total

Other - Please specify type of classroom:
 *All six general education pre-school classrooms are inclusive--serving 32 students with disabilities in the general education setting in addition to our 17 students who are served in a special education setting with access to the general education PK classroom within the school

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

This is the competitive grant application for the Preschool Development Grant funding opportunity for Early Learning.

Instructions for completing the Program Details Page:

- Please enter the sections below for your LEA, private school, state special school, or charter school.
- Skip Sections V and VI if you are applying for a Microgrant ONLY (Option 3 - Funding for Materials, Small Equipment, and or TDOE Approved Staff Training)

Please indicate which grant option(s) you are applying for using the drop-down menus below.

Please choose all that apply - **Refer to the PDG Application Guidance Document for detailed information on all options and limits.**

Option 1: Subgrant to Expand Access (limit of 2 new classrooms of any type)

Open New Infant Classroom(s)

<input type="checkbox"/> 0 classrooms
<input type="checkbox"/> 1 classrooms
<input type="checkbox"/> 2 classrooms

Open New Toddler Classroom(s)

<input type="checkbox"/> 0 classrooms
<input type="checkbox"/> 1 classrooms
<input type="checkbox"/> 2 classrooms

Open New Preschool Classroom(s)

<input type="checkbox"/> 0 classrooms
<input type="checkbox"/> 1 classrooms
<input type="checkbox"/> 2 classrooms

Option 2A: Subgrant to Expand Services - Increase # of Hours Per Day (limit of 2 groups of children)

Increase Number of Hours Per Day by 1 hour

<input type="checkbox"/> 0 groups of children
<input type="checkbox"/> 1 groups of children
<input type="checkbox"/> 2 groups of children

Increase Number of Hours Per Day by 2 hours

- 0 groups of children
- 1 groups of children
- 2 groups of children //

Increase Number of Hours Per Day by 3 hours

- 0 groups of children
- 1 groups of children
- 2 groups of children //

Increase Number of Hours Per Day by 4 hours

- 0 groups of children
- 1 groups of children
- 2 groups of children //

Option 2B: Subgrant to Expand Services - Increase # of Days Per Year (limit of 2 groups of children)

Increase Number of Days Per Year by minimum of 160 hours

- 0 groups of children
- 1 groups of children
- 2 groups of children //

Increase Number of Days Per Year by minimum of 320 hours

- 0 groups of children
- 1 groups of children
- 2 groups of children //

Option 3: Microgrant to Enhance Quality: Materials, Small Equipment, and/or TDOE Approved Staff Training (choose one option below)

Important to Note: Applicants may apply for both Subgrants and Microgrants. However, applicants who are awarded funding for Subgrants (under Option 1 or 2) will not be eligible to receive funding for Microgrants (Option 3). Microgrants will only be considered if the applicant is not awarded funding for Subgrants (Option 1 and/or 2).

- Up to \$7,500
- Up to \$15,000

Section I. Project Overview, Needs, and Goals

Briefly describe the project or initiative you are requesting funding for (*Max 300 words*):

Project Reimagine will provide PK teachers the opportunity to fulfill their vision of what their classrooms should look like. PK teachers have expressed the need for new furniture, materials aligned with the curriculum, and play-based learning materials for more than two years. While we try to meet the needs of all teachers and their students, funding is limited.

Our district has been purchasing multi-cultural materials and materials for music and art education for our PK students over the last two years; however, we have a tremendous need for new manipulatives and resources aligned with Creative Curriculum, our PK program for curricular instruction. Based on feedback from our regional AALN coach, a key step in improving instruction throughout our seven classrooms is to extend the curriculum beyond whole-group instruction and into centers and small-group rotations. Students should be interacting with curriculum-based tasks, texts, and questions throughout the day. Strengthening this will help ensure consistency, deepen student learning, and more closely align with Core Action 1.

To achieve this next step and align with the instructional and environmental expectations provided through the CLASS observation system, we need to provide HQIMs including tasks, technology, and furniture for learning centers and small groups. We also need to ensure that our students have access to sensory materials for learning and self-regulation. When the learning environment is comfortable, welcoming, and well-organized with materials to engage our youngest learners, students can excel. We have nurturing teachers and support staff. We need support to provide our PK students and staff with much-needed resources to enhance learning and further connect classroom concepts to real-life scenarios.

What specific need does this project address within your program? *(Max 750 words. Please explain how this project will enhance learning and/or well-being for students and/or families.)*

Project Reimagine will provide much-needed resources for our youngest learners. Two of our PK classrooms need new child-sized chairs to replace ageing furniture and furniture that has been discarded due to wear and tear over the years. Another teacher has requested a kidney shaped table so she can seat children around her during small group instruction and "wobbly" seating to address students' need for movement during instruction. Physical space matters for child comfort and safety as well as for accessibility. Godwin (2021) found that the social habits and academic performance of preschool children were better in classrooms where social culture and furniture were a focus. Child-sized chairs would be placed in small group learning areas and in centers for students to use as needed.

Project Reimagine will also provide us with additional opportunities to offer our families activities to help their children continue to grow through conversation and play at home. We plan to provide materials such as pamphlets with ways to help children learn through everyday, real-world activities connected to Creative Curriculum and books to build home libraries. For example, through cooking, children learn to develop patterning skills, expand their language and vocabulary, and see science concepts in action. During outdoor play at home (and school), children can develop body awareness, develop social-emotional skills, gain muscular strength and endurance, and participate in cooperative activities. Helping in the kitchen or with the laundry can promote math skills such as sorting, categorizing, and matching and counting. We plan to use funds from the grant to communicate the real-life connections to learning with our families so they can share the love of learning with their children in a fun, authentic way.

Play is also an essential component of early childhood learning programs. According to Okudo and Omotuyole (2014), play impacts almost every aspect of children's lives and is key to the physical, mental, intellectual, and social well-being of children. With this in mind, we hope to use funds from Project Reimagine to grow our classroom centers and small group instructional materials. Based on the feedback from our AALN regional coach, our students need to interact with curricular materials beyond large group instruction. Enriching our PK classrooms with materials and organizational storage specifically related to our units of study including trees, water, wheels, balls, buildings, and exercise, among others, will allow our PK teachers to integrate subject-specific concepts with other areas of the curriculum and help their students make real-world connections to what they are learning in the classroom. For example, preschoolers may use yoga mats as they develop their gross motor skills, magnetic foam and translucent blocks as they construct original creations, board books as they extend their knowledge and practice literacy skills in small groups and centers, tablets/iPads to explore concepts (trees, wheels, balls, etc.) in depth and to engage in multi-sensory reading/audio experiences, and balls and items with wheels to replace worn materials so children can extend learning in centers and small groups.

We cannot overlook the sensory needs of our young students. Unwin et al., (2021) found that students had positive outcomes when given the opportunity to explore and were in control of their sensory experience. The researchers further noted that when students are able to predict their environment, they are less likely to act out and stay engaged in learning opportunities. Given that we have braided VPK funds to diversify our classrooms, access to sensory items and manipulatives for self-regulation and for play is essential. We have begun to develop calming corners and other sensory items, but additional materials are required to address the social and emotional needs of our students. Items including flexible seating (wobble seats, beanbag chairs, liquid floor tiles, sensory

walls, fiber optic lighting, among others) will be used by students not only to assist in self-regulation, but to enjoy during free play/centers as well. Students need a variety of activities from which to choose in order to own their environment and their learning.

Describe your goals for this project. What do you hope to accomplish? (Max 750 words):

Project Reimagine will help us achieve our goals of:

1. Supporting a diverse range of student needs in inclusive classrooms
2. Supporting students' social and emotional needs
3. Extending learning through the curriculum beyond whole-group instruction
4. Increasing student achievement
5. Addressing child comfort and interests

Providing our youngest learners with updated, real-world manipulatives and materials will allow teachers to refresh learning stations and centers for sensory support, self-regulation, and play-based learning. Additionally, the new materials will support teachers as they help children make real-world connections to what the students are learning in class.

We began braiding pre-school funds last year to allow us to better serve our students with disabilities in the general education setting. While our K-12 classrooms have historically served students with severe needs through general education with the support of our special education department, our preschool children with IEPs were primarily served in one or two classrooms. While we are excited about the establishment of inclusive classrooms, we lack the necessary materials to fully support the diverse range of needs of our children.

Flexible seating options and sensory items will allow us to support all of our children as they learn self-regulation and pro-social behavior. Providing opportunities for two-way dialogue as teachers work with students in small groups or one-to-one and engage with preschoolers through play can extend language and vocabulary development, but children and teachers must be comfortable in their physical environment to be able to make meaningful, interactive connections.

The provision of updated materials will also allow teachers to create opportunities for children to focus on the process of experimentation rather than pre-determined products. CLASS data from our most recent round of observations indicated that our children need more opportunities to engage in open-ended activities as part of the curriculum as opposed to during centers, free play, and independent work only. We would like to provide our teachers with materials tightly aligned with Creative Curriculum so they can regularly incorporate hands-on materials in their instruction. We want all of our students, regardless of their ability level when coming to us, to be producers and creators-not just consumers of content. We want to teach them to be explorers, to grow their curiosity, and to allow them to experiment with multiple objects/materials they might not have access to outside the school day.

The CASEL framework emphasizes the importance of establishing equitable learning environments and coordinating practices across settings to support students' social, emotional, and academic development. Through Project Reimagine, we believe that we can achieve our five goals across five schools and seven classrooms.

Section II. Project Timeline

What is your timeline for implementing this project? (Max 750 words): *Please include month and year for the following steps in your response if they are applicable to the option you chose to apply for: planning phase, purchasing materials, when you expect materials to be in use in classroom(s), new classroom(s) opening date, when will additional hours of programming begin, etc.)*

February 2026: As part of the grant process and to ensure we are meeting the needs of our preschoolers and teachers, we requested a list of needed items from each teacher as part of the grant application process. Just as our students needs are diverse, so are the needs of our individual classrooms across the district.

March 2026: Notification of grant award: Prepare purchase orders and order materials/furnishings.

March and April 2026: Receive materials, PK teachers meet in regularly scheduled PLC to incorporate new materials into Creative Curriculum small group instruction and centers. Inventory and distribute materials. Our maintenance department will set up furniture/shelving/table and install wall-mounted sensory items for applicable classrooms.

April 2026: Pre-school registration for rising pre-schoolers-teachers meet with parents/guardians and distribute information on how to support pre-school learning at home.

May 2026: Students and teachers begin using materials.

End of Year PK Celebrations: Teachers meet with parents/guardians and distribute new information on how to support learning at home as their children prepare to enter kindergarten.

Section III. Project Budget & Narrative

As part of the application, applicants must provide an estimated budget and accompanying narrative below explaining the anticipated use of funds by budget line item. This information is preliminary and will be used for evaluation purposes only. Applicants who are awarded funding will be required to complete and submit a final budget in the designated budget section of the application following award notification. *(Please see grant budget guidelines for award amounts. Note: This is a reimbursement grant. Funds will only be reimbursed for expenses incurred on or after your award notification date. All funds must be drawn down on or before September 29, 2026.)*

* Personnel (Possible Line Items: 116, 163, 195, 198, 369, 370)

N/A

Benefits (Possible Line Items: 201, 204, 206, 207, 208, 210, 212)

N/A

Supplies and Materials (Possible Line Items: 429, 499)

Based on teacher input and the diverse needs of their students in our seven classrooms, our budget includes the following:

\$6,200 Building Brilliance magnetic shapes, art materials: paint/easel, board books, Number Bots, Playstix, Translucent Building Blocks, Paint Sticks, Suction Cup Toys, Home living items, balls, wheels, outdoor/nature items (materials for class-created books), yoga mats, sensory items: liquid floor tiles, sensory walls, fiber optic lighting

Equipment (Possible Line Item: 790)

\$1300 iPads for audio/video/multisensory and interactive instruction/centers

\$3500 26 heavy-duty stacking, child-size chairs, wobble chairs, kidney table, ball chairs, cozy cubes, bins, art shelf/drying rack

\$3500 Storage bins and heavy-duty shelving for display and safe storage of new materials

Communication (Possible Line Item: 307)

\$500 paper for school-to-home publications including pamphlets, flyers, postcards

Contractual (Possible Line Items: 310, 312, 369, 370)

N/A

Travel (Possible Line Item: 355)

N/A

In-Service/Staff Development (Possible Line Item: 524)

\$0 We have built staff development days into our calendar

Section IV. Measures of Program Quality

What curriculum are you currently using in your existing early learning classroom(s)? What training has your staff had in using this curriculum? *Max 750 words. Please identify the name of the curriculum (High Scope, Creative Curriculum, Connect 4 Learning, or a similar research-based early childhood curriculum, etc.)*

Creative Curriculum is used in all seven of our preschool classrooms. Teachers were initially trained by the vendor when we adopted the curriculum, and additional vendor training was provided to teachers and teaching assistants during in-service this school year. Our preschool faculty and staff meet quarterly in PLCs to work together to refine their knowledge of the curriculum and to discuss best practices/share resources in delivering high-quality instruction using Creative Curriculum. Ongoing curricular support is available through online training with Creative Curriculum, our district curriculum coaches, and our regional AALN coaches. Our PK staff is evaluated annually by CLASS certified observers including the pre-school director, the special education director, and AALN coaches. The PK director conducts two CLASS observations each year and provides feedback and coaching in addition to the coaching staff receives from the AALN and district curriculum coaches. Principals observe PK teachers annually based on the number of required TEAM observations. They often attend the CLASS walkthroughs and/or CLASS formal observations.

What certifications, credentials and/or experience do staff currently working in your existing early learning classroom(s) have? *Max 750 words. (For teaching staff, how many do or do not hold an early childhood teaching license? For teaching assistants, how many do or do not hold a CDA or an early childhood degree? Please note if any are currently in progress.)*

All of our PK teachers are certified in early childhood / PK education by the Tennessee Department of Education. All PK educators have been teaching preschool in our district for over 10 years. Six of our PK Teachers hold bachelor's degrees, and one of the PK teachers has her master's degree. All of our preschool teaching assistants hold a high school diploma. One teaching assistant has a bachelor's degree, and one assistant has a CDA. Three teaching assistants are currently completing coursework to obtain their CDA. Our goal is for our additional four teaching assistants to obtain their CDA before the end of our next school year.

STOP: If applying for Option 3 ONLY, you do not need to complete sections V and VI. Please go to Section VII.

Section V. Capacity of School or District to Carry Out Plan - If applying for Option 3 ONLY, please check this box and go to Section VII.

What is the capacity of your school or district to carry out these plans? *(Please include information about available space, any previous history of similar work of opening new classrooms, recruiting new students, increasing program hours, and/or the ability to fund staff if necessary).*

Are there any barriers that might affect your ability to implement this project? *(If so, what are they and how do you plan to address them?)*

Section VI. Project Sustainability Plan - If applying for Option 3 ONLY, please check this box and go to Section VII.

Section VII. Bonus Section (Optional)

Optional: Bonus Points - For each response, please answer yes or no and provide a brief explanation with supporting evidence.

* Are you currently serving children with disabilities or are you willing to serve them?

Yes

Brief Explanation (300 words, max)

Our district currently serves 49 pre-school students with disabilities. Thirty-two of our young learners are served in the general education setting with push-in support and itinerant services. Special education staff and speech, occupational, and physical therapists push into the classroom to build on instruction taking place in the general education setting. Seventeen of our students have severe needs and are served through in a special education classroom. The

students and teaching staff have access to the general education classroom. During our last CLASS observation, actionable feedback included having the special education PK teacher partner with the general education PK teacher to co-teach lessons as appropriate.

Are you currently accepting child care subsidies or are you willing to begin accepting them?

No

Brief Explanation (300 words, max)

Not at this time

* Are you seeking to add or expand infant care in your grant proposal? (N/A for Option 3)

No

* Brief Explanation (300 words, max)

Not at this time

* Are you located in a childcare desert (as defined by the [2025 Tennessee Child Care Desert Fact Sheet 2025-Child-Care-Desert-Fact-Sheet.pdf](#))?

No

Brief Explanation (300 words, max)

Not at this time

Are you serving populations in distressed or at-risk counties (as defined by the County Economic Status Map for Fiscal Year 2026 [Transparent Tennessee: OpenECD | TNECD Performance Metrics | Distressed Counties](#))? (300 words, max)

No

Brief Explanation (300 words, max)

Not at this time

Section VIII. Required Approval and Assurances

School or District Approval: Approval from the Superintendent, Board of Education, or Head of School, etc. is required before we can consider your application.

Assurances/Acknowledgements

- Must use high quality curriculum in newly funded or current classrooms: High Scope, Creative Curriculum, Connect 4 Learning, or a similar research-based early childhood curriculum.
- Must employ high quality staff with early learning experience, credentials, licensure, etc. or be willing to work toward it.
- Must agree to a minimum of 2 CLASS observations.
- Must submit a Midyear and End of Year report to TDOE using a template provided by TDOE.
- Must be able to spend and draw down 100% of funds no later than September 29, 2026.

Resources

[Grant Budget Award Amounts & Guidelines](#)

[PDG Subgrant and Microgrant Application and Rubric](#)

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

Budget

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

Account Number	Total
73400 - Early Childhood Education	\$1.00
	Total \$1.00
	Adjusted Allocation \$1.00
	Remaining \$0.00

Budget Detail

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

73400 - Early Childhood Education - \$1.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 73400 - Early Childhood Education</p> <p>Line Item Number: 429 - Instructional Supplies & Materials</p> <p>Optional Program Code:</p> <p>Location Code: Bristol (821)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$1.00"/></p> <p>Line Item Total: <input type="text" value="\$1.00"/></p>	<p>Will complete if awarded the grant.</p>
<p>Total for 73400 - Early Childhood Education: <input type="text" value="\$1.00"/></p>	
<p>Total for all other Account Numbers: <input type="text" value="\$0.00"/></p>	
<p>Total for all Account Numbers: <input type="text" value="\$1.00"/></p>	
<p>Adjusted Allocation: <input type="text" value="\$1.00"/></p>	
<p>Remaining: <input type="text" value="\$0.00"/></p>	

Budget Overview

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

Filter by Location: ▼

Account Number	73400 - Early Childhood Education	Total
Line Item Number		
429 - Instructional Supplies & Materials	1.00 +\$1.00	1.00 +\$1.00
Total	1.00 +\$1.00	1.00 +\$1.00
	Adjusted Allocation	1.00
	Remaining	0.00

Site Information

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

* Which site(s) will new classroom(s) be placed and/or will additional hours/programming for children be held? Please be specific and explain what changes are proposed to be made at each location.
 No new classrooms have been requested.

Site Information for Non-public Schools

School Name and Address	School Phone #	Principal or Site Director Name	Principal or Site Director Email	Type of facility where classroom is located:	Funding Source	Number of students funded by Voluntary Pre-K Program	Number of students funded by other funding sources(s)					
							Title I	Head Start	Special Ed	Local	Fee pay	
				Select... ▼	Select... ▼							

Resources

[Grant Budget Award Amounts & Guidelines](#)

[PDG Subgrant and Microgrant Application and Rubric](#)

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

Related Documents

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

Optional Documents		
Type	Document Template	Document/Link
(PDG) Optional Supporting Materials	N/A	

Assurances

Bristol (821) Public District - FY 2026 - Preschool Development Grant - Rev 0 - Preschool Development Grant

- * I, THE UNDERSIGNED, CERTIFY that the information contained in the application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state statutes, rules and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant. - Check box to agree.
- * I FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures and representation in this application are correct to the best of my knowledge. - Check box to agree.

Assurance is hereby provided that:

1.	The sub-grantee will comply with all of the terms of the Preschool Development Grants--Expansion Grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.
2.	The sub-grantee will administer this program in accordance with all applicable statutes, regulations, program plans and applications.
a.	The laws of the State of Tennessee applicable to T.C.A. 49-6-101-110;
b.	All requirements of Chapter 0520-12-1 Standards for Child Care Centers and School-Age Child Care Programs
c.	Title VI of the federal Civil Rights Act of 1964;
d.	The Equal Employment Opportunity Act and the regulations issued there under by the federal government
e.	The Americans with Disabilities Act of 1990 and the regulations issued there under by the federal government;
f.	Health Insurance Portability and Accountability Act of 1996 (HIPAA);
g.	The condition that the submitted proposal was independently arrived at, without collusion, under penalty of perjury; and,
h.	The condition that no amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Agency in connection with the procurement under this RFP.
3.	The sub-grantee receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.
4.	(a) The sub-grantee will assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the non-Federal entity, which reads as follows: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)." (b) Certification of cost allocation plan or indirect (F&A) cost rate proposal.
5.	The sub-grantee will evaluate the program periodically to assess progress toward achieving goals and objectives defined in Memorandum of Understanding. The sub-grantee will use the evaluation results to refine, improve and strengthen the program and to modify the goals and objectives as necessary.



Return by May 15 to:
Director of Content
Andrew Johnson Tower, 11th floor
710 James Robertson Parkway Nashville, TN 37243-0379

**Certification of Adoption by
Local Board of Education**

The Bristol Tennessee City Schools Board of Education approved the City, County,
or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract
during the meeting of the board on April 20, 2026.

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

- The LEA's unique needs require adopting materials not on the state's official list.
- The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- The LEA agrees to furnish any materials requested by TDOE for review.

Date

Chairman, Board of Education

Date

Director of Schools

Report of Local Adoption of Textbooks*

This form remains in the office of the Local Director of Schools for the 6 year Adoption Period

For the School Year 2026

Report for schools of _____ County, City, or Special District.

Subject: Wellness

Recommendation of Local Textbook Selecting Committee

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of Wellness, recommend that the Bristol (County or City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of Bristol City (County or City), as approved by the law and contract:

State Approved	Waiver Approved	Technology Dependent	Grade	Author	Title	Company
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	McConnell, Farrar, Corbin	Live Well; Foundations of High School Health	Human Kinetics, Inc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

We hereby certify that we have returned to the office of the superintendent all the samples of textbooks submitted to us. Signatures of members of the Local Selecting Committee for this subject:

1 Carly Keene 2 Wally Ruff 3 Ang Scott
4 _____ 5 _____

Oath to Be Administered to Members of the Local Textbook Committee

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Committee, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully, and conscientiously, and in all respects will discharge my duty as a member of the Committee to the best of my skill and ability."

1 Carly Keene 2 Wally Ruff 3 Ang Scott
4 _____ 5 _____

*Complete one (1) form for each local adoption committee.

History Log

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	4/9/2026 2:54:08 PM	Annette Tudor	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application. This application is complete and has been submitted to TDOE for review."	C
	4/9/2026 2:54:08 PM	Annette Tudor	Status changed to 'LEA Authorized Representative Approved'.	S
<input type="checkbox"/>	4/9/2026 1:06:42 PM	David Adkisson	Agreed to "This application is not complete until the LEA Authorized Representative clicks approved."	C
	4/9/2026 1:06:42 PM	David Adkisson	Status changed to 'LEA Fiscal Representative Approved'.	S
<input type="checkbox"/>	4/8/2026 10:35:47 AM	Kelli Campbell	Agreed to "This application is not complete until the LEA Fiscal Representative and the LEA Authorized Representative clicks approved."	C
	4/8/2026 10:35:47 AM	Kelli Campbell	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	4/8/2026 10:00:14 AM	Anessa Ladd	FY27 LEAPs Grant Competition Greetings, This is a friendly reminder that the FY27 LEAPs Grant Application is due April 10 by 11:59 p.m. CT . Please remember that an application is not considered complete until all sections have been fully completed and the application is in LEA Authorized Representative Status in ePlan. Applications that are not in LEA Authorized Representative Status by the deadline will not be reviewed. Should you have questions or need clarification, feel free to reach out to extended.learning@tn.gov . Best of Luck, Extended Learning Team	C
	2/4/2026 10:55:57 AM	Kelli Campbell	Status changed to 'Draft Started'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	1/29/2026 7:46:10 PM	Artina Fossett	Status changed to 'Not Started'.	S

Allocations

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Allocations

Allocation Type	(1)	LEAPS 2024	Total
Original		\$0.01	\$0.01
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$0.01	\$0.01

Overview

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

User Access

Community-Based Organization (CBO) roles are assigned by the ePlan.Help@tn.gov team.

[Please click here to open the CBO user access form.](#)

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started.
Draft Started	The 21st CCLC/LEAPS Director, LEA Fiscal Representative or LEA Authorized Representative can edit the application in the draft or revision started status.
Draft Completed	The 21st CCLC/LEAPS Director can click Draft Completed (or Revision Completed for revisions)
LEA Fiscal Representative Approved or Not Approved	The fiscal representative can click approved or not approved.
LEA Authorized Representative Approved or Not Approved	The <i>LEA Authorized Representative</i> can click <i>Approved</i> or <i>Not Approved</i> .
TDOE 21st CCLC/LEAPS Director Approved or Not Approved	The TDOE 21st CCLC/LEAPS Director can click Approved or Not Approved.

Resources

[Click here to open the RFA \(LEAPS\)](#)

[FY27 LEAPs Competition Technical Assistance Webinar PowerPoint](#)

[Budgeting in 21st CCLC and LEAPs ePlan Applications](#)

TDOE Contacts

Extended Learning Team	Extended.Learning@tn.gov
User access	ePlan.Help@tn.gov

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Organization Official Address

<p>* Organization Name <input type="text" value="Bristol Tennessee City Schools"/></p> <p>* City <input type="text" value="Bristol"/></p> <p>* Phone <input type="text" value="4236529451"/></p>	<p>* Street <input type="text" value="615 MARTIN LUTHER KING JR BLVD"/></p> <p>* Zip Code <input type="text" value="37620"/></p> <p>* Organization Website <input type="text" value="www.btcs.org"/></p>
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Extended Learning Project Director

<p>* Name <input type="text" value="Kelli Campbell"/></p> <p>* Number of years serving as project director <input type="text" value="3"/></p>	<p>* Email <input type="text" value="campbellk1@btcs.org"/></p>	<p>* Phone <input type="text" value="4236529451"/></p>
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*** Organizational type that best describes your agency:**

Public School / Public School District

This is a joint application between an LEA and community based organization.

Proposed Sites

Center / Site Name	Proposed Number of Students Served	Grade Span Targeted	Site Location (Address)	Students attend a Title I School	Students attend a CSI, TSI, or ATSI School
* <input type="text" value="Anderson Elementary School"/>	* <input type="text" value="40"/>	* <input type="text" value="K-5"/>	* <input type="text" value="901 Ninth Street, Bristol, TN 37620"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* <input type="text" value="Avoca Elementary School"/>	* <input type="text" value="40"/>	* <input type="text" value="K-5"/>	* <input type="text" value="2440 Volunteer Parkway, Bristol, TN 37620"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
* <input type="text" value="Fairmount Elementary School"/>	* <input type="text" value="50"/>	* <input type="text" value="K-5"/>	* <input type="text" value="821 Virginia Ave., Bristol, TN 37620"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* <input type="text" value="Haynesfield Elementary School"/>	* <input type="text" value="60"/>	* <input type="text" value="K-5"/>	* <input type="text" value="201 Bluff City Highway, Bristol, TN 37620"/>	<input type="checkbox"/>	<input type="checkbox"/>
* <input type="text" value="Holston View Elementary School"/>	* <input type="text" value="40"/>	* <input type="text" value="K-5"/>	* <input type="text" value="1840 King College Road, Bristol, TN 37620"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Bristol Tennessee Middle School	* 60	* 6-8	* 840 Alabama Street, Bristol, TN 37620	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* Tennessee High School-Viking Academy	* 20	* 9-12	* 1112 Edgemont Avenue, Bristol, TN 37620	<input type="checkbox"/>	<input type="checkbox"/>

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Comprehensive Needs Assessment

A needs assessment is the process of gathering information from all stakeholders to guide program development and implementation.

It is one of the essential tasks in planning to apply for this grant. To maximize effectiveness and leverage resources, a thorough assessment should identify gaps and resources and ensure coordination between existing programs and services proposed through the application.

In this section, applicants must describe the needs of students and the broader community, as well as the resources available to support the proposed project. Data from local school districts, proposed participating school(s), and/or community-based organizations (CBOs) should be used to determine student needs and guide the development of program goals and objectives.

For examples of data points that may be included in a comprehensive needs assessment, refer to the FY27 Lottery for Afterschool Programs (LEAPs) Request for Applications document.

* Describe the process used to identify needs and resources, including:

1. the sources of data used
2. the key stakeholders who were involved (e.g., parents, students, community members)
3. the process of how the data was analyzed to translate findings into a defined set of needs

In preparation for designing our program, we conducted a needs assessment by forming a committee comprised of our three LEAP directors representing elementary schools, secondary schools, and grant monitoring along with the LEAP program director and representative from our partner, Coalition for Kids, Inc. In addition, this initial team included feedback from families and the representatives on the school planning team, which includes supervisors and teachers. Our committee collected and analyzed data as well as performance of prior programs. Meetings were held with partners to design services provided and frequency of activities. We held informal sessions with teachers and administrators to determine essential needs for our students. Surveys from and discussions with students helped to determine preferred activities and enrichment programs. Prior to writing this grant proposal, the planning team conducted a needs assessment for our population by analyzing data for our students. The needs assessment has also shown that the schools in our program have a large percentage of students scoring below proficient in reading and/or math. In addition, the current enrollment data in the program indicates a need for services to continue and be robust to provide after school care for the stakeholders in Bristol.

* Describe the needs of the community to be served, which may include:

1. Juvenile crime rate
2. Violent and drug-related offenses
3. Poverty rates
4. Demographic, economic, and workforce changes
5. Adult literacy rates
6. Education levels
7. Availability of out-of-school time care

On the surface, Bristol seems to be a well-rounded population with options for childcare. However, a deeper analysis demonstrates the needs of the community. In actuality, Bristol faces significant economic challenges with 5,116 people (13.5%) living below the poverty line out of 38,007 total residents. The economic hardship extends beyond official poverty lines, with 2,224 residents experiencing deep poverty (50% of poverty level) and 13,593 residents (35.8%) qualifying as low-income at 200% of the poverty level. This means more than one-third of Bristol's population faces economic vulnerability, struggling to meet basic needs for housing, food, healthcare, and other essentials. Child poverty represents Bristol's most urgent crisis, with 19.8% of children under 18 living in poverty (1,419 children affected). The youngest children face the greatest hardship: 22.0% of children under age 5 experience poverty, the highest rate among

all age groups, and 19.1% of school-age children (5-17) experience poverty. Working-age adults (18-64) experience a 12.2% poverty rate, affecting 2,793 individuals, with young adults (18-34) facing higher vulnerability at 15.7% compared to 10.2% for ages 35-64. Senior citizens 65 and older have an 11.4% poverty rate, affecting 904 residents who struggle with fixed incomes and rising costs. There are many grandparents and great grandparents as guardians for students, and this further indicates the need for quality childcare in Bristol.

In addition, a significant gender gap exists in Bristol's poverty rates, with women experiencing 15.4% poverty (2,987 women) compared to 11.5% for men (2,129 individuals) - a 3.9 percentage point difference indicating additional barriers women face to economic security. Across racial and ethnic groups, residents identifying as two or more races face the highest poverty rate at 22.2%. White and Black residents both experience 13.1% poverty rates, while Hispanic/Latino residents face 14.8% - slightly above the community average. We know education strongly correlates with economic outcomes in Bristol. Residents without high school diplomas face a 21.7% poverty rate, dropping to 15.7% for high school graduates, 8.7% for those with some college, and 4.8% for bachelor's degree holders. Employment provides significant protection against poverty, with unemployed individuals facing 29.4% poverty compared to 4.9% for employed residents. However, 837 employed residents still live below the poverty line, highlighting the "working poor" challenge. Full-time, year-round workers have only a 2.2% poverty rate versus 13.3% for part-time workers. This shows us the importance of building career opportunities and providing information for our students around their options in the postsecondary setting. LEAP provides a place for extension and enrichment activities to occur that show students the options available to them after high school. This is a focus for our district but also for our LEAP program.

In review, Bristol faces multifaceted poverty challenges that require targeted, data-driven interventions that we believe includes outside of school day care for children. With 13.5% overall poverty, 19.8% child poverty, and significant disparities by gender and education level, the community needs comprehensive strategies addressing immediate needs while building long-term economic stability. The data clearly shows that education, employment, and family structure are key factors in poverty outcomes. Successful interventions should focus on breaking the cycle of poverty through enhanced educational opportunities, workforce development, and support for the most vulnerable populations.

Next, Bristol reviewed the following key needs for economic and workforce changes included in the Employment Status Data Report from the US Census Bureau for Bristol, Tennessee. Overall, for residents aged 16 and over, the labor force participation rate is only 57.9%. This indicates that a significant portion of the local population is not actively engaged in the workforce. Improving participation could involve addressing barriers such as limited access to job training, childcare, and transportation, as well as offering support to re-engage individuals who may have become discouraged. Young people, particularly those aged 16 to 19, show stark challenges-only about 51.1% are participating in the labor force with an employment/population ratio of just 38.3% and an unemployment rate as high as 25.1%. These figures suggest that youth are struggling to transition from education to employment. Initiatives such as apprenticeships, internship programs, and youth job readiness training could be critical to build skills and ease this transition. According to this report, economic development strategies should consider enhanced childcare support, flexible scheduling, and targeted workforce programs that help close this gender gap. Bristol seeks to support the community in several ways by using LEAP funding including high-quality childcare for families and career exploration through LEAP programming. The data shows a clear relationship between educational attainment and economic participation. Workers with less than a high school education have markedly lower participation (around 52.9%), while those with a high school diploma or higher participate at much higher rates (ranging from 71% to nearly 79% for those with some college or an associate's degree, and 78.7% for bachelor's degree holders). This disparity highlights the importance of investing in workforce development, adult education, and skills development. In summary, Bristol's employment data points to multiple opportunities for making strategic improvements-from boosting overall labor participation and creating targeted youth programs to addressing gender gaps and linking education with economic opportunities. These focused interventions could drive broader economic growth and improve workforce outcomes across the community.

In addition, the team reviewed the following key needs for economic and workforce changes included in the Business Patterns Data Report from the US Census Bureau for Bristol, Tennessee. Bristol's business landscape in 2023 is characterized by a total of 954 establishments across all sectors, with nearly half (458 establishments) having fewer than five employees. This predominance of very small businesses suggests that the local economy is dominated by micro-businesses that often face challenges in scaling up, accessing capital, and offering stable, competitive wages and career advancement. The situation indicates a need for interventions that support small business growth and enhance productive capacity. A sectoral review shows that while industries such as construction (59 establishments), manufacturing (36 establishments), retail (166 establishments), health care and social assistance (161 establishments), and accommodation and food services (100 establishments) are well represented, many of these businesses remain small in size. This widespread small-scale structure may limit the ability of local employers to generate higher-wage jobs and stable career pathways. In addition, the overall environment-with 12,612 employees and an annual payroll totaling around \$716.8 million (in thousands of dollars)-suggests that while the aggregate payroll is substantial, the average wages may be moderated by the constraints of predominantly small operations. Programs are needed to improve job skills and create clear career pathways,

especially in sectors like health care, manufacturing, and professional services. Initiatives such as apprenticeships, technical training, and on-the-job skill advancement can help local workers meet the evolving demands of employers. Given the high concentration of very small businesses, economic development efforts should focus on supporting business expansion. This might include facilitating access to capital, offering mentorship and business planning services, and creating incubator or consortium programs that help small firms transition into larger, more stable enterprises. With sectors like construction, retail, and accommodation/food services employing significant numbers despite their small size, there is an opportunity to bolster these industries through targeted interventions. These might include enhancing industry-specific training programs and creating incentives for larger employers to invest in the region, thereby broadening the quality and stability of local job opportunities. In summary, Bristol's economic landscape is largely shaped by a vast network of small businesses, which, while vital to the local culture and economy, may not fully support robust workforce development or high-quality job creation. Addressing this structure through strategic workforce training, business support initiatives, and efforts to attract larger-scale employers could improve the overall economic resilience and career prospects for the community. The team believes the LEAP program can support these challenges by providing consistent childcare that supports growth and development for students along with enrichment and career focused opportunities.

The following information is based on the Education Attainment Data Report from the US Census Bureau for Bristol, Tennessee. Among young adults (18-24), only 4.9% have not graduated high school, while almost 90% have achieved at least a high school diploma. However, a very low 9.3% have obtained a bachelor's degree or higher. This suggests that while basic education is attained, there is a crucial need for programs that support college readiness, enrollment, and persistence to help young adults transition into higher education or gain advanced skills. For adults aged 25 and over, 90.2% have completed high school or obtained an equivalency, yet only 26.0% hold a bachelor's degree or higher. This gap indicates substantial opportunities for increasing postsecondary attainment through targeted outreach, affordable college and vocational training programs, and continued education initiatives that can contribute to enhanced career prospects and economic mobility. In the older age brackets (35-44, 45-64, and 65+), bachelor's degree attainment ranges from roughly 24% to 34%. Although many have completed high school, the relatively low percentage of advanced degrees highlights the need for lifelong learning and retraining programs. These initiatives can help adults update their skills, particularly in a changing economy where technology and globalization require continual learning. The data show that overall bachelor's degree attainment is similar for males and females (around 26% for those 25 and over), yet subtle differences along with data for racial and ethnic groups (for example, lower attainment rates among certain underrepresented populations) suggest the value of culturally responsive educational programs. Tailored outreach, targeted support services, and mentoring programs can help ensure that all segments of the Bristol community have equitable opportunities to pursue higher education and improve their economic prospects. The information above underscores that while basic education levels in Bristol are relatively strong, there is considerable room for growth in higher educational attainment across all age groups. Enhanced support for college readiness, accessible postsecondary options, and lifelong learning initiatives are essential steps toward addressing the community's educational and economic needs. This data indicates the focus of the LEAP program on building foundational skills for students while exploring post-secondary opportunities is in alignment with the needs of the community.

Based on the information we have, to our knowledge, Bristol Tennessee City Schools is the only provider of a free after-school program for families. While organizations such as the YMCA, YWCA, Boys' and Girls' Club, and several local daycares also offer after-school care, these options provide care at a cost for families. Bristol seeks to maintain a completely free program for as many families as possible. This priority matches the needs of the community and the data researched by the team.

* Describe the needs of the proposed participating schools and students, which may include:

1. If any of the proposed participating schools are identified as CSI, TSI, or ATSI.
2. Attendance data, school truancy rates, or drop-out data.
3. Number of students suspended or expelled in the previous year.
4. Short-term or long-term suspensions/ discipline rates/ expulsion rates.
5. Percentage of Title I students.
6. Percentage of students receiving free/reduced lunch.
7. Percentage of students below proficiency in mathematics or reading/language arts

For the 2024-2025 school year, the district is following the state's clear chronic absenteeism goal: to maintain chronic absenteeism rates under 10%. Despite this ambitious target, the data shows that five schools recorded absenteeism rates above the 10% benchmark, contributing to a district average of 14.4%. Two schools have shown noteworthy trends. Both Tennessee Middle School and Tennessee High School experienced an increase in their chronic absenteeism rates compared to the previous 2023-2024 school year. Tennessee High School has witnessed a gradual, consistent increase in its rate since 2021, pointing to

a long-term trend that may require targeted interventions. Looking further back, it is evident that several schools have struggled to consistently meet the absenteeism goal. Anderson, Avoca, Tennessee Middle School, and Tennessee High School have not seen chronic absenteeism rates drop below 10% since at least before the 2020-2021 school year. An exception to this pattern was observed at Fairmount, where the school hit an attendance rate as low as 9.7% in 2021. However, since the 2021-2022 school year, Fairmount's rate has remained at 10% or higher. Overall, while there have been isolated successes like Fairmount's achievement in 2021, the broader trends underscore the ongoing challenge of improving and sustaining lower attendance percentages across the district.

Traditionally, families completed applications for free and reduced meal benefits or were identified through reports from TN DHS. This process enabled the district to accurately calculate the number of students receiving subsidized meals, which in turn served as an indicator of our Title I student population. Currently, our school system participates in the Community Eligibility Program (CEP), which provides meals to all students regardless of whether an application is submitted. As a result, we no longer process traditional applications for meal benefits. Instead, any distinction of reduced-price meals is now made through identification via the Medicaid program. This means families are recognized based on income or eligibility for reduced income benefits. This shift means that our Title I numbers now only reflect the families who apply for benefits through Medicaid. Since not all low-income families apply for Medicaid benefits, this approach does not truly capture the entirety of our low-income student population. Based on the families that have applied to the Medicaid program, our current free/reduced meal population is 32.99%. If traditional applications were still in use, the percentage of students qualifying for these benefits would likely be much higher and be in alignment with the poverty rates we see across the community.

In reviewing further information, the district's ELA/Reading data reveals significant performance challenges across multiple grade levels and schools, with several critical areas requiring immediate intervention. A primary concern is that all middle school grades (6-8) are performing below the 50% proficiency benchmark. This represents a systemic issue at the middle school level that demands urgent attention. The situation is further complicated by a pronounced performance gap: 7th and 8th grades are performing more than 10 percent lower than 6th grade, suggesting that students experience a sharp decline in proficiency as they progress through middle school. Two grade levels experienced proficiency declines from the previous year: 4th grade and 7th grade both dropped. However, the trajectory of the 2024-25 7th grade cohort is particularly alarming. This cohort has shown a gradual, consistent decline since 4th grade—a multi-year downward trend that stands in stark contrast to other grade levels, which have experienced variable performance patterns best described as a "roller coaster" of ups and downs. A significant pattern has emerged across elementary schools: all schools experience substantial proficiency drops from 2nd grade to 3rd grade. This grade transition appears to be a critical juncture where students struggle to maintain their reading progress. This issue is particularly severe at Anderson and Fairmount, where both schools scored under 50% proficiency in 3rd grade. Additionally, Anderson continues to struggle in 5th grade, also falling below the 50% benchmark, indicating sustained challenges at this school across multiple grade levels. While there is some positive news, it is limited in scope. Grades 3-8 improved their state ranking from 2024, signaling modest progress. However, the district has yet to exceed its highest ranking achieved in 2021, indicating that despite recent improvements, overall performance remains below historical peaks. More concerning is the broader context: Bristol Tennessee City Schools consistently ranked in the low to mid-30s for ELA/Reading. The district's ranking of 41st in 2024 represents a decline from this typical range, suggesting the district is moving further away from its established performance baseline. The convergence of these data points—below-50% middle school proficiency, the steady decline of the current 7th grade cohort, significant 2nd-to-3rd grade drops across elementary schools, and declining state rankings—indicates that the district faces a multifaceted reading proficiency crisis requiring comprehensive, targeted interventions at multiple levels and schools. These areas of opportunity are where the LEAP grant can support the interventions happening in classrooms during the regular school day. The middle school program is where we have some of the largest numbers of students participating, and this is an area where we can have great impact on literacy rates through after school supplementary programs.

The district's high school English courses are experiencing a troubling decline in proficiency and state performance, with English 1 presenting the most urgent concern. Both English 1 and English 2 dropped in proficiency from 2024 to 2025, indicating a deterioration in student achievement at the high school level. This decline is particularly concerning given that these foundational English courses serve as critical benchmarks for student literacy and college and career readiness. English 1 is experiencing a severe proficiency crisis. With a proficiency rate of only 38%, the course is barely above the state average, leaving minimal margin for distinction. More alarming is the consistent downward trajectory since 2023, with proficiency declining every year for the past three years. This sustained decline suggests systemic instructional or curricular issues rather than isolated, year-to-year fluctuations. The state ranking data further underscores the severity of the situation. English 1's state ranking has dropped dramatically from 21st in 2024 to 43rd in 2025—a 22-position decline in a single year. This represents a catastrophic loss of standing. Moreover, English 1 has experienced a consistent decline in state ranking every year beginning in 2021, indicating a multi-year downward trend that has accelerated in recent years. While English 2 is below the state average, it presents a different concern than English 1. Unlike English 1's dramatic decline, English 2 remains fairly stagnant in state ranking, suggesting that while performance is substandard, it has at

least stabilized. However, the fact that English 2 is performing below the state average while remaining relatively flat indicates that the course has settled into a persistently underperforming baseline without improvement. The data reveals two distinct but equally concerning patterns: English 1 represents an acute crisis characterized by accelerating decline, both in proficiency and state ranking, requiring immediate and intensive intervention, and English 2 represents a chronic under performance issue that, while less dramatic, suggests students are not receiving adequate preparation for advanced course work. Together, these trends indicate that the district's high school English program is failing to adequately serve students, with urgency needed to reverse the sharp decline in English 1 proficiency and state ranking.

The district's mathematics data reveals widespread proficiency challenges across elementary and middle school grades, with multiple schools and grade levels performing significantly below acceptable benchmarks. A critical finding is that 2nd, 4th, and 6-8th grades are all performing under 50% proficiency. This represents a systemic issue spanning both elementary and middle school levels. The middle school situation is particularly concerning: all 6-8 grade students are performing below 50%, with 7th and 8th grades performing only marginally higher than the state average, indicating minimal distinction between district and state-level performance. Multiple elementary schools are struggling with mathematics instruction across multiple grade levels. Anderson Elementary is the most severely affected, with grades 2, 3, and 5 all under 50% proficiency. While Fairmount Elementary also shows significant challenges, with grades 2, 4, and 5 under 50%. Holston View Elementary is weakest in 4th grade, sitting at exactly 50% proficiency, and Haynesfield Elementary has its lowest performance in 2nd grade mathematics at 43.4%. Avoca Elementary is weakest in 4th grade at 47.8%. A concerning trend has emerged regarding grade progression. The 3rd-5th grade average proficiency declined at Holston View, Avoca, and Anderson Elementary Schools, suggesting that students are not maintaining or building upon their mathematical skills as they advance through elementary school. More broadly, the only consistent pattern observed in the 3-8 math data across cohorts is a consistent fall after a climb-meaning that regardless of grade level or school, students experience a predictable cycle of improvement followed by decline. This pattern suggests that gains made in one year are not sustained, pointing to potential issues with student understanding of foundational concepts. While the district has made progress on the state ranking metric-increasing by 9 positions from 49th to 40th-this improvement masks deeper instability. The district's state ranking has fluctuated between the high 20s to the 40s every other year, indicating inconsistent performance and suggesting that gains are temporary rather than sustained. The convergence of these findings-widespread below 50% proficiency across elementary and middle grades, multiple schools struggling across multiple grade levels, consistent decline patterns following improvement, and volatile state rankings-indicates that the district faces a significant mathematics proficiency challenge. The data suggests that current instructional approaches may not be effectively building and maintaining student understanding of mathematical concepts across grade levels and schools. Again, this is where the LEAP program can benefit those students who are most at-risk of not mastering grade-level content. LEAP provides students with a safe, fun environment to further develop skills and understanding.

The district's high school mathematics courses present a paradoxical picture: while some courses show improvement in proficiency over time, all courses are plagued by declining state rankings and persistently low absolute proficiency rates. All three courses-Algebra 1, Algebra 2, and Geometry have maintained proficiency rates below 50% every year since the 2021-2022 school year. This represents a six-year period of inadequate student mastery in foundational mathematics courses, raising serious concerns about student preparedness for advanced course work and college and career readiness. Within this context of below-50% proficiency, Algebra 1 performs above the state average but remains in the 30s percentage range each year, indicating that while the district outperforms the state, absolute proficiency is still critically low. Algebra 2 and Geometry have steadily increased over the years, showing positive trajectory and suggesting that instructional improvements or curricular adjustments may be having some positive effect. Despite incremental gains in Algebra 2 and Geometry proficiency, the district's state rankings tell a starkly different story. Both Algebra 1 and Algebra 2 have experienced consistent declines in state ranking every year since 2022. Algebra 1 dropped from 14th in 2022 to 32nd in 2025-an 18-position decline over three years. Algebra 2 has dropped from 16th in 2022 to 25th in 2025-a 9-position decline over three years. This ranking deterioration suggests that while the district may be making modest improvements, other districts are improving at a faster rate, causing the district to fall further behind in comparative performance. The data reveals a critical disconnect: improvements in proficiency percentages for Algebra 2 and Geometry are not translating into improved state rankings, indicating that the district is improving at a slower pace than peer districts. More fundamentally, the fact that all three courses remain below 50% proficiency despite years of effort suggests that current interventions are insufficient to bring students to acceptable levels of mathematical competency. The combination of persistently low absolute proficiency rates and declining state rankings indicates that the district's high school mathematics program requires comprehensive reassessment and more intensive intervention strategies.

To summarize, Bristol has seen improvements in some areas of focus. However, there is much work to be done to improve all areas of instruction and provide more opportunities for growth and achievement. This is where LEAP can support that mission in providing extended-day resources for students. LEAP can support the growth of students academically and socially, and the program can support the transition to post-high school opportunities and careers.

* Describe the community resources that have been identified, including:

1. the opportunities to improve the program experience for students and families; and
2. broadly, how the resources can be used to support the program.

- *Note: The applicant will have an opportunity to provide more detailed descriptions of how specific community assets will be mobilized in other sections of the application*

After analyzing feedback from the 2024-25 UT SWORPS Student Survey and the 2024-25 Family Engagement Reports, we have identified the opportunities to improve the program experience for students and families. The survey data for elementary students indicates that while the LEAP Program is highly regarded for its contributions to reading, math, and social skill development, there is room for enhancement in a few specific areas. For example, although students have experienced academic growth, many reported only moderate gains in computer skills, suggesting an opportunity to incorporate more targeted computer literacy sessions or engaging technology projects into the program. In addition to academic enrichment, the program's success in fostering positive peer interactions and social engagement could be further bolstered by including structured social-emotional learning activities or introducing a peer mentoring system. Finally, while students enjoy the current variety of activities, there is an ongoing need to keep the options fresh and diverse, warranting a continuous review of activity offerings and the incorporation of creative and interactive learning experiences. For the middle school cohort, the survey highlights both academic and logistical factors that affect program participation. While a significant percentage of middle school students are benefiting from homework support and technology-focused activities, many indicated that busy schedules, transportation issues, and home responsibilities are limiting their attendance. Addressing these challenges could involve offering more flexible session times, exploring transportation solutions, or otherwise adapting the program to fit their hectic lives. Additionally, even though students appreciate the adult support provided, there is an opportunity to more closely align mentors with the cultural and community backgrounds of the students, fostering even stronger connections. Expanding the integration of technology-based tasks and creating tailored academic support sessions for those with less frequent attendance may further enhance both the program's relevance and its overall impact on academic achievement. High school students expressed a very positive view of the LEAP Program, particularly valuing the support they receive and the sense of belonging it creates. Recognizing that busy schedules continue to pose a challenge, the program could benefit from maintaining flexible drop-in sessions while also offering targeted academic support, especially in core areas like reading and math. Given that nearly 87% of high school students have plans for a four-year college education, the program has an opportunity to enhance its college readiness component through initiatives such as extended SAT/ACT preparation workshops, application guidance, and dedicated sessions on research or writing skills. Alongside academic support, continuing to offer enrichment activities like art, sports, and computer-based projects can provide a well-rounded experience that addresses both immediate academic needs and broader developmental goals.

The family engagement survey paints an overall picture of satisfaction with the LEAP Program, as families appreciate how the program improves their children's attitudes towards school and the availability of staff to address concerns. However, some families expressed neutral feelings regarding the clarity of communication about their child's progress and the program's impact on school enthusiasm. To address this, the program can enhance communication strategies by providing more detailed, personalized updates, monthly progress reports, or newsletters that share successes and upcoming events. Additionally, low participation in family events suggests an opportunity to diversify event offerings. By considering a broader range of activities—such as academic workshops, cultural evenings, and family fun days along with offering these events at various times to accommodate different schedules, the program can foster even greater family involvement. Overall, enhancing communication and offering more flexible, varied family events will likely lead to increased engagement and support from families across all sites. By addressing these targeted areas, the LEAP Program can further enrich its impact on students' academic and social development while fostering stronger connections with families, ultimately enhancing the overall experience for all involved.

We also had the opportunity to talk with many students across the district LEAP sites regarding what they feel is going well and any changes or improvements they would like to see in their LEAP program. Overall, LEAP is recognized for providing valuable academic support, hands-on learning, and social enrichment. Students consistently praise the program for its dedicated time for homework, test preparation, and interactive learning activities that range from STEM projects to game-based tasks. They appreciate that LEAP serves as both an academic safety net and a dynamic environment where learning takes on a playful and engaging character. However, there are areas that could further improve this experience. One opportunity lies in expanding academic enrichment while meeting diverse learning needs. Students of various ages find value in structured homework time and targeted skill-building sessions, yet some have expressed a desire for increased frequency of these offerings, such as enhancing academic sessions with additional subject-specific support and introducing more varied, interactive approaches like new technology-based tools or alternative learning games that can further boost students' confidence and preparedness for their regular classes. Another common theme is the importance of varied recreational and extracurricular activities. Whether it is through organized club activities, sports like pickleball and archery, or open play in the gym and outdoors, students clearly value social connections and physical activity as much as academic work. They have shown enthusiasm for current offerings but also suggested increasing the frequency and diversity of these

activities. Expanding club options, introducing more innovative recreational games, and scheduling additional sessions that cater to both active play and more relaxed social interaction can help strike an even greater balance between fun and learning. A third area for potential improvement involves technology and equipment resources. Multiple students have noted limitations in access to essential tools from a shortage of dedicated technology devices in the morning sessions to requests for more varied sports equipment. Addressing these equipment needs by providing more devices and updating recreational or academic materials would enhance both the learning and play experiences. This step not only supports academic tasks through digital learning platforms but also allows for richer, hands-on activities that spark further engagement. Flexibility in program scheduling and session structure also emerged as a priority for many participants. Whether during the morning or after school sessions, students appreciated the balance between structured academic time and free, student-led activities. They suggested optimizing the schedule to include more group games, extended gym time, and additional visits from activity providers. These insights point toward the value of a flexible learning environment in which teams can accommodate varying student needs while ensuring that time for academics, extracurricular interests, and social interaction are all readily available. Lastly, while the provided feedback focuses primarily on the student experience, there is an opportunity to incorporate family engagement strategies that further bridge the gap between school and home. Enhancing communication about academic and recreational successes, offering flexible family events, and creating avenues for parents to see and support the work their children are doing can enrich the overall LEAP experience. Strengthening these home-school connections would not only reinforce the program's positive impact on children's academic and social development but also provide families with a sense of involvement in the program's ongoing success. By addressing these opportunities from expanding academic and recreational offerings, improving technology and equipment access, to refining scheduling and enhancing family engagement, the LEAP Program can continue to grow as a supportive, well-rounded environment that meets the evolving needs of both students and families.

The LEAP program is enhanced by a network of strategic community partnerships focused on unlocking potential and empowering students and families. Bristol TN Parks and Recreation enriches student learning with nature-based classes and creative activities, while Coalition for Kids, Inc. strengthens elementary program delivery through dedicated staffing and comprehensive services. The Bristol TN Public Library enhances literacy with both virtual and on-site resources, and the Bristol TN Police Department offers career exploration and community engagement experiences. Additionally, the Tennessee High School/CTE Department provides tutoring and mentorship to boost academic growth and prepare students for future careers. Complementing these efforts, the BTCS LEAP program works with the Bristol Tennessee City Schools' Family Resource Center, who partner with state-wide colleagues, to proactively meet basic needs, promote good school attendance, and ensure students read on grade level by third grade-all through connected systems of support designed to bridge community gaps. Together, these integrated initiatives comprehensively advance LEAP's goals in academic achievement, student engagement, behavior improvement, family involvement, and career readiness.

Resources

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

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Prior history implementing an extended learning program:

Applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.

A **prior grantee** is an agency that has received either a 21st CCLC or LEAP grant within the last 5 years. - Check this box if the applicant is a prior grantee.

Prior Grantees Only.

* Funded Agency

Bristol Tennessee City Schools

* Last Year of Grant Funding

2026

* Funding Source

Lottery for Education: Afterschool Programs

21st Century Community Learning Centers

* Grade Level Served

Elementary (PK - 5)

Middle (6 - 8)

High (9 - 12)

Adult Family Members

* **Program Successes and Lessons Learned.** Prior grantees should describe prior experience implementing the extended learning grant including successes and lessons learned.

After analyzing feedback from the 2024-25 UT SWORPS Student Survey, the 2024-25 Family Engagement Reports, the 2024-25 Teacher Survey Report, and the 2024-25 Performance Indicator Report we have identified the following successes and lessons learned. The responses from several elementary schools-including Anderson, Avoca, Fairmount, Haynesfield, and Holston View captured the demographics, after school attendance patterns, and program perceptions of participating students. Administered from March 31 to May 31, 2025, the survey gathered responses from groups ranging from 16 to 38 students per site, primarily in grades 3 through 5 and ages 8 to 12, with most students identifying as White while some diversity is noted at certain schools. Overall, the findings reveal that most students attend the after-school program in the afternoon, with a significant number reporting that they would otherwise remain with a parent, guardian, or other family member if not enrolled. When asked about alternative after school activities, many cited watching TV, gaming, doing homework, or engaging in household chores, while a sizable portion also mentioned being with friends or in the neighborhood. Student perceptions of the program were largely positive: most expressed enjoyment of the program, a commitment to attend regularly when not ill, and a desire to continue participation next year. They noted that the program helped with academic skills-including reading and math-fostered good habits like homework completion and facilitated social skills such as making new friends and getting along better with peers. However, some reported only moderate gains in computer skills and school enjoyment. In summary, the survey data reflects a generally enthusiastic response from students regarding the variety of activities and support provided through the after-school program, underscoring its role in enhancing academic achievement, social development, and overall school engagement across multiple sites. In addition, the survey gathered responses from 49 Tennessee Middle School students, primarily 6th graders and age ranges from 11 to 15, with most students (65.3%) reporting attendance for just one year and a predominantly White demographic (nearly 90%). All respondents attended exclusively in the afternoon, with 59.2% attending 4-5 times per week; however, busy schedules were overwhelmingly cited as the main barrier to more frequent attendance, while reasons for their friends' non-participation included transportation challenges, lack of interest, and competing home responsibilities. When comparing activities, students attending once a week or less focused on homework help, reading, and math activities, whereas those with more regular attendance

engaged more in computer and technology-related tasks, and many noted that if not at the program they would be watching TV, gaming, or simply hanging out at home. Overall program perceptions were largely positive: most students expressed that they liked their program, felt they belonged, and appreciated the attention and encouragement from adults. Additionally, many students reported that the program has contributed to improvements in their grades, test scores, and subject-specific skills such as math and reading, while also reducing behavioral issues. Looking toward the future, nearly half of the respondents plan to pursue a four-year college education, with others considering options such as military service, trade school, or entering the workforce directly. The high school responses came from 15 Tennessee High School students whose ages ranged from 14 to 18, with about one-third aged 14 and one-third aged 18. The respondents, predominantly White (over 93%), were evenly distributed across the high school grades, with roughly one-third in 9th grade, a smaller proportion in 10th and 11th grades, and nearly 40% in 12th grade. In terms of extended learning attendance, most students participated during the afternoon-with nearly three-quarters attending only in the PM-and attendance frequency varied from regular sessions (with about one-third attending 4-5 times per week) to a substantial number who attended as needed. Students identified busy schedules and the need for targeted schoolwork assistance as the main factors limiting more consistent attendance, and friends' absence from the program was not a significant barrier. Among those attending less frequently, activities such as homework help, reading, and math support were popular, while those attending more regularly also engaged in art/club activities, sports, and occasionally computer-based tasks. Overall, program perceptions were very positive, with all participants agreeing that they liked the program and felt a strong sense of belonging, noting that the adults involved paid close attention to their lives, provided encouragement, and cared about their success. At the start of the year, many reported a need to boost their grades, test scores, and academic skills-especially in reading and math-and the extended learning program was credited with helping to improve these areas, even though some students continued to require homework support. Looking ahead, an overwhelming majority of students (nearly 87%) plan to pursue a four-year college education after high school, with the remaining respondents considering entering the workforce directly.

In summary, LEAP has found success in academic supports for students. This continues to be an area of celebration and strength. During the last grant cycle, the LEAP site leads made efforts to push into school data meetings to further understand the needs of students, and based on student feedback, this was a successful strategy we will continue. We will explore further ways to be creative in offering programs to students in the upper grades who need flexibility. In the last grant cycle, we added services to mornings at the high school to accommodate those who participate in an athletic season or additional club. This appears to be successful based on student feedback. In the future, we will also seek ways to extend more opportunities for ACT/SAT preparation and academic supports for students, especially in the upper grade levels.

Based on the teacher survey findings for the 2024-2025 LEAPS program, educators across Bristol TN City Schools consistently reported that the LEAP Program has had a positive impact on their students. Teachers noted that the program helped students reduce homework mistakes, complete assignments more promptly, and improve their classroom participation, behavior, math, and reading skills. In addition, many educators acknowledged that the program fostered better interpersonal relationships by enhancing students' ability to get along with peers and by boosting their self-confidence. Communication between the program staff and classroom teachers was also highly rated, indicating effective collaboration. However, some responses suggested the need for more differentiated academic support, as a noticeable proportion of students were identified as not requiring intensive intervention, particularly in targeting subject-specific skills. Variability in responses across different centers also points to the importance of standardizing best practices across sites to ensure uniform quality. Continuous feedback through follow-up discussions and professional learning communities (PLCs) is recommended to further tailor instruction to the varying needs of students and to drive ongoing improvements in program outcomes. In the future, we will focus not only on students who have academic deficits during data meetings but on those who need extension, as well. This enrichment opportunity will be extended by increasing our offerings with community partners, such as with the public library and the high school CTE program.

The family engagement survey for the 2024-2025 LEAPS program in Bristol TN City Schools indicates overall strong family satisfaction with the services provided. Families consistently reported that their children seem to enjoy school more since joining the program, and they feel welcomed to visit at any time. They appreciate the availability of program staff when questions or concerns arise, and the provision of useful information, resources, and updates through various channels-particularly text messages and email. Many respondents also noted that program staff treat families with respect, regardless of background, and overall quality of services received high ratings. An area of opportunity families expressed neutral views on include the impact on their child's enthusiasm for school and the effectiveness of communication about program activities and progress. Additionally, participation in program activities appears limited, with many families indicating that they did not take part in the offered events, suggesting that the range or appeal of these activities may need to be expanded. Moreover, the data revealed variability in preferred times for family events across sites, implying that more flexible scheduling could enhance attendance and engagement. Addressing these issues could further strengthen family involvement and support within the LEAPS program. In the future, we will include more variety in the family engagement opportunities we provide and consider how we can schedule these to best meet the needs of families.

The 2024-2025 Performance Indicators Report for Bristol TN City Schools LEAPS program provides a detailed look at various dimensions of student performance and program quality. Overall, the report reveals some key successes alongside several areas that require targeted improvement. Among the successes, the program has notably exceeded state goals in terms of improving unweighted GPAs for students with previously low scores and in promoting early literacy growth among K-2 students, both of which outperform state targets. Teacher-reported engagement in learning, while meeting the basic threshold, is still below both state averages and goals, suggesting moderate efficacy in this area. On the other hand, the academic achievement indicators based on state assessment scores for math and reading

show that overall growth is particularly strained among students with high participation (90+ hours), with growth percentages substantially below the state targets for those subjects. Additionally, school day attendance and behavior improvements are also areas for concern; the percentages for decreased absences and reduced in-school suspensions are significantly below state averages and established goals. Family engagement metrics present a mixed picture: while overall satisfaction with program quality is high and families appreciate available resources and respectful treatment, some sub-indicators-such as the perception of an open, welcoming environment-fall short of expectations. Furthermore, the data indicates variability across individual sites, highlighting the need for site-specific strategies to standardize outcomes. In summary, while the LEAPS program is succeeding in boosting academic GPAs and early literacy, there is a clear need to refine instructional practices and intervention strategies to strengthen state assessment growth in math and reading, improve attendance and behavior outcomes, and enhance both teacher-reported engagement and family engagement across all sites. These will be the focus moving forward into a new grant cycle.

*** New Project Components.** The prior grantee should clearly identify the new project components in this application. For example, a new project component may include additional program activities (i.e. activities that were not available to students or families in prior project years) and/or an expansion of the program into different target areas (i.e. adding program sites or serving another grade level).

As a result of the needs assessment and lessons learned, it is clear there is still much work to do in Bristol through the LEAP program. We will expand our partnerships with our current outside organizations (Bristol Police Department, Bristol Public Library, Bristol Parks and Rec, and Tennessee High CTE). Currently, these providers supply opportunities during our Fall and Spring Intercession, but we would like to do ongoing work with them. For example, we would like to work with the Bristol Public Library to begin a book club program for our students or work with Bristol Parks and Rec to provide more variety of physical activity offerings, such as yoga, baseball, or soccer. Many students in the middle school age range did not perform well on the PACER test, which measures the aerobic capacity in students of all fitness levels; therefore, partnerships that focus on physical activity would be beneficial for students. This would further expand our work with the Healthy After School Promise.

To further our Healthy Schools initiative in pursuit of our second goal, our focus is shifting toward engaging family members in healthy lifestyle activities related to both physical activity and nutrition. After discussions with the Coordinated School Health Coordinator, several promising options have emerged. One potential approach is to partner with the Culinary Arts teacher at Tennessee High School, or to explore another community partnership, to guide LEAP students in preparing a nutritious meal. This collaborative cooking experience would culminate in a shared dining event, where families are invited to join the students, fostering both healthy eating habits and community connection. This was part of our previous grant cycle, but our teacher for this club is transitioning away from the program, and we will need to explore other partnerships to continue this experience for students. In addition to the culinary program, another option under consideration is to organize an evening Family Field Day. This event would provide a fun and interactive way for families to engage in physical activity together, further supporting our goal of integrating exercise into daily life. Both initiatives are designed to not only promote wellness but also to strengthen the ties between students, families, and the broader community.

In addition, we will provide more supports for students who need extension activities in reading and math. We have refined our practices for those who are lower achieving, but we seek to expand our reach for those who need extension. For example, we will partner with the public library to begin book clubs for students that includes creative writing experiences. We will continue STEM activities but seek ways to target skill areas being addressed in classrooms for higher achieving students.

Finally, we will continue to seek ways to incorporate career exploration into the program. Now that the Teaching as a Profession concentration is fully established and students are earning their tutoring certifications, we see increased opportunities for students at the high school level to partner with elementaries to provide work-based learning experiences. This provides our elementary students with valuable instruction while also providing the opportunity for the high school students to implement what they are learning in the classroom. We also wish to expand our reach with career exploration through enrichment times at the elementary and middle-school levels. We hope to provide local speakers to share about their careers and allow students to use their career assessments taken in the regular school day to explore their options and pathways for the future.

A new applicant is an agency that has not received either a 21st CCLC or LEAP grant within the last 5 years. - Check this box if the applicant is a new applicant.

*** Student recruitment and retention.** The applicant should describe who will be served and the process for student recruitment and retention. The applicant must describe what data will be used to determine student participation in the program. Students must meet the eligibility guidelines mentioned in the Absolute Priority section of the application. Also, provides data showing that the proposed program site(s) meets the LEAPs eligibility criteria.

Our target student population is comprised of students who are economically disadvantaged (qualify for Title 1 services), are scoring below proficient in reading and/or math, have Special Education services through an Individual Education Plan (IEP), 504 plans, ELP services, have poor attendance, or are behind in high school credits. Students who qualify in two or more of these areas will be recruited for our program. We will also recruit students who need a safe place to go during the hours outside regular school time or who need social/emotional supports.

The director, counselors, and teachers will send letters to the parents of students selected for recruitment. The letter will include an invitation to participate, a description of the program, and an interest form to be signed and returned. The director will collect the returned interest forms, then send the parent manual and student information forms

home with the students. If the forms are not returned, then the director, counselors, and teachers will also make phone calls to these parents to encourage students/parents to utilize the program. We will ask classroom teachers at all the schools to encourage students to attend the program, especially if they need academic assistance. Announcements and flyers will be provided during Open House and class time especially for students needing extra support. Our system provides laptops for all students in grades 4-12, and a parent/guardian is required to attend the distribution. Therefore, all parents/guardians will have access to the information. In addition, the information will be active on the district website for families to apply on an on-going basis.

*** Nutritional programs and physical activity.** The applicant should describe how snacks will be provided and the type of physical activities that will be offered to students. Grantees are required to include a minimum of 60 minutes per week of participation in physical activities as part of the program design, as well as promote improved nutritional habits of program participants.

We will provide healthy meals daily to students at all our program sites through our school nutrition program. This is typically a third opportunity for students to receive nutritious provisions, and this is provided through a separate funding source acquired through the district school nutrition department.

The physical activity component will be met through various team and individual sports, physical fitness activities, and field trips. The students at each site will participate in an archery program sponsored through Tennessee Wildlife Resources Agency (TWRA) and the National Archery in Schools Program (NASP). During this program the students will be instructed in International Archery Shooting. Program staff teach the students about proper range safety, archery technique, scoring, and discipline as everything is done on a whistle command from the instructors. Our physical education teachers will conduct this program as they are certified through NASP as NASP archery instructors. On-site field trips will be conducted through the Bristol TN Fire Department, Bristol TN Police Department, and the Steele Creek Nature Center. The students at the high school will also have several opportunities through their club activities. Additional units in pickle ball and golf are provided for each site on a rotating basis throughout the school year. We will also work with the King University Athletic Department as opportunities arise. This program sends athletes from each of the school's athletic teams to each site to act as mentors and tutors for our program participants. The athletes will also play games with our students and work with them on skills from their respective sports. This program will allow our students to see that academics and hard work are a huge part of being successful. These athletes will be great role models for our students.

*** Family Engagement.** The applicant must describe how the program will offer family engagement activities to support the advancement of students' academic achievement and social development. Programs may also provide educational services, family literacy activities, or job training classes to adult family members of students participating. Grantees are required to offer 12 hours of programming annually at each site for adult family members, specific to extended learning. This programming should also include the mandatory extended learning parent orientation, but not the general family engagement events the school day hosts.

Bristol will hold a parent orientation meeting for all K-12 students, parents, teachers, and community partners the first week of the program to familiarize all participants with the program and policies. The meeting will be an introductory session with a meet-and-greet and open forum. Staff will also invite teachers and administrators from all schools as well as representatives of our community partnerships. There will be on-going orientation meetings as new students enroll in the program. Each site will offer quarterly family engagement opportunities, as well. These will be a gathering of parents, guardians, grandparents, and other caregivers to discuss issues and ideas that will lead to a better educational experience for children. Each session will focus on a district or program goal, such as literacy, math, healthy lifestyles, or career exploration. For further input, Bristol conducts an annual parent survey. Results of the survey are used to improve the program and coordinate future plans.

In addition, Bristol will provide a monthly newsletter for families that includes information about program opportunities and activities students complete during their time at each site. Family engagement activities will be shared along with program logistical information. The program provides homework assistance every day for all students. Staff will provide quarterly workshops for parents which will focus on accessing online resources such as PowerSchool and Canvas as appropriate to the topic for the quarter. Quarterly sessions will also provide assistance with math and ELA subject-specific topics and homework completion tips and tricks to use at home.

Program Schedule. The applicant should check the appropriate grade level(s) to be served. For each grade level, indicate if programming will be provided before or afterschool as well as during the summer. The applicant should indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week. Please enter 0 if you do not offer hours on a particular day of week.

Elementary

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>	* <input type="text" value="1.00"/>	* <input type="text" value="1.00"/>	* <input type="text" value="1.00"/>	* <input type="text" value="1.00"/>	* <input type="text" value="1.00"/>	* <input type="text" value="0.00"/>	<input type="text" value="5.00"/>

After	<input type="checkbox"/>	* 2.00	* 2.00	* 2.00	* 2.00	* 2.00	* 0.00	10.00
Summer	<input type="checkbox"/>	* 3.00	* 3.00	* 3.00	* 3.00	* 0.00	* 0.00	12.00

Middle

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>	* 0.00	* 0.00	* 0.00	* 0.00	* 0.00	* 0.00	0.00
After	<input type="checkbox"/>	* 3.00	* 3.00	* 3.00	* 3.00	* 3.00	* 0.00	15.00
Summer	<input type="checkbox"/>	* 3.00	* 3.00	* 3.00	* 3.00	* 0.00	* 0.00	12.00

High

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input type="checkbox"/>	* 1.00	* 1.00	* 1.00	* 1.00	* 1.00	* 0.00	5.00
After	<input type="checkbox"/>	* 3.00	* 3.00	* 3.00	* 3.00	* 3.00	* 0.00	15.00
Summer	<input type="checkbox"/>	* 6.00	* 6.00	* 6.00	* 6.00	* 0.00	* 0.00	24.00

*** Transportation Plan.** All programs/sites must establish a plan for the safe transportation of participants and explain that procedure in the proposal, such as bus transportation, parent pick-up, or walking. All programs will be expected to provide services in a manner consistent with state child care guidelines.

Transportation will not be provided for our students in our program except for off-site field trips during the school year. Parents or designated individuals will bring the students to their school site before school (for those attending before school at the elementary sites) and sign the student in with a LEAPS teacher on our sign-in/sign-out sheet each day. At the end of the day, the parent or designated individuals will sign the student out with a LEAPS teacher. On our program application, we will provide a section for the enrolling parents or guardians to designate individuals other than themselves who may pick up their child from the program. Before parents or individuals may sign a child out, they must provide the LEAPS teacher with a photo ID that matches the name on the student information form. Once identification has been provided, the individual may sign the child out on the sign-out sheet. Parents will also give written permission if their student is to walk or drive themselves home from the LEAPS program. We will provide field trip transportation services in a manner consistent with state childcare guidelines. Permission forms signed by a parent/guardian and health care records will be taken on all trips.

Performance Goals and Indicators. The Tennessee Department of Education (TDOE) extended learning programs has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs. Performance targets were based on statewide data collected during prior program years and/or national targets. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress towards goals. The indicators are pre-established and in some cases include TDOE developed instruments such as teacher and parent surveys that will be provided to the grantee.

In this section, the applicant should describe the following: 1. specific program activities that will be implemented to address each performance goal and target; 2. relevant professional development activities pertaining to each goal and performance target and 3. how progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners. Projects are not expected to serve all grade spans. Applicants should complete the tables for the grade spans that will be served.

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.

Performance Target(s)	<p>1.1 At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments.</p> <p>1.2 At least 40% of all students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.</p> <p>1.3 At least 20% of all students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language arts state assessments.</p> <p>1.4 At least 40% of all students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language arts state assessments.</p>
Activities	<p>* On a typical day in the LEAPS program, elementary sites will provide a morning program where students participate in tutoring, homework assistance, computer labs, and run club/morning mile. In the afternoon program at all sites, the first activities that students will participate in will be related to the goal of improving grades in math and Reading/Language Arts after their meal time. The target population includes students below proficient in math, and this has been the greatest area of need in our past programs. Therefore, we will have certified math teachers at most sites. We will use grade level curriculum materials and intervention lessons to enhance students' math skills. STEM (Science-Technology-Engineering-Math) lessons and activities will be incorporated to strengthen math skills and apply math to real-life situations. To help the target population of those students scoring below proficient in reading, students will be given time to read and take comprehension quizzes through the Accelerated Reader (AR) program or complete additional activities through Amplify Boost or other curricular resources. Staff offer tutoring, homework help, mentoring, and test taking skills practice. Each site will utilize a variety of instructional programs to support reading development such as TNFSCS/CKLA and Wit and Wisdom to help students learn how to write and master grade level content. Students participating in the high school Teaching as a Profession career pathway will be allowed to support students at the elementary and middle school levels with academic lessons, as well. This will support high school students gain needed experience in a career pathway while building the academic skills of students. Bristol participates in the TN All Corps network, as well. Structured tutoring opportunities are provided across the year to support students in small ratio, high-dosage groups. These groups are tightly aligned with the content students experience during the school day and have shown to be very successful across the last two school years. These high school tutors now receive certification in this model. All sites will have certified math and ELA teachers working with students providing the best professional help available for tutoring and lessons in these areas. Site leads will attend data meetings for their program in order to understand the needs of each student and work with general education teachers to design instruction for students in the LEAP program. These teachers will be made aware of any students with an Individual Education Plan (IEP) and any allowable accommodations to better serve these students. The goal of providing alignment between school day services is to meet each child's unique learning needs. In the afternoon program, students will participate in a wide variety of enrichment activities that support applying math and Reading/Language Arts to real-world applications. Middle and high school activities will incorporate math and reading through drama, robotics, chess/board games, origami, cosmetology, automotive/home maintenance, healthy food preparation, photography, computer coding/gaming, and outdoors activities. Elementary students will participate in robotics clubs, board game opportunities, and STEM activities that all focus on literacy and math goals. Bristol will provide the program after school five days per week on normal school days. In addition, LEAP will be provided on Spring and Fall Intersession days during the week-long Spring Break and Fall Break. Intersession provides optional learning days for targeted students when schools are not in session. This will help the target population in improving grades in reading and math because they will get extra help and extra time to complete assignments. An additional opportunity for students occurs during the summer. Students can attend during the month of June and receive additional support in reading, math, and STEM areas. These camps have shown great success in closing learning gaps and providing safe learning environments for students they may not have without the program.</p>

Professional Development	* Bristol will provide training for all LEAP staff in August prior to beginning services to ensure all staff are comfortable implementing the program components. Each staff member will be required to participate in and document professional development hours aligning to their work across the school year. LEAP Lead Teachers will circulate and provide feedback on programming across the year, as well. Site leads will participate in data meetings with staff to determine student needs and recruit students for the program who would benefit the most from the additional services. In addition, site directors under the Coalition for Kids partnership will receive additional training including training with a member of the board of directors, Dr. Ginger Christian, former principal of Anderson Elementary School and current faculty in the ETSU Clemmer College of Education, previously served as the district Response to Instruction and Intervention (RTI2) curriculum supervisor for the Washington County Department of Education. She has worked as an elementary teacher, special education teacher, behavior interventionist and school district administrator. Dr. Christian provides quarterly trainings (at least 3 hours each) to each site director and will continue to provide training on literacy and classroom management. Dr. Christian utilizes a train-the-trainer model to prepare our site directors to deliver training to all sited directors. All education personnel receive quarterly training from the site director.
Communicating Results	* Results will be communicated to parents, students, and community partners via quarterly achievement reports including interim reports, report cards, AIMSWeb reports, Mastery Connect Reports, and End-of-Course (EOC) scores following each assessment. LEAPS teachers will be in constant contact and collaboration with each student's classroom teacher to monitor their progress and discuss any areas of deficit. Finally, the results of students' improvement in grades, AIMSWeb, TNReady scores, and EOC scores will be used by the school community to report overall progress through school and district websites.

Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects.

Performance Target(s)	<p>2.1 At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before, will demonstrate an improved GPA.</p> <p>2.2 At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before, will demonstrate an improved GPA.</p>
Activities	

* On a typical day in the LEAPS program, elementary sites will provide a morning program where students participate in tutoring, homework assistance, computer labs, and run club/morning mile. In the afternoon program at all sites, the first activities that students will participate in will be related to the goal of improving grades in math and Reading/Language Arts after their meal time. The target population includes students below proficient in math, and this has been the greatest area of need in our past programs. Therefore, we will have certified math teachers at most sites. We will use grade level curriculum materials and intervention lessons to enhance students' math skills. STEM (Science-Technology-Engineering-Math) lessons and activities will be incorporated to strengthen math skills and apply math to real-life situations. To help the target population of those students scoring below proficient in reading, students will be given time to read and take comprehension quizzes through the Accelerated Reader (AR) program or complete additional activities through Amplify Boost or other curricular resources. Staff offer tutoring, homework help, mentoring, and test taking skills practice. Each site will utilize a variety of instructional programs to support reading development such as Amplify and Big Ideas for math to help students learn how to write and master grade level content. Students participating in the high school Teaching as a Profession career pathway will be allowed to support students at the elementary and middle school levels with academic lessons, as well. This will support high school students gain needed experience in a career pathway while building the academic skills of students. Bristol participates in the TN All Corps network, as well. Structured tutoring opportunities are provided across the year to support students in small ratio, high-dosage groups. These groups are tightly aligned with the content students experience during the school day and have shown to be very successful across the last two school years. These high school tutors now receive certification in this model. The State of Tennessee requires all students to take the ACT as a requirement for graduation; therefore, we will provide ACT preparation activities to help with the English, Math, Reading, and Science sections of the test. Our program will provide ACT Preparation Camps for grades 7-12 across the year in the weeks prior to the official ACT tests and through the summer. We will also provide morning opportunities for high school students to strengthen their skills related to the ACT. The robotics program at the high school has been successful with students learning from volunteer engineers and teachers to write code and build a large robot to compete in game-like competitions. Students learn about science, technology, engineering, and math (STEM), along with creative problem solving skills. Bristol will continue to expand the robotics program at the elementary and middle school sites. This curriculum is for students in grades 2-8 and offers 12 flexible units of instruction that can be used in sequence, in chunks, or as standalone lessons and is a learning tool that will excite and inspire younger students to pursue careers in STEM fields while helping them build skills in reading and math, which will enhance program performance goals. All elementary students will have the opportunity to compete in a robotics competition in the spring to showcase their learning and skills developed from the year in robotics club. All sites will have certified math and ELA teachers working with students providing the best professional help available for tutoring and lessons in these areas. Site leads will attend data meetings for their program in order to understand the needs of each student and work with general education teachers to design instruction for students in the LEAP program. These teachers will be made aware of any students with an Individual Education Plan (IEP) and any allowable accommodations to better serve these students. The goal of providing alignment between school day services is to meet each child's unique learning needs. In the afternoon program, students will participate in a wide variety of enrichment activities that support applying math and Reading/Language Arts to real-world applications. Middle and high school activities will incorporate math and reading through drama, robotics, chess/board games, origami, cosmetology, automotive/home maintenance, healthy food preparation, photography, computer coding/gaming, and outdoors activities. Bristol will provide the program after school five days per week on normal school days. In addition, LEAP will be provided on Spring and Fall Intersession days during the week-long Spring Break and Fall Break. Intersession provides optional learning days for targeted students when schools are not in session. This will help the target population in improving grades in reading and math because they will get extra help and extra time to complete assignments. In addition, the high school will work in partnership with the Viking Academy to support students who have a zero tolerance offense through outside school opportunities to check-in and ensure they remain on-track to graduate. An additional opportunity for students occurs during the summer. Students can attend during the month of June and receive additional support in reading, math, and STEM areas. Students at the high school focus on credit recovery and ACT preparation. These camps have shown great success in closing learning gaps and providing safe learning environments for students they may not have without the program.

Professional Development	* Bristol will provide training for all LEAP staff in August prior to beginning services to ensure all staff are comfortable implementing the program components. Each staff member will be required to participate in and document professional development hours aligning to their work across the school year. LEAP Lead Teachers will circulate and provide feedback on programming across the year, as well. Site leads will participate in data meetings with staff to determine student needs and recruit students for the program who would benefit the most from the additional services. In addition, site directors under the Coalition for Kids partnership will receive additional training including training with a member of the board of directors, Dr. Ginger Christian, former principal of Anderson Elementary School and current faculty in the ETSU Clemmer College of Education, previously served as the district Response to Instruction and Intervention (RTI2) curriculum supervisor for the Washington County Department of Education. She has worked as an elementary teacher, special education teacher, behavior interventionist and school district administrator. Dr. Christian provides quarterly trainings (at least 3 hours each) to each site director and will continue to provide training on literacy and classroom management. Dr. Christian utilizes a train-the-trainer model to prepare our site directors to deliver training to all sited directors. All education personnel receive quarterly training from the site director.
Communicating Results	* Results will be communicated to parents, students, and community partners via quarterly achievement reports including interim reports, report cards, AIMSWeb reports, Mastery Connect Reports, and End-of-Course (EOC) scores following each assessment. LEAPS teachers will be in constant contact and collaboration with each student's classroom teacher to monitor their progress and discuss any areas of deficit. Finally, the results of students' improvement in grades, AIMSWeb, TNReady scores, and EOC scores will be used by the school community to report overall progress through school and district websites.

Performance Goal 3: The percentage of students who are chronically absent from school will decrease.

Performance Target(s)	<p>3.1 At least 50% of ALL students who participated in programming during the school year and missed 18 days or more in the prior school year, will demonstrate an improved attendance rate in the current school year.</p> <p>3.2 At least 75% of ALL students who participated in the programming 90 hours or more during the school year and missed 18 days or more in the prior school year, will demonstrate and improved attendance rate in the current school year.</p>
Activities	

* Attendance continues to be an area of focus for Bristol as awareness has decreased with families and students around the importance of regular school attendance since the pandemic. During the next grant cycle, Bristol seeks to regain focus on educating families and students about the importance of attendance through a variety of supports. This will be accomplished through a multi-tiered system of supports. At each site, a designated staff member makes contact with families when students are absent. This staff member calls to verify absence reasons and shares the concern of the school for the student. This tier of support focuses on awareness and building strong relationships with students and families. Some sites find ways for students who typically have attendance problems to become involved in a school-wide role or club to keep them engaged in the school environment. LEAP is part of this process. Students who struggle with attendance can become part of the program to engage in activities they enjoy while receiving the academic supports they may need to ensure success. In addition, students at the high school level can engage in their program of study through the additional opportunities provided by the LEAP program. An additional level of support is provided at each site when students are chronically absent or reach multiple days of unexcused absences. A team member from the site will reach out to the family to schedule a meeting with the family to determine if additional services are needed to support them. For example, the team member may link them with transportation options or housing supports. They may meet with the student to determine next steps or reasons why they are having difficulty getting to school. In addition, there may be a medical need that is hindering success, and the staff member can support the family in finding resources to meet their needs. A formal contract is developed between the parties and a support plan is implemented. Additional layers of support are offered if attendance continues to be a concern for the students. For example, the family will be asked to meet with an administrator or administrative team to determine next steps, or the family may need the support of outside agencies, such as Frontier Health or the Department of Children's Services. These will be organized to support the student and family as needed. This process continues if unexcused absences increase up to a referral to the juvenile court as a last resort. However, Bristol seeks to support families before attendance concerns rise to this level. During the LEAP program, students will be offered opportunities to engage in activities they enjoy or experience that they may not otherwise have the ability to complete. For example, students will be allowed to participate in sessions for archery, golf, and pickle ball. They will receive instruction in the rules and techniques of each sport. In addition, students will have the ability to participate in robotics teams and compete at the end of the year to showcase their skills and talents. There are a variety of clubs offered, as well, such as cooking club and an anime class. They can participate in Run Club or Morning Mile, as well. All of these supports work together to encourage students to attend and remain engaged in the school environment. In addition, Bristol seeks to expand opportunities for students at the middle and high school levels while increasing awareness of career opportunities early in the elementary grades. During the next grant cycle, Bristol will place significant focus on developing career readiness across grade levels. Bristol seeks to expand services to students at the Viking Academy at Friendship Career Center while expanding services offered at all locations. First, Bristol will offer opportunities for students at the elementary level to explore careers through Pathful (formerly Virtual Job shadow, Jr.). This will allow elementary students to begin building their background knowledge of career choices and complete career assessments to help them align their interests with future choices. Then, students at the middle school level will be provided access to the CTE Connections STEM lab. Students will continue their exploration of careers through Major Clarity; however, students participating in the LEAP program will be provided specific programming for their career choice to include completion of project based learning modules and exploration opportunities utilizing Transfr VR systems. Students can complete several tasks in their career of focus to determine if they want to explore this choice when they reach the high school level. An additional opportunity will be provided for LEAP students in eighth grade. After they have completed the Major Clarity assessment and participated in modules aligned to their selected career, they will have the opportunity to complete OSHA 10-Hour certifications. Teachers will offer lessons and track progress across modules to ensure success. All certification completions will be tracked and celebrated with students. Finally, Bristol seeks to expand work-based learning opportunities for students at the high school level. Students in the Teaching as a Profession pathway of study will have the opportunity to complete practicum hours in the LEAP programs at the elementary and middle school levels to gain teaching and curriculum design experience alongside veteran teachers and staff members. These opportunities will expand access for students and allow them to explore and prepare to be a College and Career Ready Graduate.

Professional Development

* Staff members at each school will need to be trained in the structured attendance procedures for the district, and they will need to learn about the variety of supports offered for families in the district. The district has an attendance director that can support the process for each site. In addition, LEAP staff will need to monitor attendance regularly and know what supports can be offered. They will need professional development to ensure a variety of options are offered for students to ensure engagement in the program and continued growth and development.

Communicating Results	* Attendance rates will be tracked across the year, and families will receive a report of attendance at a minimum of quarterly. However, some sites send updates more often, and families will receive letters to notify them when unexcused days become a concern for a student's success. LEAP site directors will monitor program attendance and reach out to families if there are concerns. Bristol will report attendance measures through the accountability protocols and report releases per state guidelines in addition to LEAP reporting requirements.
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Performance Goal 4: All students will exhibit positive behavior changes that support academics and social growth.	
Performance Target(s)	<p>4.1 At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.</p> <p>4.2 At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared the previous year.</p>
Activities	* Academic and social growth is a focus for Bristol in the coming grant cycle, and the team realizes students must be supported from a holistic perspective including social and emotional learning supports. LEAP will offer opportunities to support students academically and socially across the year. Staff will have a focus each day on social-personal competencies through the district provided curriculum. These programs offer daily lessons for students in communication, building and sustaining friendships, listening skills, and other concepts to improve behaviors. Through the variety of clubs and opportunities, staff will make connections with students that will show them how the skills they are developing can be used during the school day to make them successful and how these opportunities could translate to a career in the future. In addition, this grant cycle will allow students from the high school to visit the elementary and middle school sites to offer leadership and mentor younger students in the district. These connections and positive role models will help students visualize their futures and gain a connection with someone they can trust and who can provide support. In addition, the high school will work in partnership with the Viking Academy to support students who have a zero tolerance offense through outside school opportunities to check-in and ensure they remain on-track to graduate. Finally, site leads at each location monitor in-school and out of school suspensions across the year. They will look for patterns and speak with students about supports they may need. This staff member can link them to services offered by the district through school counselors, the Family Resource Center, Frontier Health, or the behavioral supports team.
Professional Development	* Staff must receive training in each of the social-emotional learning programs. They must know how to implement these and access the resources provided by each one. In addition, they will need to know how to access and monitor discipline data in order to review regularly and provide consistent communication with students. Bristol requires annual Adverse Childhood Experiences (ACEs) training for all staff members, and three of the elementary schools and middle school are part of the trauma-informed schools network. These sites receive additional training to support the social/emotional wellness of students. Bristol is also a partner in the TN-TAN network to provide wrap-around supports for students, and additional professional development is offered across the year through this network. Finally, they will need to know about the variety of services available to students at each site and who to contact when a need arises. This training will be provided at the beginning of the year for all staff and ongoing professional development will be provided across the year.
Communicating Results	* Results are monitored regularly through the PowerSchool data system by the district student services department and communicated with school administration. Suspension information is tracked through state monitoring systems, as well. Individual schools meet regularly to discuss the results and create individual plans for students in conjunction with families and teachers.

Performance Goal 5: All students will continuously be engaged in their learning.	
Performance Target (s)	<p>5.1 At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.</p> <p>5.2 At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.</p>

Activities	<p>* During the LEAP program, students will be offered opportunities to engage in activities they enjoy or experience that they may not otherwise have the ability to complete. For example, students will be allowed to participate in sessions for archery, golf, and pickle ball. They will receive instruction in the rules and techniques of each sport. In addition, students will have the ability to participate in robotics teams and compete at the end of the year to showcase their skills and talents. There are a variety of clubs offered, as well, such as cooking club and an anime class. They can participate in Run Club or Morning Mile, as well. A variety of guest speakers will visit the program from the Steele Creek Park Nature Center, the Bristol Public Library, Bristol TN Police Department, local meteorologists, and paleontologists. Academic supports will be provided, as well. Time will be allocated each day for homework help and tutoring. Bristol participates in the TN All Corps network, and structured tutoring opportunities are provided across the year to support students in small ratio, high-dosage groups. These groups are tightly aligned with the content students experience during the school day and have shown to be very successful across the last four school years. All sites will have certified math and ELA teachers working with students providing the best professional help available for tutoring and lessons in these areas. Site leads will attend data meetings for their programs in order to understand the needs of each student and work with general education teachers to design instruction for students in the LEAP program. These teachers will be made aware of any students with an Individual Education Plan (IEP) and any allowable accommodations to better serve these students. In addition, Bristol seeks to expand opportunities for students at the middle and high school levels while increasing awareness of career opportunities early in the elementary grades. During the next grant cycle, Bristol will continue to place significant focus on developing career readiness across grade levels. Bristol seeks to expand services to students at the Viking Academy at Friendship Career Center while expanding services offered at all locations. First, Bristol will offer opportunities for students at the elementary level to explore careers through Pathful (formerly Virtual Jobshadow, Jr.). This will allow elementary students to begin building their background knowledge of career choices and complete career assessments to help them align their interests with future choices. Then, students at the middle school level will be provided access to the CTE Connections STEM lab. Students will continue their exploration of careers through Major Clarity; however, students participating in the LEAP program will be provided specific programming for their career choice to include completion of project based learning modules and exploration opportunities utilizing Transfer VR systems. Students can complete several tasks in their career of focus to determine if they want to explore this choice when they reach the high school level. An additional opportunity will be provided for LEAP students in eighth grade. After they have completed the Major Clarity assessment and participated in modules aligned to their selected career, they will have the opportunity to complete OSHA 10-Hour certifications. Teachers will offer lessons and track progress across modules to ensure success. All certification completions will be tracked and celebrated with students. Finally, Bristol seeks to expand work-based learning opportunities for students at the high school level. Students in the Teaching as a Profession pathway of study will have the opportunity to complete practicum hours in the LEAP programs at the elementary and middle school levels to gain teaching and curriculum design experience alongside veteran teachers and staff members. These opportunities will expand access for students and allow them to explore and prepare to be a Ready Graduate. In addition, the high school will work in partnership with the Viking Academy to support students who have a zero tolerance offense through outside school opportunities to check-in and ensure they remain on-track to graduate. All of these supports work together to encourage students to attend and remain engaged in the school environment.</p>
Professional Development	<p>* LEAP staff will need to monitor attendance regularly and know what supports can be offered. They will need professional development to ensure a variety of options are offered for students to ensure engagement in the program and continued growth and development. Site directors will attend school-level data meetings to collaborate with each student's teachers and determine areas where LEAP can support to improve a child's school experience.</p>
Communicating Results	<p>* Site directors will attend school-level data meetings to collaborate with each student's teachers and determine areas where LEAP can support to improve a child's school experience. They will receive direct, on-going feedback about student performance and engagement. Surveys will be administered annually to determine success with this goal. Results will be shared and reported from the survey, and data will be monitored to determine success with student performance. Families will receive report cards every nine weeks and interim reports during the nine weeks to monitor grades and attendance.</p>

Performance Goal 6: Family engagement will be embedded in the entirety of the program.

Performance Target (s)	6.1 At least 90% of all families with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc.
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	6.2 At least 90% of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs.
	6.3 At least 90% of ALL families with children/youth who participate in the program will report that the program provides an open, welcoming environment for families.
	6.4 At least 80% of ALL families with children/youth who participate in the program will report an overall high level of satisfaction with the quality of provided services.
Activities	* Bristol will hold a parent orientation meeting for all K-12 students, parents, teachers, and community partners the first week of the program to familiarize all participants with the program and policies. The meeting will be an introductory session with a meet-and-greet and open forum. Staff will also invite teachers and administrators from all schools as well as representatives of our community partnerships. In addition, on-going orientation sessions will be held for students who are new to the program. Each site will offer quarterly family engagement opportunities, as well. These will be a gathering of parents, guardians, grandparents, and other caregivers to discuss issues and ideas that will lead to a better educational experience for children. Each session will focus on a district or program goal, such as literacy, math, healthy lifestyles, or career exploration. For further input, Bristol conducts an annual parent survey. Results of the survey are used to improve the program and coordinate future plans. In addition, Bristol will provide a monthly newsletter for families that includes information about program opportunities and activities students complete during their time at each site. Family engagement activities will be shared along with program logistical information. The program provides homework assistance every day for all students. Staff will provide quarterly workshops for parents which will focus on accessing online resources such as PowerSchool and Canvas as appropriate to the topic for the quarter. Quarterly sessions will also provide assistance with math and ELA subject-specific topics and homework completion tips and tricks to use at home.
Professional Development	* All site leads will need professional development to design quarterly events for families. They will need ongoing support from the Lead Teachers and the Project Director to offer the best options for supporting students and families. In addition, they will need ongoing communication with teachers and administrators to determine site needs in order to coordinate efforts to support families.
Communicating Results	* Attendance will be monitored at each family engagement event. These opportunities will be publicized and shared on school social media platforms and through newsletters. An annual survey will be conducted to gain feedback from families about programming and ways to improve. These results will be reviewed and shared with the appropriate stakeholders.

Performance Goal 7: Early learners will reach high academic standards demonstrating growth in Reading.

Performance Target(s)	7.1 At least 20% of ALL students in grades K-2 who participated in programming during the school year will demonstrate growth on a universal reading screener.
	7.2 At least 40% of students in grades K-2 who participated in programming 90 hours or more during the school year will demonstrate growth on a universal reading screener.
Activities	* On a typical day in the LEAPS program, elementary sites will provide a morning program where students participate in tutoring, homework assistance, computer labs, and run club/morning mile. In the afternoon program at all sites, the first activities that students will participate in will be related to the goal of improving grades in math and Reading/Language Arts after their meal. To help the target population of those students scoring below proficient in reading, students will be given time to read and take comprehension quizzes through the Accelerated Reader (AR) program. Staff offer tutoring, homework help, mentoring, and test taking skills practice. Each site will utilize a variety of instructional programs to support reading development such as TNFSCS/CKLA and Wit and Wisdom to help students learn how to write and master grade level content. These materials provide knowledge building opportunities and acceleration with concepts from the regular classroom, as well. Students participating in the high school Teaching as a Profession career pathway will be allowed to support students at the elementary level with academic lessons, as well. This will support high school students gain needed experience in a career pathway while building the academic skills of students. Bristol participates in the TN All Corps network, as well. Structured tutoring opportunities are provided across the year to support students in small ratio, high-dosage groups. These groups are tightly aligned with the content students experience during the school day and have shown to be very successful across the last two school years. Students in K-2 specifically are provided support around reading fluency, decoding in a sounds-first approach, and knowledge building activities. These are targeted in alignment to grade-level curriculum and expectations. Progress is reviewed regularly with classroom teachers, and site leads will attend these regularly scheduled data meetings to ensure they are supporting each student in ways that will have maximum benefit.







Professional Development	* Site directors will need professional development surrounding data components for the district and how those measures translate to instruction for students. In addition, staff members will need training around the instructional materials utilized in the regular education setting to understand how literacy instruction is delivered in Bristol. This will be a key component in designing after-school literacy supports for students specifically in grades K-2. LEAP staff should complete the virtual training sessions for early literacy and curriculum expectations. In addition, site directors under the Coalition for Kids partnership will receive additional training including training with a member of the board of directors, Dr. Ginger Christian, former principal of Anderson Elementary School and current faculty in the ETSU Clemmer College of Education, previously served as the district Response to Instruction and Intervention (RTI2) curriculum supervisor for the Washington County Department of Education. She has worked as an elementary teacher, special education teacher, behavior interventionist and school district administrator. Dr. Christian provides quarterly trainings (at least 3 hours each) to each site director and will continue to provide training on literacy and classroom management. Dr. Christian utilizes a train-the-trainer model to prepare our site directors to deliver training to all sited directors. All education personnel receive quarterly training from the site director.
Communicating Results	* Site directors will attend school-level data meetings to collaborate with each student's teachers and determine areas where LEAP can support to improve a child's school experience. They will receive direct, on-going feedback about student performance and engagement. Families will receive report cards every nine weeks and interim reports during the nine weeks to monitor grades and attendance.








* Describe the organizations capacity to fulfill state performance goals, and local evaluation requirements (identify internal staff member(s) and description of qualifications/relevant experiences).

The Bristol Tennessee City Schools LEAP program has full confidence that it can fulfill state performance goals and local evaluation requirements. The current LEAP Grant Project Director has followed a full grant cycle (3 years), and we have many site leads with multiple years of experience. The Elementary and Secondary Program Coordinators have multiple years of experience, as well. In addition, there are many veteran staff members working at each site. Most recently, the program has added the position of Grant Management to monitor paperwork and expectations. We are confident this program can operate successfully and meet the expectations outlined in the request for application.

Program Timeline

In this section, the applicant will describe the project timeline for the first year of the program. The timeline should delineate when activities will begin, project milestones, and responsible party (ies). Project milestones should be based on the proposed activities that will be implemented to achieve the performance goals. It is not necessary to identify all project activities.

Date	Project Milestone	Responsible Party
* 07/01/2026 	* Recruit and retain staff for SY 2026-2027 Complete MOU with Coalition for Kids Develop programming and refine enrollment requirements	* <input type="text" value="Extended Learning Team"/>
* 08/10/2026 	* Train and equip staff for instruction and program components. Gather all verification information. Schedule sport rotations Attend data meetings to determine caseload for recruitment at each site	* <input type="text" value="Extended Learning Team"/>
* 08/03/2026 	* Send parent letters and enrollment packets. Begin offering services based on school need and timeline Monitor progress and ensure compliance	* <input type="text" value="Extended Learning Team, Site Coordinators & Staff"/>
* 09/01/2026 	* Monitor fidelity and attendance Provide on-going coaching for site leads	* <input type="text" value="Extended Learning Team"/>
* 10/02/2026 	* Monitor fidelity and attendance Provide on-going coaching for site leads Standards-Based Benchmark Administration in October Data collection and review of progress Reflection-adjust student services if needed Provide intercession services across fall break week in October	* <input type="text" value="Extended Learning Team, Fall Intercession Staff"/>
* 12/11/2026 	* Administer middle of year assessments including standards-based benchmark Monitor fidelity and attendance Provide on-going coaching for site leads Adjust groups as needed	* <input type="text" value="Extended Learning Team"/>

* 01/04/2027 	* Prepare for instruction/group adjustments during first days back Begin groups first week after break Monitor fidelity and attendance Provide on-going coaching for site leads Data collection and review of progress Reflection-Mid-Year Report	* Extended Learning Team
* 02/01/2027 	* Monitor fidelity and attendance Provide on-going coaching for site leads	* Extended Learning Team
* 03/12/2027 	* Administer standards-based benchmark measures Monitor fidelity and attendance Provide on-going coaching for site leads Provide Spring Intercession services across the week of spring break	* Extended Learning Staff, Spring Intercession Staff
* 04/01/2027 	* Monitor fidelity and attendance Provide on-going coaching for site leads	* Extended Learning Team
* 05/03/2027 	* Administer end of year skills-based assessments Monitor fidelity and attendance Provide on-going coaching for site leads Data collection and review of progress Reflection End of Year Reports	* Extended Learning Team
* 06/07/2027 	* Provide Summer Learning Camp Services Close year end reports and ensure all records are submitted	* Extended Learning Coordinator, Summer Camp Staff
* 07/05/2027 	* Provide 3rd grade Boost Camp	* Extended Learning Coordinator, District Camp Staff

Resources

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

Partnerships

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

* **Partnerships.** In this section, the applicant should describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement with the school district(s) must be completed and submitted with the application as well a statement of collaboration and partnership agreement form for each partner. Specifically, the applicant should describe the services offered by the partner, the frequency of such services, and how frequently partnership meetings will occur.

Bristol has established partnerships with Bristol TN Parks and Recreation, Coalition for Kids, Inc., Bristol TN Public Library, and the Bristol TN Police Department along with the Tennessee High School CTE department. The team will discuss goals and outcomes with these providers regularly as it relates to their part in the program.

Bristol TN Parks and Recreation: This partnership will include Steele Creek Nature Center and class offerings for our students. Through this partnership, the Steele Creek Nature Center will come to each site at least twice a year to provide classes in ecology, biology, and natural science lessons. The students will also take field trips to the park for nature hikes, tours of the Nature Center, and to help with park maintenance. Parks and Recreation may also offer classes for our students in painting, yoga, and disc golf to name a few. This partnership will enhance Performance Goal One in the area of reading; Performance Goal Two, academic growth; Performance Goals Three and Four, increased attendance and improved behavior because of the appeal of the activity provided; and Performance Goal Six family engagement because the program provides useful resources and workshops.

Coalition for Kids, Inc.: Coalition for Kids, Inc.(C4K) will provide staffing and program services at each of the five elementary school sites. They will ensure group size ratios, data entry, academic programming, and physical activity. Bristol has worked with Coalition for Kids, Inc. in programming before, and their partnership has strengthened the resources provided for students. They will work with the district, teachers, and community partners to strengthen and expand the services offered for students and families. This partnership will enhance each of the program goals by servicing all students at the elementary level and meet all of the goals outlined in the proposal.

Bristol TN Public Library: This partnership will provide students additional literacy opportunities. The library staff visits sites and provides virtual options for exposing students to a variety of texts and programs offered by the library. They will set up book walks and partner with site directors and the Extended Learning Coordinator to expand and offer additional resources for students. This partnership will enhance Program Goal One and Two for improving academic growth and achievement. In addition, it will enhance Program Goal Seven by focusing on early literacy initiatives.

Bristol TN Police Department: This partnership will focus on educating students about career opportunities and ways the police department serves and supports the local community. Staff will visit sites and speak with students about their job roles and what steps are necessary to seek a career in their field of expertise. In addition, they will share services provided to the local community and offer educational opportunities to students utilizing the LEAD materials and resources provided by the police department. This partnership will enhance Program Goals Four and Five by engaging students in learning that excites and engages them. This partnership will offer students information about ways to improve their futures and make choices that lead to successful careers and healthy lives.

Tennessee High School/CTE Department: This partnership will provide access to additional supports for students in reading and math through tutoring opportunities with Teaching as a Profession students. These students will work with those needing additional support in academic areas and will also have the opportunity to be a mentor to younger students meeting many of the program goals and offering experience to students seeking educational careers. This partnership will enhance Program Goals One and Two by focusing on academic growth and achievement along with Program Goal Three by providing mentors for students. In addition, this partnership will support the work of bringing a career focus to the K-12 continuum.

Resources

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

Sustainability

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

* **Sustainability.** Applicants are asked to describe the process for continuing the project after grant funding is no longer available. The sustainability plan should be detailed. General statements about seeking other grants are insufficient.

The applicant must include a

- 1) description of how other funds will be leveraged to continue the program,
- 2) description of how partnerships can be utilized to defray some program expenses in the future,
- 3) description of how current operating funds will be used to support the program,
- 4) list of in-kind contributions as applicable that includes the source and approximate dollar amount, and
- 5) description of any proposed program income and/or fees.

See the Request for Applications document for more information on the approval process.

The Bristol Tennessee City School System will sustain the LEAPS program once funding ends by absorbing some of the programming through our district extended learning program. However, this is a limited budget. Therefore, we would have to seek other grant opportunities from various state and federal funding sources, along with grant opportunities from local foundations to help offset the expense of the program. For example, our district will apply for summer grant funding, and we annually apply for foundation grants in our region to support our at-risk students and families. We will also work with our partnering agencies to keep the program running by creating expanded opportunities for these agencies to serve our targeted students. If necessary, we will consider a sliding fee structure that will help sustain the program for the students.

Currently, healthy snacks are provided through a Food Services grant secured by the school system at the district level.

There are several activities which are partially supported financially by the Bristol TN City School district. For instance, the Robotics Team Coaches currently receive a stipend for organizing and participating in after school activities. In addition, donations for Robotics and other supplementary programs are secured from community businesses to support the majority of the expenses. In addition, Bristol utilizes other funding sources to support programming for students. However, our LEAPS program provides the academic support, student attendance support, access to after school opportunities, parent engagement components, healthy snacks, and field trip funding needed for students to be able to extend their educational opportunities.

Resources

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

Competitive Priority Narratives

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Competitive Priority I (6 points) Competitive priority is given to applications that propose to serve students in elementary schools (K-5). In order to receive the priority points, the application must propose to serve elementary schools only, unless the school is a combined school (i.e., K-6, K-7, K-8). If the application is for a combined school, the project must include a primary focus on interventions targeting elementary school grades K-5.

Check this box if the organization proposes to serve elementary schools only with grant funds.

Competitive Priority II (2 points) The department wants to serve as many students as possible in extended learning programs throughout the state. To expand the geographic distribution of programs, priority points will be awarded to applications that propose to serve students in the following counties: **Benton, Chester, Dickson, Franklin, Hardin, Henderson, Houston, Macon, Moore, Montgomery, and Rhea**. Students in these counties have limited or no access to a 21st CCLC or LEAP program.

Check the box if the organization resides in one of the specified counties/districts.

Competitive Priority III (2 Points) ,The department's commitment to ensuring that all students have access to a quality education regardless of where they live includes access to quality extended learning programs. To that end, priority points will be awarded to programs that will serve students in the following distressed counties: **Bledsoe, Clay, Cocke, Grundy, Hancock, Hardeman, Haywood, Lake, Perry, Pickett, and Scott**.

Check the box if the organization resides in one of the specified counties/districts.

Resources

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

Budget

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Indirect Cost Guide	
Total Allocation	\$0.01
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$0.01
Indirect Cost Rate	5.72%
Max Available Budget In Categories Eligible for Indirect Cost	\$0.01
Max Indirect Cost	\$0.00

Account Number	Total
73300 - Community Services	\$0.01
99100 - Transfers Out	\$0.00
	Total \$0.01
	Adjusted Allocation \$0.01
	Remaining \$0.00

Budget Detail

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

73300 - Community Services - \$0.01 ▼

Budget Detail	Narrative Description
<p>Account Number: 73300 - Community Services</p> <p>Line Item Number: 105 - Supervisor / Director</p> <p>Optional Program Code:</p> <p>Location Code: Bristol (821)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$0.01"/></p> <p>Line Item Total: <input type="text" value="\$0.01"/></p>	<p>Bristol operates programming for LEAP from August 3, 2026 until May 21, 2027 five days each week. In addition, summer programming for LEAP runs from May 24, 2027 until June 24, 2027. This programming operates Monday through Thursday.</p> <p>Programs in Operation and Hours: Anderson Elementary-K-5 Avoca Elementary-K-5 Fairmount Elementary-K-5 Haynesfield Elementary-K-5 Holston View Elementary-K-5 Bristol Tennessee Middle School-6-8 Tennessee High School-9-12 Viking Academy at Friendship Career Center-9-12</p> <p>All K-5 programs operate from 6:50-7:50a.m.in the morning of school days, and they are open 3:30-5:30p.m. every afternoon. All 6-12 programs operate from 2:30-5:30p.m. each afternoon of school days.In addition, Tennessee High School operates an additional hour in the morning from 6:20-7:20a.m. for morning academic support and extention services, specifically for ACT development.</p> <p>In addition, all programs are open for three days during fall and spring break weeks, and they operate as a normal school day from 8:10-3:10p.m. for elementary sites and 7:30-2:30p.m. for secondary (6-12) sites. Summer hours for K-5 programs are 6:50-7:50a.m. and 3:30-5:30 each afternoon. Summer hours for 6-8 programs are 2:30-5:30p.m. each afternoon. The summer programs at 9-12 operate from 8:00-3:00p.m. each day in the summer.</p>
Total for 73300 - Community Services: <input type="text" value="\$0.01"/>	
Total for all other Account Numbers: <input type="text" value="\$0.00"/>	
Total for all Account Numbers: <input type="text" value="\$0.01"/>	
Adjusted Allocation: <input type="text" value="\$0.01"/>	
Remaining: <input type="text" value="\$0.00"/>	

Budget Overview

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Indirect Cost Guide	
Total Allocation	\$0.01
Existing Budget In Categories Not Eligible for Indirect Cost	\$0.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$0.01
Indirect Cost Rate	5.72%
Max Available Budget In Categories Eligible for Indirect Cost	\$0.01
Max Indirect Cost	\$0.00

Filter by Location: ▼

Account Number	73300 - Community Services	Total
Line Item Number		
105 - Supervisor / Director	0.01 +\$0.01	0.01 +\$0.01
Total	0.01 +\$0.01	0.01 +\$0.01
	Adjusted Allocation	0.01
	Remaining	0.00

Assurances

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

* I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant. - Check box to agree.

* I FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge. - Check box to agree.

* Name of Applicant Agency Administrator:

Kelli Campbell

* Certify Date:

03/27/2026 

LEAPs General Assurances

Assurance is hereby provided that:












1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with state funds under this grant will be operated so as not to discriminate on the basis of age, sex, race, national origin, religion, creed, or disability.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state statutes, regulations, and the approved application/program plans.
4. The activities and programs that will be performed under this grant will be used to supplement, not supplant, non-lottery educational resources for afterschool educational programs and purposes.
5. The grantee will participate in local evaluation process as defined by department to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The grantee will submit to the department such information, and at such intervals, that the department requires to complete state reports.
7. The grantee will cooperate in carrying out any evaluation of this program conducted by or for the state educational agency.
8. The grantee will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
9. The grantee will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, state funds received and distributed under this program.

10.	The grantee will <ul style="list-style-type: none"> ▪ (a) make reports to the Tennessee Department of Education as may be necessary to enable the department to perform their duties under this program; and ▪ (b) maintain records, provide information, and afford access to the records, as the department may find necessary to carry out their duties
11.	The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Tennessee Department of Education.
12.	No board or staff member of a grantee will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
13.	Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the state-funded programs.
14.	The grantee will adopt and use proper methods of administering such program, including <ul style="list-style-type: none"> ▪ (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or ▪ (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
15.	The grantee will administer such funds and property to the extent required by the authorizing statutes.
16.	The Grantee shall support enhanced student achievement through the establishment and operation of a LEAPs program that is complementary to school curricula and complies with the guidelines and requirements established in the grant application, the State Board of Education rules for school administered childcare programs, and State guidance documents. The Grantee shall provide the following services:
a.	Core educational services: The Grantee shall offer high quality services in core academic areas such as reading skills development and enhancement and math or science skills development and enhancement to participating students.
b.	Enrichment and support activities: The Grantee shall offer enrichment and support activities such as health and nutrition, technology, sports, and recreation to participating students.
c.	Community involvement: The Grantee shall establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.
d.	Extended hours: The Grantee shall offer services to participating students during the school year for a minimum of 160 days. The Grantee may also provide optional services when school is not in session, such as holidays and/or during the summer; however, optional services will not be counted towards the minimum number of days during the school year.
e.	Professional development: The Grantee shall provide professional development opportunities to staff that are of sufficient intensity and duration, as defined by the State Board of Education rules for school administered childcare programs, to assist students in making sustainable changes in academic performance and personal development.
f.	Evaluation: The Grantee shall participate in an evaluation process that determines student progress and program success as well as providing
g.	The Grantee shall offer 12 hours annually of family engagement activities to support the advancement of students' academic and social development.

17.	The program will take place in a safe and easily accessible facility.
18.	The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
19.	The program will primarily target students who are between the ages of 5-18. Fifty percent of those students must meet at least one of the LEAPs Eligibility criteria.
20.	The program will be provided in a manner that meets the minimum, basic requirements of state childcare guidelines.
21.	The program will be in alignment with the challenging State academic standards and any local standards.
22.	The Grantee shall serve, at minimum, the expected number of students, as indicated in the original grant application or subsequent revised and approved application documents.
	a. In the event that fewer students are being served, the Grantee shall notify the State immediately, along with an explanation of the circumstances and any corrective actions that the Grantee is undertaking in consultation with the State, to correct the issue.
	b. As requested, the Grantee shall provide the State with student participation records to demonstrate that sufficient progress is being made towards serving the expected number of students. Failure to serve the expected number of students may result in the State developing a corrective action plan for the Grantee to address the issue. The Grantee's failure to comply with the corrective action plan or to serve the expected number of students may result in the reduction of the awarded amount or termination of the Grant Contract for cause.
23.	The Grantee shall ensure that all programs utilizing LEAPs funds obtain a certificate of approval from the State's early learning division.
24.	The Grantee shall ensure that all employees, subcontractors, volunteers, and other personnel providing services under or related to this Grant Contract that shall have direct contact with children or will be on the property where the LEAPs occurs when children are present have a satisfactory background check prior to being assigned for service. This includes an FBI and TBI check, in accordance with Tenn. Code Ann. § 49-5-413(d)(1)(A). A satisfactory background check for the purposes of this Contract means the check has no indications for offenses as outlined in Tenn. Code Ann. § 49-5-413(d)(3). Clearance letters from the TBI for each employee, subcontractor, volunteer, and/or other personnel shall be required prior to the first date of service, and the State reserves the right to request documentation of background checks at any time. The Grantee shall be solely responsible for all costs associated with the background check.

Related Documents

Bristol (821) Public District - FY 2027 - Lottery for Education: Afterschool Programs (LEAPS) - Rev 0 - Lottery for Education: Afterschool Programs (LEAPS)

Required Documents		
Type	Document Template	Document/Link
(21st CCLC/LEAPS) Statement of Collaboration/Partnerships [Upload at least 1 document(s)]	 (21st CCLC/LEAPS) Statement of Collaboration/Partnerships	 Statement of Collaboration - Bristol Parks and Rec  Statement of Collaboration - Bristol Police Department  Statement of Collaboration - Bristol Public Library  Statement of Collaboration - Tennessee High School CTE
(21st CCLC/LEAPS) Memorandum of Agreement [Upload at least 1 document(s)]	 (21st CCLC/LEAPS) Memorandum of Agreement	 Memorandum of Agreement - C4K and Bristol
Optional Documents		
Type	Document Template	Document/Link
(21st CCLC/LEAPS) Most recent audit or financial review [Upload up to 2 document(s)]	N/A	 District Audit
(21st CCLC/LEAPS) 501c(3) Determination Letter (required for CBOs) [Upload up to 1 document(s)]	N/A	
(21st CCLC/LEAPS) IRS 990 (CBOs only) [Upload up to 1 document(s)]	N/A	
(21st CCLC/LEAPS) Program Fees and Income Description (all applicants, if applicable)	N/A	 No Fees Charged Document
(21st CCLC/LEAPS) Grant Application Budget	N/A	 E-Plan 26-27 Budget  Local Budget Document
(21st CCLC/LEAPS) Optional Related Document	N/A	



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& LITTON** EST.
1956

ENGINEERS ARCHITECTS SURVEYORS

April 15, 2026

Mr. Curt Rutherford
Chief Facilities Officer
Bristol Tennessee City Schools
615 Martin Luther King Jr Blvd
Bristol, TN 37620

Re: Bristol TN Schools – Sports Auxiliary Facility
A/E Fee Proposal
T&L Project No. 20054

Dear Mr. Rutherford:

Thompson & Litton, Inc. (T&L) is pleased to offer this revised proposal for professional architectural and engineering services for the new Sports Auxiliary Facility project located at 1112 Edgemont Avenue in Bristol, Tennessee. T&L will provide professional architectural and engineering services and has teamed with Cross Engineering, LLC to provide geotechnical services.

I. Background Information

The school is currently facing a shortage of practice space for several of its sports teams. It also hosts a large annual track event and is seeking a facility that can better support this function. The proposed project consists of a new single-story building of approximately 10,000 square feet with an eave height of 20 feet tall. The large open-conditioned space will serve as both support space for track events—with restrooms and a concession area—and as a multi-sport practice facility.

The scope of professional design services to be provided by T&L includes the following:

II. Scope of Work

1. Building Requirements:

The building is anticipated to be a pre-engineered metal structure with split-face block walls and an enhanced entry façade. The HVAC system will consist of two packaged DX electric units with fabric duct distribution in the main sports areas, while mini-split systems will serve the restrooms, utility rooms, concessions, and storage areas. The fire protection system will be designed as a wet-pipe, light hazard sprinkler system.

The interior will feature a large open space with concrete floors, along with a concession area, restrooms for both facility users and the public, utility rooms, and storage areas.



2. Exterior Improvements:

- a. Site Grading
- b. New water line
- c. New sewer line
- d. New electrical service
- e. Communication Service will be wireless broadcast from the High School by the owner.

The estimated construction cost is approximately \$2,250,000.

III. Scope of Services

The following scope of services is proposed.

1. Design Development Documents

- a. Architects and engineers will conduct a site visit to verify existing conditions through readily observable and non-invasive methods.
- b. Building code review.
- c. Develop drawings for all major building systems to provide a coherent overview of design concepts and approach.
- d. Civil Design Development Drawings
 - Grading/Site Plan
 - Utility Plans and Profiles
 - Erosion & Sediment Control (E&SC) Plan
 - Storm Drainage Plans and Profiles
- e. Survey:
 - Establish site control
 - Provide a 2' contour topographic design survey of the site, including the location of existing buildings, roads, above and below ground utilities (as marked by Miss Utility), and existing site improvements.
- f. Geotechnical:
 - Provide four soil test borings with Standard Penetration Testing to a depth of up to twenty-five (25) feet or auger refusal.
 - Backfill the soil test locations with soil.
 - Evaluate the core samples for consistency and type.
 - Conduct a field reconnaissance of the project site and surrounding area.
 - Review available project design information.
 - Review available topographic and geologic mapping.
 - Prepare a Test Boring Record for each test location describing the type and consistency of soil encountered and other pertinent information.
 - Perform field and laboratory tests on selected soil samples to determine in-situ moisture content, soil classification, and in situ shear strength.
 - Conduct a geotechnical engineering evaluation and analysis of the available data to provide recommendations for site preparation methods, problem soil conditions, embankments, foundation design, slab-on grade design, seismic site classification, and other construction considerations.



- Prepare a geotechnical engineering report presenting all project data, soil boring records, site observations, field, and laboratory test results, and engineering recommendations
 - a. Perform design crosscheck of building systems coordination and identify owner questions for review.
 - b. Submit and review the documents with the BCS for input on the design. Comments will be incorporated into the preparation of the construction documents.
2. Construction Documents
- a. Prepare construction documents for competitive public contractor bid, building permit acquisition, and construction purposes. Plans will include floor plans reflected ceiling plans, elevations, sections, mechanical drawings, electrical drawings, plumbing drawings, fire protection drawings, structural drawings, civil drawings, and details.
 - b. Civil Design Construction Drawings
 - Grading/Site Plan
 - Utility Plans and Profiles
 - Erosion & Sediment Control (E&SC) Plans & Details
 - Standard/Miscellaneous Details
 - Storm Drainage Plans and Profiles
 - Storm Drainage Details
 - Erosion & Sediment Control Narrative/Report
 - Supporting E&SC/Stormwater Calculations – 2yr pre & post calculations at all outfalls, 10-yr system
 - c. Develop a written technical specification manual. Consult with the BCS regarding any special requirements for the bidder's information. Obtain insurance, bonding, and payment criteria for inclusion in bid documents.
3. Bid Phase
- a. Administer the bid process, pre-bid meeting, distribute bid documents, respond to bidder's inquiries, and issue addenda (if necessary) to document responses to bidders.
 - b. Receive and tabulate bids.
 - c. Confirm contractor insurance coverage meets specification requirements.
 - d. Assist in recommendation for contract award.
4. Construction Contract Administration
- a. Assemble for execution owner and contractor construction agreement.
 - b. Conduct pre-construction conference.
 - c. Review contractor's monthly payment request.
 - d. Attend 24, twice monthly progress meetings throughout construction.
 - e. Review submittals (shop drawings) for compliance with construction documents.
 - f. Respond to contractor Requests For Information (RFI).
 - g. Conduct substantial completion inspection and provide a "punch list" of items to be corrected.
 - h. Issue Certificate of Substantial Completion along with the punch list.
 - i. Conduct final inspection with BCS.



IV. Schedule

Upon a formal notice to proceed, T&L will endeavor to complete the construction documents within 90 days. It is anticipated that construction activities will be completed within twelve months. The revised schedule is as follows:

Design	3 Months	May – July 2026
Bid / Award Contract	1 Month	August 2026
Construction	12 Months	September 2026 – August 2027

**Due to the current unpredictable market, the construction schedules are subject to change; T&L is not responsible for construction schedule delays.*

V. Assumptions and Exclusions

1. Project close-out documentation (record documents) is excluded.
2. VE of design during bidding or construction is excluded.
3. LEED or Green Design is excluded.
4. BCS is responsible for all permitting fees required by regulatory agencies.
5. No IT/communications/security. (Rough-in only per BCS direction.)
6. No generator design.
7. No fire pump for sprinkler system
8. No lightning protection
9. No commissioning.
10. No cost of newspaper advertising.
11. No cost estimates.
12. No record drawings required.
13. No retaining walls are anticipated or included.

VI. Compensation

T&L proposes to complete the above revised scope of services (including normal expenses) for a revised lump sum fee of \$168,000.00, itemized as follows:

Design Development Phase	\$ 22,800.00
Construction Document Phase	\$ 83,600.00
Bid Assistance	\$ 7,600.00
Construction Contract Administration	\$ 38,000.00
Survey Services	\$ 7,000.00
Geotechnical Services	\$ 9,000.00
Total	\$168,000.00

This fee proposal is valid for 90 days. Upon a mutual agreement regarding fee and services, T&L will prepare an AIA agreement for execution. T&L will submit monthly invoices as services are rendered.



Please let us know if you have any questions, comments, or need further information.

Sincerely,

Mary Darnell, AIA
Project Manager

Attachment: Existing Site Map

Existing Site Map – Bristol TN Schools – Sports Auxiliary Facility

