ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING

Thursday, February 19, 2026, @ 5:30 PM

Board Members

Eddie Pless | Phil Isaacs | Dr. Bob Lewis | Josh Smith | Jamie Schaff
Helen Hackett (Student Liaison)

The Elizabethton Board of Education will meet on Thursday, February 19, 2026, at 5:30 PM in the Mack Pierce Board Room, 804 South Watauga Ave , Elizabethton, TN 37643.

1. **CALL TO ORDER**
2. **MOMENT OF SILENCE**
3. **PLEDGE TO THE FLAG**
4. **APPROVE CONSENT AGENDA AND REGULAR AGENDA**
5. **TIME FOR CITIZENS TO SPEAK**
6. **SPECIAL RECOGNITION:**
   EHS Cheer: Coach and Students
   EHS Swim: Coach and Students
   EHS Golf: Coach and Students
7. **CONSENT AGENDA**
   A. Minutes of Regular Meeting: Date: January 15, 2026
   B. Approve General Purpose Fund Financial Statement, Date: December 2025 and January 2026.
   C. Approve Federal Projects Fund Financial Statement, Date: December 2025 and January 2026.
   D. Approve School Nutrition Fund Financial Statement, Date: December 2025 and January 2026.
   E. Approve second reading of the following Board Policy:
   2.804- Expenditures and Reimbursements
   F. Approve Field Trip request for EHS Winter Guard to travel to the University of Dayton in Dayton, Ohio from 4/8/2026-4/12/2026.
   G. Approve Field trip request for students to travel to ASU Prep in Pheonix, AZ between 3/9/2026-3/20/2026 for hybrid learning research.
   H. Approve Field trip request for students and faculty to travel to Grand Rapids, Iowa to research XQ school from 3/2/2026-3/4/2026.
   I. Approve Field trip request for students and teachers to travel to Orlando, Florida to XQ school PSI High for Microschool research from 4/1/2026-4/15/2026.

J. Approve CER Membership Agreement for the 2026-2027 school year.
K. Approve the TN Tutoring Grant applications.
L. Approve to close the Escrow Account with Burleson Construction Co, Inc. that was opened for the purpose of the retainage for the Dave Rider Field House Project.
M. Approve the opening of a new Savings Account, the EHS Len Dugger Memorial Scholarship Savings Account, and approved signers for Elizabethton High School.
N. Approve the renewal of a three-year Software agreement between Skyward and Elizabethton City School District.
O. Approve the VPK Grant for the 2026-2027 school year.
P. Approve request for Property/Equipment--Sale/Disposal.

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

A. Personnel Report

NEW HIRES:

Kristyn Burrow- Educational Asst. @ WELC, eff. 1/21/2026
Avery Davis- Interim Teacher @ EHS, eff. 1/16/26-2/24/26
Pamela English- Substitute Teacher, eff. 1/14/2026
Brandy Glover- Special Education Assistant @ EHS, eff. 1/22/2026
Brad Johnson- Asst. Softball Coach @ TAD, eff. 1/21/2026
Whitley Jones- ESP-Student Leader, eff. 1/13/2026
Charles Joseph-Custodain @ TAD, eff. 1/12/2026
Kole Kemp- ESP-Student Leader, eff. 1/29/2026
Jessica Robinette- Substitute Teacher, eff. 1/22/2026
Holly Stauffer- Interim Teacher @ ESE, eff. 1/26/2026
Haley Vigil- Substitute Teacher, eff. 1/29/2026
Lisa Adams-Substitute Teacher, eff. 2/9/2026
Sara Whaley- Assistant Softball Coach @ TAD, eff. 2/11/2026
Christa Osborne- Substitute Teacher, eff. 2/12/2026

ADDITIONAL POSITION:

Jason Clevenger-Interim Head Wrestling Coach @ EHS, eff. 1/29/2026
Brittany Henessee-Interim Asst.Wrestling Coach @ EHS, eff. 1/29/2026
and Community Involvement Wrestling Coach, eff. 2/12/2026
Lyndsay Tappart-ESP Student Leader, eff. 2/10/2026
Jayla Wandell- Cheerleading Coach @ TAd, eff. 2/10/2026

TRANSFERS:

Jennifer Farmer- from Substitute Teacher to Educational Asst. @ WSE, eff. 1/14/2026.
Lauren Pittman- from Implementation Coach to Interim Asst. Principal @ WSE, eff. 1/13/2026-1/15/2026 & 1/20/2026-4/13/2026

RESIGNATIONS:

Charles Clevenger- Educational Asst. @ HME,eff. 1/16/2026
Morgan Fox- Head Cheer Coach @ TAD, eff. 1/20/2026
Brittany May- Asst. Volleyball Coach @ EHS, eff. 1/20/2026

LEAVE OF ABSENCE:

Laura Bailey- Educational Asst. @ WSE, eff. 1/13/2026-5/27/2026
Sheila Yelton-Cook @ HME, eff. 2/4/2026-3/27/2026
Ellie Phillips-Teacher @ EHS, eff. 2/12/2026-05/08/2026
Colin McHenry-Teacher @ TAD, eff. 2/18/2026-3/5/2026
RETIRE:
Penny Hampton-Custodian @ TAD, eff. 1/9/2026

B. Director's Update
C. Board Member Reports
D. City Council Liaison's Report
E. Student Liaison's Report

9. **REGULAR AGENDA**
   A. Approve for Elizabethton High School to hire a Grant Communication Coordinator using XQ funds.
   B. Approve the creation of two full-time tutoring assistant positions, to be paid for using Title I and Tutoring Integration Grant Funds, and five part-time tutoring assistant positions, to be paid for using Tutoring Integration Grant Funds, for the remainder of the 2025-2026 school year.

   C. Ratify and approve modifications to the ECS 2025-2026 School calendar.
10. **FOR YOUR INFORMATION**
11. **NEXT REGULARLY SCHEDULED BOARD MEETING**
    The next regularly scheduled Board Meeting will be held on Thursday, March 19, 2026 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.
12. **ADJOURN**

ELIZABETHTON CITY SCHOOLS BOARD OF EDUCATION
REGULAR SCHEDULED MEETING
Thursday, January 15, 2026 5:30 PM
Mack Pierce Board Room

The Elizabethton Board of Education met in a regular meeting on Thursday, January 15, 2026, at 5:30 PM, at Mack Pierce Board Room.

Attendance Taken at 5:31 PM.

Phil Isaacs:	Present
Bob Lewis:	Present
Eddie Pless:	Present
Jamie Schaff:	Present
Josh Smith:	Present

1. CALL TO ORDER
2. MOMENT OF SILENCE
3. PLEDGE TO THE FLAG
4. APPROVE CONSENT AGENDA AND REGULAR AGENDA
   Motion was made by Jamie Schaff, second by Bob Lewis to approve the Consent and Regular Agendas. Motion carried.

Phil Isaacs:	aye
Bob Lewis:	aye
Eddie Pless:	aye
Jamie Schaff:	aye
Josh Smith:	aye

   aye: 5, nay: 0
5. TIME FOR CITIZENS TO SPEAK
   No citizens ask to appear before the Board.
6. SPECIAL RECOGNITION:

7. CONSENT AGENDA
   A. Minutes of Regular Meeting: Date: December 18, 2025
   B. Approve Agreement between the Tennessee Department of Agriculture and Elizabethton City Schools for Commodities donated by the United States Department of Agriculture.
   C. Approve the termination of the three-year service agreement between Sidearm Sports and Elizabethton City Schools for the EHS athletics website, including payment of the early termination fees to be covered by EHS Athletics
   D. Approve travel for the Director of Schools to attend the following conferences:
      - American Association of School Administrators' National Conference in Nashville, TN, from Feb. 11-14, 2026.
      - TSBA Legislative and Legal Conference in Cool Springs, TN from Feb. 15-17, 2026.
      - Niswonger Directors' Retreat in Asheville, NC from February 22-23, 2026.
      - TOSS Legal and Legislative Conference in Nashville, TN from March 3-5, 2026.
   E. Approve for Board Members, Jamie Schaff and Josh Smith, to attend the TSBA Legislative and Legal Conference in Cool Springs, TN from February 15-17, 2026.
   F. Approve request for Property/Equipment Disposal
8. REPORT - DIRECTOR OF SCHOOLS/BOARD MEMBERS
   A. Personnel Report
      NEW HIRES:
   B. Director's Update
      Mr. VanHuss welcomed and thanked everyone for coming out on such a cold evening. He explained that the choice to start on a delay is due to the temperatures and the fact that we have children who have to stand outside waiting for a bus.
      I want to thank our technology department. We had an internet vendor

change after Christmas, and it was an extremely smooth transition. They did a great job.

I also want to mention the passing of Coach Mike Wilson. We appreciate his contributions over the years and the impact that he had on our school system.

I also want to mention that tonight is Mrs. Wilson's last board meeting. She is retiring and we will greatly miss her. We appreciate all that she has done during her 30-year tenure with us. She has played a vital part in a lot that we have accomplished as a school system. She will be missed.

I want to mention that the premiere of Murder 101, that our students produced last year, will preview in Utah. We are so proud of our students and community that had a part in this. There are possibilities that could potentially be very beneficial for our students.

C. Board Member Reports

Mr. Pless reminded the board members that their yearly reports need to be completed by the end of the month. If anyone needs help, please let him know.

D. City Council Liaison's Report

Mr. Simerly discussed that the City Council voted to replace the lighting in town. They will be replaced with LED lights. The City approved using EXCEL Energy Company, who you will also hear from tonight. We are so proud of what we have here in Elizabethton. I want to thank you all for everything you do.

E. Student Liaison's Report

Ms. Hackett stated that she is contacting the State Board regarding reducing the requirement from 2 to 1 foreign language credit. We have students who like having the 2 years. They say it also helps in other classes and we have students who have already contacted the State regarding this change.

9. <u>REGULAR AGENDA</u>

A. Approve first reading of the following Board Policy:
2.804- Expenses and Reimbursements
Motion was made by Josh Smith, second by Phil Isaacs To approve first reading of the following Board Policy: 2.804- Expenses and Reimbursements Motion carried.

Phil Isaacs:	aye
Bob Lewis:	aye
Eddie Pless:	aye
Jamie Schaff:	aye
Josh Smith:	aye

aye: 5, nay: 0
Mr. VanHuss stated that the Comptroller received questions about reimbursing for sales tax. We were told that yes, we could, but it needs to be stated in board policy. That is the reason for amending this policy. The reimbursement is limited to small purchases where tax-exempt is not available. Some items are less expensive and we would be better stewards of our money by paying the sales tax.

B. Approve an agreement between Excel Energy Group, Inc. and Elizabethton City Schools to complete a district-wide energy-efficient lighting project, contingent upon approval by the Elizabethton City Council and grant approval by TVA and EESI (Energy Efficient Schools Initiative).
Motion was made by Phil Isaacs, second by Josh Smith To approve an agreement between Excel Energy Group, Inc. and Elizabethton City Schools to complete a district-wide energy-efficient lighting project, contingent upon approval by the Elizabethton City Council and grant approval by TVA and EESI (Energy Efficient Schools Initiative). Motion carried.

Phil Isaacs:	aye
Bob Lewis:	aye
Eddie Pless:	aye

Jamie Schaff: aye

Josh Smith: aye

aye: 5, nay: 0

Mr. VanHuss thanked Danny O'Quinn for getting the proposal together. This is an excellent opportunity to have the same indoor lighting in all of our facilities. The energy savings will help make the monthly payment for this project. Mr. VanHuss spoke with Mr. Estes from the City of Elizabethton, and he felt that the City Council could support this project. Colton Churchill and Charlie Brewer, who are with the EXCEL Company, were present at the meeting and discussed the project. They have implemented upgrades in several other school systems in the area, and the upgrades are showing tremendous savings. It will also improve aesthetics, making everything look clean and fresh.

The payments will be set up on a 16-year plan, but can be paid off earlier with no penalties. There is a 10-year warranty. The work will be done after school hours to avoid disruptions during the school day. We will use as much standardization as possible with the fixtures. With this upgrade, it will last a minimum of 20 years.

C. Approve awarding of Bid number ECSS 2025-2026-1 to Mid-South Bus Center for the purchase of two (2) 66 passenger buses.

Motion was made by Jamie Schaff, second by Josh Smith To approve awarding of Bid number ECSS 2025-2026-1 to Mid-South Center for the purchase of two (2) 66 passenger buses. Motion carried.

Phil Isaacs: aye

Bob Lewis: aye

Eddie Pless: aye

Jamie Schaff: aye

Josh Smith: aye

aye: 5, nay: 0

Mr. VanHuss explained that we had set aside $250,000.00 in the budget to purchase 2 buses. This is $50,000.00 over budget due to several factors.

The cost of manufacturing has increased, and we thought it in our best interest to go ahead and purchase 2 since the prices won't get any less expensive. If anything, they will be more if we wait.

The state has extended the usage of buses. We will use the new ones as spares and for routes instead of long trips to begin with.

It will take about 16-18 months before we can even get the buses from the manufacturer.

D. Approve the purchase of a box truck for equipment transportation for the Elizabethton High School Betsy Band, not to exceed $75,000, to be paid for using donated funds.

Motion was made by Jamie Schaff, second by Josh Smith To approve the purchase of a box truck for equipment transportation for the Elizabethton High School Betsy Band, not to exceed $75,000, to be paid for using donated funds. Motion carried.

Phil Isaacs:	aye
Bob Lewis:	aye
Eddie Pless:	aye
Jamie Schaff:	aye
Josh Smith:	aye

aye: 5, nay: 0

Mr. VanHuss thanked Mr. Bob Sams for the donation to the band. These are the funds that will be used to purchase a used box truck. We haven't found one yet, but we wanted to go ahead and get approval because when we do, we will need to move quickly, as they are hard to come by. We won't be using any school funds for this purchase.

10. FOR YOUR INFORMATION
11. NEXT REGULARLY SCHEDULED BOARD MEETING

The next regularly scheduled Board Meeting will be held on Thursday, February 19, 2026 at 5:30pm in the Mack Pierce Board Room of the Elizabethton Board of Education, located at 804 S. Watauga Avenue, Elizabethton, TN.

12. ADJOURN

Motion was made by Josh Smith Motion to Adjourn Motion carried.

Phil Isaacs:	aye
Bob Lewis:	aye
Eddie Pless:	aye
Jamie Schaff:	aye
Josh Smith:	aye

aye: 5, nay: 0

_____

Chairman of the Board

_____

Director of Schools

		Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	December 2025-26 Monthly Activity
141 R 40110	000	CURRENT PROPERTY TAX	3,700,000.00	3,700,000.00	550,362.08	14.87	3,149,637.92	550,362.08
141 R 40120	000	TRUSTEE'S COLLECTIONS - PRIOR	100,000.00	100,000.00	18,950.16	18.95	81,049.84	12,863.29
141 R 40130	000	CIR CLK/CLK & MASTER COLLECTIO	26,000.00	26,000.00	4,054.14	15.59	21,945.86	926.10
141 R 40140	000	INTEREST AND PENALTY	28,000.00	28,000.00	4,535.63	16.20	23,464.37	1,853.43
141 R 40162	000	PAYMENTS IN LIEU OF TAXES-LOCA	61,000.00	61,000.00	0.00	0.00	61,000.00	0.00
141 R 40163	000	PAYMENTS IN LIEU OF TAXES - OT	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
141 R 40210	000	LOCAL OPTION SALES TAX	4,300,000.00	4,300,000.00	1,109,990.72	25.81	3,190,009.28	745,088.19
141 R 40275	000	MIXED DRINK TAX	25,000.00	25,000.00	14,363.62	57.45	10,636.38	3,013.68
141 R 40320	000	BANK EXCISE TAX	39,000.00	39,000.00	0.00	0.00	39,000.00	0.00
141 R 41110	000	MARRIAGE LICENSES	650.00	650.00	359.89	55.37	290.11	186.93
141 R 43511	000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	157,480.90	40.90	227,519.10	93,939.61
141 R 43513	000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517	000	TUITION - OTHER	268,375.00	268,375.00	101,849.84	37.95	166,525.16	9,541.27
141 R 44110	000	INVESTMENT INCOME	130,000.00	130,000.00	26,120.21	20.09	103,879.79	1,571.61
141 R 44120	000	LEASE/RENTALS	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
141 R 44170	000	MISCELLANEOUS REFUNDS	0.00	0.00	20,467.64	0.00	-20,467.64	10,100.00
141 R 44990	000	OTHER LOCAL REVENUES	1,000.00	108,800.00	25,000.00	22.98	83,800.00	0.00
141 R 46510	000	TISA STATE FUNDING	20,601,732.00	20,601,732.00	10,427,684.25	50.62	10,174,047.75	2,336,484.85
141 R 46513	000	TISA OBP	90,000.00	90,000.00	0.00	0.00	90,000.00	0.00
141 R 46515	000	EARLY CHILDHOOD EDUCATION	487,721.00	469,682.18	165,799.62	35.30	303,882.56	39,278.51
141 R 46550	000	DRIVER EDUCATION	8,500.00	8,500.00	0.00	0.00	8,500.00	0.00
141 R 46590	000	OTHER STATE EDUCATION FUNDS	313,362.00	804,743.00	491,380.80	61.06	313,362.20	0.00
141 R 46596	000	TN PPL	50,000.00	50,000.00	0.00	0.00	50,000.00	0.00
141 R 46610	000	CAREER LADDER PROGRAM	7,374.00	7,374.00	6,173.83	83.72	1,200.17	0.00
141 R 46790	000	OTHER VOCATIONAL	317,497.00	423,717.42	119,592.61	28.22	304,124.81	32,203.09
141 R 46980	000	OTHER STATE GRANTS	0.00	52,833.31	0.00	0.00	52,833.31	0.00
141 R 46990	000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 47590	000	OTHER FEDERAL THROUGH STATE	53,046.00	53,046.00	7,852.61	14.80	45,193.39	7,852.61
141 R 48610	000	DONATIONS	26,400.00	436,700.00	412,350.29	94.42	24,349.71	2,287.42
141 R 49810	000	CITY GENERAL FUND TRANSFER	2,525,000.00	3,275,000.00	1,862,499.96	56.87	1,412,500.04	810,416.66
Grand Revenue Totals			33,661,407.00	35,561,902.91	15,526,868.80	43.66	20,035,034.11	4,657,969.33

Number of Accounts: 50

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
141 R 40110 000	CURRENT PROPERTY TAX	3,700,000.00	3,700,000.00	1,591,429.07	43.01	2,108,570.93	1,041,066.99
141 R 40120 000	TRUSTEE'S COLLECTIONS - PRIOR	100,000.00	100,000.00	22,380.84	22.38	77,619.16	3,430.68
141 R 40130 000	CIR CLK/CLK & MASTER COLLECTIO	26,000.00	26,000.00	5,698.85	21.92	20,301.15	1,644.71
141 R 40140 000	INTEREST AND PENALTY	28,000.00	28,000.00	5,576.43	19.92	22,423.57	1,040.80
141 R 40162 000	PAYMENTS IN LIEU OF TAXES-LOCA	61,000.00	61,000.00	0.00	0.00	61,000.00	0.00
141 R 40163 000	PAYMENTS IN LIEU OF TAXES - OT	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
141 R 40210 000	LOCAL OPTION SALES TAX	4,300,000.00	4,300,000.00	1,475,664.65	34.32	2,824,335.35	365,673.93
141 R 40275 000	MIXED DRINK TAX	25,000.00	25,000.00	17,003.34	68.01	7,996.66	2,639.72
141 R 40320 000	BANK EXCISE TAX	39,000.00	39,000.00	0.00	0.00	39,000.00	0.00
141 R 41110 000	MARRIAGE LICENSES	650.00	650.00	396.58	61.01	253.42	36.69
141 R 43511 000	TUITION - REGULAR DAY STUDENTS	385,000.00	385,000.00	204,635.90	53.15	180,364.10	47,155.00
141 R 43513 000	TUITION - SUMMER SCHOOL	750.00	750.00	0.00	0.00	750.00	0.00
141 R 43517 000	TUITION - OTHER	268,375.00	268,375.00	115,994.02	43.22	152,380.98	14,144.18
141 R 44110 000	INVESTMENT INCOME	130,000.00	130,000.00	30,247.22	23.27	99,752.78	4,127.01
141 R 44120 000	LEASE/RENTALS	1,000.00	1,000.00	100.00	10.00	900.00	100.00
141 R 44170 000	MISCELLANEOUS REFUNDS	0.00	0.00	78,947.96	0.00	-78,947.96	58,480.32
141 R 44990 000	OTHER LOCAL REVENUES	1,000.00	108,800.00	37,740.00	34.69	71,060.00	12,740.00
141 R 46510 000	TISA STATE FUNDING	20,601,732.00	20,601,732.00	12,450,484.10	60.43	8,151,247.90	2,022,799.85
141 R 46513 000	TISA OBP	90,000.00	90,000.00	0.00	0.00	90,000.00	0.00
141 R 46515 000	EARLY CHILDHOOD EDUCATION	487,721.00	469,682.18	202,473.31	43.11	267,208.87	36,673.69
141 R 46550 000	DRIVER EDUCATION	8,500.00	8,500.00	0.00	0.00	8,500.00	0.00
141 R 46590 000	OTHER STATE EDUCATION FUNDS	313,362.00	804,743.00	491,380.80	61.06	313,362.20	0.00
141 R 46596 000	TN PPL	50,000.00	50,000.00	0.00	0.00	50,000.00	0.00
141 R 46610 000	CAREER LADDER PROGRAM	7,374.00	7,374.00	6,173.83	83.72	1,200.17	0.00
141 R 46790 000	OTHER VOCATIONAL	317,497.00	423,717.42	131,578.43	31.05	292,138.99	11,985.82
141 R 46980 000	OTHER STATE GRANTS	0.00	52,833.31	0.00	0.00	52,833.31	0.00
141 R 46990 000	OTHER STATE REVENUES	113,000.00	113,000.00	0.00	0.00	113,000.00	0.00
141 R 47590 000	OTHER FEDERAL THROUGH STATE	53,046.00	53,046.00	12,528.99	23.62	40,517.01	4,676.38
141 R 48610 000	DONATIONS	26,400.00	436,700.00	417,895.51	95.69	18,804.49	5,545.22
141 R 49810 000	CITY GENERAL FUND TRANSFER	2,525,000.00	3,275,000.00	2,072,916.62	63.30	1,202,083.38	210,416.66
Grand Revenue Totals		33,661,407.00	35,561,902.91	19,371,246.45	54.47	16,190,656.46	3,844,377.65

Number of Accounts: 50

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	December 2025-26 Monthly Activity
141 E 71100 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	15,016,698.00	15,401,869.00	5,604,861.22	36.39	9,773,257.30	1,188,270.74
141 E 71200 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	2,923,270.00	2,975,632.74	1,036,106.36	34.82	1,939,526.38	237,739.11
141 E 71300 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	1,774,265.00	1,971,068.05	695,948.43	35.31	1,164,993.67	157,061.75
141 E 71400 --- --- ----- ---	STUDENT BODY EDUCATION PROGRAM	519,585.00	602,987.00	386,105.58	64.03	216,881.42	17,269.32
141 E 72110 --- --- ----- ---	ATTENDANCE	122,100.00	122,702.00	72,394.34	59.00	50,307.66	13,909.01
141 E 72120 --- --- ----- ---	HEALTH SERVICES	479,851.00	495,431.00	178,653.00	36.06	311,700.60	45,472.82
141 E 72130 --- --- ----- ---	OTHER STUDENT SUPPORT	1,326,061.00	1,232,796.00	461,833.05	37.46	755,511.87	97,517.02
141 E 72210 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	1,353,055.00	1,379,705.00	627,537.80	45.48	744,372.00	107,728.68
141 E 72220 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	470,390.00	499,408.00	192,971.11	38.64	303,661.89	37,845.16
141 E 72230 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	196,030.00	198,900.00	91,422.52	45.96	107,477.48	15,270.20
141 E 72250 --- --- ----- ---	TECHNOLOGY	1,013,615.00	1,023,030.00	542,123.23	52.99	432,764.15	68,199.65
141 E 72310 --- --- ----- ---	BOARD OF EDUCATION	624,380.00	634,790.00	456,113.98	71.85	178,660.22	44,445.59
141 E 72320 --- --- ----- ---	OFFICE OF THE SUPERINTENDENT	451,350.00	454,825.00	219,359.77	48.23	214,449.23	33,979.65
141 E 72410 --- --- ----- ---	OFFICE OF THE PRINCIPAL	2,063,970.00	2,094,705.00	926,985.12	44.25	1,167,719.88	162,191.11
141 E 72510 --- --- ----- ---	FISCAL SERVICES	454,665.00	488,075.00	254,320.11	52.11	231,345.69	48,973.10
141 E 72610 --- --- ----- ---	OPERATION OF PLANT	2,149,141.00	2,180,751.00	1,152,784.88	52.86	1,022,744.03	155,762.66
141 E 72620 --- --- ----- ---	MAINTENANCE OF PLANT	1,261,225.00	1,362,823.31	710,446.69	52.13	430,754.48	150,617.34
141 E 72710 --- --- ----- ---	TRANSPORTATION	727,000.00	966,295.00	286,132.31	29.61	645,302.02	40,602.97
141 E 73100 --- --- ----- ---	FOOD SERVICE	38,660.00	71,440.00	49,497.73	69.29	21,942.27	2,782.91
141 E 73300 --- --- ----- ---	COMMUNITY SERVICES	268,375.00	274,810.00	102,766.82	37.40	167,832.66	7,586.98
141 E 73400 --- --- ----- ---	EARLY CHILDHOOD EDUCATION	427,721.00	412,360.44	144,459.27	35.03	267,901.17	34,201.43
141 E 76100 --- --- ----- ---	REGULAR CAPITAL OUTLAY	0.00	2,440,000.00	2,234,212.13	91.57	-512,313.57	206,433.00
Grand Expense Totals		33,661,407.00	37,284,403.54	16,427,035.45	44.06	19,636,792.50	2,873,860.20

Number of Accounts: 779

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
141 E 71100 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	15,016,698.00	15,401,869.00	6,786,861.40	44.07	8,594,339.60	1,182,000.18
141 E 71200 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	2,923,270.00	2,975,632.74	1,269,707.29	42.67	1,705,411.99	233,600.93
141 E 71300 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	1,774,265.00	1,971,068.05	924,757.08	46.92	1,015,407.46	228,808.65
141 E 71400 --- --- ----- ---	STUDENT BODY EDUCATION PROGRAM	519,585.00	602,987.00	400,140.18	66.36	202,846.82	14,034.60
141 E 72110 --- --- ----- ---	ATTENDANCE	122,100.00	122,702.00	79,040.56	64.42	41,461.44	6,646.22
141 E 72120 --- --- ----- ---	HEALTH SERVICES	479,851.00	495,431.00	217,954.83	43.99	272,195.55	39,301.83
141 E 72130 --- --- ----- ---	OTHER STUDENT SUPPORT	1,326,061.00	1,232,796.00	547,996.43	44.45	670,285.95	86,163.38
141 E 72210 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	1,353,055.00	1,379,705.00	728,508.15	52.80	647,951.65	100,970.35
141 E 72220 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	470,390.00	499,408.00	232,623.01	46.58	265,534.99	39,651.90
141 E 72230 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	196,030.00	198,900.00	106,745.56	53.67	91,154.44	15,323.04
141 E 72250 --- --- ----- ---	TECHNOLOGY	1,013,615.00	1,023,030.00	616,183.38	60.23	368,876.50	74,060.15
141 E 72310 --- --- ----- ---	BOARD OF EDUCATION	624,380.00	634,790.00	526,298.60	82.91	107,475.60	70,184.62
141 E 72320 --- --- ----- ---	OFFICE OF THE SUPERINTENDENT	451,350.00	454,825.00	249,467.33	54.85	184,408.66	30,107.56
141 E 72410 --- --- ----- ---	OFFICE OF THE PRINCIPAL	2,063,970.00	2,094,705.00	1,088,515.35	51.97	1,006,189.65	161,530.23
141 E 72510 --- --- ----- ---	FISCAL SERVICES	454,665.00	488,075.00	298,939.98	61.25	186,500.76	44,619.87
141 E 72610 --- --- ----- ---	OPERATION OF PLANT	2,149,141.00	2,180,751.00	1,288,777.02	59.10	887,865.82	135,992.14
141 E 72620 --- --- ----- ---	MAINTENANCE OF PLANT	1,261,225.00	1,362,823.31	808,783.52	59.35	329,044.19	98,336.83
141 E 72710 --- --- ----- ---	TRANSPORTATION	727,000.00	966,295.00	320,298.42	33.15	307,810.03	34,166.11
141 E 73100 --- --- ----- ---	FOOD SERVICE	38,660.00	71,440.00	52,370.26	73.31	19,069.74	2,872.53
141 E 73300 --- --- ----- ---	COMMUNITY SERVICES	268,375.00	274,810.00	108,567.07	39.51	161,469.75	5,800.25
141 E 73400 --- --- ----- ---	EARLY CHILDHOOD EDUCATION	427,721.00	412,360.44	175,966.90	42.67	236,393.54	31,507.63
141 E 76100 --- --- ----- ---	REGULAR CAPITAL OUTLAY	0.00	2,440,000.00	2,468,260.32	101.16	-636,660.87	234,048.19
Grand Expense Totals		33,661,407.00	37,284,403.54	19,296,762.64	51.76	16,665,033.26	2,869,727.19

Number of Accounts: 779

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

		Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
142 R 47141	0CA	TITLE 1 GRANTS TO LOCAL EDUC A	106,000.00	106,000.00	35,481.50	33.47	70,518.50	6,776.10
142 R 47189	0CA	EISENHOWER PROF DEVELOPMENT ST	16,000.00	16,000.00	4,942.75	30.89	11,057.25	943.90
142 R 47131	0CP	VOCATIONAL EDUC - BASIC GRANTS	41,276.01	41,276.01	22,811.52	55.27	18,464.49	0.00
142 R 47143	0ID	SPECIAL EDUCATION - GRANTS TO	724,581.05	724,581.05	306,980.17	42.37	417,600.88	63,344.87
142 R 47145	0PS	SPECIAL EDUCATION PRESCHOOL GR	17,078.99	17,078.99	7,629.70	44.67	9,449.29	1,525.94
142 R 47141	0T1	TITLE 1 GRANTS TO LOCAL EDUC A	936,811.64	936,811.64	257,065.84	27.44	679,745.80	48,104.39
142 R 47590	0T1	OTHER FEDERAL THROUGH STATE	54,538.27	54,538.27	23,918.53	43.86	30,619.74	4,475.84
142 R 47189	0T2	EISENHOWER PROF DEVELOPMENT ST	117,905.78	117,905.78	68,725.77	58.29	49,180.01	6,428.77
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,058.75	110,058.75	72,216.45	65.62	37,842.30	8,191.82
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	500.00	500.00	9,678.00	1,935.60	-9,178.00	2,107.00
Grand Revenue Totals			2,124,750.49	2,124,750.49	809,450.23	38.10	1,315,300.26	141,898.63

Number of Accounts: 10

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
142 E 71100 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	762,931.88	762,931.88	233,240.35	30.57	507,677.54	41,993.68
142 E 71200 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	739,711.70	739,711.70	314,921.24	42.57	424,790.46	65,182.18
142 E 71300 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	9,500.00	9,500.00	5,755.87	60.59	3,744.13	0.00
142 E 72130 --- --- ----- ---	OTHER STUDENT SUPPORT	126,175.84	126,175.84	35,009.05	27.75	71,647.66	2,632.99
142 E 72210 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	367,404.26	367,404.26	154,367.21	42.02	209,381.13	25,513.28
142 E 72220 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	1,948.34	1,948.34	0.00	0.00	1,948.34	0.00
142 E 72230 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	2,075.00	2,075.00	1,635.34	78.81	-860.11	0.00
142 E 73300 --- --- ----- ---	COMMUNITY SERVICES	110,058.75	110,058.75	77,487.58	70.41	32,571.17	9,031.68
142 E 99100 --- --- ----- ---	OPERATING TRANSFERS	4,944.72	4,944.72	0.00	0.00	4,944.72	0.00
Grand Expense Totals		2,124,750.49	2,124,750.49	822,416.64	38.71	1,255,845.04	144,353.81

Number of Accounts: 90

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

		Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
142 R 47141	0CA	TITLE 1 GRANTS TO LOCAL EDUC A	106,000.00	106,000.00	35,481.50	33.47	70,518.50	6,776.10
142 R 47189	0CA	EISENHOWER PROF DEVELOPMENT ST	16,000.00	16,000.00	4,942.75	30.89	11,057.25	943.90
142 R 47131	0CP	VOCATIONAL EDUC - BASIC GRANTS	41,276.01	41,276.01	22,811.52	55.27	18,464.49	0.00
142 R 47143	0ID	SPECIAL EDUCATION - GRANTS TO	724,581.05	724,581.05	306,980.17	42.37	417,600.88	63,344.87
142 R 47145	0PS	SPECIAL EDUCATION PRESCHOOL GR	17,078.99	17,078.99	7,629.70	44.67	9,449.29	1,525.94
142 R 47141	0T1	TITLE 1 GRANTS TO LOCAL EDUC A	936,811.64	936,811.64	257,065.84	27.44	679,745.80	48,104.39
142 R 47590	0T1	OTHER FEDERAL THROUGH STATE	54,538.27	54,538.27	23,918.53	43.86	30,619.74	4,475.84
142 R 47189	0T2	EISENHOWER PROF DEVELOPMENT ST	117,905.78	117,905.78	68,725.77	58.29	49,180.01	6,428.77
142 R 47147	21C	SAFE AND DRUG-FREE SCHOOLS-ST	110,058.75	110,058.75	72,216.45	65.62	37,842.30	8,191.82
142 R 47141	T1N	TITLE 1 GRANTS TO LOCAL EDUC A	500.00	500.00	9,678.00	1,935.60	-9,178.00	2,107.00
Grand Revenue Totals			2,124,750.49	2,124,750.49	809,450.23	38.10	1,315,300.26	141,898.63

Number of Accounts: 10

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
142 E 71100 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	762,931.88	762,931.88	233,240.35	30.57	507,677.54	41,993.68
142 E 71200 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	739,711.70	739,711.70	314,921.24	42.57	424,790.46	65,182.18
142 E 71300 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	9,500.00	9,500.00	5,755.87	60.59	3,744.13	0.00
142 E 72130 --- --- ----- ---	OTHER STUDENT SUPPORT	126,175.84	126,175.84	35,009.05	27.75	71,647.66	2,632.99
142 E 72210 --- --- ----- ---	REGULAR INSTRUCTION PROGRAM	367,404.26	367,404.26	154,367.21	42.02	209,381.13	25,513.28
142 E 72220 --- --- ----- ---	SPECIAL EDUCATION PROGRAM	1,948.34	1,948.34	0.00	0.00	1,948.34	0.00
142 E 72230 --- --- ----- ---	VOCATIONAL EDUCATION PROGRAM	2,075.00	2,075.00	1,635.34	78.81	-860.11	0.00
142 E 73300 --- --- ----- ---	COMMUNITY SERVICES	110,058.75	110,058.75	77,487.58	70.41	32,571.17	9,031.68
142 E 99100 --- --- ----- ---	OPERATING TRANSFERS	4,944.72	4,944.72	0.00	0.00	4,944.72	0.00
Grand Expense Totals		2,124,750.49	2,124,750.49	822,416.64	38.71	1,255,845.04	144,353.81

Number of Accounts: 90

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

		Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	December 2025-26 Monthly Activity
143 R 43522	000	LUNCH PAYMENTS - ADULTS	25,000.00	25,000.00	7,221.55	28.89	17,778.45	2,762.40
143 R 43525	000	A LA CARTE SALES	60,000.00	60,000.00	17,529.02	29.22	42,470.98	1,997.54
143 R 43990	000	OTHER CHARGES FOR SERVICES	12,500.00	12,500.00	2,170.65	17.37	10,329.35	0.00
143 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	10,288.79	25.72	29,711.21	1,683.25
143 R 46520	000	SCHOOL FOOD SERVICE	11,000.00	11,000.00	0.00	0.00	11,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	820,000.00	820,000.00	344,695.48	42.04	475,304.52	71,717.09
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	15,406.25	16.48	78,093.75	0.00
143 R 47113	000	USDA BREAKFAST	475,000.00	475,000.00	203,492.36	42.84	271,507.64	42,077.72
143 R 47114	000	USDA - ESP SNACK PROGRAM	25,000.00	25,000.00	8,066.03	32.26	16,933.97	2,208.29
Grand Revenue Totals			1,562,000.00	1,562,000.00	608,870.13	38.98	953,129.87	122,446.29

Number of Accounts: 35

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	December 2025-26 Monthly Activity
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,562,000.00	1,562,000.00	736,244.36	47.13	825,755.64	119,485.28
Grand Expense Totals		1,562,000.00	1,562,000.00	736,244.36	47.13	825,755.64	119,485.28

Number of Accounts: 79

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

		Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
143 R 43522	000	LUNCH PAYMENTS - ADULTS	25,000.00	25,000.00	8,689.65	34.76	16,310.35	1,468.10
143 R 43525	000	A LA CARTE SALES	60,000.00	60,000.00	20,278.26	33.80	39,721.74	2,749.24
143 R 43990	000	OTHER CHARGES FOR SERVICES	12,500.00	12,500.00	2,170.65	17.37	10,329.35	0.00
143 R 44110	000	INVESTMENT INCOME	40,000.00	40,000.00	11,981.74	29.95	28,018.26	1,692.95
143 R 46520	000	SCHOOL FOOD SERVICE	11,000.00	11,000.00	0.00	0.00	11,000.00	0.00
143 R 47111	000	USDA SCHOOL LUNCH PROGRAM	820,000.00	820,000.00	386,640.76	47.15	433,359.24	41,945.28
143 R 47112	000	USDA COMMODITIES	93,500.00	93,500.00	15,406.25	16.48	78,093.75	0.00
143 R 47113	000	USDA BREAKFAST	475,000.00	475,000.00	226,065.28	47.59	248,934.72	22,572.92
143 R 47114	000	USDA - ESP SNACK PROGRAM	25,000.00	25,000.00	8,066.03	32.26	16,933.97	0.00
Grand Revenue Totals			1,562,000.00	1,562,000.00	679,298.62	43.49	882,701.38	70,428.49

Number of Accounts: 35

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

	Acct	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	2025-26 FYTD %	Unencumbered Balance - YTD Act	January 2025-26 Monthly Activity
143 E 73100 --- --- ----- ---	FOOD SERVICE	1,562,000.00	1,562,000.00	846,964.33	54.22	715,035.67	110,719.97
Grand Expense Totals		1,562,000.00	1,562,000.00	846,964.33	54.22	715,035.67	110,719.97

Number of Accounts: 79

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

Elizabethton City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Expenses and Reimbursements**	**2.804**	**04/15/10**
	PROPOSED	Rescinds: **2.804**	Issued: **04/14/09**

Annually the Board shall review expense allowances and reimbursement guidelines.

Central Office[1]

The Board shall review expense allowances and reimbursement guidelines on an annual basis. Travel reimbursement shall be set at the U.S. General Services Administration approved travel rate.

Requests for reimbursements shall be submitted to the Director of Schools' office within thirty (30) days of the date of the completion of such travel. Reimbursement requests for local mileage must be submitted within the same fiscal year in which the travel occurred.

The Director of Schools shall develop procedures and forms to ensure consistency and transparency with the implementation of this policy.

SCHOOL PERSONNEL

All employees including the director of schools, supervisors, administrators, professional and support staff must obtain prior approval for travel. Prior approval of travel by the director of schools must come from the Board. Upon approval by appropriate persons, all school personnel who incur expenses in carrying out their authorized duties will be reimbursed upon submission of an approval voucher and supporting receipts as required by the business office.

Expenses for travel will be reimbursed for administrators, professional and support personnel when the travel has the advance authorization of the director of schools. The director of schools may grant this authorization without prior Board action when the travel expense has been anticipated and incorporated into the operational budget of the particular program involved.

Travel without proper authorization by the appropriate officials will become the personal responsibility of the person making the trip. The Board will not be responsible for payment of unauthorized travel.

~~No local funds will be used if a teacher attends workshops and/or conferences which lead to the completion of certification or inservice credit. Since the salary schedule provides for collegiate credit, no other reimbursement is allowed for any workshop or activity which may award such credit.~~

Commented [MN1]: From TSBA: We received some questions on guidance from the Comptroller's Office regarding whether districts can reimburse individuals for purchases that include sales tax. The guidance indicates that the reimbursement may be made if the Board has a policy authorizing this practice. Further, the Comptroller recommends that each Board consult its attorney in crafting these policies. We have added a short provision on this to our model policy and also recommend getting input from the board's attorney prior to adopting this policy.

It is the responsibility of the teacher to make claim for reimbursement and present evidence to support said claim.
School personnel who incur expenses in carrying out their authorized duties will be reimbursed upon submission of an approved travel expense claim and supporting receipts.

Expenses for travel will be reimbursed when the travel has the advance authorization of the Director of Schools. The Director of Schools may grant this authorization without prior board action when the travel expense has been anticipated and incorporated into the operational budget of the particular program involved.

The Board shall be responsible for all expenses pertaining to staff development. Student activity funds shall not be used for this purpose unless grantors or donors explicitly permit the use of such funds for staff development..[1]

BOARD MEMBERS

The members of the Board shall receive no compensation but may be reimbursed for transportation, lodging, meals and other actual and necessary expenses when traveling on business for and with approval by the Board.[1] Board members shall reimburse the Elizabethton City Schools for all related fees incurred by the school system for non-attendance or partial-attendance at a conference/meeting for which they were registered. Emergencies are the only exception to this requirement. An emergency must be approved by the Board, after the Board member submits the Request for Waiver form.

Travel expense monies shall be distributed through the central office using the same procedures as used for school personnel for routine, pre-authorized travel.

Attendance and expenses at conventions, other educational meetings, or travel for other school purposes shall be authorized in advance by the Board.[2]
Board members are responsible for their own travel and hotel/motel arrangements as well as completion of individual registration forms. Board members must submit all requests for expense reimbursements on the Claim for Traveling Expenses after the completion of travel.

Expenses shall be submitted to the director of schools' office on a monthly basis for reimbursement purposes. The rate of payment shall be the same for Board members as school personnel.

Motel/hotel receipts shall be required; however, no meal receipts shall be necessary.

No reimbursement shall be made for spouse expenses.

The members of the Board shall be reimbursed for transportation, lodging, meals, and other pertinent expenses when traveling on business for the Board. Attendance at conventions or other educational meetings or travel for other school district purposes shall be authorized in advance by the Board.[2]

REIMBURSEMENT FOR SALES TAX[3]

Reimbursement for sales tax is permissible in limited circumstances, including when sales tax is charged on small purchases for which tax exemption is not accepted, or when it is more fiscally advantageous to purchase an item through a non-tax-exempt transaction. In such instances, the purchase must be approved prior to being made, and proper documentation retained.

The Director of Schools/designee shall ensure compliance with state law and guidance from the Comptroller of the Treasury.

~~Legal References:~~

~~1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 5-20~~
~~2. TCA 49-2-202(d)~~
~~3. TCA 49-2-2001(c)~~

Legal References

1. *Internal School Funds Manual*, Section 5-17
2. TCA 49-2-2001(c)
3. *Internal School Funds Manual, Frequently Asked Questions*, no. 10

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP:

FIELDTRIP [ ] ATHLETIC/BAND [✓] EXCURSION [ ] ACADEMIC COMPETITION [ ]

METHOD OF TRANSPORTATION:

VAN / SCHOOL BUS [✓] RENTAL VEHICLE [ ] WALKING [ ]

DATE OF REQUEST: 1/9/26 GROUP/TEAM/GRADE: EHS winter guard

SCHOOL	DATE OF TRIP	DEPARTURE TIME	RETURN TIME
EHS	4/8 - 12	3:00 pm	3:00 pm

YES [✓] NO [ ] DESTINATION IS GREATER THAN 50 MILES

YES [✓] NO [ ] DESTINATION IS OUT-OF-STATE

YES [ ] NO [✓] DESTINATION IS ON BOARD APPROVED LIST

16 TOTAL NUMBER INVOLVED

2 NUMBER OF BUSES OR VANS NEEDED

COST PER STUDENT (if applicable)

Dayton Ohio / University of Dayton DESTINATION

ADDITIONAL STOP 1

ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES [✓] NO [ ] NA [ ] PERMISSIONS SLIPS OBTAINED

YES [✓] NO [ ] NA [ ]

CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Phil Ledford (423) 306-0497 — Grace Lewis (423) 440-3788

Phil.ledford@ecschools.net — grace.lewis@ecschools.net

SPONSOR'S NAME — SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR: APPROVED [✓] DENIED [ ]

ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR: APPROVED [ ] DENIED [ ]

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME — RETURN TIME — TOTAL TIME — DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

Jon Minton

From: Phil Ledford
Sent: Tuesday, January 13, 2026 8:14 AM
To: Jon Minton
Subject: Dayton Ohio Trip

Sir,
I just filled out the request to use two school vans for the Varsity Winter Guard's trip to Dayton Ohio for the WGI World Championships at the University of Dayton. Our students will not only be representing EHS but also one of just a few schools representing our state as they will be competing with some of the best programs in the country, with around 200 schools in our class alone from as far as Texas, California, Utah, and even Hawaii just to name a few.
Our students will be leaving after school on April 8th and return on April 12th. This trip to Ohio will need to get board approval so I am passing it along to you in hopes to have it on the next agenda. If you have any questions just let me know.
Thank you!

Phil Ledford
Instructional Technology Coordinator
Elizabethton High School
Phone: (423) 547-8015 EXT. 1530
Mobile: (423) 512-0186
Email: Phil.ledford@ecschools.net

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP: Teacher, Administrator, + Student trip to ASU Prep for hybrid learning research

FIELDTRIP [ ] ATHLETIC/BAND [ ] EXCURSION [✓] ACADEMIC COMPETITION [ ]

METHOD OF TRANSPORTATION:

SCHOOL BUS [ ] RENTAL VEHICLE [ ] Flying ✓ WALKING [ ]

DATE OF REQUEST: 2/11/26 GROUP/TEAM/GRADE: ASU Prep visit team

SCHOOL	DATE OF TRIP	DEPARTURE TIME	RETURN TIME
EHS	3/9/2026 tentative dates		3/20/2026

YES [✓] NO [ ] DESTINATION IS GREATER THAN 50 MILES

YES [✓] NO [ ] DESTINATION IS OUT-OF-STATE

YES [ ] NO [✓] DESTINATION IS ON BOARD APPROVED LIST

2 TOTAL NUMBER INVOLVED

Ø NUMBER OF BUSES OR VANS NEEDED

Ø COST PER STUDENT (if applicable)

Phoenix, Arizona DESTINATION

ADDITIONAL STOP 1

ADDITIONAL STOP 2

ADDITIONAL STOP 3

ADDITIONAL STOP 4

YES [ ] NO [ ] NA [ ] PERMISSIONS SLIPS OBTAINED

YES [ ] NO [ ] NA [ ]

CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Anna Hurley 423 6417 6443, Megan Ellis, Jack Bembry, Michael Grindstaff

Anna Hurley anna.hurley@ecschools.net

SPONSOR'S NAME SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR: [✓] APPROVED [ ] DENIED

ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR: [ ] APPROVED [ ] DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP: Student + Faculty team trip to research x@ school

FIELDTRIP [ ] ATHLETIC/BAND [ ] EXCURSION [✓] ACADEMIC COMPETITION [ ]

METHOD OF TRANSPORTATION:
SCHOOL BUS [ ] RENTAL VEHICLE [ ] Flying ✓ WALKING [ ]

DATE OF REQUEST: 2/11/26 GROUP/TEAM/GRADE: IowaBIG visit team

SCHOOL	DATE OF TRIP	DEPARTURE TIME	RETURN TIME
EHS	3/2/2026		3/4/2026

YES [✓] NO [ ] DESTINATION IS GREATER THAN 50 MILES

DESTINATION: Cedar Rapids, Iowa

YES [✓] NO [ ] DESTINATION IS OUT-OF-STATE

ADDITIONAL STOP 1:

YES [ ] NO [✓] DESTINATION IS ON BOARD APPROVED LIST

ADDITIONAL STOP 2:

TOTAL NUMBER INVOLVED: 2

ADDITIONAL STOP 3:

NUMBER OF BUSES OR VANS NEEDED: 0

ADDITIONAL STOP 4:

COST PER STUDENT (if applicable): 0

YES [ ] NO [ ] NA [ ] PERMISSIONS SLIPS OBTAINED

YES [ ] NO [ ] NA [ ] CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:
Justin White Bonnie Grindstaff Jerry Agan Chantal Sastre 684-1798

Dustin Hensley dustin.hensley@ecschools.net

SPONSOR'S NAME SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR: [✓] [ ]

ADMINISTRATOR'S SIGNATURE

APPROVED DENIED

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR: [ ] [ ]

APPROVED DENIED TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME RETURN TIME TOTAL TIME DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

ECS TRANSPORTATION REQUEST FORM

TYPE OF TRIP: Student + teacher trip to K12 school PSI High for microschool research

FIELDTRIP [ ] ATHLETIC/BAND [ ] EXCURSION [✓] ACADEMIC COMPETITION [ ]

METHOD OF TRANSPORTATION:

SCHOOL BUS [ ] RENTAL VEHICLE [ ] Flying ✓ WALKING [ ]

DATE OF REQUEST: 2/11/26 GROUP/TEAM/GRADE: PSI High research team

EHS	4/1/2026		4/15/2026
SCHOOL	tentative dates DATE OF TRIP	DEPARTURE TIME	RETURN TIME

YES [✓] NO [ ] DESTINATION IS GREATER THAN 50 MILES

Orlando, Florida — DESTINATION

YES [✓] NO [ ] DESTINATION IS OUT-OF-STATE

ADDITIONAL STOP 1

YES [ ] NO [✓] DESTINATION IS ON BOARD APPROVED LIST

ADDITIONAL STOP 2

2 TOTAL NUMBER INVOLVED

ADDITIONAL STOP 3

0 NUMBER OF BUSES OR VANS NEEDED

ADDITIONAL STOP 4

0 COST PER STUDENT (if applicable)

YES [ ] NO [ ] NA [ ] PERMISSIONS SLIPS OBTAINED

YES [ ] NO [ ] NA [ ]

CAFETERIA NOTIFIED IF STUDENTS WILL MISS LUNCH

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

NAMES & CELL NUMBERS OF CHAPERONES/SPONSORS:

Dustin Hensley 423 957 1538, Jessica Hayes, Rachel Wagner, Craig Emmert

Dustin Hensley — SPONSOR'S NAME

dustin.hensley@ecpchools.net — SPONSOR'S EMAIL ADDRESS

ITEMS BELOW - TO BE COMPLETED BY ADMINISTRATION

BUILDING ADMINISTRATOR: [✓] APPROVED [ ] DENIED

ADMINISTRATOR'S SIGNATURE

ADMINISTRATOR'S EMAIL ADDRESS

SYSTEM ADMINISTRATOR: [ ] APPROVED [ ] DENIED

TRANSPORTATION DIRECTOR

TO BE COMPLETED BY DRIVER:

DEPARTURE TIME | RETURN TIME | TOTAL TIME | DRIVER'S SIGNATURE

*SIGN UPON RETURN FROM TRIP

*TRIP SPONSOR'S SIGNATURE

CER Membership Agreement
2026-27 School Year

Comprehensive Educational Resources (CER) is an educational consortium that currently serves twenty-nine school districts in Northeast Tennessee and across the state. CER is a collaboration between these twenty-nine districts and The Niswonger Foundation that currently reaches approximately 147,000 students. CER began in May 2020.

Vision

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

District Participation

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

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

CER offers districts vast and dynamic offerings to support their changing needs. Districts have the option to participate in several data sharing sessions throughout the year. CER data sharing sessions have been correlated with improved district performance. CER also offers support for principals through the new principal cohort, regular study council meetings, and two in-person conferences each year. CER has a large instructional coach collaborative that offers both general and content specific coaching support. Both the Leadership Academy and the Job Embedded Course offer districts an opportunity to support niche educators, which they may not be able to do outside of a collaborative. Teacher participation in the CER teams (curriculum, EARN, instructional focus documents, common formative assessments, and pacing guides) provides professional learning opportunities for teachers and builds their capacity

through collaboration. Short-term working groups, such as the Science Textbook Collaborative and the Algebra Readiness Working Group, provide districts with support and a platform to problem-solve in a collaborative way. CER membership also offers a variety of vendor partnerships. These vendor partners provide a discount on their products and services to CER member districts. Often, these discounts help to defray the CER membership cost.

District Costs

In addition to the membership fee, there are optional costs associated with CER. If districts contribute a teacher to a curriculum team, districts will be responsible for compensating each teacher. This compensation could include three (3) days of flex time to compensate for creating materials. Districts can decide how this flex time will be provided to each teacher. In addition, each teacher on a curriculum team may need to be provided with three (3) days of a substitute and travel to review materials. CER will pay the district $75 per day to help defray the substitute cost. By May 1, the Steering Committee will finalize the curriculum team compensation.

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

District: **Elizabethton City**
Number of students on the state report card: **2573**

By signing and returning the membership agreement, your district will participate in CER for the 2026-27 school year.

Name:_____

Signature:_____

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	2/11/2026 1:32:25 PM	Tyler Williams	Status changed to 'LEA Fiscal Representative Approved'.	S
	2/11/2026 1:27:39 PM	Myra Newman	Status changed to 'Revision Completed'.	S
	2/4/2026 11:21:58 AM	Myra Newman	Status changed to 'Revision Started'.	S

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Allocations

Allocation Type (1)	Early Literacy Tutoring (2)	Tutoring Innovation	Total
Original	$15,500.00	$74,600.00	$90,100.00
Incoming Carryover	$0.00	$0.00	$0.00
Outgoing Carryover	$0.00	$0.00	$0.00
Reallocated	$0.00	$0.00	$0.00
Additional	$0.00	$0.00	$0.00
Released	$0.00	$0.00	$0.00
Consortium	$0.00	$0.00	$0.00
Forfeited	$0.00	$0.00	$0.00
FER Released	$0.00	$0.00	$0.00
Total	$15,500.00	$74,600.00	$90,100.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Contacts

Required Contacts

This page is currently not accepting Contacts.

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

LEA ID#	LEA Name
101	Elizabethton City Schools

* DUNS Number	* UEI Number
100072768	MP87VN3ER127

LEA Official Address

Street	City	Zip Code
804 S Watauga Ave	Elizabethton	37643

Phone	LEA Website
423-547-8000	https://www.ecschools.net/

Director of Schools

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

Tutoring Point of Contact

Name	Email	Phone
Myra Newman	myra.newman@ecschools.net	423-547-8000

Budget

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

Account Number		Total
71100 - Regular Instruction Program		$15,500.00
72210 - Support Services/Regular Instruction Program		$0.00
72410 - Office of the Principal		$0.00
72710 - Transportation		$0.00
	Total	$15,500.00
	Adjusted Allocation	$15,500.00
	Remaining	$0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

71100 - Regular Instruction Program - $15,500.00

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay for 3 tutors at each of our elementary schools to provide tutoring during the day to students who have been retained in grades K-2.
Line Item Number:	189 - Other Salaries & Wages	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$12,872.00	
Line Item Total:	$12,872.00	
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay social security benefits for 3 tutors. These tutors will provide tutoring during the school day to students who have been retained in grades K-2.
Line Item Number:	201 - Social Security	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$797.00	
Line Item	$797.00	

Total:		
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay state retirement benefits for 3 tutors who will be providing tutoring during the school day to students who have been retained in grades K-2.
Line Item Number:	204 - State Retirement	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$1,644.00	
Line Item Total:	$1,644.00	
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay for employer medicare benefits for 3 tutors who are employed to provide tutoring during the school day to students who have been retained in grades K-2.
Line Item Number:	212 - Employer Medicare	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$187.00	
Line Item Total:	$187.00	
	Total for 71100 - Regular Instruction Program:	$15,500.00
	Total for all other Account Numbers:	$0.00

Total for all Account Numbers:	$15,500.00
Adjusted Allocation:	$15,500.00
Remaining:	$0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

Filter by Location: All - $15,500.00

Account Number Line Item Number	71100 - Regular Instruction Program	Total
189 - Other Salaries & Wages	12,872.00	12,872.00
201 - Social Security	797.00	797.00
204 - State Retirement	1,644.00	1,644.00
212 - Employer Medicare	187.00	187.00
Total	15,500.00	15,500.00
	Adjusted Allocation	15,500.00
	Remaining	0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

Filter by Location: All - $15,500.00

Account Number Line Item Number	71100 - Regular Instruction Program	Total
189 - Other Salaries & Wages	12,872.00	12,872.00
201 - Social Security	797.00	797.00
204 - State Retirement	1,644.00	1,644.00
212 - Employer Medicare	187.00	187.00
Total	15,500.00	15,500.00
	Adjusted Allocation	15,500.00
	Remaining	0.00

Program Details

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

(a) Qualifying Student Projections. Enter the projected number of qualifying students to be served through tutoring in ELA grades K-2 in the Winter-Spring semester of FY2025-26.

Grade	LEA Number of Qualifying Students
K	8
1	17
2	5
Total	30

(b) Scheduling. Select the scheduling model for tutoring currently utilized. Select **all** that apply.

- [x] **Tutoring during an intervention block**
- [ ] before/after school;
- [ ] extended day master schedule
- [ ] other*

Other

* **(c) Frequency.** Select the number of tutoring sessions tutoring students receive per week, on average.

- (•) 2 sessions per week
- ( ) 3 sessions per week
- ( ) 4 sessions per week
- ( ) 5 sessions per week

* **(d) Duration** Select the most common duration of tutoring sessions, on average.

- ( ) 30-44 minutes per session
- (•) 45-59 minutes per session
- ( ) 60+ minutes per session

(e) Staffing. Select the staffing that your LEA is currently utilizing for tutoring. Select all that apply.

- [x] **Current certified staff**
- [x] **Current educational assistants**
- [ ] Retired teachers
- [ ] Additional tutoring staff
- [ ] Educational preparation providers/College Students
- [ ] Community partners
- [ ] Volunteers
- [ ] High school students in Teaching as a Profession

* **(f) Content.** Select the best description of tutoring content delivered in tutoring sessions:

- (●) The same HQIM materials used in core content
- ( ) Materials designed to supplement our HQIM core series, created by the same publisher
- ( ) Ancillary Materials from a program or publisher different from our HQIM core series (e.g.- TNFSCS)
- ( ) Materials my district has created for tutoring

(g) Learning Acceleration Strategies. Which learning acceleration strateg(ies) does your district plan to implement? See the Learning Acceleration Strategies Guidance 2025 for examples. Select ***all*** that apply.

Project Narrative

1. Tutoring Curriculum. Describe the curricular resources/materials that are used in tutoring in order to provide grade-level instruction aligned to district-adopted HQIM. In your response, please include the name of the resource/material, whether it is core curriculum or an ancillary material, and how the resource/material was selected.

Tutoring instruction is grounded in the district's adopted High-Quality Instructional Materials (HQIM) to ensure strong alignment with grade-level expectations. Tutors utilize Core Knowledge Language Arts (CKLA) as the primary curricular resource, providing explicit and systematic instruction in foundational literacy skills and knowledge-building aligned with state standards. CKLA lesson structures, texts, and assessments guide tutoring sessions to reinforce classroom instruction and maintain coherence across settings. In addition, tutors utilize CKLA intervention resources to deliver targeted, skill-specific support tailored to each student's needs, while maintaining alignment with grade-level content. These materials were selected due to the alignment with our adopted ELA HQIM. Our goal is to accelerate student learning by either front-loading and/or reinforcing unfinished learning of skills/standards of the grade level. This is best accomplished by ensuring there is coherence between Tier I instruction and tutoring sessions. In our current structure, students receive tutoring two times a week for 50 minutes with a highly trained tutor. These tutors utilize lesson plans that are developed by our lead tutor (certified teacher), who ensures plans are aligned with grade-level ELA pacing.

2. Instructional Coherence. Describe the district's plan for creating instructional coherence, ensuring that there is alignment between Tier I classroom content and tutoring so that students are working on grade-level, Tier-I aligned content within tutoring.

The district ensures instructional coherence and alignment with TN ALL Corps expectations by intentionally connecting tutoring instruction to Tier I classroom content and district-adopted HQIM. Monthly District-level Professional Learning Community (PLC) meetings are held with all lead tutors, who are certified teachers, to review and analyze progress monitoring data and identify priority literacy skills. Using district Tier I pacing guides and CKLA HQIM, tutors develop lesson plans that reinforce grade-level standards and instructional focus areas currently being taught in TIER I classrooms, ensuring tutoring remains aligned to core instruction.

In addition, lead tutors collaborate regularly with TIER I classroom teachers within their assigned building to maintain consistency in instructional pacing, content, and expectations. This collaboration supports the TN ALL Corps emphasis on providing grade-level, Tier I-aligned instruction within tutoring, while using targeted supports and scaffolds to address individual student needs. Lead tutors also attend every district-level ELA professional development with Tier I teachers. This ensures all teachers, both Tier I and Lead Tutors, receive the same training on content and HQIM. Stockpile professional development days are also utilized to provide collaborative time for Tier I teachers, LeadTutors, and RTI Interventionists. These structures ensure tutoring complements high-quality classroom instruction and advances student progress toward grade-level literacy outcomes.

Resources

2025-26 Early Literacy Tutoring Technical Application

2025-26 ELTG Recommended Line Items and Account

Related Documents

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

Required Documents

This page is currently not accepting Related Documents.

Assurances

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Early Literacy Tutoring Grant

An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application and these Assurances for the Early Literacy Tutoring Grant allocation.

The undersigned authorized representative accepts the grant award on behalf of the identified school district ("Grantee"). These Assurances, together with the grant application information and Application Assurances submitted by the Grantee, constitute the "Grant Contract" with the State of Tennessee, Department of Education ("TDOE" or "the State").

☑ *** The Grantee hereby agrees to the following Assurances:**

Assurances
1. Administration of the program, activities, and services covered by this Grant Contract shall be in accordance with all applicable state and federal statutes, regulations, and the approved application.
2. The Grantee shall ensure that all tutors are trained in TN ALL Corps Tutoring.
3. The Grantee shall ensure tutoring ratios are 3 students:1 tutor.
4. The Grantee shall schedule students for tutoring sessions that last between 30 and 45 minutes and occur with the same group of students 2-3 times per week.
5. The Grantee shall provide tutoring to individual students for a minimum of 12 weeks per semester. The Grantee shall not exit a student from tutoring mid-year unless they leave the LEA or public charter school.
6. The Grantee shall provide English language arts ("ELA") tutoring content that is aligned to grade-level Tier I content from district-adopted high quality instructional materials ("HQIM").
7. The Grantee shall maintain data records for students who complete tutoring and will complete required reporting surveys distributed by the State at least two (2) times per year.
8. The Grantee shall comply with all applicable requirements of all federal and state laws, statutes, executive orders, regulations, requirements, policies, terms, and conditions governing education.
9. The Grantee shall maintain a proper accounting system in accordance with generally accepted accounting standards and use appropriate fiscal control(s) and procedure(s) to reduce the risk of fraud, waste, and abuse and to account for and ensure proper expenditure of awarded funds. The Grantee shall report any information on suspected fraud, waste, and/or abuse to the TDOE and the Tennessee Comptroller of the Treasury pursuant to the "Local Government Instances of Fraud Reporting Act" (Tenn. Code Ann. § 8-4-501?et seq.).
10. The Grantee shall not use awarded funds to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization (Perkins V, Section 122(d)(13)(B)?(20 U.S.C. § 2342(d)(13)(B)).
11. The Grantee shall not use awarded funds to lobby or pay any person or organization for the purpose of lobbying, influencing, or attempting to influence an officer or employee of an governmental agency, a Member of Congress or the Tennessee General Assembly, an officer or employee of Congress or the Tennessee General Assembly, or an employee of Member of Congress or the Tennessee General Assembly in connection with the awarding of any contract, grant, loan, cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any contract, grant, loan, or cooperative agreement.

12. The Grantee shall comply with all federal and State statutes relating to civil rights and nondiscrimination, including but not limited to, Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age.

13. The Grantee shall comply with all applicable federal and State statutes relating to financial and programmatic audits and monitoring and make available all financial and programmatic records and other such documents to authorized representatives, including but not limited to, the U.S. Department of Education, the Tennessee Department of Education, and the Tennessee Comptroller of the Treasury, for the purpose of conducting monitoring and audits in accordance with the Single Audit Act Amendments of 1996 (31 U.S.C. §§ 7501-7506) and 2 C.F.R. § 200.500 et seq., and other federal and Tennessee statutes, as applicable.

State of Tennessee Assurances

☑ * The LEA has attached a signed copy of the full assurances in the related document assurance link found below.

Documents		
Type	**Document Template**	**Document/Link**
(Early Literacy Tutoring) Assurances [Upload at least 1 document(s)]	(Early Literacy Tutoring) Assurances	ECS Assurances

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

* LEA ID#	* LEA Name
101	Elizabethton City Schools

LEA Official Address

* Street	* City	* Zip Code
804 S Watauga Ave	Elizabethton	37643

* Phone	* LEA Website
423-547-8000	https://www.ecschools.net/

Director of Schools

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

Tutoring Point of Contact

* Name	* Email	* Phone
Myra Newman	myra.newman@ecschools.net	423-547-8000

Program Details

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

(a) Student Projections. Enter the projected number of students to be served through tutoring in ELA grades K-8 and/or math grades 4-8 in the Winter-Spring semester of the 2025-26 school year.

Grade	LEA Number of ELA Participating Students	LEA Number of Math Participating Students	LEA Total Participating Students
K	72		72
1	72		72
2	72		72
3	72		72
4	54	6	60
5	54	6	60
6	12	12	24
7	12	12	24
8	12	12	24
Total	432	48	480

(b) Scheduling. Select the scheduling model for tutoring currently utilized. Select **all** that apply.

- [x] **Tutoring during an intervention block**
- [ ] before/after school;
- [ ] extended day master schedule
- [ ] other*

Other

* **(c) Frequency.** Select the number of tutoring sessions tutoring students receive per week, on average.

- (•) 2 sessions per week
- ( ) 3 sessions per week
- ( ) 4 sessions per week
- ( ) 5 sessions per week

* **(d) Duration** Select the most common duration of tutoring sessions, on average.
- ○ 30-44 minutes per session
- ◉ 45-59 minutes per session
- ○ 60+ minutes per session

(e) Staffing. Select the staffing that your LEA is currently utilizing for tutoring. Select all that apply.

- ☑ **Current certified staff**
- ☑ **Current educational assistants**
- ☐ Retired teachers
- ☑ **Additional tutoring staff**
- ☐ Students in Educator preparation programs/college students
- ☐ Community partners
- ☐ Volunteers
- ☐ Students in Teaching as a Profession

* **(f) Resources and Materials.** Select the best description of the resources and materials utilized to deliver tutoring content in tutoring sessions:
- ◉ The same HQIM materials used in core content
- ○ Materials designed to supplement our HQIM core series, created by the same publisher
- ○ Ancillary Materials from a program or publisher different from our HQIM core series (e.g.- TNFSCS)
- ○ Materials my district has created for tutoring

(g) Learning Acceleration Strategies. Which learning acceleration strateg(ies) does your district plan to implement? See the Learning Acceleration Strategies Guidance 2025 for examples. Select ***all*** that apply.

Project Narrative

Proposed Innovation Project Narrative

1. Select the core area of innovation in which you are applying. See the Innovative Practices Within the TN ALL Corps Tutoring Model document for additional support.
- ○ Instructional Coherence and Alignment
- ◉ Tutor Training and Development, Coaching, and Support
- ○ Innovations in Scheduling and Access
- ○ Collaborative Learning and Continuous Improvement

2. Detail how your district intends to implement the innovation you selected.

Elizabethton City Schools will implement the Tutor Training and Development, Coaching, and Support innovation by building a sustainable, system-wide structure that ensures tutors are effectively recruited, prepared, and continuously supported to deliver high-quality, standards-aligned instruction. The district

will hire seven additional tutors - one tutor at each of the three elementary schools and four tutors at the middle school. Elementary tutors will provide targeted tutoring in K-3 English Language Arts and grades 4-5 mathematics, while middle school tutors will be strategically assigned by content area, with two tutors providing ELA support and two providing mathematics support. This staffing model ensures content expertise, consistency across sites, and equitable access to high-impact tutoring aligned to district instructional priorities.

To ensure quality and instructional coherence, the district will establish clear training, coaching, and support structures for all tutors. New tutors will receive onboarding and ongoing professional learning aligned to district-adopted HQIM and TIER I instructional practices. At the middle school, a current certified teacher serving on a 100-day contract will receive a stipend to support and mentor new tutors, facilitate collaboration, and provide job-embedded guidance. The District Implementation Coach will provide coaching, instructional feedback, and oversight across all tutoring programs to ensure fidelity to TN ALL Corps expectations. At the elementary level, district instructional coaches willprovide ongoing coaching cycles, instructional feedback, and support to elementary tutors. These systems will promote continuous improvement, instructional consistency, and high-quality tutoring experiences for students aross all schools.

3. How will you monitor progress and measure the impact of your selected innovation on student outcomes?

Elizabethton City Schools will implement a comprehensive process monitoring and data analysis system to measure the impact of our tutoring innovation on student outcomes. All tutors are required to administer bi-weekly progress monitoring assessments to students participating in tutoring. These assessments include standards-aligned measures developed by our Lead Tutors that are tightly aligned to district-adopted HQIM and pacing guides, as well as district benchmark assessments administered through Mastery Connect. This ensures that student progress is measured against grade-level expectations and TIER I instructional content.

Data from bi-weekly progress monitoring is reviewed at monthly district PLC meetings withImplementation Coach, Instructional Coaches, Lead Tutors, and RTI Interventionists. Data is reviewed during monthly Academic Acceleration PLC meetings that include Lead Tutors, RTI Interventionists, Instructional Coaches, and the district Implementation Coach. During these meetings, teams analyze progress monitoring trends, district and school benchmark data, TCAP results, and URS data to evaluate tutoring effectiveness and determine whether students are on track to meet grade-level proficiency.

Resources

2025-26 Tutoring Innovation Grant Technical Application

2025-26 TIG Recommended Line Items

Budget

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

Account Number		Total
71100 - Regular Instruction Program		$74,600.00
72210 - Support Services/Regular Instruction Program		$0.00
72410 - Office of the Principal		$0.00
72710 - Transportation		$0.00
	Total	$74,600.00
	Adjusted Allocation	$74,600.00
	Remaining	$0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

71100 - Regular Instruction Program - $74,600.00

Budget Detail		Narrative Description
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay salaries for 7 part-time tutors. Tutors will work four days a week, Monday through Thursday. There will be one tutor at each of our 3 elementary schools and 4 at our middle school. The elementary tutors will provide ELA tutoring for K-3 identified students and Math tutoring for 4-5 identified students. Two of the middle school tutors will provide ELA tutoring, and the other two will provide math tutoring. $2,500 will be utilized to pay a current 100-day contracted teacher a stipend to lead the new tutors at our middle school.
Line Item Number:	189 - Other Salaries & Wages	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$52,799.20	
Line Item Total:	$52,799.20	
Account Number:	71100 - Regular Instruction Program	These funds will be utilized to pay Social Security for the seven new part-time tutors.
Line Item Number:	201 - Social Security	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$3,118.55	
Line Item	$3,118.55	

Total:		
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay Retirement for our seven new part-time tutors.
Line Item Number:	204 - State Retirement	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$6,423.20	
Line Item Total:	$6,423.20	
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to pay Medicare for our seven new part-time tutors and our 100-day contracted teacher stipend.
Line Item Number:	212 - Employer Medicare	
Focus Area:	Tutor Stipends/Salaries	
School Type:	Traditional Public School	
Optional Program Code:		
Location Code:	Elizabethton (101)	
Quantity:	1.00	
Cost:	$765.58	
Line Item Total:	$765.58	
Account Number:	71100 - Regular Instruction Program	Funds will be utilized to purchase laptops for each of our tutors. Laptops are needed for tutors to access HQIM materials. Funds will also be utilized to purchase any tutoring
Line Item	429 - Instructional Supplies & Materials	

Number:	
Focus Area:	Instructional Materials and Supplie...
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Elizabethton (101)
Quantity:	1.00
Cost:	$11,493.47
Line Item Total:	$11,493.47

supplies (i.e., subscriptions to HQIMs, paper, pencils, individual student whiteboards, math manipulatives, copy paper, dry erase markers, letter chaining materials, etc.)

Total for 71100 - Regular Instruction Program:	$74,600.00
Total for all other Account Numbers:	$0.00
Total for all Account Numbers:	$74,600.00
Adjusted Allocation:	$74,600.00
Remaining:	$0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

Filter by Location: All - $74,600.00

Account Number Line Item Number	71100 - Regular Instruction Program	Total
189 - Other Salaries & Wages	52,799.20 +$52,799.20	52,799.20 +$52,799.20
201 - Social Security	3,118.55 +$3,118.55	3,118.55 +$3,118.55
204 - State Retirement	6,423.20 +$6,423.20	6,423.20 +$6,423.20
212 - Employer Medicare	765.58 +$765.58	765.58 +$765.58
429 - Instructional Supplies & Materials	11,493.47 +$11,493.47	11,493.47 +$11,493.47
Total	74,600.00 +$74,600.00	74,600.00 +$74,600.00
	Adjusted Allocation	74,600.00
	Remaining	0.00

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

Filter by Location: All - $74,600.00

Account Number Line Item Number	71100 - Regular Instruction Program	Total
189 - Other Salaries & Wages	52,799.20 +$52,799.20	52,799.20 +$52,799.20
201 - Social Security	3,118.55 +$3,118.55	3,118.55 +$3,118.55
204 - State Retirement	6,423.20 +$6,423.20	6,423.20 +$6,423.20
212 - Employer Medicare	765.58 +$765.58	765.58 +$765.58
429 - Instructional Supplies & Materials	11,493.47 +$11,493.47	11,493.47 +$11,493.47
Total	74,600.00 +$74,600.00	74,600.00 +$74,600.00
	Adjusted Allocation	74,600.00
	Remaining	0.00

Related Documents

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

Required Documents

This page is currently not accepting Related Documents.

Assurances

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - Tutoring Innovation Grant

An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application and these Assurances for the TN ALL Corps Tutoring Innovation Grant allocation.

The undersigned authorized representative accepts the grant award on behalf of the identified school district ("Grantee"). These Assurances, together with the grant application information and Application Assurances submitted by the Grantee, constitute the "Grant Contract" with the State of Tennessee, Department of Education ("TDOE" or "the State").

☑ *** The Grantee hereby agrees to the following Assurances:**

Assurances
1. Administration of the program, activities, and services covered by this Grant Contract shall be in accordance with all applicable state and federal statutes, rules, and regulations and the Grantee's application as approved by the State.
2. The Grantee shall ensure that all tutors providing tutoring complete the Tennessee Accelerating Literacy and Learning Corps ("TN ALL Corps") tutor training.
3. The Grantee shall use Grant funds to implement the tutoring innovation strategy described in the Grantee's application, as approved by the State.
4. The Grantee shall maintain tutor to student ratios of no more than 1:3 in grades K-5 and no more than 1:4 in grades 6-8.
5. The Grantee shall provide tutoring sessions to the same group(s) of students that last between 30 and 45 minutes 2-3 times per week.
6. The Grantee shall provide tutoring to individual students for a full school year with a minimum of twelve (12) weeks per semester. The Grantee shall not exit a student from tutoring mid-year unless they leave the local education agency ("LEA"), public charter school authorized by the Tennessee Public Chater Commission ("Public Charter"), or State Special School ("SSS").
7. The Grantee shall provide English language arts ("ELA") (grades K-8) and/or Math (grades 4-8) tutoring content that is aligned to grade-level Tier I content from district-adopted high quality instructional materials ("HQIM").
8. The Grantee shall provide tutoring services in ELA, mathematics, or both, for individual students for the full school year, with a minimum of twelve (12) weeks per semester.
9. The Grantee shall establish progress monitoring schedules that consistently track student outcomes and progress in tutoring.
10. The Grantee shall maintain data records for students who complete tutoring and will complete reporting as required and specified by the State at least two (2) times per year.
11. The Grantee shall comply with all applicable requirements of all federal and state laws, statutes, executive orders, regulations, requirements, policies, terms, and conditions governing education.
12. The Grantee shall maintain a proper accounting system in accordance with generally accepted accounting standards and use appropriate fiscal control(s) and procedure(s) to reduce the risk of fraud, waste, and abuse and to account for and ensure proper expenditure of awarded funds. The Grantee shall report any information on suspected fraud, waste, and/or abuse to TDOE and the Tennessee Comptroller of the Treasury pursuant to the "Local Government Instances of Fraud Reporting Act" (Tenn. Code Ann. § 8-4-501 et seq.).
13. The Grantee shall not use awarded funds to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization (Carl D. Perkins Career and Technical Education Act of 2006 ("Perkins V"), Section 122(d)(13)(B) (20 U.S.C. § 2342(d)(13)(B)).

14. The Grantee shall not use awarded funds to lobby or pay any person or organization for the purpose of lobbying, influencing, or attempting to influence an officer or employee of an governmental agency, a Member of Congress or the Tennessee General Assembly, an officer or employee of Congress or the Tennessee General Assembly, or an employee of Member of Congress or the Tennessee General Assembly in connection with the awarding of any contract, grant, loan, cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any contract, grant, loan, or cooperative agreement.

15. The Grantee shall comply with all applicable federal and State statutes relating to civil rights and nondiscrimination, including but not limited to, Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § 1681 et seq.), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended (42 U.S.C. § 6101 et seq.), which prohibits discrimination on the basis of age.

16. The Grantee shall comply with all applicable federal and State statutes relating to financial and programmatic audits and monitoring and make available all financial and programmatic records and other such documents to authorized representatives, including but not limited to the U.S. Department of Education, the Tennessee Department of Education, and the Tennessee Comptroller of the Treasury, for the purpose of conducting monitoring and audits in accordance with the Single Audit Act Amendments of 1996 (31 U.S.C. §§ 7501-7506) and 2 C.F.R. § 200.500 et seq., and other federal and Tennessee statutes, as applicable.

State of Tennessee Assurances

☑ * The LEA has attached a signed copy of the full assurances in the related document assurance link found below.

Documents

Type	Document Template	Document/Link
(Tutoring Innovation Grant) Assurances	(Tutoring Innovation Grant) Assurances	TN All Corps Tutoring Innovation Grant Assurances

Elizabethton (101) Public District - FY 2026 - TN Tutoring Grant Application - Rev 1 - TN Tutoring Grant Application Checklist

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

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

General Checklist Comment
No comments have been made at this time

Checklist Description (Collapse All Expand All)	
1. Early Literacy Tutoring Cover Page	Not Reviewed
1.01 Cover Page	
2. Early Literacy Tutoring Program Details	Not Reviewed
2.01 a. Qualifying Student Projection	
2.02 b. Scheduling	
2.03 c. Frequency	
2.04 d. Duration	
2.05 e. Staffing	
2.06 f. Content	
2.07 g. Learning Acceleration Strategies	
3. Early Literacy Tutoring Project Narrative (1 & 2)	Not Reviewed
3.01 1. Tutoring Curriculum	
3.02 2. Instructional Coherence.	
4. Early Literacy Tutoring Budget	Not Reviewed
4.01 Budget	
5. Early Literacy Tutoring Assurances	Not Reviewed
5.01 Assurances	
6. Tutoring Innovation Cover Page	Not Reviewed
6.01 Cover Page	
7. Tutoring Innovation Program Details	Not Reviewed
7.01 (a) Qualifying Student Projections	
7.02 (b) Scheduling	
7.03 (c) Frequency	
7.04 (d) Duration	
7.05 (e) Staffing	
7.06 (f) Resources and Materials	
7.07 (g) Learning Acceleration Strategies	
8. Tutoring Innovation Project Narrative	Not Reviewed
8.01 Project Narrative	
9. TN Innovation Budget	Not Reviewed
9.01 Budget	
10. Tutoring Innovation Assurances	Not Reviewed
10.01 Assurances	

ATTN: ELIZABETHTON CITY SCHOOL DISTRICT

Greetings,

On June 30, 2026, the term of your Software as a Service (SaaS) agreement with Skyward will be expiring. The specific software covered under this agreement is listed on the following pages.

You came to Skyward to become more efficient and deliver a better experience for your district. You've used the time saved on administrative tasks to improve outcomes for your students and staff.

We've seen many exciting improvements here at Skyward, and our goal remains the same as always: to provide you and your staff with the tools and support you need for an efficient, successful, and enjoyable culture. Your Skyward state and federal compliance team works tirelessly to ensure that new software updates reflect all relevant changes in your tracking and reporting requirements.

To aid your district budgeting, Skyward is offering a SaaS Renewal that locks in your district license fee rates for three years effective on July 1, 2026. This amendment is an extension of the original agreement signed with Skyward. Please execute and return the enclosed SaaS Renewal Amendment by March 15, 2026 to protect your district's budget.

We greatly appreciate your business and look forward to continuing to support your needs for three more years.

Sincerely,
Skyward Sales Administration Department

Selection Page follows

ELIZABETHTON CITY SCHOOL DISTRICT **Selection Page**

Product	3-year offer* FY 2027 through FY 2029 (July 1, 2026 through June 30, 2029)	1-year offer* FY 2027 (July 1, 2026 through June 30, 2027)
Business Suite-Core Modules	$4.48	$4.93
Fixed Assets	$0.10	$0.12
Insurance Tracking	$0.10	$0.12
Professional Development Center - Business	$808.08/year	$888.89/year
Support - Business Suite	$2.16	$2.37
True Time	$2.12	$2.33

All rates presented are per student unless indicated as yearly.

Our district is electing (please check selection):

_____ **Three (3) year commitment with guaranteed pricing**
If the three-year commitment is selected, please sign and return the enclosed Amendment.

_____ **One (1) year extension**
One-year extension selected by:

DISTRICT REPRESENTATIVE:

_____ _____
Signature Printed Name

_____ _____
Printed Title Date Signed

Please return this selection page and the enclosed Amendment to take advantage of the three-year commitment by **March 15, 2026** to SalesDepartment@skyward.com

** This renewal offer includes Skyward products only. Any third-party product renewals will continue to be determined by third-party vendors.*
Student counts are gathered from corresponding state website data.

If you have additional questions, please contact Martyn Baker, your Skyward Account Manager, at 800-236-7274.

AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT

This Amendment to SaaS Software License Agreement ("Amendment") is made and entered into effective on July 1, 2026 (the "Effective Date), by and between **Skyward, Inc.**, a Wisconsin corporation with its principal offices located at 2601 Skyward Drive, Stevens Point, Wisconsin 54482 ("Skyward"), **Integrated Systems Corporation**, a Wisconsin corporation, with its principal offices located at 10325 North Port Washington Road, Mequon, Wisconsin 53092 ("ISCorp"), and **ELIZABETHTON CITY SCHOOL DISTRICT**, a Tennessee K-12 public school ("Customer").

WHEREAS Skyward, ISCorp, and Customer previously entered into a SaaS Hosted Software License Agreement (the "Agreement"); and

WHEREAS, the initial term of said agreement expires on June 30, 2026 and Skyward, ISCorp, and Customer wish to extend the term of the Agreement for an additional three (3) years.

NOW, THEREFORE, Skyward, ISCorp, and Customer hereby amend the terms and conditions of the agreement to extend the term of the Agreement for an additional three (3) calendar years commencing immediately following the expiration of the initial term. The annual per student license fee for each of the three (3) calendar years of the extended term shall be as follows:

Product	**3-year offer* FY 2027 through FY 2029** (July 1, 2026 through June 30, 2029)
Business Suite-Core Modules	$4.48
Fixed Assets	$0.10
Insurance Tracking	$0.10
Professional Development Center - Business	$808.08/year
Support - Business Suite	$2.16
True Time	$2.12

All rates presented are per student unless indicated as yearly.

Skyward, ISCorp, and Customer hereby ratify and approve of the remaining terms and conditions of the Agreement as amended by this Amendment, and the Agreement shall continue in full force and effect, as amended by this Amendment.

Customer acknowledges commitment for the entire three (3) year term referenced above. In the event Customer voluntarily terminates the Agreement prior to the expiration of the above referenced three (3) year term, then Customer shall be responsible for the remaining license fees due to Skyward pursuant to this Amendment. Provided, however, the foregoing shall not apply in the event the Agreement is terminated by Customer as a result of a default by Skyward.

Signature Page follows

ELIZABETHTON CITY SCHOOL DISTRICT

AMENDMENT
TO
SAAS HOSTED LICENSE AGREEMENT

The undersigned have hereby agreed to the terms and conditions of this amendment as of the date first above written.

CUSTOMER:

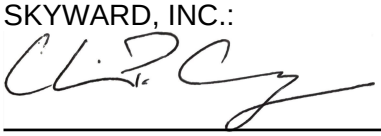
Signature

Printed Name

Printed Title

Date Signed

SKYWARD, INC.:



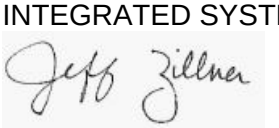
Signature

Chris Casey
Printed Name

Sales Director
Printed Title

01/19/2026
Date Signed

INTEGRATED SYSTEMS CORPORATION



Signature

Jeff Zillner
Printed Name

VP Operations
Printed Title

01/19/2026
Date Signed

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

• The specific state-approved curriculum and sounds-first foundational skills supplement used and how the district supported teachers and assistants in the implementation of these high-quality materials

• Examples of how your district ensured curricula is being used to fidelity without additional supplements outside of the required foundational skills supplement

• A district-specific Scope and Sequence documenting outlining current implementation of the comprehensive curriculum

• Examples of how high-quality instructional materials are being used to support teaching and learning

• A plan for delivering relevant and meaningful professional development to voluntary pre-k teachers, specific to ensuring a high-quality pre-kindergarten experience*

• A breakdown of the required 5.5 hours of instructional time and how this time is used to promote learning goals with preschool children

• How the district ensures coordination and alignment between VPK classrooms and kindergarten with the goal of ensuring that elementary grade instruction builds upon pre-kindergarten classroom experiences*

ARTIFACTS: Pre-K Daily Schedule, Professional Development schedule for teachers and assistant teachers, Scope and Sequence for comprehensive curriculum

Curriculum Implementation and High-Quality Instructional Materials

Elizabethton City Schools (ECS) ensures that all Voluntary Pre-K (VPK) classrooms implement state-approved, high-quality instructional materials with fidelity to support kindergarten readiness and alignment to the Tennessee Early Learning Developmental Standards (TN-ELDS).

State-Approved Comprehensive Curriculum and Foundational Skills Supplement

During the 2026–2027 school year all VPK teachers will continue to use **Connect4Learning**, a Tennessee state-approved comprehensive pre-kindergarten curriculum, in all VPK classrooms. Instruction is aligned to TN-ELDS and delivered through developmentally appropriate, evidence-based instructional practices.

ECS utilizes the **Tennessee Foundational Skills Curriculum Supplement** as the district's sounds-first foundational skills program. This curriculum provides explicit, systematic instruction in phonemic awareness, phonological awareness, letter–sound correspondence, letter recognition, and concepts of print. Instruction follows the state-recommended scope and sequence and is delivered through daily whole-group lessons with reinforcement during small-group instruction and center-based learning. Pre-K teachers were involved in our Early Literacy Network work with our vendor, School Kit. Our partnership began in the 2021-22 school year

and continued through the 2022-23 school year. School Kit worked with teachers and instructional leaders on practical systems to sustain the outstanding work of our teachers in early literacy.

Teachers and instructional assistants receive curriculum-specific training, coaching, and collaborative planning time to support effective implementation of both the comprehensive curriculum and foundational skills supplement. Elizabethton City Schools employees three full-time curriculum coaches that provide curriculum support and training if needed. The coaches also host learning sessions on our Professional Development days as well.

Fidelity of Implementation

ECS ensures curriculum fidelity by requiring the exclusive use of the adopted state-approved comprehensive curriculum and the Tennessee Foundational Skills Curriculum Supplement. No additional instructional programs or supplemental materials are used outside of the required foundational skills supplement.

District- and school-level instructional leaders, including building level administrators, district supervisors, and district coaches, conduct regular classroom walkthroughs, observations, and fidelity checks using aligned monitoring tools. Feedback is provided through coaching conversations to support instructional improvement while maintaining adherence to curriculum expectations. Collaborative planning ensures consistent pacing, instructional delivery, and assessment practices across all VPK classrooms.

District Scope and Sequence

ECS follows a district-specific **Connect4Learning Scope and Sequence** that outlines instructional focus areas across the school year. The scope and sequence align literacy, mathematics, science, and social-emotional learning to TN-ELDS and integrates the Tennessee Foundational Skills Curriculum Supplement within thematic units. This ensures a coherent progression of skills and consistent instructional implementation across classrooms. VPK teachers follow the suggested scope and sequence for the main **Connect4Learning** curriculum and the **Tennessee Foundational Skills** curriculum provided by the state.

Use of High-Quality Instructional Materials

High-quality instructional materials provided by the state-adopted curriculum, **Connect4Learning** and the **Tennessee Foundational Skills** curriculum**,** will be used throughout the day to ensure that all students have access to a systematic scope and sequence, explicit instruction and teacher modeling, student practice, and instruction that is guided by formative assessment.

High-quality instructional materials are used daily to support teaching and learning through:

- Explicit instruction and teacher modeling
- Guided and independent practice opportunities

- Whole-group instruction
- Center-based instruction
- Small-group instruction and differentiated learning
- Embedded formative assessments to inform instruction

Teachers and instructional assistants utilize curriculum-provided materials to ensure equitable access to rigorous, developmentally appropriate instruction and consistent learning experiences for all students.

Professional Development Plan

ECS provides ongoing, job-embedded professional development to ensure a high-quality pre-kindergarten experience. All VPK teachers have completed the state-required **Reading 360 Early Literacy Training** and continue to receive instructional support through:

- Coaching focused on curriculum fidelity and foundational literacy instruction
- Collaborative planning with instructional leaders and curriculum coaches
- Joint professional learning with kindergarten teachers to support vertical alignment
- Participation in regional early literacy and kindergarten readiness initiatives
- Participation in national and state conferences
- Participation in six district-wide Professional Development Days

Instructional Time (5.5 Hours)

VPK classrooms provide a minimum of **5.5 hours of daily instructional time**, structured to support intentional, developmentally appropriate instruction:

- Whole-group instruction (morning meeting, literacy, foundational skills)
- Small-group instruction targeting literacy and numeracy skills
- Center-based learning aligned to curriculum goals
- Embedded language and literacy instruction throughout the day

This structure ensures consistent exposure to early learning standards while supporting active engagement and play-based learning.

Coordination and Alignment with Kindergarten

ECS ensures coordination and alignment between VPK and kindergarten classrooms through shared curriculum, aligned foundational skills instruction, and collaborative professional development. The district's use of the Tennessee Foundational Skills Curriculum Supplement in kindergarten through second grade ensures continuity of instruction and supports elementary instruction that builds upon pre-kindergarten experiences. Regular collaboration among VPK and kindergarten teachers promotes smooth transitions and sustains student success.

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

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

Family Engagement and Communication

Elizabethton City Schools (ECS) prioritizes meaningful, ongoing family engagement as an essential component of its Voluntary Pre-K (VPK) program and extends engagement opportunities beyond the minimum requirements outlined in the VPK Scope of Services. The district intentionally fosters strong partnerships with families to support student learning, attendance, and kindergarten readiness.

ECS utilizes multiple, consistent communication methods to ensure families are informed and engaged throughout the school year. The primary source of communication for the district is an automated platform called **Parent Square**. **Parent Square** can be used at a district, school, and classroom level to convey important messages to parents and guardians about their students or activities happening at the school.

At the district level, **Parent Square** is utilized as an automated calling and messaging system to communicate time-sensitive information, school-wide announcements, and important updates to parents and child-care providers. It can also used to share daily updates, instructional materials, photos, and classroom announcements, allowing families regular access to information about their child's learning experiences. Weekly classroom newsletters provide families with information related to instructional focus, classroom activities, upcoming events, and schedules. In addition, a digital display board located inside and outside the school broadcasts daily, weekly, and monthly announcements that are accessible to families and community members that can easily been seen during drop-off and pick-up at the school.

A signature family engagement initiative is **Tuffy PEP Talks (Parent–Educator–Partnership Talks)**. These brief, family-friendly videos are available through the ECS Pre-K website and social media platforms and are designed to strengthen family–school partnerships. Through Tuffy PEP Talks, educators share information related to curriculum implementation, instructional strategies, family resources, and practical ways families can support learning at home.

ECS also provides wraparound services to support the whole child and reduce barriers to learning. These services include access to contracted physical therapy services, speech and language services, vision services, school-based mental health counseling, and referrals for students transitioning from Tennessee Early Intervention System (TEIS) or Child Find to develop an Individualized Education Program (IEP).

The ECS VPK program is housed at **East Side Elementary School** which is a Title I school. To receive Title I funding, the school is required to hold four different family engagement activities hosted at the school that is open to students and families. Family-focused events include but are

not limited to: Get the Scoop (back-to-school event), Bingo for Books literacy nights, All Pro Dad's programming, family volunteer opportunities, book fairs, character education events, parent committees, family visitation days, and grade-level engagement activities. An on-site parent coordinator further supports family communication and involvement throughout the school year. The school also hosts two parent-teacher conferences a year for parents to schedule time to talk to their student's teachers.

To support communication regarding student progress, ECS utilizes **Educational Software for Guiding Instruction (ESGI)**. ESGI provides real-time student data through both preloaded and teacher-created assessments. Teachers regularly share assessment results and progress updates with families through weekly communication and scheduled conferences. This data-driven approach allows teachers to provide families with targeted strategies and resources to support student growth and kindergarten readiness.

ECS also offers an **Extended School Program (ESP)** serving students from Pre-K through eighth grade. ESP provides after-school academic support, social-emotional learning opportunities, physical activity, and enrichment experiences. The program is partially funded through the **21st Century Community Learning Centers Grant** and serves as an additional support for working families.

VPK Family Satisfaction Survey

ECS values family voice and uses feedback from the annual **VPK Family Satisfaction Survey** to inform continuous program improvement. The district consistently communicates information about the survey to families through newsletters, digital platforms, and direct communication to encourage participation. These survey results are important tools for teachers and administrators to look at different programming decisions to determine how to best serve our students.

To further increase participation, ECS will expand survey access by providing multiple opportunities for completion, including Chromebook stations at family engagement events, during morning drop-off and afternoon pick-up, during the Extended School Program, and upon parent request for families with limited technology access.

Survey results are reviewed by district and school leadership to identify program strengths and areas for growth. Based on previous survey feedback, ECS identified the need to improve communication methods to parents and guardians. In response, the district and school will intentionally work to provide multiple methods of communication. Survey data will continue to inform programming decisions, family engagement strategies, and continuous improvement efforts to strengthen the VPK program.

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

• CLASS observation areas of identified coaching support for teachers including data points guiding decisions related to areas of need

•CLASS Environment areas of identified support including data points guiding decisions related to areas of need

• Specific ways coaching support was provided to teachers following CLASS observations

• Examples of how support provided by the district following CLASS and CLASS Environment observations led to quality improvements for early childhood instruction and environments

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

Use of CLASS and CLASS Environment Data for Continuous Quality Improvement

Elizabethton City Schools utilizes multiple quality measurement tools to monitor, support, and continuously improve instructional practices and learning environments within its VPK program. Observational and student-level data are intentionally used to guide coaching, professional development, and instructional decision-making to ensure all students experience high-quality teaching and learning.

CLASS Observation Data and Identified Coaching Focus Areas

VPK teachers are formally observed multiple times throughout the school year using the **Classroom Assessment Scoring System (CLASS)**. CLASS data is analyzed to identify trends, strengths, and targeted areas of need related to teacher–student interactions that impact student outcomes.

During the 2024–2025 school year, ECS conducted CLASS observations across all four VPK classrooms. Data indicated average scores of approximately **3.5** in the Instructional Support domains of **Concept Development, Quality of Feedback, and Language Modeling**. These domains were identified as priority coaching focus areas. Data trends were consistent with prior-year results. This continues to be the trend for the first semester of this school year with average scores of 3.8 in the same domain. Concept Development and Quality Feedback are the most challenging domains in the CLASS Observation system.

CLASS data guided district decisions to prioritize coaching and professional development focused on:

- **Concept Development**: Providing more activities that encourage analysis and reasoning that increase the student's understanding of the concept and allows students to be creative and generate their own ideas
- **Quality of Feedback**: Providing feedback that builds on student knowledge and skills that is extended, specific, and individualized for each student.
- **Language Modeling**: Expanding student vocabulary by introducing new words in purposeful conversations

Coaching Support Following CLASS Observations

Following each CLASS observation cycle, ECS provides coaching support to teachers and assistants in the following ways:

- Individualized feedback conferences reviewing CLASS data and observation notes. Scores are discussed with feedback from the teacher. Suggestions for improvement are discussed using the CLASS Observation Guide as a model.
- Collaborative intellectual prep sessions aligned to identified CLASS focus areas during Professional Development Days
- Modeling of instructional strategies by instructional coaches during Professional Development days
- Targeted follow-up observations to monitor progress
- Integration of CLASS-aligned strategies into lesson planning and small-group instruction

CLASS Environment Data and Identified Areas of Support

In addition to CLASS, ECS utilizes the **CLASS Environment Model** to assess classroom conditions that support engagement, instruction, and learning. CLASS Environment observations occur multiple times throughout the school year.

CLASS Environment assessments for the first semester identified areas of need within the **Instructional Support Domain**, particularly during the initial implementation phase of the Connect4Learning curriculum and the Tennessee Foundational Skills Curriculum Supplement. Data reflected challenges related to intentional vocabulary development and environmental print usage as teachers and assistants adjusted to new instructional routines.

Quality Improvement

ECS strives to ensure quality improvement is taking place in all VPK classrooms. To ensure quality improvement is occurring, ECS integrates multiple data sources. Quality measurement tools are implemented at regular intervals and include:

- CLASS observations (multiple times per year)
- CLASS Environment observations (multiple times per year)
- Unannounced instructional walkthroughs and Instructional Practice Guides (IPGs)
- Teacher and assistant self-assessments
- Coaching documentation and goal-monitoring data

Data is reviewed collaboratively during monthly coaching and goal-setting meetings to guide instructional adjustments and professional learning priorities. Student assessment data further support efforts and instructional decision-making. Teachers utilize **Educational Software for Guiding Instruction (ESGI)** and student portfolios to monitor individual student progress and assess the effectiveness of instruction. ESGI provides weekly, real-time data that informs lesson planning, small-group instruction, and family communication.

The intentional use of CLASS and CLASS Environment data has resulted in improved instructional practices, more intentional classroom environments, and stronger adult–student interactions across VPK classrooms. Targeted coaching, curriculum-aligned professional development, and data-driven decision-making continue to strengthen instructional quality and ensure all students experience a high-quality VPK program.

4. In 750 words or less, please describe how your district prioritized enrollment of income-eligible four-year old children, including children with disabilities in the 2025-26 school year. Your response must include:

• Current utilization rate (if your utilization rate is below 80%, you must include additional information on ongoing efforts to increase the utilization rate including recruitment and enrollment strategies)

• A breakdown of how many children in your VPK seats are income-eligible and non-income eligible and percent of how many children qualify as children with disabilities representing various categories assigned to children ages 3-5 in the district

• Utilization trends from last three years including how you supported an increase in enrollment for qualifying children

• Efforts to ensure prioritization of income-eligible children including specific strategies your district uses to decide when to enroll three-year-olds or over-income children

• Rationale behind enrolling three-year-old and/or over-income children into VPK including how efforts were exhausted to identify and enroll all eligible four-year-old children prior to enrolling children from other identified groups

• Efforts to ensure equal access for income-eligible children with disabilities including what general education options your district uses to serve preschool children with disabilities who are not age and income eligible for VPK

• Wait list including income-eligible and non-income eligible students and specific information on how children are enrolled from the waitlist

ARTIFACTS: Universal preschool application used by the district

Enrollment Prioritization and Access for Eligible Children

Elizabethton City Schools (ECS) prioritizes the enrollment of income-eligible four-year-old children, including children with disabilities, to ensure equitable access to high-quality

Voluntary Pre-K (VPK) programming. The district's enrollment policies and practices are designed to identify and serve children with the greatest need while maintaining compliance with Tennessee VPK eligibility requirements.

Current Utilization Rate and Enrollment Data

For the 2025–2026 school year, ECS is currently operating at **100 percent utilization** of available VPK slots. The district operates four VPK classrooms serving a total of **80 students**.

Enrollment data indicate the following:

- **85 percent** of enrolled students are income-eligible (68)
- **15 percent** are non-income eligible (12)
- **22.5 percent** of enrolled students have active Individualized Education Programs (IEPs), representing disability categories including speech/language impairment, developmental delay, and other health impairments (18)

ECS also offers an IDEA Pre-school classroom that serves several 3- and 4-year-olds with IEPs. Without this class, our students with disabilities would be much higher.

Utilization Trends (Three-Year Overview)

ECS closely monitors utilization data to ensure effective use of VPK seats. Over the previous two school years (2023–2024 and 2024–2025), the district's utilization rate was 71 percent in 2023-24 and 100% in 2024-25. During this period, ECS implemented targeted recruitment and expanded community outreach efforts. As a result of these strategies, the district achieved full utilization (100%) for the 2025–2026 school year.

Strategies contributing to increased enrollment included expanded collaboration with community agencies and streamlined enrollment processes. ECS tried to make the application process easier for parents by helping with application submission on registration day. We also collaborated with the Elizabethton Housing and Development Agency to help provide information to families by placing posters in their offices of services and registration dates for the VPK classes. Other recruitment efforts include yard signs, billboards, digital signage, district websites, social media platforms, and family engagement events such as the Back-to-School Bash, Spring Recruitment Registration Day, and Book-It-to-the-Park Book Parade.

Prioritization of Income-Eligible Children

ECS enrolls students on a rolling basis and accepts VPK registrations year-round. When VPK seats become available, enrollment priority is as follows:

1. Income-eligible four-year-old children
2. Students with Disabilities that are 4 years old and over income
3. Income-eligible three-year-old children
4. Over-income four-year-old children (after the 30-day wait period)

Rationale for Enrolling Three-Year-Old and/or Over-Income Children

Enrollment of three-year-old or over-income children occurs only after ECS has confirmed that all eligible income-eligible four-year-olds have been identified and offered enrollment. The rationale for enrolling children from other eligible groups is to prevent underutilization of VPK seats while maintaining instructional continuity and program sustainability. Documentation of outreach and recruitment efforts is maintained to support enrollment decisions.

Access and Inclusion for Children with Disabilities

ECS is committed to ensuring equal access to VPK programming for income-eligible children with disabilities. The district collaborates with the Special Education Department, Tennessee Early Intervention System (TEIS), Child Find, and local health providers to identify, evaluate, and serve children with suspected or identified disabilities.

Children with disabilities who meet age and income eligibility requirements are served in inclusive VPK classrooms with appropriate supports and services outlined in their IEPs. For preschool children with disabilities who are not age- or income-eligible for VPK, ECS provides general education preschool options and specialized early childhood special education services through district-operated programs, ensuring access to least restrictive environments.

Support for Children Experiencing Homelessness and Foster Care

ECS works collaboratively with the district's Director of Homeless Services to identify and support families experiencing homelessness, in compliance with the McKinney-Vento Homeless Assistance Act. Supports include removal of enrollment barriers, transportation assistance, and coordination of services to ensure uninterrupted access to VPK programming. The district also partners with the Tennessee Department of Children's Services to identify children in foster care who may benefit from early learning services.

Waitlist Management

Due to strong community demand, ECS maintains a VPK waitlist. Currently, the waitlist includes 23 non-income-eligible students, with no income-eligible four-year-old students on the waitlist. When openings occur, students are enrolled from the waitlist based on eligibility priority and date of application.

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

• Districts long-range plan for serving all four-year old children regardless of income including the proposed sources of local matching funds*

• Statement of need including preschool opportunities, poverty rates*, workforce demographics and other outstanding factors impacting families throughout your community including specific sources of information and data

• Collaborative partnerships supporting children and families in your district

• Additional services you have provided to VPK families in order to increase enrollment (ex: transportation, extended care, same hours as K-12, etc.) and support at-risk families

• Student level data from FY25 to demonstrate children leaving VPK have the skills necessary to excel in kindergarten

• If applicable, requests for additional classroom allocations for FY27 including plan for facility space, teacher recruitment, and additional costs related to opening a new classroom

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

District VPK Program Benefits to Children and Families

Elizabethton City Schools (ECS) provides a high-quality Voluntary Pre-K (VPK) program designed to improve kindergarten readiness, support families, and address documented community needs. The district prioritizes enrollment for income-eligible four-year-old children residing within the City of Elizabethton in Carter County and implements developmentally appropriate, evidence-based instruction aligned to the Tennessee Early Learning Developmental Standards (TN-ELDS). ECS intentionally removes barriers to participation to ensure equitable access to early learning opportunities for families most in need.

Statement of Need

Carter County continues to demonstrate significant socioeconomic indicators impacting families with young children. According to publicly available county-level data from the U.S. Census Bureau and Tennessee Department of Education:

- The child poverty rate is approximately **29.4%**
- Median household income is approximately **$47,000**
- Labor force participation among individuals age 16 and older is **50.5%**
- **54.3%** of children are enrolled in TennCare
- **43.4%** of children under age five receive benefits through the Women, Infants, and Children (WIC) program

These data highlight challenges related to economic stability, workforce participation, and access to quality early childhood education. ECS also continues to observe lingering effects of the COVID-19 pandemic, including hesitancy among some families to enroll children in group learning environments. Despite these challenges, ECS maintains a **97% VPK utilization rate**, indicating strong demand and the need for continued investment in early learning services.

Collaborative Partnerships Supporting Children and Families

ECS maintains collaborative partnerships with community organizations to support the comprehensive needs of VPK children and families. Key partnerships include:

- **Carter County Drug Prevention**, which provides parenting education, mental health resources, and support for families experiencing housing instability
- **Imagination Library**, which supports early literacy by providing age-appropriate books to children ages four and under, including outreach to transient families
- **Carter County Public Library**, which assists families with access to food, clothing, utility assistance, résumé development, and job fairs to support workforce participation

These partnerships enhance family stability, promote consistent attendance, and support successful participation in the VPK program.

Additional Services Supporting Enrollment and At-Risk Families

Due to funding limitations, ECS is unable to provide universal transportation for VPK students. Transportation services are prioritized for students with disabilities and children identified under the McKinney-Vento Homeless Assistance Act. To further support enrollment and attendance, ECS offers **extended care services** for VPK students. Extended services provide continued instructional support, rest time, and meals, with care available until **6:00 p.m.** These services align with K–12 schedules and support working families who may otherwise be unable to access early learning opportunities.

Student Outcomes and Kindergarten Readiness (FY25)

ECS utilizes **Educational Software for Guiding Instruction (ESGI)** to monitor student progress and assess kindergarten readiness. ESGI is used for weekly formative assessments and end-of-year benchmarking. FY25 student-level data indicate that children exiting the VPK program demonstrate foundational skills in:

- Early literacy and phonological awareness
- Letter–sound correspondence and print concepts
- Number sense and early math skills
- Social-emotional development and classroom readiness

The district has observed increased alignment between VPK and kindergarten instruction, particularly through the districtwide **Sounds First** literacy initiative. ESGI data are shared with kindergarten teachers to support instructional planning and ensure continuity of learning.

Long-Range Plan for Serving All Four-Year-Old Children

ECS recognizes the importance of expanding access to high-quality early childhood education for all four-year-old children regardless of income. The district has engaged in long-range planning discussions to explore future expansion opportunities. Current barriers include limited facility capacity and sustainable funding. All district-operated schools are currently at full capacity.

Future expansion would require the establishment of a **Memorandum of Understanding (MOU)** with a community or faith-based organization to secure additional classroom space. Proposed sources of local matching funds would include district operational support and potential contributions from community partners to offset facility and staffing costs. Additional start-up funding would be necessary to support classroom materials, staffing, and ongoing operational expenses.

Future Classroom Allocations (FY27)

At this time, ECS is **not requesting additional VPK classroom allocations for FY27** due to space and funding constraints. Should funding and facilities become available, ECS has a plan in place to recruit appropriately licensed early childhood educators, provide instructional support staff, and ensure full compliance with all VPK program requirements. The district remains committed to expanding access when feasible to meet the documented need for high-quality early childhood education in the community.

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

• The number of teaching assistants holding a Child Development Associate (CDA), early childhood technical certificate, associate degree in early childhood, or higher credentialing in a related field

• How your district supports teaching assistants in obtaining the appropriate credentials including a CDA or associates degree in early childhood

• Specific ways teaching assistants are included in professional development and training beyond what is required in the VPK Scope of Services and Chapter 0520-12-01

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

District Support for Voluntary Pre-K Teaching Assistants as Instructional Partners

Elizabethton City Schools (ECS) is committed to ensuring that Voluntary Pre-K (VPK) teaching assistants function as integral instructional partners who actively support high-quality early learning environments in accordance with TCA § 49-6-104. ECS recognizes that teaching assistants play a vital role in student engagement, instructional delivery, classroom management, and the implementation of developmentally appropriate practices. As such, the district intentionally invests in the professional growth, instructional inclusion, and long-term career development of its VPK teaching assistants to strengthen program quality and student outcomes.

Current Credentials of VPK Teaching Assistants

ECS currently employs seven VPK teaching assistants. Of these seven assistants, five hold postsecondary credentials beyond a high school diploma. Credentials held include an associate degree, bachelor's degrees in Nursing, Criminal Justice, Psychology, Special Education, and Early Education, as well as a master's degree in Business Administration. At this time, none of the VPK teaching assistants hold a Child Development Associate (CDA) credential or an associate degree specifically in early childhood education. ECS acknowledges the importance of early childhood–specific credentialing and has prioritized the development of structured supports to ensure assistants are able to obtain credentials aligned with state expectations and best practices.

District Support for Credential Attainment

To further align with Tennessee Department of Education guidance and to strengthen instructional capacity within VPK classrooms, ECS is actively developing a district-supported CDA credentialing pathway modeled after a successful neighboring district initiative. This structured pathway is designed to remove financial and logistical barriers for teaching assistants and to incentivize credential completion. Planned supports include financial assistance to offset the cost of CDA coursework, assessments, and credentialing fees; an hourly wage increase upon successful credential attainment; and a one-time completion incentive to recognize professional growth.

In addition to financial support, ECS plans to provide ongoing mentorship and guidance throughout the credentialing process. This includes administrative support, access to instructional coaching, and alignment of coursework with classroom practice. ECS views this initiative as a strategic investment in instructional quality, workforce stability, and staff retention. Over time, the district intends to expand credentialing support to include teaching assistants pursuing associate degrees in early childhood education, ensuring continued alignment with evolving state standards and workforce expectations.

Professional Development and Instructional Inclusion

Beyond the professional development requirements outlined in the VPK Scope of Services and Chapter 0520-12-01, ECS intentionally includes VPK teaching assistants in a broad range of

instructional training and professional learning opportunities. Teaching assistants participate alongside certified teachers in nearly all professional development activities, reinforcing their role as instructional partners rather than ancillary staff.

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

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

ITEM: Dell Latitude 3400 Laptop
Serial #: 69T3ZZ2
Cares Funded (Esser)

INVENTORY TAG NUMBER: 2020-15-0003CRS

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 1-16-26
Principal

AUTHORIZED BY: _____ DATE: 1/16/26
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

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

ITEM: Lenovo 110e Chromebook G2 (5)
Serial #'s MP1WKJ57, MP1WSVTL, MP1WSH1T, MP1WPTHL, MP1WKKOM
- all Cares funded (Esser)

INVENTORY TAG NUMBER: 219, 560, 361, 309, 220

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 1-19-26
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

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

ITEM: Lenovo 110e Chromebook G2

Serial # MP1WVMLV (Cares Act)

INVENTORY TAG NUMBER: 830

METHOD OF SALE/DISPOSAL: Retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED: WSE

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 1-13-26
Principal

AUTHORIZED BY: _____ DATE: 1/14/26
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT / SALE / DISPOSAL

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

ITEM: (5) ipads (Title 1 purchase)

INVENTORY TAG NUMBER: 3098, 4464, 4457, 4460, 4465

METHOD OF SALE/DISPOSAL: retired by technology

SCHOOL/BUILDING WHERE ITEM IS HOUSED: HME

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 2-10-26
Principal

AUTHORIZED BY: _____ DATE: 2/10/26
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: 3 teacher desk (very old)

INVENTORY TAG NUMBER: No numbers

METHOD OF SALE/DISPOSAL: Give away or trash.

SCHOOL/BUILDING WHERE ITEM IS HOUSED: West Side Elementary

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 2/11/26
(Principal)

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Dell Laptop (Yearbook)
Serial # DLTXZZ2

INVENTORY TAG NUMBER: illegible

METHOD OF SALE/DISPOSAL: parting out - non-repairable

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: _____
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

ELIZABETHTON CITY SCHOOLS

REQUEST FOR PROPERTY / EQUIPMENT SALE / DISPOSAL

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

ITEM: Dell Laptop (Yearbook)
Serial # hlvyzz2

INVENTORY TAG NUMBER: Missing

METHOD OF SALE/DISPOSAL: Parting out - unrepairable

SCHOOL/BUILDING WHERE ITEM IS HOUSED: EHS

SALE/DISPOSAL AUTHORIZED BY: _____ DATE: 2/10/26
Principal

AUTHORIZED BY: _____ DATE: _____
Director of Schools

AUTHORIZED BY: _____ DATE: _____
Board Chairman

Elizabethton City Schools
Position Announcement

Job Description: Grant Communication Coordinator
Department: Elizabethton High School Principal
Last Revised: January 2026

Job Summary

Elizabethton High School is seeking a creative and detail-oriented Grant Communication Coordinator to support and advance the priorities of the XQ Grant through strategic storytelling and communications. This position serves as the central storyteller for XQ-funded initiatives, highlighting innovative learning practices, community-engaged learning, and the Appalachian Futurism Project.

The Grant Communication Coordinator will create compelling digital and traditional media content that elevates the work of students, educators, and community partners. The role requires close collaboration with the Community Partnership Director to ensure effective information flow with partner institutions and with the EHS Librarian to document and preserve the recent history of Elizabethton High School for the school archives.

Main Duties and Responsibilities

The intent of this job description is to provide a representative summary of the major duties and responsibilities performed by employees in this job. Employees may be requested to perform job-related tasks other than those specifically presented in this description.

Storytelling & Content Creation

- Develop and share stories that capture the impact of XQ grant initiatives, including community-engaged learning experiences and the Appalachian Futurism Project.
- Create engaging digital content for social media platforms (photos, videos, graphics, short-form written content).
- Produce content for traditional media outlets, including press releases, feature articles, newsletters, and print publications.
- Maintain consistent messaging that aligns with EHS, district branding, and XQ grant goals.

Grant Communications & Reporting Support

- Support communication needs related to XQ grant implementation, milestones, and outcomes.
- Document grant-related activities, events, and projects through written narratives, photography, and video.
- Assist in compiling communication materials that may support grant reporting, presentations, or public updates.

Community & Partner Communications

- Work alongside the Community Partnership Director to ensure partner organizations receive timely, accurate, and relevant information from Elizabethton High School.
- Support a clear and organized flow of information between EHS, partner institutions, and internal stakeholders.
- Highlight partnerships and collaborative projects through storytelling and media coverage.

Archival & Historical Documentation

- Collaborate with the EHS Librarian to document and preserve the recent history of Elizabethton High School.
- Collect, organize, and archive stories, artifacts, photos, videos, and narratives connected to school transformation efforts.
- Contribute to the long-term preservation of EHS's evolving identity and innovative work.

Minimum Education and Experience

- High School Diploma with a preference of a Bachelor's degree in Communications, Journalism, English, Media Studies, Education

Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Key Competencies

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

- Strong writing, editing, and storytelling skills.
- Experience creating content for digital and social media platforms.
- Ability to communicate effectively with students, educators, administrators, and community partners.
- Strong organizational skills and attention to detail.
- Experience working in a school, nonprofit, or grant-funded environment.
- Photography and/or videography skills.
- Familiarity with Appalachian communities, culture, or place-based storytelling.
- Experience managing or contributing to school or organizational social media accounts.
- Knowledge of digital content tools (e.g., Canva, Adobe Creative Suite, video editing platforms).
- Creative storytelling and narrative development.
- Collaboration and relationship-building.
- Strategic communication planning.
- Cultural and community awareness.
- Time management and adaptability
-

Physical Demands and Working Conditions

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the listed functions.

- The essential functions of this position must be performed on-site at the assigned work location. This role is not designated as a remote or hybrid position.
- This job may require lifting of objects that exceed 25 lbs. Other physical demands that may be required are as follows:
    - *Pushing and/or pulling*
    - *Climbing*
    - *Stooping and/or kneeling*
    - *Reaching*
    - *Talking*
    - *Hearing*
    - *Seeing*
- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure; accepting responsibility for the direction, control, or planning of an activity; dealing with students; generalizing, evaluations, or decisions based on sensory or judgmental criteria.
- Ability to understand instructions and underlying principles; reason and make judgments; understand meanings of words and the ideas associated with them; perform arithmetic operations quickly and accurately; move the hands easily and manipulate small objects with the fingers; make visual comparisons and discriminations and see slight differences in shapes and shadings of figures; perceive or recognize similarities or differences in colors or shades or other values of the same color.
- Low to medium degree of discomfort due to exposure to temperature, fumes, dirt, dust, noise, and cleaning chemicals.

Terms Of Employment

Salary and work year to be established by the Board.

Disclaimer

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

ELIZABETHTON CITY SCHOOLS
2025 K-12 CALENDAR 2026

August 2025

Mon	Tue	Wed	Thu	Fri
				1
4 Teacher Inservice Day	5 Teacher Inservice Day	6 Teacher Workday	7	8 Teacher Workday
11 First Full Day	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2025

Mon	Tue	Wed	Thu	Fri
1 Labor Day	2	3	4	5 PR
8	9	10	11	12
15	16	17	18	19 Parent Teacher Conf.
22	23	24	25	26
29	30			

October 2025

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7 Fall Break	8	9	10
13 PD Day	14	15	16	17 X
20	21	22	23	24
27	28	29	30	31

November 2025

Mon	Tue	Wed	Thu	Fri
3 PD Day	4 election day PD Day	5	6	7
10	11	12	13	14 PR
17	18	19	20	21
24	25	26 Thanksgiving	27	28

December 2025

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19 X
22	23	24	25	26
29	30 Christmas Break	31		

January 2026

Mon	Tue	Wed	Thu	Fri
			1	2
5 Teacher Workday	6 PD Day	7	8	9
12	13	14	15	16
19 Martin Luther King Day	20	21	22	23
26	27	28	29	30

February 2026

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6 PR
9	10	11	12	13
16 Converted	17	18	19	20
23	24	25	26	27

March 2026

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13 X
16	17	18	19	20 PD Day
23	24 Spring Break	25	26	27
30	31			

April 2026

Mon	Tue	Wed	Thu	Fri
		1	2	3 Good Friday
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24 PR
27	28	29	30	

May 2026

Mon	Tue	Wed	Thu	Fri
				1
4	5 PD Day	6	7	8
11	12	13	14	15
18	19	20	21	22
25 Memorial Day	26	27 X	28 Teacher Workday	29

KEY

1st Sem Days: 83 2nd Sem. Days: 90

173 - Student Days 7 - Prof. Dev. Days 180 - Total Days

4 - Teacher Workdays

2 - Teacher Inservice

X - 6 Prof. Dev. Days

3 - Alt. Inservice Days

Holidays and Breaks

Converted PD to Student Day

3 - Abbreviated Days: Grades K-5 (8:00 - 11:46 am); Grades 6-12 (7:45-11:16 am)

1 - P/T Conf. Day: Grades K-5 (8:00 - 11:00 / 12:00 - 3:00); Grades 6-12 (7:45 - 11:00 / 12:00 - 2:45); (Lunch from 11:00 - 12:00)

PR - Progress Reports

X - End of Grading Period

- First/Last Student Day

6 - Stockpiled Inclement weather days

Board Approval Date: 11/21/24