



**KNOX COUNTY
BOARD OF EDUCATION**

***John
Butler***

First District

***Anne
Templeton***

Second District

***Patricia
Fontenot-Ridley***

Third District

***Katherine
Bike***

Fourth District

***Lauren
Morgan***

Fifth District

***Betsy
Henderson***

Sixth District

***Steve
Triplett***

Seventh District

***Travis
Wright***

Eighth District, Vice Chair

***Kristi
Kristy***

Ninth District, Chair

***Jon
Rysewyk***

Superintendent

***Albert
Liu***

Student Representative

**REGULAR SESSION
OF THE KNOX COUNTY BOARD OF EDUCATION
SUMMER PLACE BOARDROOM
500 W. SUMMIT HILL DRIVE, KNOXVILLE, TENNESSEE 37902
JANUARY 8, 2026
5:00 P.M.**

AGENDA

1. Moment of Silence followed by the Pledge of Allegiance to the Flag
2. Announcements
3. Changes to the Agenda
4. Approval of the Agenda
5. Special Recognition of Janice Cook, Knox County Schools Supervisor of the Year
6. Special Recognition of Ulla Carr, Association for Career and Technical Education Teacher Educator of the Year
7. Consent Agenda
 - A. Payment of Bills
 - B. Approve Minutes of Meetings
 - December 1, 2025 Work Session
 - December 4, 2025 Regular Session
 - C. Items/Contracts:
 1. Approve Assignment of Contract with Duracap Asphalt Paving Co., Inc. and APAC - Atlantic, Inc./Harrison Construction (Bid 3447) (Original Contract approved by Board on October 4, 2023)
 2. Approve Assignment of Contract with Energy Control Consultants, Inc. and Budget Holdings, LLC dba American Window Film (Bid 3634) (Original Contract approved by Board on May 8, 2025)

3. Approve Data Sharing Agreement with the Trustees of Columbia University in the City of New York, on behalf of the Center for Public Research and Leadership at Columbia Law School related to Science curriculum for the 2025-2026 and 2026-2027 school years
4. Approve Educational Services Agreement and Data Sharing Agreement with Catapult Learning, LLC for the 2025-2026, 2026-2027, and 2027-2028 school years for development of school turnaround plan, professional development, and coaching for Northwest Middle School at a cost not to exceed \$125,000.00 using School Turnaround Program Grant Funds
5. Approve Form Participating Group Master Agreement-Single School with Winter Guard International, Inc. (WGI) to allow school administrators the authority to approve agreements for participation in WGI-sanctioned events for the 2025-2026 school year, renewable each year for a maximum of five (5) years
6. Approve Released Time Education Agreement for Elective Credit with Bearden Learning Center for the term of July 1, 2026 through June 30, 2031
7. Approve request of Ball Camp Elementary to purchase and install artificial turf in the school's courtyard area at an estimated cost of \$43,540.00 using donated funds from the Ball Camp Elementary School PTA, Coupon Book Sales, and Internal School Funds
8. Approve request of Blue Grass Elementary School to purchase and install artificial turf and fencing on the school's sports field at an estimated cost of \$147,022.00 using donated funds from the Blue Grass Elementary School PTO
9. Approve request of West High School to remove an island and pave an area of the school's parking lot to provide an area for marching band practice at an estimated cost of \$33,055.00 using Internal School Funds
10. Approve Contract with Andrea L. Ramsey for the commissioning of a new musical work for West Valley Middle School's performance at the 2026 Tennessee Music Association Conference in April 2026 at a cost of \$5,000.00 using Internal School Funds

8. Board Policies

- A. Approve second reading of Knox County Board of Education Policy C-180 "Advertising and Solicitation in Schools" as amended - *Discussed at Policy Review*
- B. Approve second reading of Knox County Board of Education Policy C-181 "Political Solicitation" as amended - *Discussed at Policy Review*

- C. Approve second reading of Knox County Board of Education Policy D-190 "Payroll" as amended - *Discussed at Policy Review*
- D. Approve second reading of Knox County Board of Education Policy G-467 "Paid Parental Leave" as amended - *Discussed at Policy Review*
- E. Approve second reading of Knox County Board of Education Policy G-500 "Compensation Guides and Contracts for Support Personnel" as amended - *Discussed at Policy Review*
- F. Approve second reading of Knox County Board of Education Policy G-570 "Time Schedules of Classified Personnel" as amended - *Discussed at Policy Review*
- G. Approve first reading of Knox County Board of Education Policy I-371 "Early Graduation" as amended - *Discussed at Policy Review*
- H. Approve first reading of Knox County Board of Education Policy I-373 "Graduating with Honors or Distinction" as amended - *Discussed at Policy Review*
- I. Approve first reading of Knox County Board of Education Policy I-383 "Test Security" as amended - *Discussed at Policy Review*
- J. Approve first reading of Knox County Board of Education Policy I-420 "Controversial Issues" as amended - *Discussed Policy Review*
- K. Approve first reading of Knox County Board of Education Policy I-440 "Wellness Policy" as amended - *Discussed at Policy Review*

9. Grants

- A. Approve Battelle Education TSIN/STEMx STEM Classroom Grants sponsored by TVA and BVI in the total amount of \$42,000.00 for Bearden High School, Dogwood Elementary School, Gibbs High School, Green Magnet Academy, Hardin Valley Middle School, Holston Middle School, L&N STEM Academy, Ritta Elementary School, and Whittle Springs Middle School - *Recommended by Superintendent*
- B. Approve Crosley Custom Cruiser Contest Donation in the amount of \$500.00 for Central High School - *Recommended by Superintendent*
- C. Approve Tennessee Foundation for Agriculture in the Classroom Mini-Grant in the amount of \$250.00 for South-Doyle Middle School - *Recommended by Superintendent*

- D. Approve DOW Gives Grant in the amount of \$23,000.00 for West High School
- *Recommended by Superintendent*
- E. Approve Grant Acceptance Agreement with Mr. Holland's Opus Foundation for
grant of musical instruments valued at \$38,717.00 to West High School funded by
the Morgan Wallen Foundation - *Recommended by Superintendent*

10. Regular Agenda Items

- A. Approve Superintendent's Annual Evaluation
- B. Approve Tenure for Eligible Teachers - *Recommended by Superintendent*
- C. Approve 2025-2026 Textbook Adoption Committee Appointments for Advanced
Manufacturing and Information Technology and PE, Health and Wellness
- *Recommended by Superintendent*
- D. Approve Schematic Design Package for New K-8 School by Lewis Group
Architects - *Recommended by Superintendent*

11. Public Forum

Anyone wishing to speak to the Board during Public Forum must sign up by calling the Board of Education Office at 865-594-1623 no later than 4:00 p.m. the day prior to the scheduled meeting or sign up in person prior to the start of the meeting. This Public Forum is open to any educational topic.

Board of Education Regular Session

Meeting Date: 01/08/2026

Minutes of Meetings

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve Minutes of Meetings

- December 1, 2025 Work Session
- December 4, 2025 Regular Session

Fiscal Impact

Attachments

12-1-2025 Work Session Minutes

12-4-2025 Regular Session Minutes

**KNOX COUNTY BOARD OF EDUCATION
WORK SESSION
DECEMBER 1, 2025**

MINUTES

The Knox County Board of Education met in Work Session on Monday, December 1, 2025 in the Boardroom of the Summer Place Building at 500 W. Summit Hill Drive, Knoxville, Tennessee. The meeting could be viewed in its entirety on the video located on the Knox County Board of Education website at knoxschools.org. All supporting documents were posted with the work session agenda and the December 4, 2025 regular session agenda on the website.

Present:

John Butler, District 1
Anne Templeton, District 2
Patricia Fontenot-Ridley, District 3
Katherine Bike, District 4
Lauren Morgan, District 5
Betsy Henderson, District 6
Steve Triplett, District 7
Travis Wright, District 8
Kristi Kristy, District 9
Albert Liu, Student Representative

Chair Kristy presiding

1 A Moment of Silence was observed followed by the Pledge of Allegiance to the Flag led by Ms. Fontenot-Ridley.

2 Announcements

- Ms. Kristy welcomed all attendees.
- Ms. Kristy reminded Board Members that their individual Superintendent evaluations should be submitted by December 17.
- Ms. Bike arrived at the meeting at 5:11 pm.

3 Changes to the Agenda

No changes to the agenda were requested.

4 Approval of the Agenda

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 8 - 0 Passed

5 Superintendent's Report

School and District Designations

Superintendent Rysewyk said he hoped everyone had a wonderful Thanksgiving. He noted that Knox County had a lot to be thankful for since KCS was making a lasting impact on the students it served. He announced that Knox County Schools had received the state's second-highest designation as an "Advancing District," and he was proud of the progress since its designation was "In Need of Improvement," when he began as Superintendent. Superintendent Rysewyk announced that 18 schools had been named as "Reward Schools," and highlighted that Lonsdale Elementary School was no longer designated as a "School In Need of Improvement."

Artificial Intelligence Presentation

Superintendent Rysewyk shared that he had presented at a recent State Board of Education meeting on artificial intelligence (AI). He noted that AI was a reality and already impacting the workforce, so school districts needed to navigate its usage safely and effectively. He noted that following the presentation, one State Board member had indicated that he wanted his child to attend Knox County Schools. Superintendent Rysewyk also noted that he had just recorded a Blueprint for Education podcast with Dr. Vasileios Maroulas, Director of the AI Tennessee Initiative at The University of Tennessee Knoxville.

Winter Break

Knox County Schools would be closed for winter break December 22 through January 2. Superintendent Rysewyk shared his wishes that all students and staff enjoy happy holidays.

6 Quarterly Threat Report

Assistant Superintendent of Operations Dr. Garfield Adams reported that Knox County Schools had recorded 11 threats that met the qualifications for public reporting under Tennessee state law between August 1 and October 31, 2025. He shared that the KCS School Safety Department took every threat seriously and investigated every tip and every concern received, not just those that met the state parameters. Dr. Adams said that any time a threat was reported, it was rapidly evaluated and dealt with swiftly. He added that in the last quarter alone, over 35 ParentSquare messages from schools were recorded to notify families of incidents or concerns on or near school campuses.

7 Legislative Update

Mr. Wright noted that all Board Members received email legislative updates from the Tennessee School Boards Association (TSBA). He reported that school boards were invited to submit statements and resolutions regarding state legislation for consideration by the TSBA Delegate Assembly at the TSBA Annual Convention each year, and that this year, 16 resolutions were presented to the Assembly. Mr. Wright stated that one resolution was about showing appreciation to the outgoing TSBA Board of Directors President, but the remaining 15 covered topics including drones, student searches, parental notification requirements, PECCA, school nurses, allowing Board Members to serve as bus drivers, the number of legislative regulations for public schools, higher education fee discounts for all school system employees, funding for special education preschool students in the TISA formula, the number of annual teacher evaluations, evaluation flexibility for high-performing educators, flexibility for school recess time, the Creating High-Achieving Opportunities in Competitive Education Act, free public education for all students, and opposition to House Bill 0793/Senate Bill 0836. Mr. Wright noted that TSBA recommended some of the resolutions, but took no position on the resolutions regarding allowing Board Members to serve as bus drivers, funding for special education preschool in the TISA formula, greater flexibility with school recess time, free public education for all students, and opposition to House Bill 0793. TSBA did not recommend the resolutions regarding teacher evaluations and The Creating High-Achieving Opportunities in Competitive Education Act. Mr. Wright reported that most of the resolutions were adopted by the Delegate Assembly, but the resolutions regarding teacher evaluations and recess were not adopted, the resolution regarding PECCA was deferred, and the assembly chose not to take action on the resolutions regarding a free public education for all students and House Bill 0793.

8 Strategic Plan Committee Update

Ms. Kristy reported that the Strategic Plan Committee had met on Monday, November 10 to continue work on aligning the Superintendent Evaluation tool with the Board's new 5-year Strategic Plan. She noted that this year's annual evaluation would be based on 2024-2025 information, so the current tool would still be utilized for this year's evaluation. She stated that the committee had tasked staff with compiling information and updates for the committee's December 8 meeting, which would begin at 1:00 pm in the Summer Place Boardroom. Ms. Kristy stated the committee would be submitting an evaluation tool recommendation to the Board in the near future.

Consent Agenda

There were no questions or discussion on consent items.

Board Policies

There were no questions or discussion on policies.

Grants

There were no questions or discussion on grants.

Contracts

There were no questions or discussion on contracts.

Regular Agenda

Ms. Kristy noted that a proposed Legislative Priority template was attached to the electronic agenda for item 9D. She asked if Board Members preferred to discuss each individual priority or the document as a whole. Ms. Templeton said she thought it would be helpful to discuss suggested specific changes and then related topics. Ms. Bike agreed and shared a statement that she preferred to be substituted for the two current initial statements on the template. She stated that after discussion on the initial statements, perhaps each proposed priority could be discussed.

Ms. Bike said she believed proposed Legislative Priority 1 was important to keep. Ms. Kristy agreed.

Ms. Kristy stated she wanted to keep proposed Legislative Priority 2.

Ms. Bike said she was passionate about proposed Legislative Priority 3, and she believed it combined well with a statement regarding no funding for K-2 supports, but wanted to hear other opinions. Ms. Kristy said she believed #3 could be added to the initial statement on local control. Ms. Bike said that might be tough, since she wanted to include a request for funding. Mr. Triplett asked Superintendent Rysewyk if those funds were needed. Superintendent Rysewyk confirmed that the district had used ESSER funds to extend K-2 supports, but that most state funds went to 3rd and 4th grade supports. Ms. Henderson added that she would like to keep the statement separate because of the funding request.

Several Board Members expressed a desire to keep proposed Legislative Priority 4.

Regarding proposed Legislative Priority 5, Ms. Bike shared additional language in line with a resolution that she had proposed earlier in the year regarding any loss of federal funding. She said for a district the size of KCS, federal funding was a big deal. She noted that the Tennessee General Assembly had also discussed replacement of any lost federal funding. Ms. Templeton said she would support this proposed priority, since she still received emails from employees whose job positions were affected by lost federal funds, and even though she did not think the district would be in that same situation again, it would still address those concerns.

Ms. Bike shared her proposed Legislative Priority 6 and said she felt it was important since the district would have to provide additional staff for the heavy lift suggested by a bill submitted during the 114th General Assembly. She also noted the bill went against the Board's mission and that the proposed priority aligned with the district's 4 priorities. She acknowledged that the statement was wordy, and indicated that she was very willing to hear proposed changes. She also shared a one-sentence statement that could be used if the Board preferred. Dr. Butler stated that he felt proposed priorities 6 and 8 were very close and that he would prefer one statement as short as possible. Mr. Triplett suggested deleting the word "unfunded" and said he would agree with Dr. Butler about making any statement as short as possible. Ms. Fontenot-Ridley stated that she felt details were important, and she would prefer to keep a more detailed statement.

Ms. Templeton shared proposed statements regarding immigration and said she formed them from Board discussion in November. She stated that she would propose rewording the language and adding it to the initial local control statement on the template. Ms. Templeton also noted she would prefer to delete priority 8. Dr. Butler noted that he would prefer not to refer to immigration status mandates, but would want to title the priority "Education for All Children." He also noted that he might delete the last sentence in Ms. Bike's longer statement. Mr. Triplett agreed that any titles included needed to clearly state the intent, since legislators would most likely glance at titles. He said he understood that details mattered, but also felt that the titles made the statements. Ms. Kristy said she agreed with Mr. Triplett.

Ms. Kristy clarified that final statements would be needed for the Board's regular session meeting. Mr. Triplett noted that he liked the two initial statements. Ms. Bike said she would like to combine the two statements, but she would also be fine with keeping the two as well. Ms. Kristy added that she liked the two statements as well. Ms. Templeton stated that she would just like to see the one change under the local control statement. Ms. Kristy suggested that version A and version B could be provided for Board consideration at the regular session.

Ms. Templeton also shared a proposed Legislative Priority 7 regarding support for community schools. She noted that KCS partnered with United Way of Greater Knoxville on community schools, and she could share their survey that showed community schools worked. Mr. Triplett suggested it might be good to list the Tennessee Community Schools Act in the priority.

- Candace Boyd of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Chris Buice of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Michael O'Malley of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Emma Takvoryan of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Annabel Henley of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Aubrie Starck of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Lesley Starck of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Lisa Plowchan of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Beth Carroll Hunley of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Megan Barolet-Fogarty of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Angelina Tomas of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Andres Francisco of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Caroline Mann of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Maurizio Conti of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Ashley Chambers of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Cadence Collins of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Daria Turner, KCEA President, of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Mary Lou Kanipe of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Rogelio Francisco of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Camila Navarro-Mata of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Anna Garlington of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- John Tirro of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.

- Mr. Liu thanked everyone in attendance and all Public Forum speakers. He stated that they had really inspired him. He also noted that state testing started for students this week, and that they were the last hurdle for the semester. He invited all middle school students to attend Farragut High School's Future Leaders Day.
- Dr. Butler thanked all teachers, administrators, and staff members for showing up for students. He wished them a wonderful holiday season.
- Ms. Templeton thanked all attendees and everyone who had sent Board Members emails. She encouraged students regarding upcoming tests and also encouraged everyone to attend choral concerts and other student events. She wished everyone a Happy New Year.
- Ms. Fontenot-Ridley thanked all the Public Forum speakers and stated that she welcomed all communications from constituents.
- Mr. Triplett thanked the families in Powell and acknowledged concerns shared by Powell Elementary School families regarding portable classrooms. He noted that he and Assistant Superintendent of Operations Dr. Garfield Adams had spent time over the year regarding addressing the concerns, and reported that enrollment projections for 2026-2027 would be received soon so that the Board could discuss the topic in February 2026.

- Ms. Kristy thanked Partners in Education for hosting the recent Principal for a Day luncheon and also all the participants. She thanked Superintendent Rysewyk for moving the district forward, and also everyone who was helping students. She encouraged everyone to finish the semester strong.

The meeting was adjourned at 6:50 pm.

Date Approved:

Chair:

Secretary:

**KNOX COUNTY BOARD OF EDUCATION
REGULAR SESSION
December 4, 2025**

MINUTES

The Knox County Board of Education met in Regular Session on Thursday, December 4, 2025 in the Boardroom of the Summer Place Building at 500 W. Summit Hill Drive, Knoxville, Tennessee. The meeting could be viewed in its entirety on the video located on the Knox County Board of Education website at knoxschools.org. All supporting documents were posted with the agenda on the website.

Present:

John Butler, District 1
Anne Templeton, District 2
Patricia Fontenot-Ridley, District 3
Katherine Bike, District 4
Lauren Morgan, District 5
Betsy Henderson, District 6
Steve Triplett, District 7
Travis Wright, District 8
Kristi Kristy, District 9
Albert Liu, Student Representative

Chair Kristy presiding

- 1 A Moment of Silence was observed followed by the Pledge of Allegiance to the Flag led by Ms. Fontenot-Ridley.

- 2 Announcements
 - Ms. Kristy welcomed all attendees.
 - Tennessee State Representative Gloria Johnson was present.
 - The Strategic Plan Committee was scheduled to meet on December 8, 2025 at 1:00 pm in the Summer Place Boardroom.
 - The Board's January 2026 work session was scheduled for January 5, followed by the regular session on January 8.
 - Knox County Schools would be closed for winter break December 22 through January 2, with teachers reporting back for in-service on January 3 and students returning on January 5, 2026.

- 3 Changes to the Agenda

Item 5C3 was withdrawn.

4 Approval of the Agenda

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

5 Consent Agenda

On motion made by Steve Triplett, seconded by Anne Templeton

Vote: 9 - 0 Passed

A Payment of Bills

- B Approve Minutes of Meetings
- November 3, 2025 Work Session
 - November 6, 2025 Regular Session

C Items/Contracts:

- 1 Approve Award of Bid 3690 to Ice Cream Warehouse for provision of Ice Cream in School Cafeterias for a one (1) year term, which may be extended for four (4) additional years
- 2 Approve Consulting Services and Licensing Agreement with Children's Hospital Medical Center, an Ohio nonprofit corporation, for implementation of the Project SEARCH® program at an annual cost of \$350.00
- 3 ~~Approve Data Sharing Agreement with the Trustees of Columbia University in the City of New York, on behalf of the Center for Public Research and Leadership at Columbia Law School related to Science curriculum for the 2025-2026 and 2026-2027 school years~~ WITHDRAWN
- 4 Approve Tosa® Education Approved Testing Center Agreement with ISOGRAD Inc. to memorialize Knox County Schools as a testing center and the terms of utilization of the Tosa® software and tests for a term of one (1) year, which may be renewed for an additional four (4) years, at no cost to Knox County Schools
- 5 Approve Institutional Participation Agreement with JSTOR for L&N STEM Academy's licensed access to JSTOR's Secondary School digital library collection and research platform at an annual cost of \$1,561.00 for one (1) year, which may be renewed
- 6 Approve Agreements with Rocky Top Tours, Inc. and Holiday Inn for a Northshore Elementary School Safety Patrol Trip to Nashville, Tennessee May 21-22, 2026 at no cost to Knox County Schools
- 7 Approve Agreement with AVCO Technologies, Inc. for purchase and installation of 34 acoustic panels in the Shannondale Elementary School auditorium at a cost of \$10,562.00 using donated funds from the Shannondale Elementary School Parent Teacher Committee

6 Board Policies

- A Approve first reading of Knox County Board of Education Policy C-180 "Advertising and Solicitation in Schools" as amended - Discussed at Policy Review

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- B Approve first reading of Knox County Board of Education Policy C-181 "Political Solicitation" as amended
- Discussed at Policy Review

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- C Approve first reading of Knox County Board of Education Policy D-190 "Payroll" as amended - Discussed at
Policy Review

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- D Approve first reading of Knox County Board of Education Policy G-467 "Paid Parental Leave" as amended
- Discussed at Policy Review

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- E Approve first reading of Knox County Board of Education Policy G-500 "Compensation Guides and Contracts
for Support Personnel" as amended - Discussed at Policy Review

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- F Approve first reading of Knox County Board of Education Policy G-570 "Time Schedules of Classified
Personnel" as amended - Discussed at Policy Review

On motion made by Steve Triplett, seconded by Anne Templeton

Vote: 9 - 0 Passed

- G Approve first reading of Knox County Board of Education Policy I-350 "Repeating High School Courses" as
amended - Discussed at Policy Review

Mr. Triplett made a motion to approve Knox County Board of Education Policy I-350 "Repeating High
School Courses" as amended on first reading. Ms. Henderson seconded the motion.

Vote: 9-0 Passed

7 Grants

- A Approve Tennessee Department of Education School Turnaround Program Grant in the amount of
\$125,000.00 designated for use at Northwest Middle School - Recommended by Superintendent

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- B Approve National Endowment for the Arts Grant in the amount of \$20,000.00 with required in-kind matching funds in the amount of \$20,000.00 - Recommended by Superintendent

On motion made by Katherine Bike, seconded by Anne Templeton

Vote: 9 - 0 Passed

- C Approve Tennessee State Parks Conservancy Grant in the amount of \$1,275.00 for Chilhowee Intermediate School - Recommended by Superintendent

On motion made by John Butler, seconded by Katherine Bike

Vote: 9 - 0 Passed

- D Approve Knoxville Museum of Art Grant in the amount of \$350.00 for Gibbs Middle School - Recommended by Superintendent

On motion made by Travis Wright, seconded by Katherine Bike

Vote: 9 - 0 Passed

- E Approve Angela Floyd Schools Grant in the amount of \$500.00 for Holston Middle School - Recommended by Superintendent

On motion made by Travis Wright, seconded by Katherine Bike

Vote: 9 - 0 Passed

- F Approve TVA Learning Environment Grant in the amount of \$10,213.00 for Rocky Hill Elementary School - Recommended by Superintendent

On motion made by Katherine Bike, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- G Approve Argosy Foundation and First Robotics Competition 118 Sustainability Grant in the amount of \$2,800.00 for South-Doyle High School - Recommended by Superintendent

On motion made by Travis Wright, seconded by Katherine Bike

Vote: 9 - 0 Passed

- H Approve Great Smoky Mountains National Park Education Program Travel Grant in the amount of \$200.00 for West View Elementary School - Recommended by Superintendent

On motion made by Patricia Fontenot-Ridley, seconded by Katherine Bike

Vote: 9 - 0 Passed

8 Contracts

- A Approve Design Contract with Smee + Busby Architects, P.C. for the West High School Vestibule Project in the amount of \$11,500.00 - Recommended by Superintendent

On motion made by Katherine Bike, seconded by Anne Templeton

Vote: 9 - 0 Passed

9 Regular Agenda Items

- A Approve Emerald Academy Charter School Performance Review - Recommended by Superintendent

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- B Approve Knoxville Preparatory Charter School Performance Review - Recommended by Superintendent

Ms. Bike stated that she read the performance reviews of Emerald Academy and Knoxville Preparatory Charter School and noted that Emerald Academy met expectations, but that Knoxville Preparatory Charter School did not meet standards for student with disabilities, which she found very concerning.

On motion made by Steve Triplett, seconded by Betsy Henderson

Vote: 9 - 0 Passed

- C Approve Charter School Review Committee Appointments - Recommended by Superintendent

Mr. Triplett made a motion to approve the appointments. Ms. Henderson seconded the motion, but noted that she would not be voting in support of the Charter School Review Committee Appointments because someone who spoke against charter schools was being proposed to serve on the committee.

Roll Call:

Dr. Butler - Yes
Ms. Templeton - Yes
Ms. Fontenot-Ridley - Yes
Ms. Bike - Yes
Ms. Morgan - Yes
Ms. Henderson - No
Mr. Triplett - No
Mr. Wright - No
Ms. Kristy - Yes

Vote: 6-3 Passed

D Approve 2026 Legislative Priorities

Public Forum

- Ashley Garner of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Karina Kooienga of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Richard Cobble of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Minda Begley of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Dave Gorman of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- DeWayne Emert of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Noé Monárrez of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Edora Fitzsimmons of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Karen Ocon Mora of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Alexa Toledo of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Rosemary Paz of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Maddie Casey of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and opposition to Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Bill Sofield of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and support of Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.
- Chris Treadwell of Knox County, Tennessee addressed the Board regarding the Board's 2026 Legislative Priorities and support of Tennessee's 114th General Assembly House Bill 0793/Senate Bill 0836.

Mr. Triplett made a motion to approve the 2026 Legislative Priorities Option A template. Ms. Henderson seconded the motion.

Ms. Templeton noted the only difference between Option A and Option B was where the language regarding unfunded mandates was located. She stated that she believed it was more logical in Option B, but that she would support Option A.

Vote: 9-0 Passed

Mr. Triplett made a motion to approve Legislative Priority 1. Ms. Henderson seconded the motion.

Vote: 9-0 Passed

Mr. Triplett made a motion to approve Legislative Priority 2. Mr. Wright seconded the motion.

Vote: 9-0 Passed

Ms. Bike made a motion to approve Legislative Priority 3. Ms. Henderson seconded the motion.

Vote: 9-0 Passed

Dr. Butler made a motion to approve Legislative Priority 4. Ms. Templeton seconded the motion.

Vote: 9-0 Passed

Ms. Bike made a motion to approve Legislative Priority 5. Ms. Templeton seconded the motion.

Vote: 8-1 Passed
Ms. Henderson - No

Dr. Butler made a motion to approve the revised Legislative Priority 6. Ms. Bike seconded the motion.

Ms. Templeton acknowledged that Board Members did not have any final say on state law, but that many of her constituents were present and in support of the priority. She stated that she had received over 100 communications in favor of the priority, with only 1 in opposition, in addition to the 2 speakers heard from during Public Forum. Ms. Templeton shared that she believed the local voices mattered and that she had completed additional research about the contributions made in Tennessee by undocumented immigrants. She stated that she felt the Board should protect the rights of children, and she was asking state legislators to affirm the law as it stood at this time. Ms. Templeton said she hoped Legislative Priority 6 would pass for the benefit of all children in Knox County.

Ms. Henderson noted that she was the daughter of immigrants from Greece. She stated that House Bill 0793 would not require Knox County Schools to do anything, so she would not be supporting Legislative Priority 6. She added that there had been a coordinated campaign from the far left to ask the Board to take action on something they had no control over and that this was all about political games. Ms. Henderson noted there was no outrage being expressed over reading proficiency where the focus should be, and she wanted to remain focused on things the Board could control. Mr. Triplett stated that he understood Ms. Henderson's reflections and noted that he believed the media had made this topic larger than it was, since House Bill 0793 did give local boards control, which he supported. He added that he was firmly against illegal immigration, but noted he could still support Legislative Priority 6, and for him the political pandering was an issue. Mr. Triplett said he was not sure how he would vote on this item, because he certainly wanted to help students and had compassion for them, but he was not in favor of the nonsense, since the Board had no power over how anything played out at the state level.

Ms. Morgan noted that there were many families in Knox County who had immigrated legally, and she valued their choosing to be a part of the community. She said she was grateful for the richness and diversity, and while she certainly did not support removing children from schools, that was not what House Bill 0793 was about. Ms. Morgan noted that the bill gave control regarding student enrollments to the local level, and she was very glad that Knox County Schools educated all children who resided in the district, which would still be allowed if House Bill 0793 became law. For those reasons, and the fact that it went beyond what a school board could do, she would not be supporting Legislative Priority 6. Ms. Morgan said she believed Knox County Schools served its students well and this topic was drummed up to be a political issue that she did not appreciate.

Ms. Fontenot-Ridley stated that she knew families who tried to immigrate legally, and they were arrested and put in jail, so it was not the same as it was in the 1950s and 60s. She said as far as politics were concerned, she believed everything the Board did was political since they were now required to be partisan. She stated that she did not want children to be in this situation, but they were, and even though there was no state mandate yet, it was a slippery slope, and for her it was just about humanity, respect, and kindness and making sure the Board did what was right.

Dr. Butler said he did not disagree with anyone since they were sharing their own personal statements. He said he was disappointed that this came down to a political narrative, but noted when the Board first started talking about the topic, it was not about immigration or a bill, but a focus on providing children with an education. Dr. Butler stated that he honestly did not have a side, but he believed the community was asking the Board to state that they supported a free education for all children to address their concerns. He said he was beseeching Board Members to think about what was being said, since he felt that it did not have to be political.

Ms. Bike shared that she had stated in the past that she loved the Board's collaboration, and she stood by that. She confirmed that she would be supporting Legislative Priority 6.

Mr. Liu said that he believed his job was to communicate to the Board what students thought, and also what the Board did to affect students. He stated that he was not sure what he would say to students if Legislative Priority 6 was not included. He said it was his privilege to hear from students and, in this case, they had made his job easy. Mr. Liu said he did not believe it was the time to be a bystander.

Ms. Kristy said on a personal note, she related to statements made by both Dr. Butler and Mr. Triplett, but she did not believe that kids understood the politics behind this topic, and she did not think that one member of the Board wanted to vote against students. She noted that there was a Supreme Court ruling confirming that all students were entitled to a free education and her struggle was with the fact that children did not have a choice in how they came to reside in Knox County.

Mr. Wright echoed Mr. Triplett, and he agreed with Dr. Butler and Ms. Kristy as well. He reminded everyone that 2 out of 3 Tennessee senators from the Knox County district voted no to the bill, but he agreed this was a tough decision for all the reasons stated.

Ms. Kristy restated that Dr. Butler had made a motion to approve the revised Legislative Priority 6 and the motion was seconded by Ms. Bike.

Roll Call

Dr. Butler - Yes
Ms. Templeton - Yes
Ms. Fontenot-Ridley - Yes

Ms. Bike - Yes
Ms. Morgan - No
Ms. Henderson - No
Mr. Triplett - No
Mr. Wright - Yes
Ms. Kristy - Yes

Vote: 6-3 Passed

Ms. Templeton made a motion to approve Legislative Priority 7. Dr. Butler seconded the motion.

Vote: 9-0 Passed

10

Public Forum

- Candace Bannister of Knox County, Tennessee addressed the Board regarding bullying.
- Julie Leinonen of Knox County, Tennessee addressed the Board regarding music therapy for students with special needs.
- Jackie Goins of Knox County, Tennessee addressed the Board regarding music therapy for students with special needs.
- Michelle Meehan of Knox County, Tennessee addressed the Board regarding music therapy for students with special needs.
- Cortney Piper of Knox County, Tennessee addressed the Board regarding special education.
- Alexis Rhodes of Knox County, Tennessee addressed the Board regarding special education.

The meeting was adjourned at 6:45 pm.

Date Approved:

Chair:

Secretary:

Consent 7. C. 1.

Board of Education Regular Session

Meeting Date: 01/08/2026

Duracap Asphalt Paving Co., Inc. and APAC-Atlantic, Inc./Harrison Construction Assignment of Contract

Submitted By: Terri Coatney

Department: Operations

Division: Maintenance & Operations

Explanation

Approve Assignment of Contract with Duracap Asphalt Paving Co., Inc. and APAC - Atlantic, Inc./Harrison Construction (Bid 3447) (Original Contract approved by Board on October 4, 2023)

Fiscal Impact

Attachments

Assignment of Contract

Original Contract

Fiscal Note

ASSIGNMENT OF CONTRACT

The following agreement is entered into by and among Duracap Asphalt Paving Co, Inc. Knox County, Tennessee, (hereinafter County), and APAC - Atlantic, Inc./Harrison Construction:

1. With the consent of County, and subject to the terms of this agreement, Duracap Asphalt Paving Co, Inc. hereby assigns the balance of the term of its current contract with County which ends October 31, 2026, to APAC - Atlantic, Inc./Harrison Construction which will have two (2) options for renewal between both County and APAC - Atlantic, Inc./Harrison Construction at the end of the contract term.

2. In exchange for said assignment, APAC - Atlantic, Inc./Harrison Construction accepts the assignment and agrees to all of the terms and conditions of the Invitation for Bid (hereafter referred to as IFB) No. 3447 and Contract No. 23-632 previously entered into by and between Duracap Asphalt Paving Co, Inc. and County, which is attached hereto and made a part hereof.

3. APAC - Atlantic, Inc./Harrison Construction assumes liability for all past acts of Duracap Asphalt Paving Co, Inc. and shall indemnify County in accordance with the terms and conditions set forth in IFB No. 3634 and Contract No. 23-632.

4. APAC - Atlantic, Inc./Harrison Construction assumes liability for all of its acts and indemnifies County in accordance with the terms and conditions set forth in the attached, assigned contract.

5. Duracap Asphalt Paving Co, Inc. acknowledges that it has been paid in full to date for its services and that County is no longer obligated to Duracap Asphalt Paving Co, Inc..

6. Duracap Asphalt Paving Co, Inc. and APAC - Atlantic, Inc./Harrison Construction hereby releases and discharges County and each of its insurers, affiliates, agents, officers,

directors, heirs, executors, administrators, employees, successors, assigns, and all other persons, associations and/or corporations, whether herein named or referred to or not, (sometimes hereinafter collectively called "Releasees"), from all federal or state causes of action, suits, debts, dues, sums of money, accounts, bills, covenants, claims, and demands whatsoever, in law and equity, including but not limited to lost profits or compensatory, consequential, incidental or punitive damages, arising out of any act or occurrence or omission related to IFB No. 3634 and Contract No. 23-632) or the termination or assignment of said contract, which Duracap Asphalt Paving Co, Inc. ever had, now has, or will have in the future or which its successors, assigns and personal representatives can, shall, or may have against County in the past, now, or in the future.

7. Duracap Asphalt Paving Co, Inc. and APAC - Atlantic, Inc./Harrison Construction do hereby agree to pay County any loss, costs, damages, or expenses and/or any sum or sums of money that Duracap Asphalt Paving Co, Inc. might hereafter be compelled to pay on account of any and all alleged injuries allegedly sustained heretofore.

8. Duracap Asphalt Paving Co, Inc. and APAC - Atlantic, Inc./Harrison Construction represent and acknowledge that they have read and understood the meaning and intent of the language of this document and no other promise, inducement or agreement not herein expressed has been made to it and that this Assignment of Contract constitutes the entire agreement to terminate between the parties hereto, and that the terms of this Assignment of Contract involve material controlling conditions which are to be construed to be contractual and not mere recitals.

IN WITNESS WHEREOF WE HAVE SET OUR HANDS THIS _____ DAY OF

_____, 2026.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County board of Education on the _____

Day of _____, 2026, as reflected in its minutes, and certified by its Chairperson.

BOARD CHAIR - Signature

BOARD CHAIR - Printed Name

Duracop Asphalt Paving Co., Inc.

BY: _____

Print Name: _____

Title: _____

APAC - Atlantic, Inc./Harrison Construction

BY: Robert E. Hill

Print Name: ROBERT E. HILL

Title: VICE PRESIDENT

KNOX COUNTY, TENNESSEE

BY: _____
Glenn Jacobs, Knox County Mayor

Approved As To Legal Form:

Contract No. 25-773
[Signature]
Knox County Deputy Law Director

12/16/2025
Date



APAC-Atlantic, Inc.
Harrison Construction
1431 Centerpoint Blvd. Suite 100
Knoxville, TN 37932
Tel: (865) 983-3100

December 3, 2025

CONFIDENTIAL

Knox County Procurement
Attn: Donny Fayver/ Brian Hubbs
1000 North Central Street Suite 100
Knoxville, TN 37917
Phone: (865) 215-5756

RE: Request for Consent to Assignment

Donny and Brian:

Reference is made to the agreements set forth on Exhibit A attached hereto, which are presently in effect (as each such agreement is amended, restated or otherwise modified, collectively, the "Agreements"), by and between Duracap Asphalt Paving Company, Inc. ("Duracap") and Knox Co Procurement ("you").

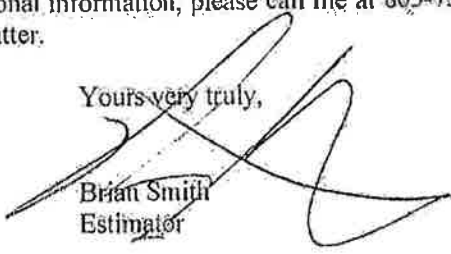
Duracap and APAC-Atlantic, Inc., an affiliate of CRH plc ("APAC") entered into a definitive agreement on or about November 14, 2025, pursuant to which Duracap sold substantially all of its assets to APAC (the "Transaction"). In connection with the Transaction, Duracap assigned its rights under the Agreements to APAC (the "Assignment"), and APAC assumed all of Duracap's obligations under the Agreements arising after such Assignment.

Our records indicate that you may hold a right to consent to the Assignment. This letter shall constitute the written notice and request for your consent to such Assignment that may be required under the Agreements. Nothing contained herein is intended or should be construed as granting you rights to which you are not contractually entitled under the Agreements, admitting that consent, election or waiver is required thereunder, or requiring us to seek future consents, elections or waivers.

Please indicate your consent to the Assignment by signing the signature page below and returning to APAC a copy of this letter bearing your signature in the enclosed envelope or by electronic mail to me at brian.smith.1@harrisoncc.com.

Should you have any questions or need any additional information, please call me at 865-755-9011. Thank you in advance for your prompt attention to this matter.

Yours very truly,


Brian Smith
Estimator

KNOX COUNTY GOVERNMENT

AND

DURACAP ASPHALT PAVING

This Contract made and entered into this 24th day of October, 2023 by and between **Knox County Government** through its governing body and authorized representative, hereinafter referred to as “**Knox County**” and **Duracap Asphalt Paving Co, Inc.** hereinafter referred to as “**Contractor.**”

Whereas, County requested sealed bids for the provision of Paving Services for Knox County Government, (Invitation for Bid 3447);

Whereas, Contractor submitted a Bid in accordance with said requested specifications, the response of which is the most responsible and responsive bid meeting specifications accepted by Knox County;

Whereas, Contractor agrees and undertakes to provide Paving Services to Knox County, as set forth in the Invitation for Bid, and at the price quoted for said services by Contractor. Further, in accordance with the lawful directions of the Knox County Government, the Contractor agrees in all respects, to be governed by the Invitation for Bid specifications and the Contractor’s response.

Now, therefore in consideration of mutual covenants and promises contained herein, the parties hereto wish to enter into this contract to set forth their respective rights and obligations and do mutually agree that;

Witnesseth:

1. Terms of this contract. This contract commences on the 1st day of November 2023 and ends the 31st day of October 2024, unless terminated in conformity with the terms of this contract as contained in paragraphs 7 and 8. Upon the mutual agreement of Knox County and the Contractor, the award may be extended for four (4) additional years, one (1) year at a time. This may result in a total of five (5) years.

2. Payment. Knox County shall pay Contractor the amount as agreed upon in Knox County’s Invitation for Bid 3447 for Paving Services as follows:

See Attachment “B” Contractor’s Written Response to Invitation for Bid 3447

Pursuant to all payments being subject to the County’s review and approval. The Contractor shall receive, upon the need of the County, written notification to proceed.

3. Placement of Orders. Knox County departments and agencies will place orders with the Knox County Procurement Division. Knox County Procurement will issue purchase orders to the Contractor. Only purchase orders issued by Knox County Procurement shall be honored.

4. Invoicing and reporting requirements. Contractor shall invoice Knox County upon the successful completion of all aspects of a particular job. Contractor is hereby cautioned that it can take a minimum of 30 days to process invoices.

As several different departments may use this contract, please adhere to the following guidelines:

For KCSMO mail all invoices to:

Knox County Schools Maintenance & Operations
Purchasing Supervisor
900 East Fifth Avenue
Knoxville, Tennessee 37917

For Knox County Departments mail all invoices to:

The address listed on the Purchase Order for the ordering department.

5. Pricing and Escalation. Contractor warrants that the unit pricing stated in Attachment "B" shall remain firm for a period of one (1) year from the first day of the contract period. If the Contractor's price is increased after the first year, Knox County must give written approval before the increase shall become effective. Requests for price adjustments must be submitted at least sixty (60) days in advance of the date the price increase is requested. Justification for the requested adjustment (costs of labor and/or materials) must be accompanied by appropriate documentation. Escalation shall not exceed the increase, if any, in the Consumer Price Index for all Urban Consumers (CPI-U: U.S. City Average, All Items), published by the U.S. Department of Labor, Bureau of Labor Statistics, during the immediately preceding contract year.

6. Safety. The successful vendor shall exercise all safety measures associated with the services to be performed under this contract and hereby warrants that all employees working under this contract have been trained in the proper and safe practices of Paving Services and related duties.

7. Termination. Knox County may terminate this contract with or without cause, upon written notice of not less than thirty calendar days. Upon termination, County will pay for services satisfactorily completed but not yet invoiced. Contractor shall not perform additional work without the expressed written permission of Knox County. The agencies utilizing this Contract may also terminate their individual participation by written notice.

Should the Contractor fail to provide Paving Services as detailed herein, Knox County will communicate the **problem(s) to the Contractor** verbally and keep a written record as to what the problem(s) are and when the contractor was contacted. **The Contractor shall have 72 hours** to rectify the problems. If the same or other problems persist or reoccur, Knox County may terminate the contract.

8. Appropriations. In the event no funds are appropriated by Knox County for Paving Services in any fiscal year or insufficient funds exist to provide the services, then the contract shall expire upon the expenditure of previously appropriated funds or the end of the current fiscal year, whichever occurs first, with no obligations owed to or by either party.

9. Independent contractor. Contractor and Contractor's employees shall serve as independent contractors and County shall not be in any manner responsible for any payment, insurance, or incurred liability.

10. Compliance with all federal, state, and municipal laws. Contractor is assumed to be familiar with and agrees to observe and comply with all federal, state, and local laws, statutes, ordinances, and regulations in any manner affecting the provision of Miscellaneous Construction and Renovation Services, and all instructions and prohibitive orders issued regarding this work and shall obtain all necessary permits.

11. Criminal background check. Contractor agrees to comply with Tennessee Code Annotated Section 49-5-413. As required under the statute, Contractor will provide fingerprinting and criminal history records checks, conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation, for all employees, subcontractor personnel and students that will enter the grounds of any of the schools (previously defined as premises) in performance of the Services in this contract before permitting the employee, subcontractor personnel or student to have contact with students or enter school grounds when students are present. Criminal background checks are the expense of the Contractor. If the employee or subcontractor personnel has previously had a criminal history check in accordance with Tennessee Code Annotated Section 49-5-413, Contractor shall provide a copy of the criminal background check to the Knox County and this will serve as compliance with said requirement.

12. Severability clause. If any provision of this contract is declared illegal, void, or unenforceable the remaining provisions shall not be affected but shall remain in force and in effect.

13. Prohibition against assignment. Contractor shall not assign this contract to any party, company, partnership, incorporation, or person without prior specific written consent of Knox County.

14. Jurisdiction. This Contract shall be governed by the laws of the State of Tennessee both as to interpretation and performance. The Chancery Court and/or the Circuit Court of Knox County, Tennessee, shall have exclusive and concurrent jurisdiction of any disputes, which arise hereunder.

15. Right to inspect. Knox County reserves the right to make periodic inspections of the manner and means the services are performed.

16. Nondiscrimination and non-conflict statements. Contractor agrees that no person on the grounds of handicap, age, race, color, religion, sex or national origin, shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the performance of this contract, or in the employment practices of Contractor. Contractor shall upon request show proof of such non-discrimination, and shall post in conspicuous places available to all employees and applicants notices of non-discrimination.

17. Books and records. Contractor shall maintain all books, documents, accounting records and other evidence pertaining to the service under this contract and make such materials available at their offices at all reasonable times during the contract period and for three (3) years from the date of the final payment under the contract for inspection by Knox County or by any other governmental entity or agency participating in the funding of this contract, or any authorized agents thereof; copies of said records to be furnished if requested. Such records shall not include those books, documents and accounting records that **represent the Contractor's costs** of manufacturing, acquiring or delivering the products and services governed by this contract.

18. Limitations of liability. In no event shall Knox County be liable for any indirect, incidental, consequential, special or exemplary damages or lost profits, even if Knox County has been advised of the possibility of such damages.

19. Contractor shall indemnify, defend, save and hold harmless, Knox County, its officers, agents and employees from all suits, claims, actions or damages of any nature brought because of, arising out of, or due to breach of the **contract by Contractor**, its subcontractors, agents or employees or due to any negligent act or occurrence or omission or **commission of Contractor**, its subcontractors, agent, or employees.

20. Delivery. Contractor shall render Paving Services for Knox County in accordance with the **Contractor's** schedule and coordinated with Knox County or its designee.

21. Contract documents. It is mutually agreed by both parties that the following documents are made part of this contract and are incorporated herein by reference:

- a. Invitation for Bid 3447
- b. Contractor's Written Response to Invitation for Bid 3447

It is agreed that this contract, represents the **entire contract** between the parties and no prior representations, promises, and agreements, oral or otherwise, not embodied herein, shall be of any force or effect.

In witness whereof, the parties hereto have caused this contract to be executed on the day and year first above written.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County board of Education on the 4th

Day of October, 2023, as reflected in its minutes, and certified by its Chairperson.

Betsy Henderson
BOARD CHAIR – Signature

Betsy Henderson
BOARD CHAIR – Printed Name

Date 10/4/2023

Approved by
Knox County Board of Education
10/4/2023 (e)

KNOX COUNTY GOVERNMENT

Glenn Jacobs
MAYOR – Signature

Glenn Jacobs
MAYOR – Printed Name

Date 10/9/2023

KNOX COUNTY LAW DIRECTOR

CONTRACT #: 23-632
APPROVED AS TO LEGAL FORM

KNOX COUNTY, TENNESSEE

[Signature]
Law Director's Office – Signature

Gary Dupler
Law Director's Office – Printed Name

Date 9/18/2023

DURACAP ASPHALT PAVING CO, INC.

Brian D. Sank
AUTHORIZED SIGNATURE

[Signature]
PRINTED NAME

DATE 10-24-27



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Assignment of Contract for Paving Services" from Duracap Asphalt Paving Co, Inc to APAC - Atlantic Inc./Harrison Construction

Cost to Knox County Schools

Description and Type of Funding Source

177 791335 579950

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session**7. C. 2.****Meeting Date:** 01/08/2026

Energy Control Consultants to Budget Holdings, LLC dba American Window Film Assignment of Contract

Submitted By: Terri Coatney**Department:** Operations**Division:** Maintenance & Operations

Explanation

Approve Assignment of Contract with Energy Control Consultants, Inc. and Budget Holdings, LLC dba American Window Film (Bid 3634) (Original Contract approved by Board on May 8, 2025)

Fiscal Impact**Attachments**

Assignment of Contract

Original Contract

Fiscal Note

ASSIGNMENT OF CONTRACT

The following agreement is entered into by and among Energy Control Consultants, Inc., Knox County, Tennessee, (hereinafter County), and Budget Holdings, LLC (dba American Window Film):

1. With the consent of County, and subject to the terms of this agreement, Energy Control Consultants, Inc., hereby assigns the balance of the term of its current contract with County which ends July 31, 2026, to Budget Holdings, LLC (dba American Window Film) which will have four (4) options for renewal between both County and Budget Holdings, LLC (dba American Window Film) at the end of the contract term.
2. In exchange for said assignment, Budget Holdings, LLC (dba American Window Film) accepts the assignment and agrees to all of the terms and conditions of the Invitation for Bid (hereafter referred to as IFB) No. 3634 and Contract No. 25-221(b), previously entered into by and between Energy Control Consultants, Inc. and County, which is attached hereto and made a part hereof.
3. Budget Holdings, LLC (dba American Window Film) assumes liability for all past acts of Energy Control Consultants, Inc. and shall indemnify County in accordance with the terms and conditions set forth in IFB No. 3634 and Contract No. 25-221(b).
4. Budget Holdings, LLC (dba American Window Film) assumes liability for all of its acts and indemnifies County in accordance with the terms and conditions set forth in the attached, assigned contract.
5. Energy Control Consultants, Inc. acknowledges that it has been paid in full to date for its services and that County is no longer obligated to Energy Control Consultants, Inc.

6. Energy Control Consultants, Inc. and Budget Holdings, LLC (dba American Window Film) hereby releases and discharges County and each of its insurers, affiliates, agents, officers, directors, heirs, executors, administrators, employees, successors, assigns, and all other persons, associations and/or corporations, whether herein named or referred to or not, (sometimes hereinafter collectively called "Releasees"), from all federal or state causes of action, suits, debts, dues, sums of money, accounts, bills, covenants, claims, and demands whatsoever, in law and equity, including but not limited to lost profits or compensatory, consequential, incidental or punitive damages, arising out of any act or occurrence or omission related to IFB No. 3634 and Contract No. 25-221(b) or the termination or assignment of said contract, which Energy Control Consultants, Inc. ever had, now has, or will have in the future or which its successors, assigns and personal representatives can, shall, or may have against County in the past, now, or in the future.

7. Energy Control Consultants, Inc. and Budget Holdings, LLC (dba American Window Film) do hereby agree to pay County any loss, costs, damages, or expenses and/or any sum or sums of money that Energy Control Consultants might hereafter be compelled to pay on account of any and all alleged injuries allegedly sustained heretofore.

8. Energy Control Consultants, Inc. and Budget Holdings, LLC (dba American Window Film) represent and acknowledge that they have read and understood the meaning and intent of the language of this document and no other promise, inducement or agreement not herein expressed has been made to it and that this Assignment of Contract constitutes the entire agreement to terminate between the parties hereto, and that the terms of this Assignment of Contract involve material controlling conditions which are to be construed to be contractual and not mere recitals.

IN WITNESS WHEREOF WE HAVE SET OUR HANDS THIS _____ DAY OF _____, 2025.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County board of Education on the _____ Day of _____, 2025, as reflected in its minutes, and certified by its Chairperson.

BOARD CHAIR – Signature

BOARD CHAIR – Printed Name

Energy Control Consultants, Inc.

BY : _____

Print Name: _____

Title: _____

Budget Holdings LLC (dba American Window Film)

BY : _____

Print Name: _____

Title: _____

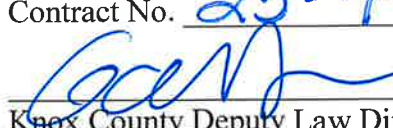
KNOX COUNTY, TENNESSEE

BY: _____

Glenn Jacobs, Knox County Mayor

Approved As To Legal Form:

Contract No. 25-774


Knox County Deputy Law Director

Date 12/16/2025

KNOX COUNTY GOVERNMENT

AND

ENERGY CONTROL CONSULTANTS, INC.

This Contract made and entered into this 1 day of August, 2025 by and between **Knox County Government** through its governing body and authorized representative, hereinafter referred to as "**Knox County**" and **Energy Control Consultants, Inc.** hereinafter referred to as "**Contractor.**"

Whereas, County requested sealed bids for the provision of Security Window Films and Installation Services for Knox County Government, (Invitation for Bid 3634);

Whereas, Contractor submitted a Bid in accordance with said requested specifications, the response of which is the most responsible and responsive bid meeting specifications accepted by Knox County;

Whereas, Contractor agrees and undertakes to provide Security Window Films and Installation Services to Knox County, as set forth in the Invitation for Bid, and at the price quoted for said services by Contractor. Further, in accordance with the lawful directions of the Knox County Government, the Contractor agrees in all respects, to be governed by the Invitation for Bid specifications and the Contractor's response.

Now, therefore in consideration of mutual covenants and promises contained herein, the parties hereto wish to enter into this contract to set forth their respective rights and obligations and do mutually agree that;

Witnesseth:

1. **Terms of this contract.** This contract commences on the 1st day of August 2025, and ends the 31st day of July 2026, unless terminated in conformity with the terms of this contract as contained in paragraphs 7 and 8. Upon the mutual agreement of Knox County and the Contractor, the award may be extended for four (4) additional years, one (1) year at a time. This may result in a total of five (5) years.

2. **Payment.** Knox County shall pay Contractor the amount as agreed upon in Knox County's Invitation for Bid 3634 for Security Window Films and Installation Services as follows:

See Attachment "B" Contractor's Written Response to Invitation for Bid 3634

Pursuant to all payments being subject to the County's review and approval. The Contractor shall receive, upon the need of the County, written notification to proceed.

3. **Placement of Orders.** Knox County departments and agencies will place orders with the Knox County Procurement Division. Knox County Procurement will issue purchase orders to the Contractor. Only purchase orders issued by Knox County Procurement shall be honored.

4. **Invoicing and reporting requirements.** Contractor shall invoice Knox County upon the successful completion of all aspects of a particular job. Contractor is hereby cautioned that it can take a minimum of 30 days to process invoices.

As several different departments may use this contract, please adhere to the following guidelines:

For KCSMO mail all invoices to:

Knox County Schools Maintenance & Operations
Purchasing Supervisor
900 East Fifth Avenue
Knoxville, Tennessee 37917

For Knox County Departments mail all invoices to:

The address listed on the Purchase Order for the ordering department.

5. **Pricing and Escalation.** Contractor warrants that the unit pricing stated in Attachment "B" shall remain firm for a period of one (1) year from the first day of the contract period. If the Contractor's price is increased after the first year, Knox County must give written approval before the increase shall become effective. Requests for price adjustments must be submitted at least sixty (60) days in advance of the date the price increase is requested. Justification for the requested adjustment (costs of labor and/or materials) must be accompanied by appropriate documentation.

6. **Safety.** The successful vendor shall exercise all safety measures associated with the services to be performed under this contract and hereby warrants that all employees working under this contract have been trained in the proper and safe practices of Security Window Films and Installation Services and related duties.

7. **Termination.** Knox County may terminate this contract with or without cause, upon written notice of not less than thirty calendar days. Upon termination, County will pay for services satisfactorily completed but not yet invoiced. Contractor shall not perform additional work without the expressed written permission of Knox County. The agencies utilizing this Contract may also terminate their individual participation by written notice.

Should the Contractor fail to provide Security Window Films and Installation Services as detailed herein, Knox County will communicate the **problem(s) to the Contractor** verbally and keep a written record as to what the problem(s) are and when the contractor was contacted.

The Contractor shall have 72 hours to rectify the problems. If the same or other problems persist or reoccur, Knox County may terminate the contract.

8. Appropriations. In the event no funds are appropriated by Knox County for Security Window Films and Installation Services in any fiscal year or insufficient funds exist to provide the services, then the contract shall expire upon the expenditure of previously appropriated funds or the end of the current fiscal year, whichever occurs first, with no obligations owed to or by either party.

9. Independent contractor. Contractor and Contractor's employees shall serve as independent contractors and County shall not be in any manner responsible for any payment, insurance, or incurred liability.

10. Compliance with all federal, state, and municipal laws. Contractor is assumed to be familiar with and agrees to observe and comply with all federal, state, and local laws, statutes, ordinances, and regulations in any manner affecting the provision of Miscellaneous Construction and Renovation Services, and all instructions and prohibitive orders issued regarding this work and shall obtain all necessary permits.

11. Criminal background check. Contractor agrees to comply with Tennessee Code Annotated Section 49-5-413. As required under the statute, Contractor will provide fingerprinting and criminal history records checks, conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation, for all employees, subcontractor personnel and students that will enter the grounds of any of the schools (previously defined as premises) in performance of the Services in this contract before permitting the employee, subcontractor personnel or student to have contact with students or enter school grounds when students are present. Criminal background checks are the expense of the Contractor. If the employee or subcontractor personnel has previously had a criminal history check in accordance with Tennessee Code Annotated Section 49-5-413, Contractor shall provide a copy of the criminal background check to the Knox County and this will serve as compliance with said requirement.

12. Severability clause. If any provision of this contract is declared illegal, void, or unenforceable the remaining provisions shall not be affected but shall remain in force and in effect.

13. Prohibition against assignment. Contractor shall not assign this contract to any party, company, partnership, incorporation, or person without prior specific written consent of Knox County.

14. Jurisdiction. This Contract shall be governed by the laws of the State of Tennessee both as to interpretation and performance. The Chancery Court and/or the Circuit Court of Knox County, Tennessee, shall have exclusive and concurrent jurisdiction of any disputes, which arise hereunder.

15. Right to inspect. Knox County reserves the right to make periodic inspections of the manner and means the services are performed.

16. Nondiscrimination and non-conflict statements. Contractor agrees that no person on the grounds of handicap, age, race, color, religion, sex or national origin, shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the performance of this contract, or in the employment practices of Contractor. Contractor shall upon request show proof of such non-discrimination, and shall post in conspicuous places available to all employees and applicants notices of non-discrimination.

17. Books and records. Contractor shall maintain all books, documents, accounting records and other evidence pertaining to the service under this contract and make such materials available at their offices at all reasonable times during the contract period and for five (5) years from the date of the final payment under the contract for inspection by Knox County or by any other governmental entity or agency participating in the funding of this contract, or any authorized agents thereof; copies of said records to be furnished if requested. Such records shall not include those books, documents and accounting records that **represent the Contractor's costs** of manufacturing, acquiring or delivering the products and services governed by this contract.

18. Limitations of liability. In no event shall Knox County be liable for any indirect, incidental, consequential, special or exemplary damages or lost profits, even if Knox County has been advised of the possibility of such damages.

19. Contractor shall indemnify, defend, save and hold harmless, Knox County, its officers, agents and employees from all suits, claims, actions or damages of any nature brought because of, arising out of, or due to breach of the **contract by Contractor**, its subcontractors, agents or employees or due to any negligent act or occurrence or omission or **commission of Contractor**, its subcontractors, agent, or employees.

20. Delivery. Contractor shall render Security Window Films and Installation Services for Knox County in accordance with the **Contractor's** schedule and coordinated with Knox County or its designee.

21. Contract documents. It is mutually agreed by both parties that the following documents are made part of this contract and are incorporated herein by reference:

- a. Invitation for Bid 3634
- b. Contractor's Written Response to Invitation for Bid 3634

It is agreed that this contract, represents the **entire contract** between the parties and no prior representations, promises, and agreements, oral or otherwise, not embodied herein, shall be of any force or effect.

In witness whereof, the parties hereto have caused this contract to be executed on the day and year first above written.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County board of Education on the 8th

Day of May, 2025, as reflected in its minutes, and certified by its Chairperson.

Betsy Henderson
BOARD CHAIR – Signature

Betsy Henderson
BOARD CHAIR – Printed Name

Date 5/8/2025

Approved by
Knox County Board of Education
5/8/2025 

KNOX COUNTY GOVERNMENT

Glenn Jacobs
MAYOR – Signature

Glenn Jacobs
MAYOR – Printed Name

Date 5/12/25

KNOX COUNTY LAW DIRECTOR

CONTRACT #: 25-221(b)
APPROVED AS TO LEGAL FORM

Gary Dupler
Law Director's Office – Signature

KNOX COUNTY, TENNESSEE

Gary Dupler
Law Director's Office – Printed Name

Date 4/29/2025

ENERGY CONTROL CONSULTANTS, INC.

Paul J. Shamiyeh
AUTHORIZED SIGNATURE

Paul J. Shamiyeh
PRINTED NAME

DATE 8/1/2025

KNOX COUNTY GOVERNMENT

AND

ENERGY CONTROL CONSULTANTS, INC.

This Contract made and entered into this 1 day of August, 2025 by and between **Knox County Government** through its governing body and authorized representative, hereinafter referred to as "**Knox County**" and **Energy Control Consultants, Inc.** hereinafter referred to as "**Contractor.**"

Whereas, County requested sealed bids for the provision of Security Window Films and Installation Services for Knox County Government, (Invitation for Bid 3634);

Whereas, Contractor submitted a Bid in accordance with said requested specifications, the response of which is the most responsible and responsive bid meeting specifications accepted by Knox County;

Whereas, Contractor agrees and undertakes to provide Security Window Films and Installation Services to Knox County, as set forth in the Invitation for Bid, and at the price quoted for said services by Contractor. Further, in accordance with the lawful directions of the Knox County Government, the Contractor agrees in all respects, to be governed by the Invitation for Bid specifications and the Contractor's response.

Now, therefore in consideration of mutual covenants and promises contained herein, the parties hereto wish to enter into this contract to set forth their respective rights and obligations and do mutually agree that;

Witnesseth:

1. **Terms of this contract.** This contract commences on the 1st day of August 2025, and ends the 31st day of July 2026, unless terminated in conformity with the terms of this contract as contained in paragraphs 7 and 8. Upon the mutual agreement of Knox County and the Contractor, the award may be extended for four (4) additional years, one (1) year at a time. This may result in a total of five (5) years.

2. **Payment.** Knox County shall pay Contractor the amount as agreed upon in Knox County's Invitation for Bid 3634 for Security Window Films and Installation Services as follows:

See Attachment "B" Contractor's Written Response to Invitation for Bid 3634

Pursuant to all payments being subject to the County's review and approval. The Contractor shall receive, upon the need of the County, written notification to proceed.

3. **Placement of Orders.** Knox County departments and agencies will place orders with the Knox County Procurement Division. Knox County Procurement will issue purchase orders to the Contractor. Only purchase orders issued by Knox County Procurement shall be honored.

4. **Invoicing and reporting requirements.** Contractor shall invoice Knox County upon the successful completion of all aspects of a particular job. Contractor is hereby cautioned that it can take a minimum of 30 days to process invoices.

As several different departments may use this contract, please adhere to the following guidelines:

For KCSMO mail all invoices to:

Knox County Schools Maintenance & Operations
Purchasing Supervisor
900 East Fifth Avenue
Knoxville, Tennessee 37917

For Knox County Departments mail all invoices to:

The address listed on the Purchase Order for the ordering department.

5. **Pricing and Escalation.** Contractor warrants that the unit pricing stated in Attachment "B" shall remain firm for a period of one (1) year from the first day of the contract period. If the Contractor's price is increased after the first year, Knox County must give written approval before the increase shall become effective. Requests for price adjustments must be submitted at least sixty (60) days in advance of the date the price increase is requested. Justification for the requested adjustment (costs of labor and/or materials) must be accompanied by appropriate documentation.

6. **Safety.** The successful vendor shall exercise all safety measures associated with the services to be performed under this contract and hereby warrants that all employees working under this contract have been trained in the proper and safe practices of Security Window Films and Installation Services and related duties.

7. **Termination.** Knox County may terminate this contract with or without cause, upon written notice of not less than thirty calendar days. Upon termination, County will pay for services satisfactorily completed but not yet invoiced. Contractor shall not perform additional work without the expressed written permission of Knox County. The agencies utilizing this Contract may also terminate their individual participation by written notice.

Should the Contractor fail to provide Security Window Films and Installation Services as detailed herein, Knox County will communicate the **problem(s) to the Contractor** verbally and keep a written record as to what the problem(s) are and when the contractor was contacted.

The Contractor shall have 72 hours to rectify the problems. If the same or other problems persist or reoccur, Knox County may terminate the contract.

8. Appropriations. In the event no funds are appropriated by Knox County for Security Window Films and Installation Services in any fiscal year or insufficient funds exist to provide the services, then the contract shall expire upon the expenditure of previously appropriated funds or the end of the current fiscal year, whichever occurs first, with no obligations owed to or by either party.

9. Independent contractor. Contractor and Contractor's employees shall serve as independent contractors and County shall not be in any manner responsible for any payment, insurance, or incurred liability.

10. Compliance with all federal, state, and municipal laws. Contractor is assumed to be familiar with and agrees to observe and comply with all federal, state, and local laws, statutes, ordinances, and regulations in any manner affecting the provision of Miscellaneous Construction and Renovation Services, and all instructions and prohibitive orders issued regarding this work and shall obtain all necessary permits.

11. Criminal background check. Contractor agrees to comply with Tennessee Code Annotated Section 49-5-413. As required under the statute, Contractor will provide fingerprinting and criminal history records checks, conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation, for all employees, subcontractor personnel and students that will enter the grounds of any of the schools (previously defined as premises) in performance of the Services in this contract before permitting the employee, subcontractor personnel or student to have contact with students or enter school grounds when students are present. Criminal background checks are the expense of the Contractor. If the employee or subcontractor personnel has previously had a criminal history check in accordance with Tennessee Code Annotated Section 49-5-413, Contractor shall provide a copy of the criminal background check to the Knox County and this will serve as compliance with said requirement.

12. Severability clause. If any provision of this contract is declared illegal, void, or unenforceable the remaining provisions shall not be affected but shall remain in force and in effect.

13. Prohibition against assignment. Contractor shall not assign this contract to any party, company, partnership, incorporation, or person without prior specific written consent of Knox County.

14. Jurisdiction. This Contract shall be governed by the laws of the State of Tennessee both as to interpretation and performance. The Chancery Court and/or the Circuit Court of Knox County, Tennessee, shall have exclusive and concurrent jurisdiction of any disputes, which arise hereunder.

15. Right to inspect. Knox County reserves the right to make periodic inspections of the manner and means the services are performed.

16. Nondiscrimination and non-conflict statements. Contractor agrees that no person on the grounds of handicap, age, race, color, religion, sex or national origin, shall be excluded from participation in, or be denied benefits of, or be otherwise subjected to discrimination in the performance of this contract, or in the employment practices of Contractor. Contractor shall upon request show proof of such non-discrimination, and shall post in conspicuous places available to all employees and applicants notices of non-discrimination.

17. Books and records. Contractor shall maintain all books, documents, accounting records and other evidence pertaining to the service under this contract and make such materials available at their offices at all reasonable times during the contract period and for five (5) years from the date of the final payment under the contract for inspection by Knox County or by any other governmental entity or agency participating in the funding of this contract, or any authorized agents thereof; copies of said records to be furnished if requested. Such records shall not include those books, documents and accounting records that **represent the Contractor's costs** of manufacturing, acquiring or delivering the products and services governed by this contract.

18. Limitations of liability. In no event shall Knox County be liable for any indirect, incidental, consequential, special or exemplary damages or lost profits, even if Knox County has been advised of the possibility of such damages.

19. Contractor shall indemnify, defend, save and hold harmless, Knox County, its officers, agents and employees from all suits, claims, actions or damages of any nature brought because of, arising out of, or due to breach of the **contract by Contractor**, its subcontractors, agents or employees or due to any negligent act or occurrence or omission or **commission of Contractor**, its subcontractors, agent, or employees.

20. Delivery. Contractor shall render Security Window Films and Installation Services for Knox County in accordance with the **Contractor's** schedule and coordinated with Knox County or its designee.

21. Contract documents. It is mutually agreed by both parties that the following documents are made part of this contract and are incorporated herein by reference:

- a. Invitation for Bid 3634
- b. Contractor's Written Response to Invitation for Bid 3634

It is agreed that this contract, represents the **entire contract** between the parties and no prior representations, promises, and agreements, oral or otherwise, not embodied herein, shall be of any force or effect.

In witness whereof, the parties hereto have caused this contract to be executed on the day and year first above written.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County board of Education on the 8th

Day of May, 2025, as reflected in its minutes, and certified by its Chairperson.

Betsy Henderson
BOARD CHAIR – Signature

Betsy Henderson
BOARD CHAIR – Printed Name

Date 5/8/2025

Approved by
Knox County Board of Education
5/8/2025 

KNOX COUNTY GOVERNMENT

Glenn Jacobs
MAYOR – Signature

Glenn Jacobs
MAYOR – Printed Name

Date 5/12/25

KNOX COUNTY LAW DIRECTOR

CONTRACT #: 25-221(b)
APPROVED AS TO LEGAL FORM

Gary Dupler
Law Director's Office – Signature

KNOX COUNTY, TENNESSEE

Gary Dupler
Law Director's Office – Printed Name

Date 4/29/2025

ENERGY CONTROL CONSULTANTS, INC.

Paul J. Shamiyeh
AUTHORIZED SIGNATURE

Paul J. Shamiyeh
PRINTED NAME

DATE 8/1/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Security Window Film and Installation Services "Assignment of Contract" Energy Control Consultants to Budget Holdings, LLC
(dba American Window Film)

Cost to Knox County Schools

Description and Type of Funding Source

146 672214 00 579900

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Columbia University, Columbia Law School Center for Public Research and Leadership Research
Data Sharing Agreement

Submitted By: Terri Coatney

Department: Academics

Division: Teaching & Learning

Explanation

Approve Data Sharing Agreement with the Trustees of Columbia University in the City of New York, on behalf of the Center for Public Research and Leadership at Columbia Law School related to Science curriculum for the 2025-2026 and 2026-2027 school years

Fiscal Impact

Attachments

Agreement
Fiscal Note

**DATA SHARING AGREEMENT BETWEEN KNOX COUNTY SCHOOLS AND THE TRUSTEES OF
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, ON BEHALF OF THE CENTER FOR PUBLIC RESEARCH
AND LEADERSHIP AT COLUMBIA LAW SCHOOL**

This Data Sharing Agreement (“DSA”) is entered into between Knox County Schools (“District”) and The Trustees of Columbia University in the City of New York, on behalf of the Center for Public Research and Leadership at Columbia Law School (“Requestor”). This contract has the following overriding goals:

1. Preserving the anonymity of student identities, including assurance that identifiable student data is not released to third parties;
2. Enhancing the ability of the District and the Requestor to improve instruction for District students by allowing access to individual student records consistent with the requirements of the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g for the purpose of conducting the OpenSciEd study (“OSE Study”), funded by the Carnegie Corporation, which will be conducted with several local educational agencies in multiple states during the 2024/25-2026/27 school years and explore and examine (a) the impact of adopting and implementing the OpenSciEd curriculum, which comprises high-quality, inquiry-based science education materials, and student learning outcomes; (b) how the quality of OpenSciEd implementation varies across classrooms, schools, and LEAs, and the relationship between adoption, how teachers, schools, and LEAs implement OpenSciEd, and student learning outcomes; and (c) how different LEAs approach the process of improving implementation and what may be driving different curriculum implementation experiences (e.g., different approaches to professional learning); and

NOW, THEREFORE, THE DISTRICT AND REQUESTOR AGREE AS FOLLOWS:

I OBLIGATIONS OF REQUESTOR

The Requestor, by its duly authorized signatory, shall ensure the confidentiality of student data through the following methods:

- a) The Requestor shall strictly comply with all state and federal laws that apply to the use and release of the data, including but not limited to FERPA and its regulations, set forth at 34 C.F.R. § Part 99. When necessary to comply with FERPA, the District shall procure the consent of parents or eligible students to the release and use of the data, and shall maintain written proof of parent or student consent.
- b) The Requestor shall comply with the re-disclosure limitations set forth in FERPA, including 34 C.F.R. § Part 99.33.
- c) The Requestor shall restrict access to the data only to (i) the person or persons who provide direct services to District students; (ii) the person or persons who have been tasked with analyzing the data, including those within Requestor’s organization, and subcontractors engaged to conduct the OSE Study; and make those persons aware of, and agree to abide by, the terms set forth in this DSA.

- d) The Requestor shall not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in this DSA, or authorized, in writing, by District, unless such disclosure is required by law or court order.
- e) The Requestor shall not distribute, reprint, alter, sell, assign, edit, modify or create derivative works or any ancillary materials from or with the data, other than publications permitted under Sections I(m) and I(n).
- f) The Requestor shall not use data shared under this DSA for any purpose other than the goals outlined in this DSA. Nothing in the DSA shall be construed to authorize Requestor to have access to additional data from the District that is not included in the scope of the DSA (or addenda). Requestor understands that the DSA does not convey ownership of the data to Requestor.
- g) The Requestor shall take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data. Reasonable security precautions and protections include, but are not limited to:
 - i) Creating, distributing, and implementing data governance policies and procedures which protect District data through appropriate administrative, technical, and physical security safeguards, and outline staff responsibilities for maintaining data security;
 - ii) Encrypting all District data carried on mobile computers/devices;
 - iii) Encrypting District data before it is transmitted electronically;
 - iv) Requiring that users be uniquely identified and authenticated before accessing District data;
 - v) Establish and enforce well-defined data privilege rights which restrict users' access to the data necessary for them to perform their job functions;
 - vi) Ensuring that all staff accessing District data sign an affidavit of nondisclosure, attached as Exhibit A, and maintain copies of signed affidavits;
 - vii) Securing access to any physical areas/electronic devices where sensitive data are stored;
 - viii) Installing a firewall to permit or deny network transmissions based upon a set of rules;
 - ix) Installing anti-virus software to protect the network.
- h) The Requestor shall report all known breaches of District data, in any format, to the District as soon as practicable. As soon as practicable, a report will also need to be delivered that shall include details regarding the breach, including (3) date and time the incident was discovered; (4) nature of the incident (e.g., system level electronic breach, an electronic breach of one computer or device, or a breach of hard copies of records; (5) a description of the information lost or compromised; (6) name of electronic system and possible interconnectivity with other systems; (7) storage medium from which information was lost or compromised; (8) controls in place to prevent unauthorized use of the lost or compromised information; (9) number of individuals potentially affected; and (10) whether law enforcement was contacted.
- i) The Requestor shall securely and permanently destroy the data, and any and all hard and soft (electronic) copies thereof, upon the termination of this DSA. Requestor agrees to require all employees, contractors, or agents of any kind using the District data to comply with this provision. Requestor agrees to document the methods used to destroy the data, and upon request, provide certification to the District that the data has been destroyed.
- j) The Requestor has the right consistent with scientific standards, to present, publish, or use student results it has gained in the course of its analysis, but only if the publication, presentation, or use does not include personally identifiable information of parents, students, or teachers. Should the Requestor use or collect data for the purpose of conducting a research study, Requestor will separately submit an External Research Request. To determine whether

data use/collection constitutes a research study, Requestor shall reference the Research Guidelines ([www. https://www.knoxschools.org/rea](https://www.knoxschools.org/rea)) from Knox County Schools Research & Evaluation office.

- k) Should the Requestor present, publish, or use student results it has gained in the course of its analysis under Section I(m), Requestor shall adhere to the following terms:
- i) The Requestor shall not publish, present, or use reports that include a cell size of less than 10. Reports must mask these cells so that the results are not revealed.
 - ii) Publications and reports of data and information shared, including preliminary descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student, parent, or teacher.
 - iii) No less than 7 business days prior to public disclosure of its data analysis, Requestor will provide the District a manuscript or other draft of the proposed public disclosure. Within 15 business days following receipt thereof, the District will notify Requestor in writing if the proposed disclosure contains any confidential information and specify the portions of the proposed disclosure requiring redaction; if no notification is received from District within this timeframe, Requestor may proceed with public disclosure.
 - iv) The Requestor shall provide the District, free of charge and within thirty (30) days, a copy of any report that is generated using the data.
- l) The Requestor acknowledges that any violation of this DSA and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information constitutes just cause for the District to immediately terminate this DSA.

II OBLIGATIONS OF DISTRICT

During the term of this DSA, the District shall:

- a) Prepare and deliver student data as defined in Appendix A.
- b) Prepare and provide a method of secure data transfer between the District and Requestor.
- c) Maintain and audit signed FERPA release forms provided to the District.

III PAYMENT

No payments will be made under this agreement by either party.

IV INDEMNIFICATION

To the extent allowable by Tennessee law,

Each party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

- V This DSA will allow for the District to provide the Requestor with student data, as defined in Appendix A, for the 2025-2026 school year and 2026-2027 school year and historical academic data on records with the District. The DSA shall become effective on the date when the last party to sign has executed this DSA and shall remain in effect until June 30, 2026, unless terminated under the terms of Paragraph VII below.

- VI The District may terminate this DSA, with 30 days written notice to Requestor at any time, for any reason. In addition, District may terminate this DSA at any time if it determines such action is necessary for the health, safety or education of students or staff. Requestor may terminate this DSA, with 90 days written notice to the District, at any time, for any reason.

VII MISCELLANEOUS PROVISIONS

- a) Entire Agreement. This DSA constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided herein.
- b) Amendment. Modifications to this DSA must be in writing and be signed by each party.
- c) Governing Law. The terms of this DSA shall be interpreted according to and enforced under the laws of the State of Tennessee. The parties agree that any judicial proceedings filed by the parties regarding this DSA will take place in Knoxville, TN.
- d) Severability. If any provision of this DSA is held invalid or unenforceable, the remainder of the DSA will not be affected, but continue in full force.
- e) Assignment. Neither party shall assign its rights or responsibilities under this DSA, unless it receives written permission from the other party.
- f) Non-Waiver. Any express waiver or failure to exercise promptly any right under this DSA will not create a continuing waiver or any expectation of non- enforcement.
- g) Cooperation with District Auditor and State Auditor: Requestor agrees to provide reasonable cooperation with any reasonable inquiry by either the district or State Auditor relating to the performance of this contract. The District has the right to annually audit records of the Requestor relating to performance under this contract. Failure to cooperate may be cause for debarment from award of future contracts.

Signatures on the following Page

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

Glenn Jacobs, Mayor

Date: _____

COLUMBIA UNIVERSITY

Printed Name/Title

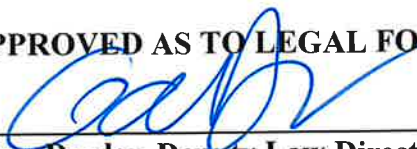
Signature

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-621

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/16/2025

APPENDIX A: DATA FILE DESCRIPTION

In furtherance of the OSE Study, Disclosing Party will, on an annual basis during the 2025-26 and 2026-27 school years, provide to CPRL the following data:

- For all 2025-26 and 2026-27 6th, 7th, and 8th grade science teachers, teacher name, LEA-issued email address, and teacher characteristics (current school, years of teaching in current school, years of teaching overall, grad(s) and subject (s) taught, race, gender);
- 2025-26 and 2026-27 de-identified (using unique study ID numbers) student-level state science assessment data, linked to teacher, including student demographics (race, gender, IEP status, poverty status, multilingual learner status);
- Those students' prior year student-level state science assessment data, including student demographics (race, gender, IEP status, poverty status, multilingual learner status);
- For all 6th, 7th, and 8th grade teachers' 2024-2025 6th, 7th, and 8th grade students, respectively, those students 2023-2024 and 2024-2025 state science and math assessment scores, including student demographics (race, gender, IEP status, poverty status, multilingual learner status);
- Relevant Interim Assessment Data, de-identified and linked to teachers; and
- Relevant Student Experience Data, de-identified and lined to teachers.

EXHIBIT A: KNOX COUNTY SCHOOLS

Affidavit of Nondisclosure

Name _____ Title _____

Organization / Employer _____

I, _____, an employee of _____, represent that I am authorized to access the District's data because I require the information to conduct the OSE Study. I have been made aware of the governing Data Sharing Agreement between the District and The Trustees of Columbia University in the City of New York, on behalf of the Center for Public Research and Leadership at Columbia Law School ("Requestor"). As indicated by my signature below, I agree to abide by the Data Sharing Agreement's terms, including agreeing to:

- Maintain confidentiality of student information and prevent disclosure, including complying with FERPA and its regulations, set forth at 34 C.F.R. § Part 99;
- Not release or otherwise reveal, directly or indirectly, the data to any individual, agency, entity, or third party not included in the Data Sharing Agreement, unless such disclosure is required by law or court order;
- Take reasonable security precautions and protections to ensure that persons not authorized to view the data do not gain access to the data, as outlined in the Data Sharing Agreement;
- Not use the data for any purpose other than the goals outlined in the Data Sharing Agreement; and
- Report all known or suspected breaches of District data, in any format, to Requestor, who will be responsible for further notifications as outlined in the Data Sharing Agreement.

X

Signature

X

Date



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Request for approval of Data Sharing Agreement with Center for Public Research and Leadership, Columbia University. Letter of Participation with Columbia University for research study approved by Board on August 7, 2025.

Cost to Knox County Schools

No cost

Description and Type of Funding Source

No cost

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session**7. C. 4.****Meeting Date:** 01/08/2026

Catapult Learning, LLC Educational Services Agreement and Data Sharing Agreement

Submitted By: Terri Coatney**Department:** Academics**Division:** Teaching & Learning

Explanation

Approve Educational Services Agreement and Data Sharing Agreement with Catapult Learning, LLC for the 2025-2026, 2026-2027, and 2027-2028 school years for development of school turnaround plan, professional development, and coaching for Northwest Middle School at a cost not to exceed \$125,000.00 using School Turnaround Program Grant Funds

Fiscal Impact**Attachments**

Educational Services Agreement

Data Sharing Agreement

Fiscal Note

EDUCATIONAL SERVICES AGREEMENT

This Educational Services Agreement is effective as of January 5th, 2026, by and between Knox County School District (the “**Customer**”) and Catapult Learning, LLC (“**Provider**”) (the “**Agreement**”).

The parties agree as follows:

1. **Term.** This Agreement will commence on the date listed above and terminate on July 31st, 2028 (the “**Term**”).
2. **Scope of Services.** Provider will provide as the services as described in Exhibit A (the “**Services**”) for the 2025-2026, 2026-2027, and 2027-2028 School Years.
3. **Provider Responsibilities.**
 - (a) **Services.** Provider will deliver Services in a professional manner in accordance with recognized industry standards for similar services and qualified personnel will be assigned for that purpose. In providing the Services, Provider and its personnel shall exercise reasonable care. Provider cannot guarantee or assure the achievement of any performance objective, nor can Provider guarantee or assure any particular outcome for Customer, Nonpublic School, student or any other person as a result of this Agreement or the performance of the Services. Delivery of the Services will include use of certain proprietary programs, systems, teaching techniques, diagnostic tests, diagnostic and academic courses and materials of Provider.
 - (b) **Distance Learning Delivery Permitted.** Provider may deliver any portion of the Program when necessary, via distance learning to the extent practicable at the same rates set forth in this Agreement. Delivery of the Program via distance learning does not require consent from the Customer.
 - (c) **Control of Program Staff.** Staff who provide the Services are Provider employees or independent contractors (“**Provider Personnel**”).
 - (d) **Change in Circumstances.** Provider will inform the Customer if it learns of any change in circumstances at a Nonpublic School receiving the Services that may affect delivery, including changes to administrative personnel, at the Nonpublic School where the Services are delivered or if the Nonpublic School’s funding allocation has been expended.
4. **Customer Responsibilities.**
 - (a) **Student Placement.** The Customer will consult with Provider regarding the placement of students for participation in a program to receive Services.

- (b) **Non-Solicitation.** During the Term of this Agreement and for a period of twelve (12) months thereafter (the “Non-Solicitation Period”), the Customer shall not, either directly, indirectly through a third party, hire, or hire for the benefit for a third-party, nor solicit for employment any Provider employee or independent contractor. The Provider may waive the Customer’s requirement not to solicit the Provider employee or independent contractor upon request and is effective only if in writing. If the Customer hires any Provider employee or independent contractor during the Non-Solicitation Period then the Customer will pay either: (a) thirty percent (30%) of the employee’s annual compensation paid by the Provider if the hired person was a Catapult employee, or (b) a fee of Ten Thousand and 00/100 (\$10,000.00) dollars if the hired person was an independent contractor (the “Commission”). The Commission is payable within thirty (30) days of the time the Provider employee or independent contractor accepts employment with the Customer. The Commission is non-refundable.
- (c) **Change in Circumstances.** Customer will inform the Provider if it learns of any change in circumstances that may affect the delivery of the Services, which includes any change in administrative personnel, either at the Customer or the Nonpublic School recipient of Services, or any change in funding for the Services.
- (d) **Change in Administrative Personnel.** In the event there is a change in Customer personnel assigned to oversee or manage this Agreement, the Customer will schedule a meeting between Provider and newly hired or appointed Customer personnel as soon practicable but no later than sixty (60) days from their start date.

5. Fees and Payment

- (a) **Fees.** The fee for the Services is as set forth in Exhibit A. Total compensation due to Provider is Not To Exceed \$375,000.00.
- (b) **Invoicing and Payment.** Provider will invoice the Customer monthly in accordance with the provision of the Services, unless otherwise agreed to by the parties. Payments for the Services are due within thirty (30) days of the invoice date and are nonrefundable unless otherwise agreed in writing. The Customer is responsible for all applicable sales, use or other taxes or duties, however designated, which are imposed on any Services provided pursuant to the Agreement. If the Customer claims tax-exempt status, the Customer will present evidence of such tax exemption upon request of Provider.

6. Intellectual Property

- (a) All rights, title and interest in any information and items, including training, curricula, educational content thereof developed by Provider that is used in the provision of Services is the sole and exclusive property of Provider and it shall retain sole and exclusive ownership of all rights, title and interest in its proprietary information, processes, methodologies, know-how and software, including such information as existed prior to the delivery of the Services and, to the extent such information is of general application, anything that it may discover, create or develop during provision of the Services (the “Provider Materials”).

7. Confidential Information

- (a) "Confidential Information" means the confidential information to be disclosed under this Agreement including certain proprietary information, which may include but is not limited to, strategic planning, financial data, training content, presentations, trade secrets, trademarks, technical data, benchmarking, know-how, methodologies, discoveries, ideas, concepts, techniques, designs, specifications, and other business information not generally known in the marketplace, and Personally Identifiable Information as defined below.
- (b) "Personally Identifiable Information" means all information that can be used to identify an individual, as may be defined in applicable information security and privacy laws, and includes "Nonpublic Personal Information" ("NPI"), as defined under the Gramm-Leach-Bliley Act (15 U.S.C. §6801 et seq.); "Personally Identifiable Information" ("PII") derived from Educational Records (defined in 34 CFR § 99.2) as described under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. 1232g, et seq.) and "Protected Health Information" ("PHI"), as defined under the Health and Insurance Portability and Accountability Act of 1996 (42 U.S.C. §1320d) ("HIPAA.")
- (c) The party disclosing the Confidential Information will be referred to as the "Disclosing Party" and the party receiving the Confidential Information will be referred to as the "Recipient." It is understood that one party can, at certain times, be a "Recipient" and at other times a "Disclosing Party."
- (d) Recipient agrees that neither it, nor any of its employees, officers, directors, agents, and representatives who need to know such information (collectively, its "Representatives") will: (i) in any fashion or for any purpose use the Confidential Information except for the purpose set forth in the Agreement; or (ii) disclose, divulge, publish or disseminate the Confidential Information except as expressly authorized by Disclosing Party or this Agreement. Recipient further agrees that it and its Representatives will: (y) take all reasonable measures to protect the confidentiality of, and avoid disclosure or use of, the Confidential Information so as to prevent it from entering the public domain or falling into the possession of persons other than those authorized by this Agreement to have access to it; and (z) only permit those Representatives of Recipient who are authorized to participate, directly or indirectly, to have access to Confidential Information.
- (e) Confidential Information shall not include any information (a) previously known by Recipient, (b) independently developed by Recipient, without use of any Confidential Information, (c) acquired by Recipient from a third party that is not, to Recipient's knowledge after due inquiry, under any legal obligation not to disclose such information or (d) that is, or becomes, public through no breach by Recipient of this Agreement.
- (f) Accordingly, Recipient agrees, subject to applicable law or court order, not to disclose any of its communications, or any of the information it receives and develops in the course of the Services, to any person or entity apart from Customer and such other persons or entities as permitted by law or as Customer may designate.
- (g) Return of Confidential and Proprietary Information. Upon request of the Disclosing Party, the Customer shall return, and cause any Nonpublic School in possession of, all Confidential Information in its possession, custody or control to the Disclosing Party.

8. Students and Records and Privacy

- (a) With respect to Education Records (defined above) that Provider may create, receive or maintain on behalf of the Customer or NPS, Provider is designated as a School Official with a legitimate educational interest in and with respect to such Education Records, only to the extent to which Provider is required to create, receive or maintain Education Records to carry out the Services.
- (b) FERPA. To the extent Services provided hereunder pertain to the access to student information, Provider will comply with 20 U.S.C. §1232g - the Family Educational Rights and Privacy Act (FERPA), the federal regulations issued pursuant thereto 34 CFR Part 99.
- (c) HIPAA, CIPA, and GLBA. Further and to the extent applicable, Provider will comply with federal laws and regulations relating to student privacy including Privacy Rights of Students, Computer Users' Responsibilities, Security of Computing Resources, Security of Data, Privacy of Computing Resources, Health Information Privacy and Accountability Act (HIPAA), Children Internet Protection Act (CIPA), and the Gramm-Leach Bliley Act (GLBA).

9. Breach and Termination.

- (a) Termination for Cause. Either party may terminate this Agreement for cause if the other party is in material breach. The notice of default must provide the breaching party a detailed description of the alleged breach and an opportunity to cure of at least thirty (30) days in the case of a non-monetary default and at least ten (10) days in the case of a monetary default ("Cure Period"). If the breach is not cured within the Cure Period, the non-breaching party may terminate this Agreement by providing a written notice stating the date of termination.
- (b) Equitable Adjustment. Upon early termination of the Agreement, Customer will pay Provider for Services delivered up to and including the date of termination.

10. Indemnification and Limitation of Liability.

- (a) Provider Indemnification. To the extent permitted by law, Provider agrees to indemnify the Customer and its employees, officers, and directors from liabilities, demands, judgments, assessments, damages, fines, penalties, losses, or expenses, including reasonable attorneys' fees (collectively "Losses"), incurred by reason of a third party claim caused by the Provider's negligence or willful misconduct in its performance of this Agreement, except to the extent that such Losses are solely caused by negligence or willful misconduct of Customer. der.
- (b) Indemnification Process. A party to this Agreement claiming a right of indemnification shall be referred to herein as the "Indemnified Party" and the party against whom the claim for indemnity is being made shall be referred to herein as the "Indemnifying Party." In the case of a claim asserted by a third party which claim is subject to indemnification, (a "Third-Party Claim"), the Indemnified Party will (i) give the Indemnifying Party prompt written notice of such Third-Party Claim. The Indemnifying Party is liable for its proportionate share of the Losses for such claim based on degree of fault as finally determined by a court or arbiter of competent jurisdiction. The Indemnifying Party shall not enter into any stipulated judgment or settlement that purports to bind the Indemnified Party without the Indemnified Party's express written authorization, which shall not be unreasonably withheld or delayed. In all instances, indemnification obligations stated in this section are several and not joint.

- (c) Limitation of Liability. Notwithstanding the terms of any other provision and to the extent permitted by state law, the total liability of Provider and its affiliates, directors, officers, employees and contractors for all claims of any kind arising out of this Agreement, whether in contract, tort or otherwise, shall be limited to the lesser of the total fees paid to Provider in the preceding 12 months or \$500,000. Provided however, the foregoing limitation will not apply to claims of personal injury, damage to personal property, and infringement of intellectual property. Neither Provider nor Customer shall in any event be liable for any indirect, consequential, loss of profits or revenue, enhanced damages or punitive damages, even if Provider or Customer have been advised of the possibility of such damages. The waiver of consequential damages and the limitation of liability set forth herein are fundamental elements of the basis of this Agreement between Provider and the Customer. Provider would not be able to provide the Services on an economic basis, and would not have entered into this Agreement, without such waiver and limitation. It is expressly understood and agreed that the foregoing provisions of this Section survive any expiration or termination of this Agreement to the extent the circumstances creating a liability covered hereby arose prior to such expiration.

11. INSURANCE

- (a) Insurance Coverage. The Provider is insured with coverage for commercial general liability, property damage, and worker's compensation.
- (b) Provider Insurance Limits. For the term of the Agreement, Provider will maintain liability insurance of the types and limits set forth below:

i. Commercial General Liability:	\$1,000,000 on a claims-made basis and \$2,000,000 annual aggregate.
ii. Auto Liability:	\$1,000,000 annual aggregate
iii. Workers Compensation:	At the limit required by state law
iv. Employer Liability:	\$1,000,000 annual aggregate

- (c) Proof of Insurance. Upon request, Provider will produce a certificate of insurance evidencing the limits set forth above.

12. NOTICES

- (a) Methods of Delivery. All notices under this Agreement may be delivered only by: (i) hand delivered by nationally recognized overnight delivery service (e.g., Fed-Ex or UPS or USPS Priority Overnight) messenger or courier service, (ii) pre-paid first-class certified mail, return receipt requested, or (iii) e-mail with read receipt requested, addressed to the respective party as noted below or to such other addresses as any party may designate by notice complying with the terms of this Section.
- (b) Date of Delivery. Each such notice is deemed delivered on either, (i) the date delivered by personal service, (ii) the date on the pre-paid first-class certified mail return receipt, or (iii) the date of the "delivered receipt" e-mail or tracking information from nationally recognized overnight delivery service.
- (c) Notice Addresses. The addresses of the parties for notice are:

Knox County School District
400 W. Summit Hill Drive Knoxville
TN 37902
Attention: Karri Hobby
Email:
karri.hobby@knoxschools.org

To Provider:
Catapult Learning, LLC
P.O. Box 444
Elmsford NY 10523
Attention:
Email: contracts@fullbloom.org
With a copy to the Office of the General Counsel at the same address.

13. MISCELLANEOUS

- (a) Force Majeure. Neither party will be liable for non-performance or in default to the other party for failures of performance resulting from events beyond the reasonable control of such party, including, by way of example and not limitation, acts of God, disease outbreak or widespread illness, computer virus attack or infiltration, civil disturbances, war and strikes.
- (b) No Agency. The parties do not intend for this Agreement to create a partnership or joint venture between the parties. Neither party may commit the other party for any purpose except as expressly provided herein.
- (c) Assignment. Neither party may assign or transfer any interest arising in or from this Agreement without the prior written consent of the other party. Provided however, the foregoing consent is not required from Customer when Provider assigns or transfers this Agreement or any interest herein to a subsidiary, parent company, or a corporate affiliate of the Provider or in connection with the sale of all, or substantially all the outstanding assets or transfer of a majority interest in ownership or equity of Provider.
- (d) Applicable Law. Provider will comply with the federal and state laws applicable to the provision of the Services.
- (e) Governing Law. The parties intend Tennessee law to govern this Agreement.
- (f) Non-discrimination. Provider is an equal opportunity employer and conducts all business activities, including hiring, without regard to age, race, color, sex, disability, marital status, national origin, citizenship status, pregnancy, sexual orientation, gender identity, military service or other legally protected category.
- (g) No Waiver. Failure of either party to exercise, or delay in exercising any right under this Agreement shall operate as a waiver. Exercising any right does not preclude the party from exercising any other right.
- (h) Entire Agreement. This Agreement constitutes the entire agreement between the parties and all previous agreements or discussions are hereby superseded by this Agreement.

- (i) Inclement Weather. In the event that scheduled Services cannot reasonably proceed due to inclement weather or related safety concerns, Provider shall promptly notify the Customer. Upon such notification, the Customer may elect one of the following options at no additional cost: Provider will reschedule the affected Services to a mutually agreeable date and time; Provider will offer an equivalent alternative Service of comparable scope and quality at the same price as the originally scheduled Service; or Customer may cancel the affected Service without incurring any fees, penalties, or charges of any kind. The parties agree that determinations regarding inclement weather shall be made in good faith, with the safety of participants and staff as the primary consideration, and no cancellation or rescheduling under this provision shall be deemed a breach of the Agreement by either party.
- (j) Severability. If any provision of this Agreement is held invalid, the validity of the remainder of this Agreement shall not be affected.
- (k) Amendment of Agreement. This Agreement may be amended only by a written agreement signed by both parties.
- (l) Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which is an original, but all of which together constitutes one complete document.
- (m) Publicity. Each party may disclose the existence, subject matter, size, and/or value of this Agreement in press releases and public announcements and in such connection may refer by name to the other party only after obtaining the other party's consent which consent may not be unreasonably withheld.
- (n) No Third-Party Beneficiaries. The parties intend that nothing in this Agreement grants any rights or benefits to anyone other than the parties. The parties further intend this Agreement does not allow any claim or right of action to anyone other than the parties.

[THE SPACE BELOW IS INTENTIONALLY LEFT BLANK]

This Agreement is executed as of the date stated in the introductory clause, regardless of any dates inserted below:

Knox County School District

Name:

Title:

Date:

Catapult Learning, LLC

Name:

Title:

Date:

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

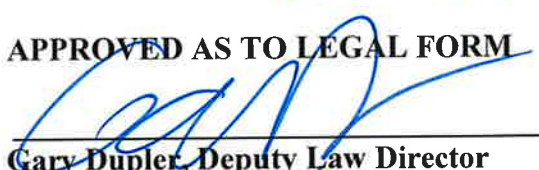
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-775(a)

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025

Proposal Addendum for Northwest Middle School, Knox County Schools

1. *Intentionality with Tier 1 Planning and Subgroup Support*

School transformation requires a focused commitment to strengthening teaching and learning, particularly in the design and delivery of high-quality Tier 1 instruction. We partner with educators to integrate research-based practices into planning, explicit instruction and assessment across all content areas, ensuring the effective use of their high-quality instructional materials (HQIM). Our support includes structured planning that incorporates Fisher and Frey's Gradual Release of Responsibility model. We guide teachers in strategies that maximize academic learning time, increase student engagement, differentiate instruction, and design explicit concept- and skill-based teaching. Additionally, we help improve teacher questioning techniques, promote active student practice, and enhance approaches to assessment, ensuring data-driven opportunities for re-teaching. A strong focus on creating a positive and effective learning environment underpins and enhances the impact of these instructional strategies.

Research consistently demonstrates that students achieve more when school leaders and teachers share a unified understanding and language around effective teaching and learning. We work with leadership teams to establish a clear, school-wide lesson structure, creating consistent expectations for students and supporting their progress toward Tennessee Academic Standards.

Our approach assists teachers in planning for explicit instruction using three essential indicators of Academic Learning Time:

1. Students know and understand the lesson objective;
2. Students actively manipulate the content in relation to the lesson objective;
3. Students experience a 75-95% success rate.

We also help teachers integrate the core components of effective lesson design, including Activating Relevant Knowledge (ARK), Direct Teacher Input (TIP), Student Active Participation (SAP), and Identifying Student Success (ISS). Through targeted PD and coaching, we support teachers in developing and refining principles of instructional design and practice that include each of these elements, ensuring lessons are structured for maximum student engagement and achievement.

As an example of how we have accomplished this in other partnerships we describe our comprehensive targeted school transformation model, ***Building Instructional Coherence***. Catapult Learning delivers whole-school or small team professional development to leadership teams and teachers with a focus on adopting a school-wide model for instruction that leans into the key components of a well-designed lesson using evidence-based best practices. Content area coaching serves as follow-up to professional learning and supports teachers as they embark on planning and may include both modeling and co-teaching as teachers plan using core instructional practices.

This professional learning series provides an example of some of the ways we work with schools to improve Tier 1 instruction. In the sample implementation plans below, we include additional professional development content that may be used in support of the School Improvement Plan with an emphasis on core instructional practices, as well as meeting the needs of subgroups.

2. Provide Comprehensive Summary Analysis Preview and Summary

Catapult Learning will provide Northwest Middle School leadership and the school improvement committee a 2-hour onsite overview of the Comprehensive School Analysis and Root Cause Analysis process, which serves as the foundation for collaborative school improvement planning. This orientation will be offered onsite and will also include the pre-assessment phase of our needs assessment process, where team members will gather relevant data sources to be incorporated into the CSA. We will co-develop a detailed schedule for the visit with school leadership.

To support clear communication, we supply a document titled “Preparing Your Staff for the Comprehensive School Analysis,” which serves as the foundation for collaborative school improvement planning. The team will review this document when conducting the 2-hour onsite preview of the CSA/RCA.

Catapult Learning will provide Northwest Middle School leadership and the school improvement committee a 2-hour onsite summary of the Comprehensive School Analysis and Root Cause Analysis process. This overview will be paired with the beginning of the collaborative school improvement planning process. During the summary reporting, the Catapult Learning team will present a summary of key CSA findings, root causes, and prioritized areas for action, including quick wins and long-term strategies for improvement. Equipped with these findings, the school improvement committee, with the support of the Catapult Learning team, will begin drafting the Year 1 School Improvement Plan. This scope of work reflects a leadership coaching day as we begin Year 1 implementation support. More than 1 coach/coaching day may be incorporated in these activities, should the planning require the input of a broader representation from the Catapult Learning team (i.e. content area coaches).

3. School Improvement Plan and Annual Implementation Plans

We describe in the revised charts on the pages that follow the annual roadmaps for on-site and remote coaching support. We’ve also added all data review, monitoring, and reporting functions to this roadmap. We’ve incorporated a more robust workplan for year 1 that will commence in March as the draft School Improvement Plan is finalized with the district and state.

What follows is a draft. We plan to leverage the school improvement plan, with clearly defined SMART goals, milestones, owners and timeframe, to develop a more formal professional learning roadmap.

Year 1 Scope of Services

Year 1 Scope of Services				
	Onsite and Virtual CSA & RCA, School Improvement Planning, and Year 1 Reporting	Leadership Virtual Coaching and Professional Development	Leadership Onsite Coaching and Professional Development	Teacher Onsite Coaching and Professional Development
January 2026	1 Day Onsite, 8 Hours Remote Prepare for the CSA Process – on-site preview of CSA prior to the start of work, initial data request, review of school documents, TEAM rubric expectations and curriculum structures			
February 2026	2-day visit with 2-person team for Comprehensive School Analysis (stakeholder meetings and needs assessment, classroom walk-throughs (Tier 1 instruction) sampling, review of EL and Special education data); 1 day visit 1-person for Root Cause Analysis; 8 Hours Remote Summary Report			
March 2026		24 Remote sessions to finalize SIP draft	1 Day On-site summary of CSA, Development of SIP	March Early Release – Introduction of Coaching Team and presentation of near-term SIP priorities
April 2026	Ongoing school level support for school leadership team to prepare and review data at regular intervals; preparation for district-level Step Back Days aligned to district-cycle visits (May); preparation for State-level reporting delivered to K. Hobby 3 business days prior to TBD state-reporting deadlines	31 Remote coaching and PD sessions with Leader and Leadership Team to address priorities in the SIP, identify key priorities for Teacher PD and coaching support, review potential PD selections to leaders and teachers	State Board Approval of School Improvement Plan by April 1; Presentation of Summary Report and approved Plan 8 Days Begin leader and leadership team coaching and PD to include routine classroom walk-throughs	20 Days Begin teacher coaching and PD for all designated staff in alignment with the priorities established in the SIP May Teacher PD: TBD based on identified SIP priorities
May 2026			Continue leadership team coaching and PD to include routine classroom walk-throughs	
June 2026				

Sample Topics for Leadership Team:

- Building Instructional Coherence – for Leadership
- Developing Effective Teams
- Effective Achievement Teams
- Change Management and the Data Analysis Cycle

Sample Topics for Staff:

- Building Instructional Coherence – for Teachers
- Content area topics such as: Understanding the Needs of English Learners, Effective Strategies for English Learners, Teaching Strategies: Argumentative Writing, Close Reading

Year 2 Scope of Services

Year 2 Scope of Services				
	On-site and Virtual Monitoring & Reporting to School, District and State	Leadership Virtual Coaching and Professional Learning	Leadership Onsite Coaching and Professional Development	Teacher Onsite Coaching and Professional Development
	Ongoing school level support for school leadership team to prepare and review data at regular intervals; preparation for district-level Step Back Days aligned to district-cycle visits (Oct., Dec., Feb., May); preparation for State-level reporting delivered to K. Hobby 3 business days prior to TBD state-reporting deadlines	Remote coaching and PD sessions with Leader and Leadership Team to address priorities in the SIP, identify key priorities for Teacher PD and coaching support, review potential PD selections to leaders and teachers	Leadership team coaching and PD to include routine classroom walk-throughs	Teacher coaching and PD for all designated staff in alignment with the priorities established in the SIP
August 2026	Monthly SIP Monitoring	3 Sessions	2 Days	3 Days PD TBD:
September 2026	Monthly SIP Monitoring	3 Sessions	1 Day	3 Days
October 2026	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days
November 2026	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	3 Days PD TBD:
December 2026	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	2 Days PD TBD:
January 2027	Monthly SIP Monitoring	3 Sessions	1 Day	3 Days PD TBD:
February 2027	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days PD TBD:
March 2027	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	2 days PD TBD:
April 2027	Monthly SIP Monitoring	3 Sessions	1 Day	2 days PD TBD:
May 2027	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days
June 2027	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	June PD Institute TBD

Sample Topics for Leadership Team:

- Assessment for School Leaders
- Data-Driven Coaching Observations and Coaching Conversations for Leaders
- Marzano's High Yield Strategies for Instructional Leaders
- Differentiation to Enhance Learning for Instructional Leaders

Sample Topics for Staff:

- English Learners: Oral Language- Language Objectives for ELs, Engaging Strategies for English Learners, Co-Teaching English Learners
- MTSS & Special Education: Introduction to MTSS: A Framework for Instruction, Refining our MTSS Systems of Support, Identifying and Understanding the Needs of Students with Learning Differences, Exploring Modifications and Accommodations for Students with Learning Differences
- Content area topics such as: Effective PLCs, Interactive and Engaging Teaching Strategies

Year 3 Scope of Services

Year 2 Scope of Services				
	On-site and Virtual Monitoring & Reporting to School, District and State	Leadership Virtual Coaching and Professional Learning	Leadership Onsite Coaching and Professional Development	Teacher Onsite Coaching and Professional Development
	Ongoing school level support for school leadership team to prepare and review data at regular intervals; preparation for district-level Step Back Days aligned to district-cycle visits (Oct., Dec., Feb., May); preparation for State-level reporting delivered to K. Hobby 3 business days prior to TBD state-reporting deadlines	Remote coaching and PD sessions with Leader and Leadership Team to address priorities in the SIP, identify key priorities for Teacher PD and coaching support, review potential PD selections to leaders and teachers	Leadership team coaching and PD to include routine classroom walk-throughs	Teacher coaching and PD for all designated staff in alignment with the priorities established in the SIP
August 2027	Monthly SIP Monitoring	3 Sessions	2 Days	3 Days PD TBD
September 2027	Monthly SIP Monitoring	3 Sessions	1 Day	3 Days
October 2027	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days
November 2027	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	3 Days PD TBD
December 2027	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	2 Days PD TBD
January 2028	Monthly SIP Monitoring	3 Sessions	1 Day	3 Days PD TBD
February 2028	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days PD TBD
March 2028	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	2 days PD TBD
April 2028	Monthly SIP Monitoring	3 Sessions	1 Day	2 days PD TBD
May 2028	Step Back: 4 Remote Hours, 1 Onsite	3 Sessions	1 Day	3 Days
June 2028	Monthly SIP Monitoring State Reporting* (TBD)	3 Sessions	1 Day	June PD Institute TBD

Sample Topics for Leadership Team:

- Bloom's Taxonomy for Instructional Leaders: Aligning Objectives, Questions, and Assessments
- Designing Data Displays and Instructional Interventions
- Analyzing Student and Teacher Growth

Sample Topics for Staff:

- English Learners: Vocabulary Development for English Learners, Working with Grade 4–12 English Learners: Promoting Rigor Through Close Reading, Teaching Content Specific Literacy to English Learners
- MTSS & Special Education: Specially Designed Instruction in Reading Specially Designed Instruction in Math, Keys to Successful Belonging: Co-Planning and Co-Teaching, Data-Based Individualization (DBI)
- Content area topics such as: Exploring Text Complexity, Using the Writing Process to Support Argumentative Writing

4. Professional Development Preview and Alignment

We will provide the district with a preview and/or virtual walkthrough of all professional learning content and related materials before any sessions are delivered at the school level. Initially, these previews may be provided “just in time” as needed, with the goal of establishing routine twice-yearly reviews as our processes and communication systems become more fully developed. These reviews will take place remotely – using our allotted remote sessions – and will occur at least two weeks in advance of the planned professional learning to allow time to incorporate district feedback. Our Leadership PD Specialist will coordinate these preview sessions in collaboration with our content area specialists.

We recognize our responsibility to schedule professional development sessions on early release days, district-led development (DLD) days, and other professional development days indicated on the district calendar. Additionally, PLC meetings, grade-level, or department meetings can be used for shorter professional learning sessions, as outlined in the school improvement plan and agreed upon with school leadership.

To further support instructional alignment, we propose conducting routine Learning Walks during each leadership coaching day. Our leadership coach will join school leadership and designated instructional leaders to observe and ensure consistency and quality of Tier 1 instruction across all grades and subjects. Catapult Learning content coaches will plan Learning Walks in collaboration with instructional leaders at the grade or department level as needed, using the district-adopted curriculum observation tools.

5. Routine Review and Reporting Activities

Catapult Learning understands and acknowledges KCS requirements regarding the ongoing preparation, review, and progress monitoring of data as part of the School Improvement Plan implementation, and routine summary reporting associated with quarterly district step back days (Oct, Dec, Feb, May) and all relevant deliverable in compliance with state reporting deadlines. This includes identified deliverables to district’s Strategic Improvement Specialist (K. Hobby) at least 3 days prior to state reporting deadlines (TBD).

Effective school improvement requires intentional planning and consistent communication among all stakeholders. As part of our transformation partnerships, we actively support school leadership in a routine plan-do-study-act cycle of continuous improvement. This includes establishing a routine cadence of monitoring and reporting on the progress of the school improvement plan and its related strategies. We gather and analyze data, facilitate plan reviews, and assist with report writing during both on-site and remote leadership coaching sessions. Our leadership Specialist, supported by other members of our coaching team as designated, will participate in District Step Back days. We commit to supporting state-level deliverables in the requested window of 3 days prior to state reporting deadlines.

By maintaining ongoing dialogue with school leadership and the school improvement committee, we ensure everyone stays informed and aligned around the organization’s progress and overall well-being.

Our approach centers on a deliberate, five-step Diagnose (CSA), Plan, Do, Study, and Act continuous improvement process:

Step 1: “Diagnose”

An initial comprehensive school analysis) is made of school processes, inclusive of a root cause analysis.

Step 2: “Plan”

A school improvement plan is developed that specifically addresses a manageable number of issues identified in the CSA process. This plan includes specific actions to be taken by the leadership, the school improvement committee, the instructional teams, and Catapult Learning PD Specialists to address the strategic strategies identified in the improvement plans. Established KPIs, aligned with the district strategic plan, will identify owners and deadlines for each action item as we progress monitor the plans together in executive leadership meetings and leadership team meetings.

Step 3: “Do”

The plan is implemented by school leadership, instructional teams and our team. Progress monitoring reviews are conducted quarterly. As action items are satisfactorily completed and/or additional capacity is created, new and more demanding action steps may be introduced. Progress monitoring is data-driven as goals and milestones are written through a SMART goal lens.

Step 4: “Study”

As each action item is completed, the data associated with the item are collected and analyzed. Our team and leadership team review the data for indicators of success and indicators that may need adjusting. Action items are reviewed with both qualitative and quantitative evidence to determine areas of impact and ongoing challenge. Progress is measured by using a variety of data designed to help track student progress, inform instruction, and support school and/or district-wide decision making.

Step 5: “Act”

The improvement plan is updated, revised and expanded in response to the findings of data collection and analysis. The improvement plan is never a final, static document, but is constantly updated as actions are completed, their impact measured, and new challenges emerge.

We acknowledge our support role in the writing and delivery of monthly summary reports for the School Turnaround Committee. We understand the importance of the documentation requirements of the school improvement plan data and artifacts, including the inclusion of our coaching logs and summary reports related to active and achieved goals through our coaching documentation platform - OWL. We will ensure our team is responsive to the two in-person meetings each year during August and May to kick off and wrap-up each year. Additionally, we commit to our remote presence to virtual check-ins as needed.

6. Middle School Redesign

We recognize and fully support the district-wide efforts to reimagine middle schools, and we are committed to ensuring these innovative concepts are woven into the ongoing transformation work at Northwest Middle School.

Through our comprehensive needs assessment and extensive transformation experience, spanning multiple states, we have helped schools rethink and reshape the structures necessary for lasting improvement. Our PD Specialists bring a wealth of perspective, having supported schools in diverse contexts across the country. This breath of experience gives us unique insights to share with your team.

For example, we’ve guided schools in redesigning their master schedules to include dedicated intervention blocks, ensuring targeted support for students in smaller groups. We’ve also introduced and

established routines for data-driven Professional Learning Community (PLC) meetings on a weekly basis, creating a culture of continuous instructional improvement. Our support has also empowered schools to adopt more student-centered curricula, allowing students to excel at their own pace and pursue areas of personal interest.

In addition, we've worked with schools to develop house systems and advisory periods, which foster strong mentor-student relationships and personalized goal setting with students. Furthermore, our expertise in blended learning has helped schools integrate technology with traditional instruction, expanding opportunities for both students and teachers.

We are inspired by the saying, "A rising tide lifts all boats" and look forward to working together to create more engaging, effective, and supportive learning environments for all students, especially those attending Knox County Public Middle Schools.

Knox County School District
and Catapult Learning, LLC

EXHIBIT A
PROGRAM AND FEES

Type of Program:
Professional Development

FEES

The Customer shall pay Provider on the following basis:

CSA, SIP and Implementation Pricing Year 1

Year 1 School Improvement Planning		
Service	Unit Price	Total Price
Comprehensive School Analysis Report and Development of School Turnaround Plan	NA	\$23,620.00
(30) Job-embedded PD and Coaching Days for School Staff	\$2,845.00	\$85,350.00
(55) Virtual Coaching and PD Sessions at 60 minutes/session	\$284.50	\$15,647.50
Total Price for CSA, SIP and Implementation Year 1		(not to exceed) \$125,000

Implementation Year 2 Pricing

Year 2 – Implementation 2026-2027		
Service	Unit Price	Total Price
(39) On-Site PD and Coaching Days (1 Day = 6 hours)	\$2,845.00	\$110,955.00
(49) Virtual PD and Coaching Sessions at 60 minutes/session	\$284.50	\$13,940.50
Total Price for Year 2		(not to exceed) \$125,000

Implementation Year 3 Pricing

Year 2 – Implementation 2027-2028		
Service	Unit Price	Total Price
(39) On-Site PD and Coaching Days (1 Day = 6 hours)	\$2,845.00	\$110,953.44
(49) Virtual PD and Coaching Sessions at 60 minutes/session	\$284.50	\$13,940.50
Total Price for Year 2		(not to exceed) \$125,000

DATA SHARING AGREEMENT

This Data Sharing Agreement ("Agreement") is attached to and forms a part of the parties' agreement for services (the "Contract") dated _____ by and between Knox County Schools ("District") and Catapult Learning, LLC ("Contractor") (the Agreement and the Contract are collectively referred to hereinafter as "Agreement"). This Agreement supersedes the Contract by adding to, deleting from and modifying the Contract as set forth herein. To the extent any such addition, deletion or modification results in any conflict or inconsistency between the Contract and this Agreement, this Agreement shall govern and the terms of the Contract that conflict with this Agreement or are inconsistent with this Agreement shall be of no force or effect.

In consideration of the mutual covenants, promises, understandings, releases and payments described in the Contract and this Agreement, the parties agree to amend the Contract by adding the following language:

1. Definitions

1.1. "*Biometric Record*," as used in the definition of "Personally Identifiable Information," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting.

1.2. "*Designated Representative*" means District or Contractor employees as specified on Schedule 1 to whom all notices required in this Agreement will be sent.

1.3. "*District Data*" means any Student Data, Personally Identifiable Information, Record, Education Records, as defined herein, and all Personally Identifiable Information included therein or derived therefrom that is not intentionally made generally available by the District on public websites or publications but is made available directly or indirectly by the District to Contractor or that is otherwise collected or generated by Contractor in connection with the performance of the Services, as defined herein.

1.4. "*De-identified Data*" means District Data from which all Personally Identifiable Information, as defined herein, and attributes about such data, have been permanently removed so that no individual identification can be made.

1.5. "*Education Records*" means records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as Contractor.

1.6. “*End User*” means individuals authorized by the District to access and use the Services as defined herein.

1.7. “*Incident*” means a suspected, attempted, or imminent threat of unauthorized access, use, disclosure, breach, modification, disruption or destruction to or of District Data.

1.8. “*Personally Identifiable Information*” or “*PII*” means information and metadata that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally Identifiable Information includes, but is not limited to: (a) the student’s name; (b) the name of the student’s parent or other family members; (c) the address or phone number of the student or student’s family; (d) personal identifiers such as the student’s state-assigned student identifier, social security number, student number or Biometric Record; (e) indirect identifiers such as the student’s date of birth, place of birth or mother’s maiden name; and (f) demographic attributes, such as race, socioeconomic information, and gender.

To the extent it is not already included in the definition hereinabove, PII also includes: (a) Personally Identifiable Information contained in student “education records” as that term is defined in the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; (b) “protected health information” as that term is defined in the Health Insurance Portability and Accountability Act, 45 C.F.R. Part 160.103; (c) “nonpublic personal information” as that term is defined in the Gramm-Leach-Bliley Financial Modernization Act of 1999, 15 U.S.C. 6809; (d) credit and debit card numbers and/or access codes and other cardholder data and sensitive authentication data as those terms are defined in the Payment Card Industry Data Security Standards; and (e) other financial account numbers, access codes, and state- or federal- identification numbers such as driver’s license, passport or visa numbers.

1.9. “*Record*” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

1.10. “*Securely Destroy*” means to remove District Data from Contractor’s systems, paper files, records, databases, and any other media regardless of format, in accordance with the standard detailed in National Institute of Standards and Technology (“NIST”) SP 800-88

r1 (2014) or as amended Guidelines for Media Sanitization so that District Data is permanently irretrievable in Contractor's and its Subcontractors' normal course of business.

1.11. "*Security Breach*" means an event in which District Data is exposed to unauthorized disclosure, access, alteration or use or a system configuration that results in a documented unsecured disclosure, access, alteration or use, in a manner not permitted in this Agreement, which poses a significant risk of financial, reputational or other harm to the affected End User or the District.

1.12. "*Services*" means any goods or services acquired by the District from the Contractor, or under the Contract, including but not limited to computer software, mobile applications (apps), and web-based tools accessed by End Users through the Internet, installed, or run on a computer or electronic device.

1.13. "*Student Data*" means includes any data, whether gathered by Contractor or provided by District or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute education records for the purposes of this Agreement, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in Schedule 5 is confirmed to be collected or processed by the Contractor pursuant to the Services. Student Data shall not constitute that information that has been anonymized or De-identified Data, or anonymous usage data regarding a student's use of Contractor's Services.

1.14. "*Subcontractor*" means Contractor's subcontractors or agents, identified on Schedule 2, as updated by Contractor from time to time in accordance with the requirements of this Agreement, who Contractor has engaged to enable Contractor to perform its obligations under the Contract.

1.15. "*Student Profile*" means a collection of PII data elements relating to a student of the District.

2. Rights and License in and to District Data

2.1. School Official. The purpose of this Agreement is to describe the duties and responsibilities to protect District Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing the Services, the Contractor shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the District. For the purposes of this Agreement and pursuant to 34 CFR § 99.31(b), a “School Official” is a contractor that: (1) performs an institutional service or function for which the agency or institution would otherwise use employees; (2) is under the direct control of the agency or institution with respect to the use and maintenance of student data including education records; and (3) is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from education records.

2.2. License. Contractor shall be under the direct control and supervision of the District, with respect to its use of District Data. District owns all rights, title, and interest in and to District Data and any and all now known or hereafter existing intellectual property rights associated therewith, and any derivative works thereof or modifications thereto, including without limitation, De-identified Data. The District hereby grants to Contractor a limited, nonexclusive license to use District Data solely for the purpose of performing its obligations specified in the Contract. This Agreement does not give Contractor any rights, title, or interest implied or otherwise, to District Data or De-identified Data, except as expressly stated in the Contract.

2.3. Parent Access. To the extent required by law District shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review education records and/or District Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Contractor shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for the District to respond to a parent or student, whichever is sooner) to the District’s request for Student Data in a student’s records held by the Contractor to view or correct as necessary. In the event that a parent of a student or other individual contacts the Contractor to review any of the Student Data accessed pursuant to the Services, the Contractor shall refer the parent or individual to the District, who will follow the necessary and proper procedures regarding the requested information.

2.4. Separate Account. If student-generated content is stored or maintained by the Contractor, then Contractor shall, at the request of District, transfer, or provide a mechanism for District to transfer, said content to a separate account created by the student.

2.5. Law Enforcement Requests. Should law enforcement or other government entities (“Requesting Party(ies)”) contact Contractor with a request for Student Data held by the

Contractor pursuant to the Services, the Contractor shall notify District in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the District of the request.

2.6. Subprocessors. Contractor shall enter into written agreements with all subprocessors performing functions for Contractor in order for Contractor to provide the Services hereunder, whereby the subprocessors agree to protect District Data in a manner no less stringent than the terms of this Agreement.

3. Data Privacy

3.1 Use of District Data. Contractor shall use District Data only for the purpose of performing the Services and fulfilling its duties under the Contract.

3.2 Prohibited Uses of District Data. With the exception of De-identified Data that the District has agreed in writing to allow Contractor to use as specified in Section 3.5, Contractor shall not:

3.2.1 Use, sell, rent, transfer, distribute, alter, mine, or disclose District Data (including metadata) to any third party without the prior written consent of the District, except as required by law;

3.2.2 Use District Data for its own commercial benefit, including but not limited to, advertising or marketing of any kind directed toward children, parents, guardians, or District employees, unless such use is specifically authorized by this Agreement or otherwise authorized in writing by the District;

3.2.3 Use District Data in a manner that is inconsistent with Contractor's privacy policy;

3.2.4 Use District Data to create a Student Profile other than as authorized or required by the Contract to perform the Services; and

3.2.5 Store District Data outside the continental United States unless Contractor has given the District Designated Representative advance written notice of where and how the servers are housed, managed, and secured, and that the security standards required herein can be achieved.

3.3 Qualified FERPA Exception. If Contractor will have access to Education Records, Contractor acknowledges that, for the purposes of this Agreement, pursuant to the Family

Educational Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations, 34 C.F.R. Part 99 ("FERPA"), it will be designated as a "school official" with "legitimate educational interests" in the District Education Records and PII disclosed pursuant to the Contract, and Contractor agrees to abide by the FERPA limitations and requirements imposed on school officials. Contractor will use the Education Records only for the purpose of fulfilling its duties under the Contract for District's and its End Users' benefit, and shall not share District Data with or disclose it to any third party except as provided for in the Agreement, as required by law, or if authorized in writing by the District.

3.4 Subcontractor Use of District Data. To the extent necessary to perform its obligations specified in the Contract, Contractor may disclose District Data to Subcontractors pursuant to a written agreement, specifying the purpose of the disclosure and providing that: (a) Subcontractor shall not disclose District Data, in whole or in part, to any other party; (b) Subcontractor shall not use any District Data to advertise or market to students or their parents/guardians; (c) Subcontractor shall access, view, collect, generate and use District Data only to the extent necessary to assist Contractor in performing its obligations specified in the Contract; (d) at the conclusion of its/their work under its/their subcontract(s) Subcontractor shall, as directed by the District through Contractor, Securely Destroy all District Data in its/their possession, custody or control, or return such District Data to the District, at the election of the District; and (e) Subcontractor shall utilize appropriate administrative, physical and technical safeguards in accordance with industry standards and best practices to secure District Data from unauthorized disclosure, access and use. Contractor shall ensure that its employees and Subcontractors who have potential access to District Data have undergone appropriate background screening, to the District's satisfaction, and possess all needed qualifications to comply with the terms of this Agreement.

3.5 Use of De-identified Data. Contractor may use De-identified Data for purposes of research, the improvement of Contractor's products and services, and/or the development of new products and services. Additionally, De-Identified Data may be used by Contractor for those purposes allowed under FERPA and the following purposes: (1) assisting District or other governmental agencies in conducting research and other studies; and (2) research and development of Contractor's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Contractor's use of De-Identified Data shall survive termination of this Agreement or any request by District to return or destroy District Data. In no event shall Contractor or Subcontractors re-identify or attempt to re- identify any De-identified Data or use De-identified Data in combination with other data elements or De-identified Data in the possession of a third-party affiliate, thereby posing risks of re- identification.

3.6 Privacy Policy Changes. Prior to making a material change to Contractor's privacy policies, Contractor shall send District's Designated Representative written notice, which includes a clear explanation of the proposed changes.

3.7 Advertising Limitations. Contractor is prohibited from using, disclosing, or selling District Data to (a) inform, influence, or enable targeted advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Services to District. This section does not prohibit Contractor from using District Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or District employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using District Data as permitted in this Agreement and its accompanying exhibits.

4. **Data Security**

4.1 Security Safeguards. Contractor shall store and process District Data in accordance with commercial best practices, including implementing appropriate administrative, physical, and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such data from unauthorized access, disclosure, alteration, and use. Contractor shall ensure that all such safeguards, including the manner in which District Data is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, as well as the terms and conditions of this Agreement. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, Contractor warrants that all electronic District Data will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

4.2 Risk Assessments. Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner.

4.3 Audit Trails. Contractor shall take reasonable measures, including audit trails, to protect District Data against deterioration or degradation of data quality and authenticity, and to ensure data is deidentified in accordance with this Agreement.

4.4 Verification of Safeguards. Upon District's written request, Contractor shall provide or make available to the District for review, one or more of the following, verifying Contractor's administrative, physical and technical safeguards are in compliance with industry standards and best practices: (1) a third-party network security audit report; (2) certification from Contractor indicating that an independent vulnerability or risk assessment of the Contractor's data security program has occurred; (3) District Data has been deidentified by Contractor as set forth in the definition of Deidentified Data in section 1.3 of this Agreement.

4.5 Background Checks. The Contractor and every person, including any subcontractor or agent of the Contractor, who has unsupervised access to students, or access to student data, shall

be required to have a criminal background check. The results of the background check shall comply with applicable state law and other district requirements, and upon request, be available to the District. The costs associated with the background check are solely the Contractor's responsibility. Before Services begin, each person required to provide a criminal background check shall disclose in writing and sign a notarized affidavit whether or not he or she has been convicted of any charge(s) such as a felony, misdemeanor, or municipal ordinance violation. Thereafter, during the term of the Contract all new personnel, subcontractor(s), third party support personnel and agents, whether paid or not, that are engaged, hired or added to perform the Services, shall be subject to these same requirements before performing Services on Contractor's behalf.

Notwithstanding the criminal background check requirement as set forth above, Contractor hereby warrants that no employee, subcontractor or agent of the Contractor rendering the Services has been convicted of a criminal offense in this or in any other state involving: (i) the abuse, abduction, sexual molestation, physical or sexual assault on, or rape of a minor; or (ii) any crime involving exploitation of minors, including but not limited to, child pornography offenses or any crime of violence; and (iii) Contractor shall notify the District immediately upon the discovery or receipt of any information that any person working for the Contractor has been detained or arrested by a law enforcement agency. Contractor understands that allowing any employee, subcontractor, volunteer or agent who is providing Services on Contractor's behalf, access to students, District's records, including PII, or to enter onto the District's property, that has been arrested or convicted of the aforementioned crimes, constitutes a material breach of this Agreement and may result in the immediate termination of this Agreement.

4.6 Duties of District. District shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. District shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the Services and hosted District Data. District shall notify Contractor promptly of any known unauthorized access. District will assist Contractor in any efforts by Contractor to investigate and respond to any unauthorized access.

5. Security Incident and Security Breach

5.1 Security Incident Evaluation. In the event of an Incident, Contractor shall follow industry best practices to fully investigate and resolve the Incident, and take steps to prevent developments that may result in the Incident becoming a Security Breach at Contractor's expense in accordance with applicable privacy laws.

5.2 Response. Within seventy-two (72) hours of becoming aware of a Security Breach, or a complaint of a Security Breach, Contractor shall notify the District Designated Representative in writing as set forth herein, fully investigate the Security Breach, cooperate fully with the

District's investigation of and response to the Security Breach, and use best efforts to prevent any further Security Breach at Contractor's expense in accordance with applicable privacy laws.

5.3 Security Breach Report. If the District reasonably determines that Contractor has committed a Security Breach, then the District may request Contractor to submit, within seven (7) calendar days from discovery of such breach, a written report, and any supporting documentation, identifying (i) the nature of the Security Breach, (ii) the steps Contractor has executed to investigate the Security Breach, (iii) what District Data or PII was used or disclosed, (iv) who or what was the cause of the Security Breach, (v) what Contractor has done or shall do to remediate any deleterious effect of the Security Breach, and (vi) what corrective action Contractor has taken or shall take to prevent a future Incident or Security Breach.

6. Response to Legal Orders, Demands or Requests for Data

6.1 Received by Contractor. Except as otherwise expressly prohibited by law, Contractor shall immediately notify the District of any subpoenas, warrants, or other legal orders, demands or requests received by Contractor seeking District Data; consult with the District regarding its response; cooperate with the District's reasonable requests in connection with efforts by the District to intervene and quash or modify the legal order, demand or request; and, upon the District's request, provide the District with a copy of its response.

6.2 Received by District. If the District receives a subpoena, warrant, or other legal order, demand or request seeking District Data maintained by Contractor, the District will promptly notify Contractor, and within two (2) business days, excluding national holidays, Contractor shall supply the District with copies of the District Data for the District to respond.

6.3 Parent Request. If a parent, legal guardian or student contacts the District with a request to review or correct District Data or PII, pursuant to FERPA, the District will promptly notify Contractor's Designated Representative and Contractor shall use reasonable and good faith efforts to assist the District in fulfilling such requests, as directed by the District, within ten calendar (10) days after receipt of District's notice. Conversely, if a parent, legal guardian or student contacts the Contractor with a request to review or correct District Data or PII, within ten calendar (10) days after receipt of such notice, Contractor shall promptly notify the District and shall use reasonable and good faith efforts to assist the District in fulfilling such requests, as directed by the District.

6.4 Access to District Data. District shall have the right to access and retrieve any or all District Data stored by or in possession of Contractor upon written notice to Contractor's Designated Representative. Contractor shall make the District Data available to the District within seven (7) calendar days from the date of request.

7. Compliance with Applicable Law

7.1. Children's Online Privacy and Protection Act. If Contractor collects personal information (as defined in the Children's Online Privacy and Protection Act of 1998, 5 U.S.C. 6501 to 6505, and its implementing regulations ("COPPA")) from children under thirteen (13) years of age in performing the Services, Contractor warrants, represents, and covenants that such collection is and shall be for the use and benefit of the District and for no other commercial purpose. Contractor has provided District with written notice of its collection, use, and disclosure practices.

7.2 Compliance with Laws. Contractor warrants that it will abide by all applicable laws, ordinances, rules, regulations, and orders of all governmental agencies or authorities having jurisdiction over the Services including but not limited to: (a) COPPA; (b) FERPA; (c) the Health Insurance Portability and Accountability Act, 45 C.F.R. Part 160.103; (d) the Health Information Technology for Economic and Clinical Health Act, (e) Gramm-Leach-Bliley Financial Modernization Act of 1999, 15 U.S.C. 6809; (f) Payment Card Industry Data Security Standards; (g) Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. Part 98; and (h) Americans with Disabilities Act, and Federal Export Administration Regulations.

7.3 Americans with Disabilities Act. To the extent the District is required to provide accommodations in compliance with the Americans with Disability Act ("ADA"), Contractor will make best efforts to assist the District in providing its Services to End Users pursuant to this Agreement, and will assist the District in a manner that its system and Services will, at a minimum, conform with all laws, regulations and guidance that apply to accessibility in accordance with the ADA, Section 504 of the Rehabilitation Act of 1973, and the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA guidelines; provided, however, Contractor will have no obligations with respect to such compliance as it relates to any portion of the system and Services provided or developed by the District including District content.

8. Term and Termination

8.1 Term. This Agreement takes effect immediately as of the Effective Date and remains in full force and effect until the successful completion of the Services, unless earlier terminated under Sections 8.2 or 8.3.

8.2 Mutual Termination. The parties may terminate this Agreement by mutual written consent so long as the Contract has lapsed or has been terminated. Otherwise, subject to Section 8.3, this Agreement will automatically terminate without any further action of the parties upon the termination or expiration of the Contract between the parties or successful completion of the Services. Alternatively, upon re-execution of the Contract by the authorized persons of District and

Contractor, this Agreement shall also be revived and be of full force and effect.

8.3 Termination for Breach. Either party may immediately terminate this Agreement if such party determines, in its sole discretion, that the other party has breached any of the requirements of this Agreement and after such breaching party has received written notice from the non-breaching party regarding the breach and a ten (10) day opportunity to cure.

9. Data Transfer Upon Termination or Expiration

9.1 Destruction or Return of District Data. With the exception of De-identified Data that District has specifically agreed in writing to allow Contractor to use after termination or expiration of this Agreement, or District Data for which Contractor has specifically obtained consent from the parent, legal guardian or student to keep, no later than (30) calendar days after termination or expiration of this Agreement, and after having received written notice from the District requesting, and specifying its preference for, the return or destruction of the District Data, Contractor shall certify in writing that all District Data and PII that Contractor collected, generated or inferred pursuant to the Contract ("Contract Data"), is securely returned or Securely Destroyed, pursuant to Schedule 4 attached hereto.

9.2 Transfer and Destruction of District Data. If the District elects to have all District Data or Contract Data that is in Contractor's possession or in the possession of Contractor's Subcontractors transferred to a third party designated by the District, such transfer shall occur within a reasonable period of time but no later than thirty (30) calendar days after expiration or termination of this Agreement, and without significant interruption in service or access to such District Data. Contractor shall work closely with such third party transferee to ensure that such transfer/migration uses facilities and methods compatible with the relevant systems of the District or its transferee, and to the extent technologically feasible, that the District will have reasonable access to District Data during the transition. District will pay all costs associated with such transfer. Upon successful transfer of District Data, as confirmed in writing by the District's Designated Representative, Contractor shall Securely Destroy all District Data in accordance with Section 9.1.

9.3 Response to Specific Data Destruction or Return Requests. After receiving a written request from the District, Contractor shall Securely Destroy or return any specific District Data or Contract Data that is in its possession or in the possession of its Subcontractors within seven (7) business days, excluding national holidays, after receiving a written request from the District.

10. Intentionally Omitted.

11. Intentionally Omitted.

12. Miscellaneous

12.1 Survival. Any other obligations or restrictions that expressly or by their nature are to continue after termination, shall survive termination of this Agreement for any reason until all District Data has been returned or Securely Destroyed.

12.2 No Third Party Beneficiaries. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than the parties.

12.3 Schedules. The following schedules are attached hereto, or shall be attached hereto, and are specifically made a part hereof by this reference:

Schedule 1 -- Designated Representatives

Schedule 2 -- Subcontractors

Schedule 3 -- Written Consent to Maintain De-identified Data

Schedule 4 -- Certification of Destruction/Return of District Data

Schedule 5 -- Schedule of Data

12.4 Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

12.5 THIS AGREEMENT WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE DISTRICT, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE DISTRICT FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS AGREEMENT OR THE TRANSACTIONS CONTEMPLATED HEREBY.

12.6 Effectiveness; Date. This Agreement will become effective when all parties have signed it. The date of this Agreement will be the date this Agreement is signed by the last party to sign it (as indicated by the date associated with the party's signature).

[SIGNATURE PAGE FOLLOWS]

Each party is signing this agreement on the date stated opposite that party's signature.

DISTRICT NAME: Knox County Schools

Name: _____

Title _____

Date 12/15/25

CONTRACTOR NAME

Name John Geisselman

Title Vice President, Cyber-Security

Date 12/10/2025

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

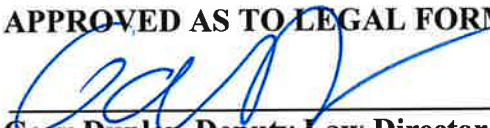
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-775(b)

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025

SCHEDULE 1
Designated Representatives

NOTICE REQUIRED	DISTRICT REPRESENTATIVE	CONTRACTOR REPRESENTATIVE
Security Breach:	Karri Hobby karri.hobby@knoxschools.org	John Geiselman Vice President, Cyber-Security 150 Rousch Blvd. STE 210, Philadelphia, PA 19112 john.geiselman@fullbloom.org
FERPA Requests:	Karri Hobby karri.hobby@knoxschools.org	help@fullbloom.org
Updates to Privacy Policy / Transparency Requirements:	Karri Hobby karri.hobby@knoxschools.org	help@fullbloom.org
Updates to Subcontractor Schedule:	Karri Hobby karri.hobby@knoxschools.org	help@fullbloom.org
Data Retrieval:	Karri Hobby karri.hobby@knoxschools.org	help@fullbloom.org
Destruction of Data:	Karri Hobby karri.hobby@knoxschools.org	help@fullbloom.org

SCHEDULE 1
Designated Representatives

DISTRICT REPRESENTATIVE	CONTRACTOR REPRESENTATIVE
Karri Hobby Strategic Improvement Specialist 400 W Summit Hill Ave UT Tower 673 Knoxville, TN 37902 karri.hobby@knoxschools.org	John Geiselman Vice President, Cyber-Security 150 Rousch Blvd. STE 210, Philadelphia, PA 19112 john.geiselman@fullbloom.org

SCHEDULE 2
Subcontractors

Contractor shall update this information as necessary to maintain accuracy and shall send revised attachments, exhibits or schedules to the District's Authorized Representative.

What third party vendors does Contractor do business with that may have access to student personally identifiable data, and what is the purpose of these third party vendors (please fill complete the table below with this information)?

Name of Subcontractor	Primary Contact Person	Subcontractor's Address	Subcontractor's Phone/email	Purpose of re-disclosure to Subcontractor
Zoom	Zoom Support	support.zoom.com	support.zoom.com	Meetings
Microsoft 365	Microsoft Support	support.microsoft.com	support.microsoft.com	File Sharing
PDNow	FullBloom Support	help@fullbloom.org	help@fullbloom.org	PDNow SaaS

SCHEDULE 3
Written Consent to Maintain De-identified Data

The District hereby gives its consent for Contractor to retain and use for the stated purpose and period, De-identified Data elements as set forth below:

Description of De-identified Data Elements	Purpose for Retention and Use	Period of Use
Student & Teacher Data	Quality assurance & analytics	Term of agreement

I/We, John Geiselman, as [title]
Vice President, Cyber-Security and the authorized representative(s) of the Contractor do hereby certify that
no attempt will be made to re-identify De-identified Data.

Contractor Representative Name: John Geiselman

Title: Vice President, Cyber-Security

Signature: John Geiselman Date: 12/10/2025

SCHEDULE 4
Certification of Destruction/Return of District Data

I/We, [NAME(S)], as the authorized representative(s) of the Contractor do hereby acknowledge and certify under penalty of perjury that [initial next to both subparts of the applicable Part A or Part B]:

Part A - Destruction:

_____ the District Data and PII provided to Contractor by the District as part of the Data Sharing Agreement in accordance with federal and state law was destroyed on, 20 by means of [describe destruction methods]: .

_____ the District Data and PII provided to Contractor's Subcontractors as part of the Data Sharing Agreement in accordance with federal and state law was destroyed as set forth below:

<i>Name of Subcontractor</i>	<i>Date of Deletion</i>	<i>Destruction Method</i>

Part B - Return: [If this option is elected by the District, then Contractor shall also complete Part A.]

_____ the District Data and PII provided to Contractor by the District as part of the Data Sharing Agreement in accordance with federal and state law was returned or transferred to the District's Authorized Representative or other person or entity designated by the District, on _____, 20__ to _____, by means of [describe destruction methods]: .

_____ the District Data and PII provided to Contractor's Subcontractors as part of the Data Sharing Agreement in accordance with federal and state law was returned or transferred to the District's Authorized Representative or other person or entity designated by the District as set forth below:

<i>Name of Subcontractor</i>	<i>Date of Return</i>	<i>Return / Transfer Method</i>

Contractor Name: _____

Contractor Representative Name: _____

Title: _____

Signature: _____ Date: _____

SCHEDULE 5
Schedule of Data

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	☒
	Other application technology meta data-Please specify: User: First/last name, email, username, role, school, district	☒
Application Use Statistics	Meta data on user interaction with application	☒
Assessment	Standardized test scores	☐
	Observation data	☐
	Other assessment data-Please specify: Educator course performance scores	☒
Attendance	Student school (daily) attendance data	☐
	Student class attendance data	☐
Communications	Online communications captured (emails, blog entries)	☒
Conduct	Conduct or behavioral data	☐
Demographics	Date of Birth	☐
	Place of Birth	☐
	Gender	☐
	Ethnicity or race	☐
	Language information (native, or primary language spoken by student)	☐

Category of Data	Elements	Check if Used by Your System
	Other demographic information-Please specify:	☐
Enrollment	Student school enrollment	☐
	Student grade level	☐
	Homeroom	☐
	Guidance counselor	☐
	Specific curriculum programs	☐
	Year of graduation	☐
	Other enrollment information-Please specify: Prior services and supports received	☐
Parent/Guardian Contact Information	Address	☐
	Email	☐
	Phone	☐
Parent/Guardian ID	Parent ID number (created to link parents to students)	☐
Parent/Guardian Name	First and/or Last	☐
Schedule	Student scheduled courses	☐
	Teacher names	☐
Special Indicator	English language learner information	☐
	Low income status	☐
	Medical alerts/ health data	☐

Category of Data	Elements	Check if Used by Your System
	Student disability information	☐
	Specialized education services (IEP or 504)	☐
	Living situations (homeless/foster care)	☐
	Other indicator information-Please specify:	☐
Student Contact Information	Address	☐
	Email	☐
	Phone	☐
Student Identifiers	Local (School district) ID number	☐
	State ID number	☐
	Contractor/App assigned student ID number	☐
	Student app username	☐
	Student app passwords	☐
Student Name	First and/or Last	☐
Student In App Performance	Program/application performance (typing program- student types 60 wpm, reading program-student reads below grade level)	☐
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	☐
Student Survey Responses	Student responses to surveys or questionnaires	☐
Student work	Student generated content; writing, pictures, etc.	☐

Category of Data	Elements	Check if Used by Your System
	Other student work data -Please specify:	☐
Transcript	Student course grades	☐
	Student course data	☐
	Student course grades/ performance scores	☐
	Other transcript data - Please specify:	☐
Transportation	Student bus assignment	☐
	Student pick up and/or drop off location	☐
	Student bus card ID number	☐
	Other transportation data – Please specify:	☐
Other	Please list each additional data element used, stored, or collected by your application: Note: All data elements noted above pertain to staff data only. We do not collect any student (FERPA) data for Professional Development related engagements or applications.	☒

None	No Student Data collected at this time. Contractor will immediately notify District if this designation is no longer applicable.	☒
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KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Catapult is the vendor selected to work with Northwest Middle School in the School Turnaround Program. This is contract approval to be signed. I am attaching a draft document as a place holder and will provide the final document as soon as possible.

Cost to Knox County Schools

0

Description and Type of Funding Source

TDOE School Turnaround Program (STP)

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

7. C. 5.

Meeting Date: 01/08/2026

Winter Guard International, Inc. Form Agreement

Submitted By: Terri Coatney

Department: Academics

Division: Academic Supports

Explanation

Approve Form Participating Group Master Agreement-Single School with Winter Guard International, Inc. (WGI) to allow school administrators the authority to approve agreements for participation in WGI-sanctioned events for the 2025-2026 school year, renewable each year for a maximum of five (5) years

Fiscal Impact

Attachments

Form Agreement

Fiscal Note

PARTICIPATING GROUP MASTER AGREEMENT SINGLE SCHOOL

This Participating Group Master Agreement (the "Agreement") by and between

PARTICIPATING GROUP NAME: _____

PARTICIPATING GROUP SCHOOL DISTRICT: _____

PARTICIPATING GROUP CLASS OF COMPETITION:

Color Guard:	☐ Junior	☐ SRA	☐ SA	☐ SO	☐ SW	
Percussion:	☐ PSA	☐ PSO	☐ PSW	☐ PSCA	☐ PSCO	☐ PSCW
Winds:	☐ WSA	☐ WSO	☐ WSW			

PARTICIPATING GROUP ADDRESS: _____

("Participating Group") and Winter Guard International, Inc., 1994 Byers Rd, Dayton, OH, 45342 ("WGI") shall be effective on the date of the last execution signature below through June 30, 2026.

Participating Group desires to compete in WGI-sanctioned events ("the Events"). The following terms constitute an agreement made between Participating Group and WGI regarding the relationship between the parties, including during the Events and time between the Events. Participating Group and WGI now agree as follows:

I. GENERAL TERMS AND CONDITIONS

- A. Participating Group shall be an entity with an existence that is separate from, and independent of, any particular individual. Ordinarily, a Participating Group will be a school district (or part thereof), or a private organization. Participating Group shall have a leadership structure that provides for meaningful leadership and oversight by more than two individuals. WGI and Participating Group are independent entities, with no partnership, joint venture, or agency relationship between them.
- B. This Agreement may be terminated by either party at any time for any reason, with or without prior notice, with or without cause, and without penalty. Termination of this Agreement shall not relieve either party of liability for breaches of the Agreement occurring prior to its termination.
- C. Participating Group shall be responsible for registering for the Events in which it wishes to participate, using the registration guidelines established by WGI for the period of this Agreement. All such registration guidelines are available at wgi.org/registration.
- D. Participating Group shall not be eligible to participate in any WGI-sanctioned event unless this Agreement is in effect.
- E. Participating Group shall comply with all rules and regulations prescribed by WGI, including without limitation all adjudication manuals and policy manuals in effect for the period of this Agreement. All such rules and regulations are available at wgi.org/rules.
- F. Participating Group shall provide to WGI one (1) active mobile phone number to be used for official communication purposes during the period of this Agreement. The designated mobile phone number shall belong to an authorized representative of the Participating Group and must remain active and accessible for the duration of the Agreement. It is the responsibility of the Participating Group to notify WGI promptly of any changes to the designated mobile phone number.

II. PARTICIPANT PROTECTION

- A. Participating Group shall comply with all applicable laws, including those of the state in which the group is based and any state(s) to which the group travels. All laws relating to the protection of participants within youth-

serving organizations must be strictly observed. In addition, Participating Groups are required to comply to the WGI Code of Conduct.

B. WGI requires Participating Groups to obtain a national criminal history background check (or some satisfactory equivalent for your country or locale) for all adult supervisors. Adult supervisors are adults in instructional, design, or managerial roles who spend more than two (2) total hours or more per season of in-person interaction. School district, university, or educational institution groups must submit their signed agreement confirming that all adult supervisors have been disclosed to WGI and have been background checked per the school district, university, or educational institution's existing hiring and compliance policies; however, if the school district, university, or educational institution do not have policies for such background checks, the Participating Group must comply with the WGI requirement. Such background checks shall be performed at the direction of the Participating Group's director but in no event less than every two (2) years.

By signing this Agreement, the Participating Group agrees they are fully executing this background check policy and acting in accordance with the WGI Code of Conduct and principles of participant protection. Additionally, the Participating Group represents that the WGI Director of Participant Protection has been fully informed, in writing, if any adult supervisor:

- Has been the subject of an investigation or named in any report or allegation of inappropriate conduct
- Has been terminated, not rehired, or removed from a role due to inappropriate conduct
- Has been reprimanded, suspended, or had teaching of professional privileges revoked for inappropriate conduct.
- Has a record of allegations of inappropriate conduct, including investigative reports, police reports (even without arrest), or public records such as school board or administrative meeting minutes
- Has been involved in past incidents that could negatively impact the reputation of WGI or its participants

The term "inappropriate conduct" includes any conduct that would violate the WGI Code of Conduct but also includes any other conduct that was inappropriate under the circumstances.

C. All adult supervisors, as defined in Section B, must complete WGI-prescribed abuse prevention training prior to engaging in regular contact with participants. This training must be completed within 45 days of assuming a new role and no later than December 31 of the year preceding the competition season. By signing this Agreement, the Participating Group affirms that it requires such abuse prevention training and that it acts in compliance with the WGI Code of Conduct and the principles of participant protection.

D. Participating Group shall disseminate WGI's policies concerning participant protection to all its leaders, staff, and participants, and shall ensure that its leaders and staff adhere to those policies or to the policies of the school district or educational institution with which the Participating Group is affiliated, if those policies are substantially similar or more protective than WGI's policies. All participant protection policies are available on WGI's [website](#) or upon request.

E. The school district, university, or educational institution affiliated with the Participating Group represents that there are effective internal policies and procedures for the protection and safety of its participants, including without limitation the ability of any individual to report suspected misconduct to the leadership of the Participating Group without reprisal. This also includes the responsibility to respond to all complaints or reports of policy violations by conducting an effective internal investigation, reporting the matter to the appropriate external authorities as may be necessary and taking appropriate and effective remedial action under the circumstances.

F. WGI defines misconduct as follows:

- Any misconduct of a sexual nature or potentially classifiable as a sex offense under applicable local, state, and federal law, including without limitation so-called "victimless" activities such as prostitution, pornography, and indecent exposure;
- Any misconduct in which actual or suggested sexual relations is an element;
- Any harassing conduct pertaining to, in whole or in part, an individual's sex, gender, sexual orientation, or gender expression; and
- Any conduct involving harm to a minor.

G. If a Participating Group becomes aware of any information—whether oral or written, "informal" or "formal"—that suggests a potential Code of Conduct violation connected to individuals or activities associated with the Participating Group, WGI must be immediately notified in writing to the extent permitted by local, state, and federal privacy laws.

H. Participating Groups shall promptly and fully respond to all WGI requests for information regarding their compliance with this Agreement, subject to applicable local, state, and federal privacy laws. This obligation includes full cooperation in any compliance audit or inquiry into alleged misconduct.

III. PUBLICITY RIGHTS

A. Participating Group shall adhere to all copyright guidelines established by WGI for the period of this Agreement. All copyright guidelines are available at wgi.org/copyright.

B. Participating Group grants WGI the right to photograph, record and/or videotape Participating Group in all media, whether now known or here after devised (including, without limitation, in computer or other device applications, online webcasts, television programming, in motion pictures, films, newspapers, and magazines) and in all forms including, without limitation, publication and use of Event results and standings, without compensation, residual obligations, reservation or limitation, or further approval, and to the extent permitted by applicable law, Participating Group agrees to indemnify and hold harmless WGI for any Claims associated with such grant and right to use.

C. Participating Group will not use for publicity, promotion or otherwise, any logo, name, trade name, service mark or trademark of WGI including, but not limited to, the terms "WGI", "Sport of the Arts", and the WGI logo, or any simulation, abbreviation or adaptation of the same without WGI's prior, written, express consent. WGI may withhold such consent in WGI's absolute discretion.

D. All audio recordings of adjudicator commentary ("Judge Recordings") are provided by WGI solely for the instructional use of the Participating Group. These recordings may be shared internally among members and adult supervisors of the group for training and educational purposes. Recordings may not be copied, posted online, distributed, or used outside of the Participating Group without prior written consent from WGI. Each Participating Group assume responsibility for safeguarding the confidentiality of these recordings.

IV. LIABILITY

A. Participating Group represents and agrees that the applicable school district self-insurance, school or school district insurance policy fully and completely covers, on either a primary or secondary basis as applicable, all those involved with the Participating Group while participating in a WGI-sanctioned event.

B. To the extent permitted by applicable law, Participating Group agrees to defend, indemnify and hold harmless WGI, their trustees, directors, officers, agents and employees, individually and collectively, from and against all claims, suits, losses, injuries, damages, liabilities, obligations and causes of action, of whatever kind, arising in any manner whatsoever, out of, or in connection with the activities of the Participating Group including, but not limited to, performances, rehearsals, travel and participation in any WGI events; their performance of this Agreement; for any breach of this Agreement or for the negligent or willful acts or omissions of their trustees, directors, officers, agents, employees, volunteers, performers and/or members.

C. Participating Group agrees to have each participant sign the applicable Performer Release Form (minor or adult) and file these forms with WGI before participating in a WGI-sanctioned event. Participating Group acknowledges that it will not be eligible to participate in any WGI-sanctioned event until WGI has received signed Performer Release Forms from all participants.

V. SCHOLASTIC ELIGIBILITY

A. This Agreement certifies that the Participating Groups' total membership are students from the same school, schools that feed directly into that school, or home-schooled students that reside within school district boundaries and are approved by the school to participate in WGI-sanctioned events.

VI. MISCELLEANOUS

A. To the extent permitted by the laws of the jurisdiction under which the Participating Group is organized, the parties agree that this Agreement shall be construed under the laws of the state of the Participating Group, and the parties further agree that the federal and state courts located in the state of the Participating Group shall have

exclusive and sole jurisdiction to resolve all disputes arising under or related to this Agreement. The parties irrevocably consent to the jurisdiction of the federal and state courts of the Participating Group and agree that such courts are the only proper venue for the resolution of disputes between them. Notwithstanding the foregoing, all state and local laws applicable to the Participating Group and pertaining to sovereign immunity, choice of law, jurisdiction, venue, remedies and any other matter addressed by this Agreement shall remain in full force and effect and shall supersede any contradictory provision in this Agreement.

B. The individual who is executing this Agreement on behalf of the Participating Group hereby represents that he or she has the full power and authority to bind the Participating Group to these terms. This Agreement may only be executed by an employee of the school or school district-not an independent contractor-authorized to bind the school to its terms either by law or by a resolution duly adopted by the governing body of the school or educational institution.

C. This Agreement is an offer to the Participating Group by WGI to enable the Participating Group to participate in WGI-sanctioned events on the terms and conditions specified in this document, in the exact form in which it was presented to the Participating Group. Any modification to this document renders the entire document void and there shall be no agreement between WGI and the Participating Group unless the modification is initialed or otherwise specifically approved in writing by an authorized official of WGI.

Accepted:

For _____
School/Group Name

Name: _____

Administrator Title: _____

Dated: _____

Accepted:

For WINTER GUARD INTERNATIONAL, INC.

Name: Ron Nankervis



Title: Chief Executive Officer

Dated: September 9, 2025

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

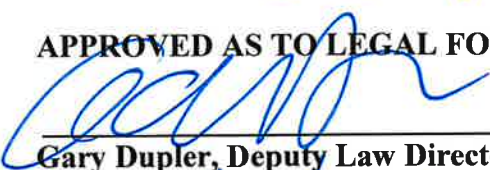
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-794

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025

Version approved by Board
on 2/9/2023

PARTICIPATING GROUP MASTER AGREEMENT

Single School

This Participating Group Master Agreement (the "Agreement") by and between

PARTICIPATING GROUP NAME

PARTICIPATING GROUP SCHOOL DISTRICT Knox County School District

PARTICIPATING GROUP CLASS OF COMPETITION

PARTICIPATING GROUP ADDRESS

("Participating Group") and Winter Guard International, Inc., 1994 Byers Rd, Dayton, OH, 45342
("WGI") shall be effective on the date of the last execution signature below through

Participating Group desires to compete in WGI-sanctioned events ("the Events"). The following terms constitute an agreement made between Participating Group and WGI regarding the relationship between the parties, including during the Events and time between the Events. Participating Group and WGI now agree as follows:

I. GENERAL TERMS AND CONDITIONS

A. Participating Group shall be an entity with an existence that is separate from, and independent of, any particular individual. Ordinarily, a Participating Group will be a school district (or part thereof), or a private organization. Participating Group shall have a leadership structure that provides for meaningful leadership and oversight by more than two individuals. WGI and Participating Group are independent entities, with no partnership, joint venture, or agency relationship between them.

B. This Agreement may be terminated by either party at any time for any reason, with or without prior notice, with or without cause, and without penalty. Termination of this Agreement shall not relieve either party of liability for breaches of the Agreement occurring prior to its termination.

C. Participating Group shall be responsible for registering for the Events in which it wishes to participate, using the registration guidelines established by WGI for the period of this Agreement. All such guidelines shall be made available on WGI's website or upon request.

D. Participating Group shall not be eligible to participate in any WGI-sanctioned event unless this Agreement is in effect.

E. Participating Group shall comply with all rules and regulations prescribed by WGI, including without limitation all rules and regulations in effect for the period of this Agreement. All such rules shall be made available on WGI's for Color Guard, Percussion, and Winds, or upon request.

II. PARTICIPANT PROTECTION

A. Participating Group shall follow all laws applicable to it, including both the laws of its home state and the laws of the state(s) to which the Participating Group travels. In particular, all laws concerning the protection of participants in youth-serving organizations must be adhered to strictly.

B. WGI requires Participating Groups to obtain a national criminal history background check (or some satisfactory equivalent for your country or locale) for all adult instructional and administrative staff who have regular contact with, or authority over, participants. Note: Participating Group should also consider expanding background checks to chaperones, drivers, pit or prop crew, and anyone who have more than casual contact with participants. For Scholastic groups, this background check requirement can be fulfilled by existing policies of a school district or educational institution; however, if the school district or educational institution does not have policies for such background checks, the Participating Group must comply with this WGI requirement. By signing this agreement, the Participating Group agrees they are fully executing this background check policy and acting in accordance with the WGI Code of Conduct and principles of participant protection.

C. WGI also requires all adult instructional and administrative staff of all Participating Groups who have regular contact with, or authority over, participants to complete the U.S. Center for SafeSport's Core Center for SafeSport Training. This training must be completed before regular contact with participants begins or within the first 45 days of beginning a new role subjecting the adult to this policy. By signing this agreement, the Participating Group agrees it is requiring the mandated abuse prevention training and acting in accordance with the WGI Code of Conduct and principles of participant protection.

D. Participating Group shall disseminate WGI's policies concerning participant protection to all its leaders, staff, and participants, and shall ensure that its leaders and staff adhere to those policies or to the policies of the school district or educational institution with which the Participating Group is affiliated, if those policies are substantially similar or more protective than WGI's policies. All participant protection policies shall be made available on WGI's website or upon request.

E. The school district/educational institution affiliated with the Participating Group represents that there are effective internal policies and procedures for the protection and safety of its participants, including without limitation the ability of any individual to report suspected misconduct to the leadership of the Participating Group without reprisal. This also includes the responsibility to respond to all complaints or reports of policy violations by conducting an effective internal investigation, reporting the matter to the appropriate external authorities as may be necessary and taking appropriate and effective remedial action under the circumstances.

F. WGI defines misconduct as follows:

- Any misconduct of a sexual nature or potentially classifiable as a sex offense under applicable local, state, and federal law, including without limitation so-called "victimless" activities such as prostitution, pornography, and indecent exposure.
- Any misconduct in which actual or suggested sexual relations is an element;
- Any harassing conduct pertaining to, in whole or in part, an individual's sex, gender, sexual orientation, or gender expression; and
- Any conduct involving harm to a minor.

III. PUBLICITY RIGHTS

A. Participating Group shall adhere to all copyright guidelines established by WGI for the period of this Agreement. All such guidelines shall be made available on WGI's website or upon request.

- Color Guard copyright guidelines
- Percussion copyright guidelines
- Winds copyright guidelines

B. Participating Group grants WGI the right to photograph, record and/or videotape Participating Group in all media, whether now known or here after devised (including, without limitation, in computer or other device applications, online webcasts, television programming, in motion pictures, films, newspapers, and magazines) and in all forms including, without limitation, publication and use of Event results and standings, without compensation, residual obligations, reservation or limitation, or further approval, and to the extent permitted by applicable law, Participating Group agrees to indemnify and hold harmless WGI for any Claims associated with such grant and right to use.

C. Participating Group will not use for publicity, promotion or otherwise, any logo, name, trade name, service mark or trademark of WGI including, but not limited to, the terms "WGI", "Sport of the Arts", and the WGI logo, or any simulation, abbreviation or adaptation of the same without WGI's prior, written, express consent. WGI may withhold such consent in WGI's absolute discretion.

IV. LIABILITY

A. Participating Group represents and agrees that the applicable school district selfinsurance, school or school district insurance policy fully and completely covers, on either a primary or secondary basis as applicable, all those involved with the Participating Group while participating in a WGI-sanctioned event.

B. To the extent permitted by applicable law, Participating Group agrees to defend, indemnify and hold harmless WGI, their trustees, directors, officers, agents and employees, individually and collectively, from and against all claims, suits, losses, injuries, damages, liabilities, obligations and causes of action, of whatever kind, arising in any manner whatsoever, out of, or in connection with the activities of the Participating Group including, but not limited to, performances, rehearsals, travel and participation in any WGI events; their performance of this Agreement; for any breach of this Agreement or for the negligent or willful acts or omissions of their trustees, directors, officers, agents, employees, volunteers, performers and/or members.

C. Participating Group agrees to have each participant sign the applicable Performer Release Form (minor or adult) and file these forms with WGI before participating in a WGI-sanctioned event. Participating Group acknowledges that it will not be eligible to participate in any WGI-sanctioned event until WGI has received signed Performer Release Forms from all participants.

V. SCHOLASTIC ELIGIBILITY

A. This Agreement certifies that the Participating Groups' total membership are students from the same school, schools that feed directly into that school, or home-schooled students that reside within school district boundaries and are approved by the school to participate in WGI-sanctioned events.

VI. MISCELLANEOUS

A. To the extent permitted by the laws of the jurisdiction under which the Participating Group is organized, the parties agree that this Agreement shall be construed under the laws of the state of the Participating Group, and the parties further agree that the federal and state courts located in the state of the Participating Group shall have exclusive and sole jurisdiction to resolve all disputes arising under or related to this Agreement. The parties irrevocably consent to the jurisdiction of the federal and state courts of the Participating Group and agree that such courts are the only proper venue for the resolution of disputes between them. Notwithstanding the foregoing, all state and local laws applicable to the Participating Group and pertaining to sovereign immunity, choice of law, jurisdiction, venue, remedies and any other matter addressed by this Agreement shall remain in full force and effect and shall supersede any contradictory provision in this Agreement.

B. The individual who is executing this Agreement on behalf of the Participating Group hereby represents that he or she has the full power and authority to bind the Participating Group to these terms. If the Participating Group is associated with a school, then this Agreement may only be executed by an employee of the school-not an independent contractor-authorized to bind the school to its terms either by law or by a resolution duly adopted by the governing body of the school/organization.

C. This Agreement is an offer to the Participating Group by WGI to enable the Participating Group to participate in WGI-sanctioned events on the terms and conditions specified in this document, in the exact form in which it was presented to the Participating Group. Any modification to this document renders the entire document void and there shall be no agreement between WGI and the Participating Group unless the modification is initialed or otherwise specifically approved in writing by an authorized official of WGI.

Accepted:

For

Name:

Title: School Principal

Signature: _____

Dated: _____

Accepted:

For WINTER GUARD INTERNATIONAL, INC.:

Name: Ron Nankervis

A handwritten signature in black ink, appearing to read "Ron Nankervis", written over a horizontal line.

Title: Chief Executive Officer

Date: September 15, 2022

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 9th day of February, 2023, as reflected in its minutes, and certified by its Chairperson.


Kristi Kristy, Chair

Date: 2-9-2023

Approved by
Knox County Board of Education

2/9/2023 

KNOX COUNTY GOVERNMENT

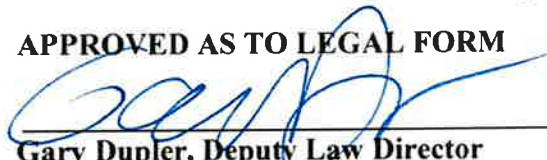

Glenn Jacobs, Mayor

Date: 2/14/23

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 23-081

APPROVED AS TO LEGAL FORM


Gary Dupler, Deputy Law Director

Date: 2/8/2023



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve form agreement with Winter Guard International, Inc. (WGI) to allow school administrators the authority to approve agreements for participation in WGI-sanctioned events for the 2025-2026 school year, renewable each year for a maximum of five (5) years

Cost to Knox County Schools

No cost to KCS

Description and Type of Funding Source

N/A

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Bearden Learning Center Released Time Education Agreement for Elective Credit

Submitted By: Terri Coatney

Department: Academics

Division: Teaching & Learning

Explanation

Approve Released Time Education Agreement for Elective Credit with Bearden Learning Center for the term of July 1, 2026 through June 30, 2031

Fiscal Impact

Attachments

Agreement
Syllabus
Fiscal Note

**Released Time Education Agreement for Elective Credit Between
Bearden Learning Center
and
Knox County Schools**

This Released Time Education Agreement for Elective Credit ("Agreement"), by and between Bearden Learning Center ("Provider") and Knox County Schools ("High School"), is for the purpose of providing high school students the opportunity to earn elective credits upon successful completion of qualified course(s), as further defined herein.

OVERVIEW

In accordance with the guidelines and policies set forth in T.C.A. § 49-2-130, the Instructional Goals and Objectives set forth by the Knox County School Board in Policy I-122, Course Credit Earned Outside the Base High School, and the procedures established by Provider, Provider desires to provide eligible high school students the opportunity to earn elective credit upon successful completion of qualified course(s) (each a "Released Time Course"). Released Time Courses include courses taken at Provider during regular school hours.

Released Time Courses must be:

- Listed in the Provider's catalog and use the course syllabus, including outcomes and requirements, and text and materials approved by the Provider.
- Listed in the High School's course catalog as an available elective at the time of registration of students at the beginning of each semester or school year, as applicable.
- Offered at times that coincide with school class schedules.

Eligible students ("Students") must be enrolled as 9th, 10th, 11th, or 12th grade students at Bearden High School. In order to enroll in a specific Released Time Course, Students must meet the course's specific requirements as determined by the Provider, and shall be eligible to take an elective course as determined by High School.

In order to participate in a Released Time Course, Students must submit the following to the Bearden Learning Center before the first day of instruction:

- Required signatures of permission to take the Released Time Course from the parent or legal guardian of the Student.

Released Time Courses may be held on the campus of the Provider, or some other location off campus of the High School.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The Provider:

- Is responsible for expending all funds necessary to administer the Released Time Courses, at no cost to the High School or any other public institution, including reimbursement for any incidental cost reasonably incurred by High School in connection with High School's responsibilities under this agreement.
- Shall assume liability for the Students attending Released Time Courses from the time the Students leave the school until the Students return to school.
- Is responsible for ensuring that a teacher licensed to teach in the State of Tennessee is the instructor for the Released Time Course.
- Will provide supervision of its staff. A Board of Directors oversees the staff teaching the courses and are available for consultation with High School personnel if problems arise in the classroom. It is the goal of both the Provider and the High School to provide a meaningful and positive educational experience for students.
- May cancel any Released Time Course with enrollment insufficient to provide a meaningful Released Time Course to the students registered by giving written notice to the High School within 10 business days of receipt of the report of registration received from High School.
- On the schedule requested by High School, provide to High School for all Students a class roster of students enrolled at the beginning of the semester, alerts regarding students in danger of failing a course at mid-term, and completed grade reporting sheets and attendance reporting sheets at the end of the semester.
- Designate a School Coordinator, who will be responsible for coordinating Released Time Courses with the High School.
- Will provide access to the master syllabus for each Released Time Course taught by Provider to ensure clear communication about the goals and expectations of the course.
- Will provide transportation for all Students, including transportation for students with disabilities, from High School to Provider's campus and from Provider's Campus to High School before and after each class, except for classes which start at 7:00, in which cases, transportation will only be provided from Provider's campus to High School. Students enrolled in a 7:00 Released Time Course will be responsible for transportation to the Provider's campus, in accordance with High School policy for all 7:00 classes.
- By no later than August 1 of each year, will provide written confirmation to High School that Provider has complied with the background check requirements and employee identification pursuant to T.C.A. § 49-2-130(i).
- Will provide High School with a copy of the Provider's Policies and Procedures Manual.
- Will ensure that no Student is enrolled for more than one Released Time Course in a given semester, in accordance with T.C.A. § 49-2-130.
- Will coordinate with High School to ensure compliance of Provider and the Released Time Courses offered with T.C.A. § 49-2-130 and KCS Policy I-122, as the same may be amended from time to time, in all respects and at all times.

A.2. The High School shall:

- Award high school elective credit(s) for each Released Time Course successfully completed.
- Evaluate Released Time Courses in a neutral manner that does not involve any test for religious content or denominational affiliation using criteria which may include (a) the amount of classroom instruction time, (b) the course syllabus, and (c) methods of

- assessment used in the course.
- Provide Provider with any grade reporting sheets or attendance reporting sheets that Provider will be requested to complete for Students.
- Assist Students in registration for the Released Time Course during the normal registration process at High School.
- Provide the School Coordinator with class rosters as well as permission slips on a form provided to High School by Provider, for student planning to participate in course taught by the Provider. The School Coordinator must receive these items prior to the start of each semester in which there is enrollment for Released Time Course(s).
- Ensure that students on the roster are enrolled at Bearden High School, and notify School Coordinator of any enrollment changes in a timely manner.

A.3. The Provider and the High School shall:

- Each distribute necessary forms to Students as required to meet course enrollment requirements.
- Provide appropriate information to the Students regarding the nature and availability of Released Time Courses.

B. AGREEMENT TERM. This Agreement shall be effective for an initial period of no more than five (5) years, commencing on July 1, 2026 and ending on June 30, 2031.

Additional 5 year ^{agreements} ~~renewal terms~~ may be entered into by ^{a new} ~~an extension of this~~ Agreement signed by both parties. 

C. MODIFICATION AND AMENDMENT. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.

D. PERFORMANCE. Each party agrees to work in good faith to achieve the objectives of this Agreement.

E. TERMINATION. Either party may terminate this Agreement with cause by providing written notice to the other party. However, in no event shall termination be effective until the end of the academic year then in progress.

F. STATE AND FEDERAL COMPLIANCE. Each party shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) (collectively, the "Laws"). Each party agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose unless permitted by the Laws or necessary in order to comply with this Agreement. For purposes of clarity, the parties acknowledge that Students enrolled in

Released Time Courses are students of both the Provider and the High School with educational records created by the instructors of such Released Time Courses being records of both the Provider and the High School. The parties further acknowledge that the Laws applicable to educational records held by the Provider differ from those applicable to educational records held by the High School and agree that the Laws applicable to educational records held by the Provider shall apply only to the Provider, and the Laws applicable to educational records held by the High School shall apply only to the High School. The personally identifiable information may not be disclosed or re-disclosed by either party to any but the other party without prior written consent of the Student, the parent or legal guardian of the Student, or as otherwise permitted by FERPA or this Agreement.

G. GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.

H. SEVERABILITY. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.

I. COMMUNICATIONS AND CONTACTS.

The Provider:

Bearden Learning Center
Attn: Michael LeMarbre
9950 Kingston Pike, Ste 302
Knoxville, Tennessee 37922
865-392-5805 (phone)

With a copy to:

Michael Shope, Esq.
9950 Kingston Pike, Ste 302
Knoxville, Tennessee 37922

The High School:

Knox County Schools
Attn: John Rysewsk, Superintendent of Schools
505 Summer Place
Knoxville, TN 37902
865-594-1594 (phone)

With a copy to:

Bearden High School
Attn: Debbie Sayers, Executive Principal

8352 Kingston Pike
Knoxville, Tennessee 37922
865-539-7800 (phone)

- J. RELATIONSHIP OF THE PARTIES. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.
- K. LIABILITY. Provider is a nonprofit corporation organized under the laws of the State of Tennessee. The High School is a political subdivision of the state and, as such its liability for injuries which may result from its performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq. Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF, the parties hereby enter this Agreement effective the 1st day of July, 2026:

KNOX COUNTY SCHOOLS

Jon Rysewyk, Superintendent of Schools

Date

BEARDEN LEARNING CENTER

Michael LeMabre, President

Date

Additional required signatures on next page.



KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

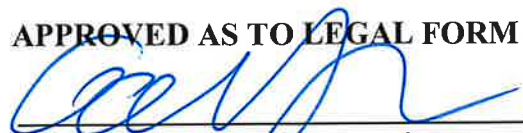
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-777

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025

Syllabus for Released-Time Bible Education

Anchor Learning Center



Course Title: Anchor Learning Center Introductory Old Testament

Instructor: TBD

Class Time: Monday-Friday, designated class period set by Farragut High School

Location: Faith Promise Church Farragut Campus – Anchor Learning Center

Textbook: Gospel Foundations, Volumes 1-4 (Lifeway), Holy Bible (English Standard Version, Christian Standard Bible, or preferred translation)

Supplies Needed: Binder or Notebook, Pencil or Pen

Learning Objectives:

Each statement is an overarching goal that will be taught throughout the semester. Pacing will come with the teachers syllabus.

1. To introduce to students to a chronological study of the Bible.
2. To teach students that the Bible is a historical document and is true, trustworthy, and transformational.
3. To help students understand that, according to the Bible, God created the universe and mankind.
4. To enable students to know the basic historical facts of the Old Testament leading up to the New Testament gospel accounts.
5. To lead students to see the wondrous nature and character of God revealed through His interaction with mankind in biblical history and through His Son, Jesus Christ.
6. To equip students with practical steps to develop a biblical worldview and defend what they believe.
7. To help students understand how their beliefs impact their personal lives, others, and their future.

Related TN Standards:

Reading –

9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

9-10.RI.IKI.9 Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.

Speaking & Listening –

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

Writing –

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

Social Studies –

AH.08 Describe the origins and central features of Judaism and its distinctions from other early religious traditions: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

AH.31 Describe the origins, central features, and diffusion of Christianity: • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

Grading Scale:

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

Grading Curriculum:

10% - Personal Reflection & Writing

Daily journal will be required for reflection on the content of the daily work. These journals will be reviewed weekly.

10% - Research & Presentations

Students will pick a topic from our semester of work to do research and a class presentations at the end of the semester on the topic that had the largest impact on them.

40% - Daily Assignments and Participation

Daily assignments and participation will include class work, class participation as well as homework assignments when given.

40% - Assessments

Assessments will be administered at the end of each unit. For example, historical books of the Old Testament, poetic books of the Old Testament and prophetic books of the Old Testament.

In addition, there will be a final exam, preceded by a final exam study guide, on content covered over the semester.

Attendance Policy: Success in this class is dependent on your presence and participation. It is highly encouraged that you attend every class. If you must miss a class, please contact the instructor prior to missing when possible to obtain material that is going to be missed. A student who misses this class without an excuse will not be permitted to makeup the work. Excused absences are at the discretion of the instructor. ALC will follow Knox County policies on attendance, absences and tardies will be reported to administration daily. If you are absent, it is your responsibility to get your make-up work within 3 days. The make-up work is due within 10 days of returning to school. NO late work will be accepted for in-class assignments, so it is important to stay on task and complete the assignment in a timely manner. If an exam is missed, you must come either before or after school to make up the exam. Your safety is our priority. If a student misses this class after being released by Farragut High School, that student may forfeit his or her ability to take this class.

Communication:

All communication for the class with families and students will be handed via email. It will be the students responsibility to monitor their email for assignment changes that may occur outside of class.

Syllabus for Released-Time Bible Education

Anchor Learning Center



Course Title: Anchor Learning Center Introductory New Testament

Instructor: TBD

Class Time: Monday-Friday, designated class period set by Farragut County High School

Location: Faith Promise Church Farragut Campus – Anchor Learning Center

Textbook: Gospel Foundations, Volumes 5-6 (Lifeway), Holy Bible (English Standard Version, Christian Standard Bible, or preferred translation)

Supplies Needed: Binder or Notebook, Pencil or Pen

Learning Goals:

Each statement is an overarching goal that will be taught throughout the semester. Pacing will come with the teachers syllabus.

1. To introduce to students to the Gospel accounts of Jesus Christ, history of the early Christian Church, and the apostle Paul's teachings in the New Testament.
2. To teach students that the Bible is a historical document and is true, trustworthy, and transformational.
3. To help students understand that, according to the Bible, God founded His Church through the apostles who proclaimed the teachings of Jesus Christ.
4. To enable students to know the basic historical facts of the New Testament during and after the earthly life of Jesus Christ.
5. To lead students to see the wondrous nature and character of God revealed through His interaction with mankind in biblical history and teachings.
6. To equip students with practical steps to develop a biblical worldview and defend what they believe.
7. To help students understand how their beliefs impact their personal lives, others, and their future.

Related TN Standards:

Reading –

9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

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9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

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AH.31 Describe the origins, central features, and diffusion of Christianity: • Key Person(s): Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

Grading Scale:

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Grading Curriculum:

10% - Personal Reflection & Writing

Daily journal will be required for reflection on the content of the daily work. These journals will be reviewed weekly.

10% - Research & Presentations

Students will pick a topic from our semester of work to do research and a class presentations at the end of the semester on the topic that had the largest impact on them.

40% - Daily Assignments and Participation

Daily assignments and participation will include class work, class participation as well as homework assignments when given.

40% - Assessments

Assessments will be administered at the end of each unit. For example, historical books of the Old Testament, poetic books of the Old Testament, prophetic books of the Old Testament, the 4 Gospels in the New Testament, the history of the early church and the church letters in the New Testament.

In addition, there will be a final exam, preceded by a final exam study guide, on content covered over the semester.

Attendance Policy: Success in this class is dependent on your presence and participation. It is highly encouraged that you attend every class. If you must miss a class, please contact the instructor prior to missing when possible to obtain material that is going to be missed. A student who misses this class without an excuse will not be permitted to makeup the work. Excused absences are at the discretion of the instructor. ALC will follow Knox County policies on attendance, absences and tardies will be reported to administration daily. If you are absent, it is your responsibility to get your make-up work within 3 days. The make-up work is due within 10 days of returning to school. NO late work will be accepted for in-class assignments, so it is important to stay on task and complete the assignment in a timely manner. If an exam is missed, you must come either before or after school to make up the exam. Your safety is our priority. If a student misses this class after being released by Farragut High School, that student may forfeit his or her ability to take this class.

Communication:

All communication for the class with families and students will be handed via email. It will be the students responsibility to monitor their email for assignment changes that may occur outside of class.



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Request from Bearden Learning Center for Board approval of Released Time Education Agreement for Elective Credit for Bearden High School Students for term of July 1, 2026 through June 20, 2031.

Cost to Knox County Schools

No cost to Knox County Schools

Description and Type of Funding Source

N/A

Board of Education Regular Session

Meeting Date: 01/08/2026

Ball Camp Elementary School Courtyard Artificial Turf Project

Submitted By: Terri Coatney

Department: Operations

Division: Facilities & Construction

Explanation

Approve request of Ball Camp Elementary to purchase and install artificial turf in the school's courtyard area at an estimated cost of \$43,540.00 using donated funds from the Ball Camp Elementary School PTA, Coupon Book Sales, and Internal School Funds

Fiscal Impact

Attachments

Detail

Fiscal Note

**KNOX COUNTY SCHOOLS
Facilities Department**

TO: Doug Shover
Director of New Facilities and Construction

FROM: Ball Camp Elementary

DATE: 12/08/25

SUBJECT: Request for Board of Education Approval of a School Funded Project

I request you recommend this project to the Board of Education for approval. Supporting documentation is attached.

Site	Ball Camp Elementary
Requested By:	Sarah Brengle
Approved By: (School Principal)	<i>Sarah Brengle</i>
Phone	(865) 539-7888
Nature of the Project	Ball Camp Elementary wishes to have turf installed in their inner courtyard to be utilized as an area for additional recess time and as an outdoor classroom. Total cost will be funded through a \$30,000 donation from PTA, \$8,540.00 from coupon books (account 306.010), and \$5000 from daycare funds (account 911.501).
Cost of the Project	Total cost of project is \$43,540.00
Funded By ☒ Check box if project is funded in whole or in part by money contained in a school account and submit a completed form BO-107 with this form.	Account 913.242: \$30,000.00 Account 306.010: \$8,540.00 Account 911.501: \$5000.00
Cost to Knox County Schools	\$43,540.00

**KNOX COUNTY BOARD OF EDUCATION
INTERNAL SCHOOL FUNDS
PURCHASE APPROVAL REQUEST**

1) School Ball Camp Elementary Date 12/08/25

2) Item(s) to be Purchased (Note 1)

Turf

1) _____

2) _____

3) _____

4) _____

Attach additional page(s) as necessary

3) Purchase Amount (Note 2) \$ \$43,540.00

4) Vendor Playworld Preferred

5) Source(s) of Funding (Funds must be currently available)
(Examples: School Coupon Book Sales Receipts, PTO/PTA, Booster Club, General School Funds, etc.)

Source 1	<u>PTA Donation</u>	Account Number	<u>Account 913.242</u>	Amount \$	<u>\$30,000.00</u>
Source 2	<u>Coupon Book</u>	Account Number	<u>Account 306.010</u>	Amount \$	<u>\$8,540.00</u>
Source 3	<u>Daycare</u>	Account Number	<u>Account 911.501</u>	Amount \$	<u>\$5000.00</u>
Source 4	_____	Account Number	_____	Amount \$	_____
Total (Should Equal Item #3 Above)					\$ <u>\$43,540.00</u>

I certify that the purchase(s) requested above will be made in accordance with all applicable provisions of Knox County Board of Education Policy and the Tennessee Internal School Financial Management Manual.

Signed: 

Principal: Sarah Brengle

Date: 12/08/25

Funds are available: _____
Supervisor of Student Activity Funds

NOTE: All purchases of supplies, materials, equipment, and contractual services at the school level of ten thousand dollars (\$10,000) or greater shall be based on competitive bids and approved by the Board of Education.



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Ball Camp Elementary wishes to have turf installed in their inner courtyard to be utilized as an area for additional recess time and as an outdoor classroom. Total cost will be funded through a \$30,000 donation from PTA, \$8,540.00 from coupon books (account 306.010), and \$5000 from daycare funds (account 911.501).

Cost to Knox County Schools

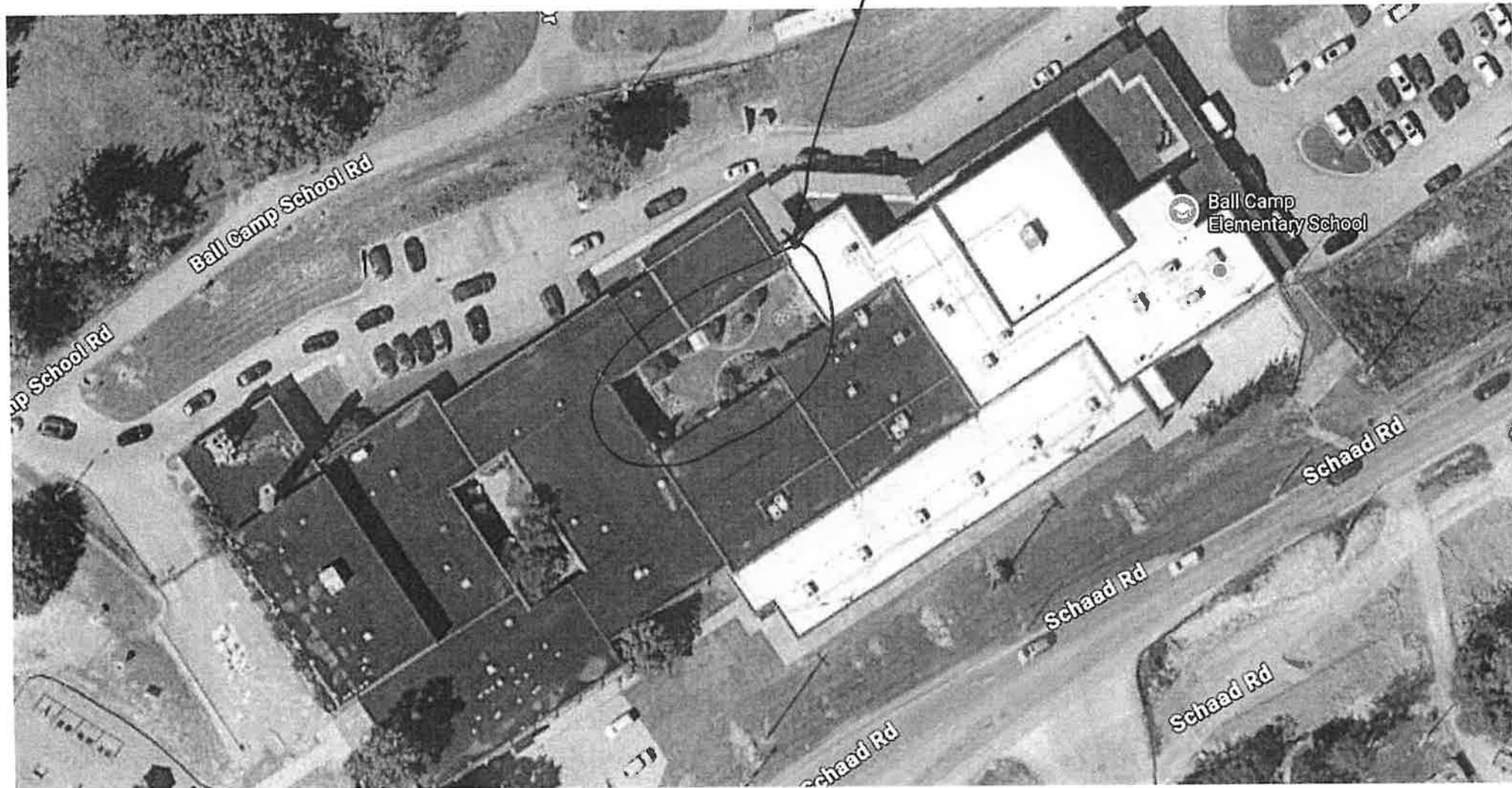
The total cost of the project is \$43,540.00 and would be paid out of existing school funds.

Description and type of funding source:

Funding of this project would come out of Ball Camp Elementary's school funds, through a \$30,000.00 donation from PTA (account #913.242); \$8,540.00 from Coupon book sales (account 306.010); and \$5,000 from Daycare funds (account 911.501).

For Grants: Letter of Approval from the KCS Grants Department must be attached.

Courtyard
area for
turf





MEMBER FDIC

DDA Deposit THANK YOU!
35 2002190 12/08/2025 2:18 PM
***9381 \$30,000.00

 **HOME FEDERAL BANK**
AMERICAN DREAMS. HOMETOWN ANSWERS.™

Ball Camp Elementary

From 11/1/2025 To 12/8/2025

Account: **911.501 - Day Care Allocation**

Account Type: Net

					Begin Balance	Revenue	Expense	Transfer	Open POs	Available Balance						
					\$	10,217.02	\$	2,580.00	\$	1,808.82	\$	0.00	\$	-1,735.00	\$	12,723.00
Date	Type	ID/ #	Name	Description	Revenue	Expense	Transfer	PO's	Balance							
11/01/2025	Begin Balance								\$		\$				\$	10,217.00
11/05/2025	Receipt	MUNIS-108309	KNOX COUNTY SCHOOLS	YMCA Daycare	\$	1,610.00					\$				\$	11,827.00
11/06/2025	Check	013609252025	Truist Bank	Pinkston start up		\$	93.88				\$				\$	11,733.12
11/06/2025	Check	013609252025	Truist Bank	Petz start up		\$	96.11				\$				\$	11,637.01
11/06/2025	Check	013609252025	Truist Bank	Rentschler Start up		\$	95.75				\$				\$	11,541.26
11/06/2025	Check	013609252025	Truist Bank	Harper Start up		\$	71.27				\$				\$	11,470.00
11/06/2025	Check	013609252025	Truist Bank	Huss Start Up		\$	40.13				\$				\$	11,429.87
11/06/2025	Check	013609252025	Truist Bank	Ladha Start Up		\$	99.17				\$				\$	11,330.70
11/06/2025	Check	013609252025	Truist Bank	Weaver Start Up		\$	39.66				\$				\$	11,291.04
11/06/2025	Check	013609252025	Truist Bank	Kelly Wells start up		\$	71.75				\$				\$	11,219.29
11/06/2025	Check	013609252025	Truist Bank	i Pad holders		\$	46.30				\$				\$	11,173.54
11/06/2025	Check	013609252025	Truist Bank	Start Up Brunner		\$	24.53				\$				\$	11,148.01
11/06/2025	Check	013609252025	Truist Bank	Start Up Bender		\$	44.99				\$				\$	11,103.02
11/06/2025	Check	013609252025	Truist Bank	Tatum Start Up		\$	23.00				\$				\$	11,080.03
11/06/2025	Check	013609252025	Truist Bank	Start Up Seeba		\$	42.64				\$				\$	11,037.39
11/06/2025	Check	013609252025	Truist Bank	Start Up Aycock		\$	92.86				\$				\$	10,944.53
11/06/2025	Check	013609252025	Truist Bank	Amazon Forbes Start		\$	33.07				\$				\$	10,911.46
11/06/2025	Check	013609252025	Truist Bank	Thanksgiving feast decor		\$	108.33				\$				\$	10,803.13
11/06/2025	Check	013609252025	Truist Bank	Morgan start up (5th)		\$	70.62				\$				\$	10,732.51
11/06/2025	Check	013609252025	Truist Bank	Start Up Huss		\$	59.88				\$				\$	10,672.63
11/06/2025	Check	013609252025	Truist Bank	Weaver Start Up		\$	59.88				\$				\$	10,612.75
11/06/2025	Check	013609252025	Truist Bank	Math Science SS		\$	595.00				\$				\$	10,017.75
11/06/2025	Close PO	107	Amazon	Pinkston start up						\$		(100.00)		\$		10,117.75
11/06/2025	Close PO	111	Amazon	Rentschler Start up						\$		(100.00)		\$		10,217.75

Ball Camp Elementary
From 11/1/2025 To 12/8/2025

Account: 911.501 - Day Care Allocation

Account Type: Net

<u>Date</u>	<u>Type</u>	<u>ID/ #</u>	<u>Name</u>	<u>Description</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfer</u>	<u>PO's</u>	<u>Balance</u>
11/06/2025	Close PO	112	Amazon	Petz start up				\$ (100.00)	\$ 10,318
11/06/2025	Close PO	115	Target # 4	Start Up Aycock				\$ (100.00)	\$ 10,418
11/06/2025	Close PO	117	Amazon	Morgan start up (5th)				\$ (100.00)	\$ 10,518
11/06/2025	Close PO	119	Amazon	Weaver Start Up				\$ (45.00)	\$ 10,563
11/06/2025	Close PO	120	Amazon	Ladha Start Up				\$ (100.00)	\$ 10,663
11/06/2025	Close PO	121	Amazon	Harper Start up				\$ (75.00)	\$ 10,738
11/06/2025	Close PO	122	Blooket, LLC	Start Up Huss				\$ (60.00)	\$ 10,798
11/06/2025	Close PO	123	Gimkit, Inc.	Weaver Start Up				\$ (60.00)	\$ 10,858
11/06/2025	Close PO	124	Amazon	Huss Start Up				\$ (45.00)	\$ 10,903
11/06/2025	Close PO	125	Amazon	Kelly Wells start up				\$ (100.00)	\$ 11,003
11/06/2025	Close PO	135	ixL Learning, Inc DB	Math Science SS				\$ (595.00)	\$ 11,598
11/06/2025	Close PO	141	Amazon	I Pad holders				\$ (60.00)	\$ 11,658
11/06/2025	Close PO	145	Hobby Lobby	Thanksgiving feast decor				\$ (200.00)	\$ 11,858
11/17/2025	Open PO	165	Kroger Unlimited Par	Staff Treats				\$ 20.00	\$ 11,838
11/24/2025	Open PO	169	Papa John's Pizza	Staff Pizza				\$ 60.00	\$ 11,778
11/26/2025	Receipt	MUNIS-108381	KNOX COUNTY SCHOOLS	YMCA 11/26	\$ 970.00				\$ 12,748
12/01/2025	Open PO	173	Kroger Unlimited Par	Lights for Lobby Tree				\$ 25.00	\$ 12,723
					<u>\$ 2,580.00</u>	<u>\$ 1,808.82</u>	<u>\$ 0.00</u>	<u>\$ -1,735.00</u>	

Ball Camp Elementary
From 11/1/2025 To 12/8/2025

Account: 306.010 - Coupon Books

Account Type: Net

					Begin Balance	Revenue	Expense	Transfer	Open POs	Available Balance
					\$ 13,361.62	\$ 0.00	\$ 4,196.66	\$ 0.00	\$ -730.00	\$ 9,894
Date	Type	ID/ #	Name	Description	Revenue	Expense	Transfer		PO's	Balance
11/01/2025	Begin Balance								\$	\$ 13,361
11/06/2025	Check	013609252025	Truist Bank	1st 2nd and 3rd place cou		\$ 150.00				\$ 13,211
11/06/2025	Check	013609252025	Truist Bank	Water Balloons for Coupon		\$ 99.98				\$ 13,111
11/06/2025	Check	013609252025	Truist Bank	Lobster and seahorse cost		\$ 62.68				\$ 13,048
11/06/2025	Close PO	136	Amazon	Water Balloons for Coupon					\$ (100.00)	\$ 13,148
11/06/2025	Close PO	138	Main Event Entertain	1st 2nd and 3rd place cou					\$ (150.00)	\$ 13,298
11/06/2025	Close PO	146	Amazon	Lobster and seahorse cost					\$ (80.00)	\$ 13,378
11/07/2025	Check	21	Ball Camp Cafeteria	Ice Cream for Coupon Book		\$ 194.00				\$ 13,184
11/07/2025	Close PO	118	Ball Camp Cafeteria	Ice Cream for Coupon Book					\$ (350.00)	\$ 13,534
11/10/2025	Close PO	69	Sam's Club - 1	Coupon Book Prizes					\$ (50.00)	\$ 13,584
11/28/2025	Bank Charge	1		\$5 overhead due to downto		\$ 3,690.00				\$ 9,894
					\$ 0.00	\$ 4,196.66	\$ 0.00	\$ -730.00		



QUOTE

Date	Quote #
11/25/2025	PWCQ25942-01

Quote valid for 30 days.

Bill To:
Knox County Schools Alicia Williamson 505 Summer Place UTT 5th Floor Knoxville, TN 37923 P: 865-363-0965 alicia.williamson@knoxschools.org

Site/End User:
Ball Camp Elementary Sarah Brengle 9801 Middlebrook Pike Knoxville, TN 37931 P: 865-689-1474 sarah.brengle@knoxschools.org

Ship To:
Ball Camp Elementary Sarah Brengle 9801 Middlebrook Pike Knoxville, TN 37931 P: 865-689-1474 sarah.brengle@knoxschools.org

*50% Deposit Required.
See Terms and Conditions*

Sales Representative	Prepared By
Beth Ramer	Beth Ramer

Qty	Item #	Description	Unit Price	Ext. Price
Contract #2486				
1	Turf	Turf Materials	\$21,650.00	\$21,650.00
1	Turf	Installation Turf	\$21,890.00	\$21,890.00
			SubTotal	\$43,540.00
			Tax Rate	0.00 %
			Sales Tax	\$0.00
			Shipping	\$0.00
			Total	\$43,540.00

*We appreciate the opportunity to work with you on this project.
If this quotation does not meet your needs or expectations we will be happy to make any revisions necessary.*

****Please contact your Playworld Preferred Sales Representative if any of the foregoing information is incorrect.****
****Order Acknowledgement will be sent within 48 hours after your Purchase Order has been processed. Order Acknowledgement will include the estimated Ship Date. Shipping notification and documentation will be sent once the product ships.****
****Please note, due to market variables outside of our control, certain items such as commodity material price fluctuations, freight surcharges, sales tax rates, and additionally requested re-consigned delivery location fees may change the final amount invoiced from the amount originally provided on this quote. ****

Terms and Conditions

CONTROLLING TERMS: THIS QUOTATION IS LIMITED TO THE TERMS AND CONDITIONS CONTAINED HEREIN. ANY ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CUSTOMER IN ANY PURCHASE ORDER OR OTHER DOCUMENTS ARE DEEMED TO BE MATERIAL ALTERATIONS AND NOTICE OF OBJECTION TO THEM IS HEREBY GIVEN. ANY SUCH PROPOSED TERMS SHALL BE VOID, AND THE TERMS HEREIN SHALL CONSTITUTE THE COMPLETE AND EXCLUSIVE STATEMENT OF THE TERMS AND CONDITIONS OF THE CONTRACT BETWEEN THE PARTIES. NEITHER SELLER'S ACKNOWLEDGMENT OF A PURCHASE ORDER NOR SELLER'S FAILURE TO OBJECT TO CONFLICTING, DIFFERENT, OR ADDITIONAL TERMS AND CONDITIONS IN A PURCHASE ORDER SHALL BE DEEMED AN ACCEPTANCE OF SUCH TERMS AND CONDITIONS OR A WAIVER OF THE PROVISIONS HERE OF.

PRICES: Prices in this Quote are good for thirty (30) days. Unless otherwise stated in writing, all prices are F.O.B. Origin, and shall be exclusive of transportation, insurance, taxes, license fees, customs fees, duties, premiums, fees, site preparation, installation expenses and other charges, unless specifically stated. Tax exempt Customers shall provide Playworld Preferred with a copy of its valid tax-exempt certificate at time the order is placed.

CANCELLATION: Orders become final forty-eight (48) hours from Order Acknowledgement. Orders for play structures may NOT be cancelled or returned under any circumstances. Items which may be cancelled or returned are subject to a twenty (20%) percent restocking fee, plus the cost of return freight. Returned items must be in original packaging, in new condition, and returned within thirty (30) days. Authorization for the return must be obtained in writing from Playworld Preferred. Orders for products, other than those from Playworld Systems, may NOT be cancelled or returned.

TERMS OF PAYMENT: For orders in an amount of \$100 or less, payment in full is required at the time of the order. For all other orders, a fifty (50%) percent deposit is required, unless expressly waived by Playworld Preferred. (Orders from governmental entities are excluded from the deposit requirement.) A processing fee of 2.0% of the transaction amount will apply to all payments made by credit card (This is for all customers including governmental entities).

UNLESS CREDIT IS SPECIFICALLY GRANTED IN WRITING BY PLAYWORLD PREFERRED, PAYMENT IN FULL IS DUE WITHIN TEN (10) DAYS OF INVOICE. For orders without installation, the invoice will be issued on the date the order ships. For orders which include installation by Playworld Preferred or its authorized sub-contractor, the invoice will be issued upon the completion of the project.

Past due balances are subject to a one and one-half (1.5%) percent monthly finance charge, but in no event will the late payment finance charge be greater than the maximum rate permitted by law. Customer shall pay all fees and expenses (including attorneys' fees) incurred by Playworld Preferred in the enforcement of its rights hereunder.

WARRANTIES and DISCLAIMERS: Manufacturers' limited warranties are available upon request.

THE MANUFACTURER'S WARRANTY IS EXCLUSIVE AND IS IN LIEU OF ALL OTHER REPRESENTATIONS AND WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING BUT NOT LIMITED TO ANY WARRANTY OF CONDITION, DESCRIPTION, MERCHANTABILITY, FITNESS FOR PARTICULAR PURPOSE OR NON-INFRINGEMENT OR ANY REPRESENTATIONS OR WARRANTIES IN ANY BROCHURES, MANUALS, CATALOGS, LITERATURE OR OTHER MATERIALS OF PLAYWORLD PREFERRED. FURTHER, NO REPRESENTATION, WHETHER ORAL OR WRITTEN, OF PLAYWORLD PREFERRED MAY BE SUBSTITUTED OR ALTER THE EXCLUSIVE MANUFACTURER'S LIMITED WARRANTY.

LOSS or DAMAGE in TRANSIT: Playworld Preferred is not responsible for loss or damage in transit. Our responsibility ends when the carrier signs the Bill of Lading, which is our receipt that the products were complete and in good condition when shipped. It is the customer's responsibility to check the number of pieces shown on the freight bill and our Bill of Lading. Any shortages or damages must be noted on the freight bill before it is signed.

DELIVERY: Delivery, shipment, and installation dates are estimates only, and do not guarantee shipment, delivery or installation on or by such dates. If shipment is made per the estimated ship date, and you are unable to accept delivery, then storage, demurrage or extra unloading charges may be incurred and billed to your account.

INSPECTION: All products must be inspected upon receipt, and claims must immediately be filed with the carrier and Playworld Preferred when there is evidence of shipping damage, either concealed or external. All shipments are FOB Origin, unless quoted FOB Destination. FOB Destination does not change the terms of receiving and inspection of the products as set forth herein.

INSTALLATION: Installation is not included in the purchase price of the products, unless expressly noted on the quote and invoice. IT IS CUSTOMER'S RESPONSIBILITY TO ASSEMBLE, INSTALL AND USE THE PRODUCTS SAFELY AND IN ACCORDANCE WITH THE MANUFACTURER'S INSTALLATION INSTRUCTIONS, UNLESS EXPRESSLY AGREED OTHERWISE BY PLAYWORLD PREFERRED.

LIABILITY EXCLUSIONS: TO THE EXTENT PERMITTED BY LAW, PLAYWORLD PREFERRED SHALL NOT BE LIABLE IN CONNECTION WITH A PRODUCT OR SERVICE FOR (A) ANY INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, BASED ON TORT, CONTRACT OR OTHER LEGAL THEORY, WHETHER OR NOT ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, OR (B) ANY DAMAGES WHATSOEVER IN EXCESS OF AN AMOUNT EQUAL TO THE PURCHASE PRICE OF PRODUCT PROVEN TO BE DEFECTIVE. THE RIGHT TO RECOVER DAMAGES WITHIN THE LIMITATIONS SPECIFIED IS CUSTOMER'S EXCLUSIVE ALTERNATIVE REMEDY IN THE EVENT THAT THE REMEDY PROVIDED HEREIN FAILS OF ITS ESSENTIAL PURPOSE.

FORCE MAJEURE: Playworld Preferred shall not be liable because of unforeseen circumstances or causes beyond its control, including, without limitation, strike, lockout, embargo, riot, war, act of terrorism, fire, act of God, accident, failure or breakdown of components necessary for order completion, subcontractor, supplier or Customer caused delays, inability to obtain labor, materials or manufacturing facilities, or compliance with any law, regulation or order.

See Term contract. (SM)

IF INSTALLATION IS INCLUDED WITH THIS ORDER, THE FOLLOWING ADDITIONAL PROVISIONS APPLY:

SAVINGS CLAUSE: If any part of the terms and conditions stated herein is held void or unenforceable, such part, to the extent void or unenforceable will be treated as severable, leaving valid the remainder of the terms and conditions which shall be deemed revised so as to remain enforceable to the greatest extent possible consistent with such holding.

SCHEDULE: Playworld Preferred will provide Customer with a shipment and installation schedule. Playworld Preferred will take the commercially reasonable steps necessary to complete installation on schedule and without delay. However, Playworld Preferred does not guarantee the start or completion of the project in strict accordance with the installation schedule provided. Installation may be delayed by weather conditions, fire, Act(s) of God or other casualty for which Playworld Preferred is not responsible.

CHANGES: Playworld Preferred reserves the right to change, modify or alter installation terms. **INSTALLATION PRICE IS BASED ON NORMAL DIGGING CONDITIONS.** IF ROCKS OR OTHER CONDITIONS AT THE SITE BEYOND THE CONTROL OF PLAYWORLD PREFERRED ARE ENCOUNTERED, THERE MAY BE ADDITIONAL CHARGES. If Playworld Preferred deems a change is necessary, it will provide Customer with a Change Order request, including an estimate of the commercially reasonable cost for the additional work required for proper installation of the equipment. Playworld Preferred will not continue with the installation until approval of the Change Order in writing by customer. If Playworld Preferred and Customer cannot agree upon the additional cost for the extra work within fifteen (15) days of the Change Order request, Playworld Preferred may immediately invoice Customer for the equipment, and Customer agrees to pay the equipment invoice in accordance with the payment terms set forth above (NET 10 days).

In the event that Customer requests changes to the installation or installation schedule which results in delays in excess of thirty (30) days, from the date of the original installation schedule, Playworld Preferred may immediately invoice Customer for the equipment, and Customer agrees to pay the equipment invoice in accordance with the payment terms set forth above (NET 10 days).

UTILITIES: Playworld Preferred will locate and mark public utilities on the site. Customer shall locate and mark any private utility lines, such as irrigation lines or local telecommunication lines. Customer's failure to do this may result in damage to its private utility lines and costs associated thereto, and additional installation charges and delays.

PERMITS: Customer is responsible for the cost of all installation-related permits and fees not expressly included in the quotation.

REFUSE: Trash and packaging materials will be consolidated and stacked neatly on Customer's site or placed in Customer's dumpster on site. Upon customer's written request, Playworld Preferred will arrange for the trash and packaging materials to be removed from the site and disposed of for an additional fee.

FINAL INSPECTION: Customer agrees to inspect the project with the lead installer and/or sales representative within five (5) days of completion of the project. If project has been satisfactorily completed, Customer will note acceptance of the project on Playworld Preferred's Client Acceptance Form. Playworld Preferred will then invoice Customer, and Customer agrees to pay the invoice in accordance with the payment terms set forth above (NET 10 days). Signing the client acceptance form does not relieve Playworld Preferred from its on going warranty obligations as they relate to the product shipped or installation work.

If Customer notes defects in the materials or workmanship ("punch list"), Playworld Preferred will remedy them in a timely manner. However, Playworld Preferred may immediately invoice Customer for the project, less ten (10%), and Customer agrees to pay the invoice in accordance with the payment terms set forth above (NET 10 days). Upon completion of the "punch list," Playworld Preferred shall invoice Customer for the remaining ten (10%) due, and Customer agrees to pay the invoice in accordance with the payment terms set forth above (NET 10 days).

SUPERVISED INSTALLATION: In the event that Playworld Preferred is contracted by Customer to supervise the installation of the equipment subject to this Quotation, Customer shall complete Playworld Preferred's "Supervised Installation Requirements" Form. Said form sets forth the details of the supervised build and the parties' respective responsibilities. The Quotation may be subject to change based upon Customer's responses on the "Supervised Installation Requirements" Form. Within five (5) days of the completion of the supervised installation, the Parties shall comply with the FINAL INSPECTION provisions set forth above.

Send Signed Quotes and Deposit To: Payment Address
Playworld Preferred, Inc.
P.O. Box 737808
Dallas, TX 75373-7808

Overnight Payment Address
J.P. Morgan Chase TX1-0029
Attn: Playworld Preferred, Inc. & 737808
14800 Frye Road
2nd Floor
Ft. Worth, TX 76155

I acknowledge that I have read, understand, and accept the terms and conditions of this quotation and that I am authorized to do so.

Print Name _____ Customer PO # _____

Title _____

Signature _____ Date _____

Playworld Preferred Signature _____ Date _____

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

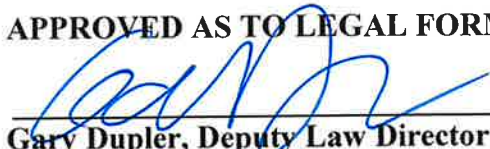
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-776

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/16/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Ball Camp Elementary would like to purchase and install turf in the existing courtyard that is not regularly used by students. The total cost of the project will be \$43,540.00. This will be covered by a \$30,000 donation from PTA, \$8,540 from Coupon Book Sales, and \$5,000 from Daycare funds. Ball Camp Elementary understands that we will be responsible for any replacement costs and upkeep necessary for the turf once installed.

Cost to Knox County Schools

\$43,540.00

Description and Type of Funding Source

Ball Camp Elementary Account # 913.242, #911.501, and #306.010

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

7. C. 8.

Meeting Date: 01/08/2026

Blue Grass Elementary School Sports Field Artificial Turf Project

Submitted By: Terri Coatney

Department: Operations

Division: Facilities & Construction

Explanation

Approve request of Blue Grass Elementary School to purchase and install artificial turf and fencing on the school's sports field at an estimated cost of \$147,022.00 using donated funds from the Blue Grass Elementary School PTO

Fiscal Impact

Attachments

Detail

Fiscal Note

**KNOX COUNTY BOARD OF EDUCATION
INTERNAL SCHOOL FUNDS
PURCHASE APPROVAL REQUEST**

1) School Blue Grass Elementary Date 8/4/25

2) Item(s) to be Purchased (Note 1) 1) sports field upgrade / turf - drainage, ^{sideline} fencing
2) _____
3) _____
4) _____

Attach additional page(s) as necessary

3) Purchase Amount (Note 2) \$ \$127,098.00

4) Vendor Playrite, LLC

5) Source(s) of Funding (Funds must be currently available)
(Examples: School Coupon Book Sales Receipts, PTO/PTA, Booster Club, General School Funds, etc.)

Source 1	<u>PTO</u>	Account Number	<u>capital spend *8174</u>	Amount \$	<u>155,845.39</u>
Source 2	_____	Account Number	<u>money market -</u>	Amount \$	<u>↳ extra, if needed</u>
Source 3	_____	Account Number	_____	Amount \$	<u>for completion of job</u>
Source 4	_____	Account Number	_____	Amount \$	_____

Total (Should Equal Item #3 Above)

\$147,022.00

I certify that the purchase(s) requested above will be made in accordance with all applicable provisions of Knox County Board of Education Policy and the Tennessee Internal School Financial Management Manual.

Signed: _____

Principal: Casey Cutter

Date: 8/5/25

Funds are available: Shondana PTO
Supervisor of Student Activity Funds Treasurer

NOTE: All purchases of supplies, materials, equipment, and contractual services at the school level of ten thousand dollars (\$10,000) or greater shall be based on competitive bids and approved by the Board of Education.

KNOX COUNTY SCHOOLS
Facilities Department

TO: Doug Shover
Director of New Facilities and Construction

FROM: Blue Grass PTO

DATE: 8/4/25

SUBJECT: Request for Board of Education Approval of a School Funded Project

I request you recommend this project to the Board of Education for approval. Supporting documentation is attached.

Site	Blue Grass Elementary Sports Field
Requested By:	Blue Grass Elementary PTO
Approved By: (School Principal)	
Phone	Beverly Miller, PTO President - 865-567-9156 Dr. Cutter, Principal - 865-539-7864
Nature of the Project	* see attached letter - improvement of sports/baseball field And sideline fence upgrades
Cost of the Project	<u>\$147,022.00</u>
Funded By ☐ Check box if project is funded in whole or in part by money contained in a school account and submit a completed form BO-107 with this form	Blue Grass Elementary PTO
Cost to Knox County Schools	\$0

Blue Grass Elementary PTO

1901 Bluegrass Road
Knoxville, TN 37922

11th August 2025

Doug Shover

Director of New Facilities and Construction

Blue Grass Elementary School – Baseball Field Turf and Fence Upgrade Proposal

Dear Mr. Shover,

On behalf of the Blue Grass Elementary School PTO, we respectfully submit this project proposal for the improvement of our existing baseball field. We are requesting approval for the conversion of the current infield to synthetic turf, installation of a proper drainage system, and replacement of the sideline fencing.

Project Summary and Scope of Work:

The project will focus on improving both functionality and safety of the school's baseball field for students and community use. The planned upgrades include:

- **Turf Conversion:** Removal of existing grass and soil to install approximately 90' x 90' of synthetic turf on the infield and around the home plate/backstop area. This will provide a durable, low-maintenance playing surface and increase year-round usability.
- **Drainage Installation:** A professionally engineered drainage system including French drains and a stone base to prevent water pooling and extend the turf lifespan.
- **New Fencing:** Replacement of the existing sideline fencing with two new 90' chain link fence sections to ensure player safety and boundary clarity.

We obtained three detailed proposals from qualified vendors to demonstrate the anticipated scope and cost of the project. We decided to go with Playrite out of the three for its superior communication and verified community referrals. Their proposal is attached for review.

A satellite image with project boundaries marked is also included as requested.

We believe this project will greatly enhance the safety, accessibility, and longevity of our school's athletic facilities and appreciate your time and consideration of this proposal for inclusion on an upcoming School Board agenda.

Sincerely,

Beverly Miller, BGE PTO President; Bluegrassptopresident@gmail.com; (865) 567-9156 (Cell/Text)



September 4, 2025

Blue Grass Elementary PTO
8901 Bluegrass Rd
Knoxville, TN 37922

RE: Account Balance Verification Letter

Dear Blue Grass Elementary PTO

I am writing you today in response to your request concerning the above referenced Regions account. Our records indicate that as of 9/4/25, your account balance was \$ 15,346.05

If you need further assistance, please contact us at (865) 415-3280. We will be happy to assist you. As always, thank you for your relationship with Regions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tiffany Barnette", written over the printed name.

Tiffany Barnette

1935 Pinnacle Pointe Way, Knoxville, TN 37922

REGIONS BANK



September 4, 2025

Blue Grass Elementary PTO
8901 Bluegrass Rd
Knoxville, TN 37922

RE: Account Balance Verification Letter

Dear Blue Grass Elementary PTO

I am writing you today in response to your request concerning the above referenced Regions account. Our records indicate that as of 9/4/25, your account balance was \$ 155,991.14

If you need further assistance, please contact us at (865) 415-3280. We will be happy to assist you. As always, thank you for your relationship with Regions.

Sincerely,

A handwritten signature in blue ink that reads "Tiffany Barnette".

Tiffany Barnette

1935 Pinnacle Pointe Way, Knoxville, TN 37922

REGIONS BANK



September 4, 2025

Blue Grass Elementary PTO
8901 Bluegrass Rd
Knoxville, TN 37922

RE: Account Balance Verification Letter

Dear Blue Grass Elementary PTO

I am writing you today in response to your request concerning the above referenced Regions account. Our records indicate that as of 9/4/25, your account balance was \$ 85,067.01

If you need further assistance, please contact us at (865) 415-3280. We will be happy to assist you. As always, thank you for your relationship with Regions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tiffany Barnette".

Tiffany Barnette

1935 Pinnacle Pointe Way, Knoxville, TN 37922

REGIONS BANK

Banking products and services are provided by Regions Bank. Regions Bank is a division and trade name of Regions Bank.

Member FDIC. Equal Housing lender.

BLUE GRASS ELEMENTARY PTO

Activity

Statements & Docs

Search Description

Expand Search Options

Pending Activity

Posted Activity

\$65,000.00

\$115,345.00

\$10.81

\$115,345.00

Interest Payment

BLUE GRASS ELEMENTARY PTO

Activity

Statements & Docs

Search Description

Expand Search Options

Pending Activity

Filter

1/21

1/14

1/14 - 1/21

Posted Activity

1/21

1/14

Interest Payment

1/21

1/14

12:15

54



8901 Bluegrass Road, Knoxville

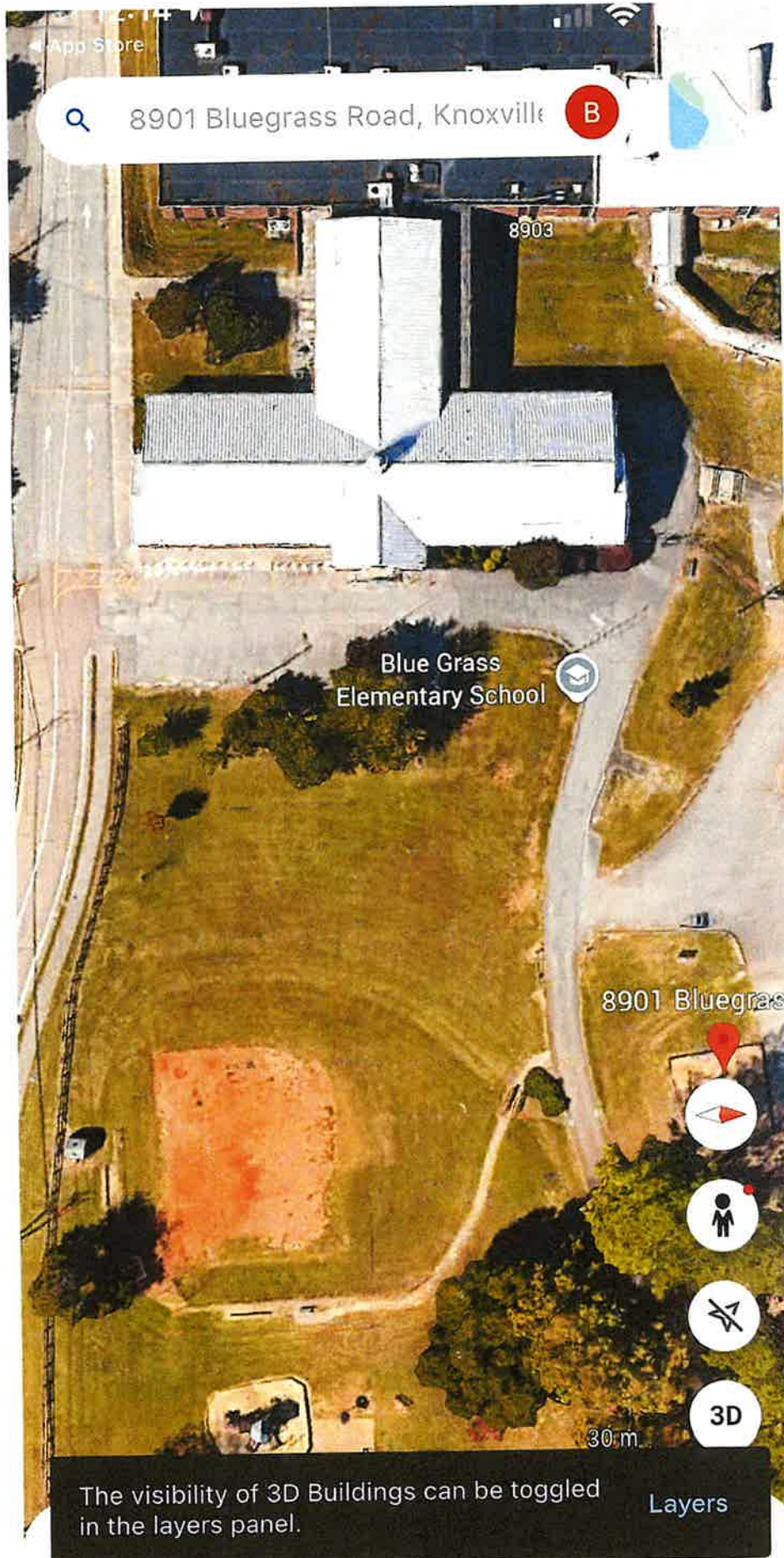
B



8901 Bluegrass Rd



70 m



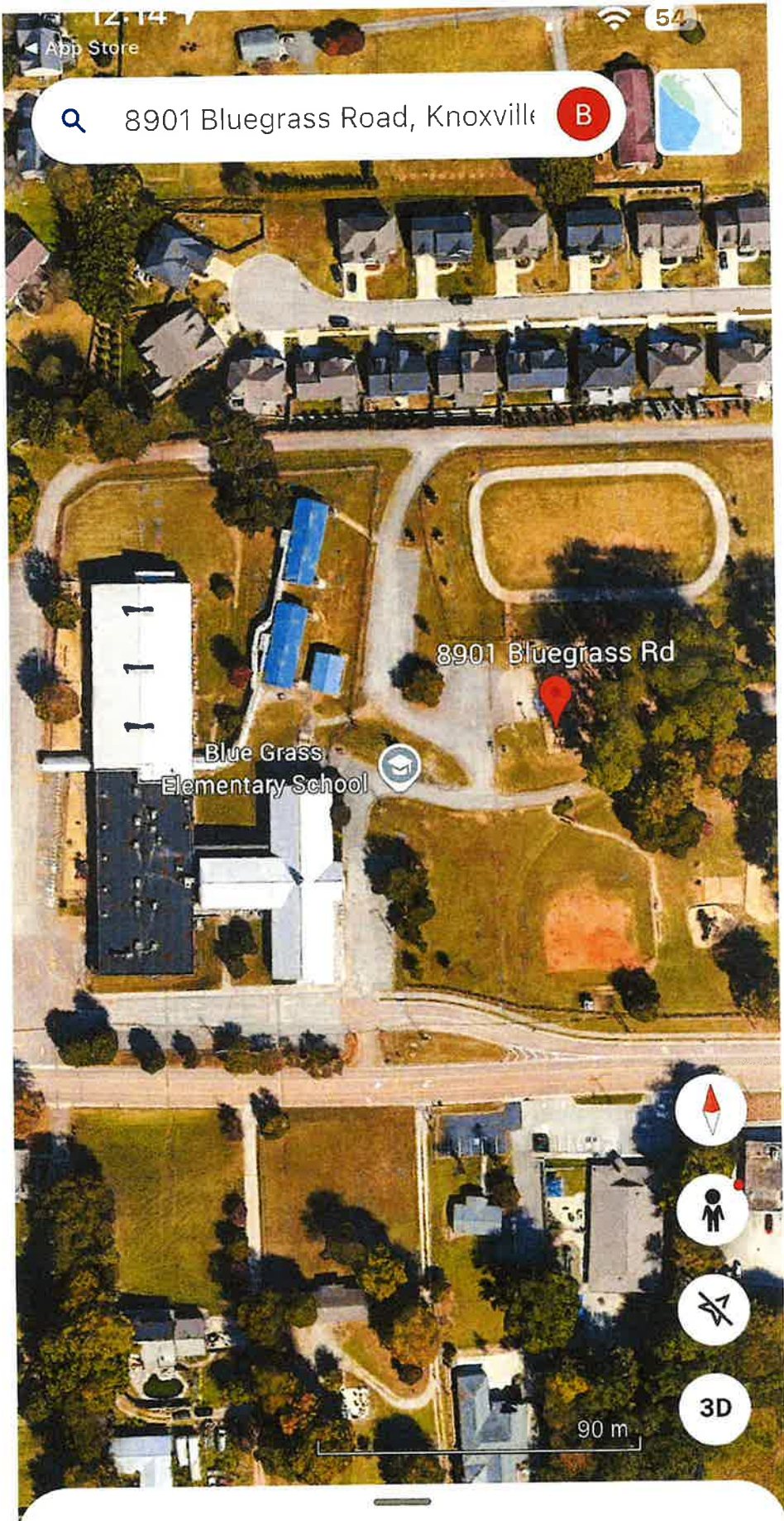
8901 Bluegrass Road, Knoxville



8901 Bluegrass Rd



30 m



8901 Bluegrass Road, Knoxville

Blue Grass
Elementary School

8901 Bluegrass Rd

90 m

3D



PLAYRITE

Playrite, LLC
8044 Ray Mears Blvd. Ste 118
Knoxville, TN 37919
865-584-2818

Proposal #3677
Created: 07/14/2025

Proposal For

Bluegrass Elementary

8901 Bluegrass Rd
Knoxville, TN 37922

mobile: 727-204-7638
alyssanicoleston@yahoo.com

Location

8901 Bluegrass Rd
Knoxville, TN 37922

ACCEPT

SCOPE OF WORK



Landscape Turf Included Accepted

90x90 Baseball Field:

- Excavate existing dirt and grass field and haul off site
- Provide and install one 24"x24" drainage catch basin.
- Provide and install drainage pipe to daylight water away from field area.
- Provide and install 4x4 pressure treated nailerboard with rebar around perimeter.
- Provide, install and compact approximately 4" of crushed stone and approximately 1" of fine stone
- Provide, place and compact approximately 3-4 inches of crushed aggregate and 1-2 inches of fine stone.
- Provide and deliver 8,100 sq/ft (90x90) of Softlawn Bermuda Blend artificial turf from Synthetic Turf International.
- Custom cut the turf to the installation area.
- Seam per manufacturer specifications with SynLok Adhesives seaming tape and TurfClaw glue.
- Provide and place all silica sand infill into the turf.
- Power broom synthetic turf to help stand up turf fibers and distribute the infill.
- Secure the synthetic turf with landscape staples to nailerboard at perimeter as needed.
- Provide 5-year workmanship warranty and lifetime turf warranty.
- Remove all trash generated from the project.



Landscape Turf Included Accepted

Gaga Pit:

- Provide and deliver 600 sq/ft of Softlawn Bermuda Blend artificial turf from Synthetic Turf International.
- Custom cut the turf to the installation area.
- Seam per manufacturer specifications with SynLok Adhesives seaming tape and TurfClaw glue.
- Provide and place all silica sand infill into the turf.
- Power broom synthetic turf to help stand up turf fibers and distribute the infill.
- Secure the synthetic turf with Turf Claw glue at perimeter as needed.
- Provide 5-year workmanship warranty and lifetime turf warranty.
- Remove all trash generated from the project.



Services Optional Accepted

Fence;

Remove existing fence and install new 90' black coated chain link fence down 2 sides of the field.



Playrite, LLC
8044 Ray Mears Blvd. Ste 118
Knoxville, TN 37919
865-584-2818

Proposal #3677
Created: 07/14/2025



Services Optional Accepted

Backstop:

Remove existing backstop and install new 10' high black coated backstop.



Notes Included Accepted

Construction dumpster and materials to be placed in parking lot for the duration of the project. Owner understands that grass leading to installation area may be damaged. Seams may be visible. Playrite is responsible for locating any underground lines and is responsible for any damage incurred due to construction.



Terms & Conditions Included Accepted

Half of the total cost is due upon acceptance. The remaining balance is due on the date of the completion of the project. A service charge of two percent (2%) per month will be applied to all charges more than 30 days in arrears. This proposal is valid for 30 days and subject to PLAYRITE's confirmation thereafter.

Please use the checkbox to mark items as accepted.

This is a proposal from Playrite LLC. All work will be completed in accordance with these plans unless subsequent changes are agreed upon in writing.

Signature

SUBTOTAL	\$ 147,022.00
DEPOSIT AMOUNT (50.0%)	\$ 73,511.00
TOTAL	\$ 147,022.00

x

Date:

Please sign here to accept the terms and conditions

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

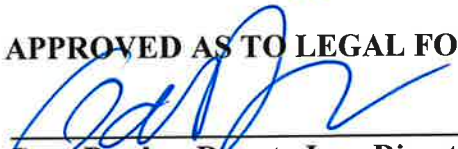
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-623

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/16/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Blue Grass Elementary School is requesting to complete upgrades and install artificial turf and fencing on the school's sports field at an estimated cost of \$147,022.00 using donated funds from the Blue Grass Elementary School PTO.

This is an updated quote for our PTO's baseball field turf project that was originally submitted in September of this year. Thank you!

Cost to Knox County Schools

\$0

Description and Type of Funding Source

Blue Grass PTO

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

7. C. 9.

Meeting Date: 01/08/2026

West High School Parking Lot Paving Project

Submitted By: Terri Coatney

Department: Operations

Division: Facilities & Construction

Explanation

Approve request of West High School to remove an island and pave an area of the school's parking lot to provide an area for marching band practice at an estimated cost of \$33,055.00 using Internal School Funds

Fiscal Impact

Attachments

Detail

Fiscal Note

KNOX COUNTY SCHOOLS
Facilities Department

TO: **Doug Shover**
Director of New Facilities and Construction

FROM: Ashley Spears

DATE: 12/5/25

SUBJECT: Request for Board of Education Approval of a School Funded Project

I request you recommend this project to the Board of Education for approval. Supporting documentation is attached.

Site	West High School
Requested By:	Ashley Spears
Approved By: (School Principal)	Ashley Spears
Phone	865.594.4477
Nature of the Project	Island Removal/re-pave area in our student parking lot. Creates area for the band to practice and additional student parking.
Cost of the Project	\$ 33,055
Funded By ☒ Check box if project is funded in whole or in part by money contained in a school account and submit a completed form BO-107 with this form.	412.000
Cost to Knox County Schools	\$0

**KNOX COUNTY BOARD OF EDUCATION
INTERNAL SCHOOL FUNDS
PURCHASE APPROVAL REQUEST**

1) School West High School Date 12/5/25

2) Item(s) to be Purchased (Note 1)

1) Excavate grass island/Parking paving - PRI

2) _____

3) _____

4) _____

Attach additional page(s) as necessary

3) Purchase Amount (Note 2) \$ 33,055.00

4) Vendor Pavement Restorations, Inc. (PRI)

5) Source(s) of Funding (Funds must be currently available)
(Examples: School Coupon Book Sales Receipts, PTO/PTA, Booster Club, General School Funds, etc.)

Source 1	<u>Gen Funds</u>	Account Number	<u>091.000</u>	Amount \$	<u>225,084</u>
Source 2	_____	Account Number	_____	Amount \$	_____
Source 3	_____	Account Number	_____	Amount \$	_____
Source 4	_____	Account Number	_____	Amount \$	_____

Total (Should Equal Item #3 Above) \$ 225,084

I certify that the purchase(s) requested above will be made in accordance with all applicable provisions of Knox County Board of Education Policy and the Tennessee Internal School Financial Management Manual.

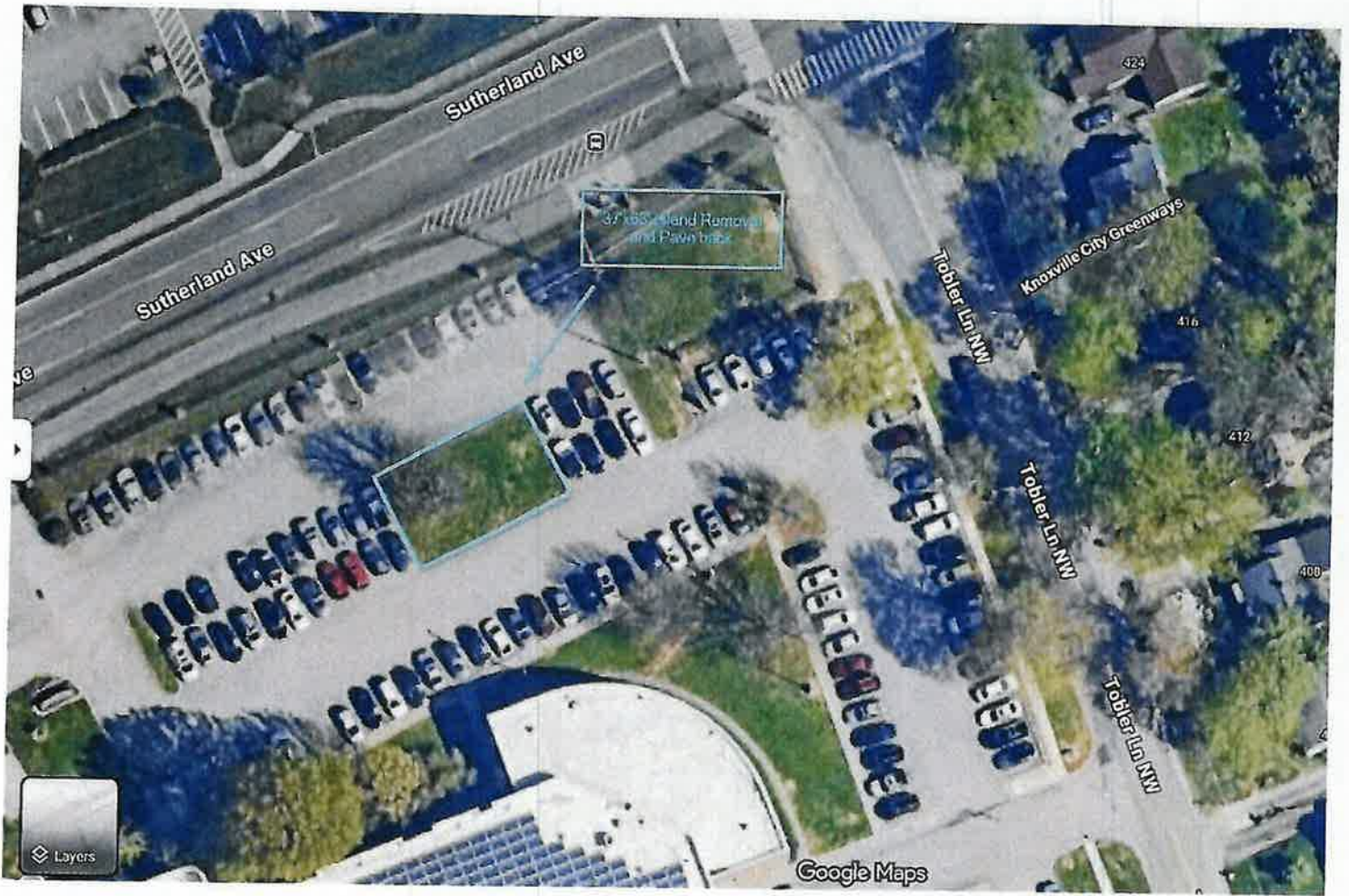
Signed: Ashley Spears

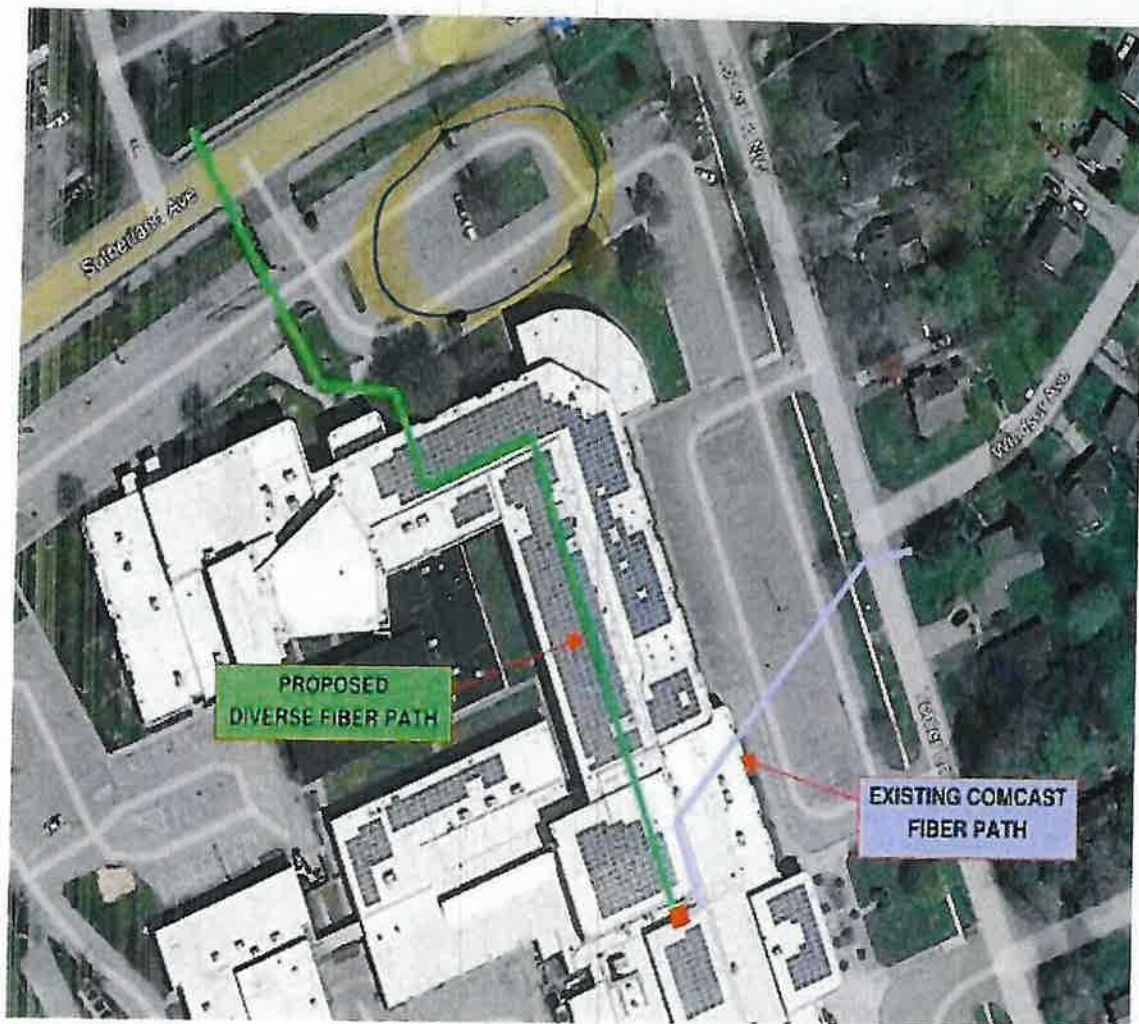
Principal: Ashley Spears

Date: 12/5/2025

Funds are available: _____
Supervisor of Student Activity Funds

NOTE: All purchases of supplies, materials, equipment, and contractual services at the school level of ten thousand dollars (\$10,000) or greater shall be based on competitive bids and approved by the Board of Education.





PAVEMENT RESTORATIONS INC.

5651 S. National Drive • Knoxville, TN. 37920 • Phone 423-800-2925 • Fax: 865-579-3799

To: **West High School**

Date: November 13, 2025

Job No.:

Job Name: Island Removal

Location: 3300 Sutherland Ave
Knoxville, TN

Plans By:

Plan Date:

Item #	Item Description	Unit	Quantity	Unit Price	Line Total
1.00	EXCAVATION AND PREP: Excavate grass island 9.5" below existing asphalt grade. Demo and remove concrete curbing. Haul all spoils off site. Total Area 37'x63'.	LS	1.00		
2.00	ASPHALT PAVEMENT SECTION: Install 6" base stone, 2" asphalt binder mix, 1.5" asphalt surface mix. Total Area 37'x63'	LS	1.00		
Total Price				\$	33,055.00

Cory Hinchey, Senior Project Manager

Note #	Notes:
--------	--------

- 1.0 Price quoted is firm for 10 days from date of proposal
- 2.0 Price does not include repair, relocation, and replacement of the existing utilities
- 3.0 Cost of permits, testing, by others
- 4.0 No hazardous material remediation should any be encountered.
- 5.0 No seeding, sodding, erosion control matting, or landscaping included
- 6.0 Unless specifically stated in quote, any saw cutting required is not included
- 7.0 Unless specified above subgrade to be +/- .10 of a foot before mobilization
- 8.0 Unless otherwise noted traffic control is limited to our forces using your devices
- 9.0 If material depths are listed, they are averages
- 10.0 Above prices are to be adjusted in accordance with TDOT's Special Provisions SP109A & SP109B regarding Bituminous Material (Liquid Asphalt Cement). The Asphalt Index for Nov 2025 is \$593.85



✓ w-q to +1m 11/20

KNOX COUNTY BOARD OF EDUCATION

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Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-778

APPROVED AS TO LEGAL FORM

Gary Dupler, Deputy Law Director

Date: _____



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Removal of parking lot island, then pave flat which provides an area for the marching band to practice and additional student parking spots.

Cost to Knox County Schools

\$0

Description and Type of Funding Source

091.000

Board of Education Regular Session

Meeting Date: 01/08/2026

Andrea L. Ramsey Contract for West Valley Middle School

Submitted By: Terri Coatney

Department: Academics

Division: Academic Supports

Explanation

Approve Contract with Andrea L. Ramsey for the commissioning of a new musical work for West Valley Middle School's performance at the 2026 Tennessee Music Association Conference in April 2026 at a cost of \$5,000.00 using Internal School Funds

Fiscal Impact

Attachments

Contract

Fiscal Note

CONTRACT

The following constitutes the agreement between composer **Andrea L. Ramsey** and the **West Valley Middle School** regarding the commissioning of a new musical work.

and Knox County Schools

West Valley Middle School (henceforth known as WVMS in this contract) hereby commissions Andrea Ramsey (henceforth known as AR in this contract) to compose one selection according to the guidelines that follow:

1. Title TBD

- a) original choral work for SSA choir and piano
- b) no less than 3 minutes in duration, no longer than 4 minutes in duration
- c) possible contrasting moods; containing a "gloriously big moment"
- d) vocal ranges will adhere to the following guidelines:
 - Soprano 1- No higher than occasional Ab
 - Soprano 2- Bb3 to E5
 - Alto- no lower than G3, no higher than Ab4
- e) text for the work to be jointly agreed upon by Abby Hemenway Brown and Andrea Ramsey
- f) the selected text may be slightly adapted to suit the composer's artistic purposes (i.e. repetition, omission or addition of words that do not alter the overall meaning)
- g) The commission fee for this work shall be \$5000
- h) The original score and any subsequently printed scores will bear on the title page or at the head of the first page of music the following dedication:

*Commissioned by West Valley Middle School and Knox County Schools
In honor of West Valley Voice's performance at the 2026 TnMEA Conference
Abby Hemenway Brown, Director*
- i) The composition shall be completed and a PDF shall be delivered by AR to WVMS shall be received on or by no later than January 15, 2026 with every effort made to complete it sooner

2. AR grants WVMS the exclusive performing rights to premiere the work, after which the piece will become available to other performers. WVMS will have rights in perpetuity to perform the work from their licensed PDF, even after it is publicly available to others.

3. AR shall submit a plainly legible full score, as well any percussion parts in PDF format via electronic mail. WVMS is entitled to no royalties resulting from the future commercial successes of the composition. AR owns the completed composition and all rights which accrue from such ownership. She is free to assign the copyrights at her own discretion.

4. Should AR prove unable to fulfill this commission for any reason whatsoever, her liability to WVMS will be limited to the return of whatever portion of the commissioning fees she has already been paid and/or cancellation of any fees due.

5. AR warrants that the work infringes no existing copyright and that this contract contravenes no existing agreement.

CONTRACT

6. If desired, WVMS will pay for its own promotion and advertising of the commission and upcoming performance(s) of the work. AR is welcome to arrange at her expense any additional advertising.

7. Total fees for the commission shall not exceed \$5000. The payment, as agreed upon by AR and WVMS is to be delivered in one lump sum no later than one month upon delivery of the work and receipt of invoice.

9. Any situation that is not described in the body of this contract shall be negotiated separately by WVMS and AR. This agreement represents the entire understanding between WVMS and AR. Its terms shall be interpreted under the laws of the state of Kansas.

AGREED AND ACCEPTED:

Abby Hemenway Brown (WVMS Representative)

Date

Andrea L. Ramsey (AR) Composer

Date

*Knop County Schools/ Knop County Board of Education signatures
on next page.*

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

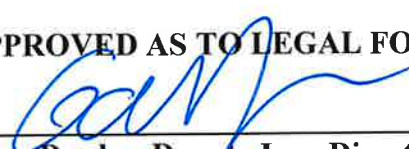
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-779

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/16/2025

TERRI COATNEY

From: TERRI COATNEY
Sent: Tuesday, December 9, 2025 4:36 PM
To: ANGIE MESSER
Subject: Agreement with Dr. Andrea Ramsey for West Valley Middle's Choral Piece for TMEA Conference
Attachments: img12092025_0001.pdf
Importance: High

Hi Angie,

Cynthia Brown submitted the attached documentation for Board approval of an agreement with Dr. Andrea Ramsey, and I wanted to check with you to see if you could clarify the funding information. I was going to include her on this email, but I cannot find her email address in the list (probably because her name is hyphenated or something maybe?).

Anyway, she indicated on the fiscal note that the \$5,000 fee would be covered by "Fundraising, WVMS Education Foundation, and Music Department contribution." Since the funding is coming from multiple sources, I will need breakdown of how much is coming from each of the areas and I assume the Music Department contribution is coming from the district's general purpose funds, is that correct? If so, this agreement will also require County Commission approval since taxpayer funding will be involved, so I wanted to make sure you and Cynthia knew since the agreement indicates the composition shall be completed by January 15 and Commission does not meet again until the last Monday of January. Also, if the school's foundation is donating some of the funds, they will need to make sure the donation is given to the school and can be verified in the school's accounts, so we will need to add Garrett Raiden to the routing process to verifying the funding is available when needed.

Just let me know if any of that is incorrect or needs to be changed. The agenda deadline is tomorrow, but I will hold off routing this for legal review until I hear from you.

Thank you so much!!!

Terri

Terri Coatney

Executive Assistant
Knox County Board of Education
P.O. Box 2188
Knoxville, TN 37901-2188
Office 865-594-1623
Fax 865-594-1629
Mobile 865-659-4356



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

West Valley Middle School has been invited to perform at the 67th Annual Tennessee Music Education Association Conference in April 2026. This is the highest honor an academic performing ensemble can achieve in the state of Tennessee. In honor of this invitation, I intend to commission Dr. Andrea Ramsey to compose a new choral piece written specifically for the students, which will be debuted at our TMEA performance. The cost for this commissioned work is \$5,000.

Cost to Knox County Schools

\$0

Description and Type of Funding Source

Fundraising, WVMS Education Foundation, Music Department contribution

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy C-180

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy C-180 "Advertising and Solicitation in Schools" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy C-180 Revisions

Policy C-180 Final

Section C: General School Administration	Knox County Board of Education Policy		
	Descriptor Term: Advertising and Solicitation In Schools	Descriptor Code:	Issued:
		C-180	11/12
		Reviewed:	Revised:
		11/25	4/24

No part of the district, including the facilities, email addresses, the name, the staff, and the students, shall be used for solicitation or promoting the interests of any commercial, political or other non-school agency or organization except as expressly permitted under the sections below.

Any entity that wishes to advertise, ~~or solicit~~, or be recognized for a sponsorship in schools must prominently display the following disclaimer:

“The Knox County Board of Education and the Knox County Schools do not sponsor or endorse this advertisement or solicitation.”

The school system at all times retains the discretion to accept or reject any advertisement, ~~or solicitation~~, and/or sponsorship for any lawful ~~egal~~ reason, including, but not limited to, the following:

- (1) It is libelous, invades the privacy of others, infringes on a copyright, or is in any way prohibited by state or federal law.
- (2) It is obscene, pornographic or lewd, vulgar or indecent.
- (3) It primarily consists of advertisements for sale or solicitations for business.
- (4) It endorses a particular candidate for public office, subject to the provisions of Policy C-181 “Political Solicitation.”
- (5) It promotes alcohol, tobacco, drugs, or other illegal activity.
- (6) It is likely to cause substantial disruption to the school and its activities or likely to materially interfere with the proper and orderly operation of the school and its activities.
- (7) It contains substantive messages on politics, religion, or other matters not related to the educational mission of Knox County Schools.

This policy shall in no way restrict the School Board or administration of the Knox County Schools (KCS) from advocating for specific governmental actions and/or changes to law, regulations, ordinances or policies that they deem to be in the best interests of providing an effective public education to KCS students.

However, ~~No~~ sign or message in support of or opposition to a referendum or initiative placed before the voters shall be displayed on a sign owned by the district or its schools or attached to district-owned buildings. No audio or video messages in support of or opposition to a referendum or initiative shall be dispersed using district or school telephonic or electronic equipment or accounts.

DEFINITIONS

Advertising or Solicitation: the promotion of any product, service, activity, program, or point of view to the community or those who use or frequent a “facility” by placing a sign, display, advertisement, banner,

etc. on District property, or within a publication or program published, enacted, performed, or sponsored by the district, such as but not limited to, school programs, yearbooks, newspapers, broadcasts, or internet content.

Paid Advertising: The payment of money or other economic benefit to the district or schools within the district for advertising.

Facilities: Individual buildings and real property owned or operated by KCS, or over which KCS has full or partial control.

Sponsorship: The third party monetary or in-kind support of a school, program or student activity without the expectation of any direct benefit to or recognition of the third party. "Sponsorship" is not "Advertising" as defined under this policy.

PAID ADVERTISING

The Board recognizes that the funds that the schools and the district may derive from such paid advertising will benefit the district, its schools, students, employees, programs, and the community. No paid advertising may be placed in or used by the district or a school except as defined and permitted herein and approved in accordance with this policy. No paid advertising shall be construed as or constitute an endorsement by the Board, district, or school of any product, service, activity, program, or organization, and the district reserves the right to reject any paid advertising.

Subject to the approvals herein, paid advertising may be allowed on KCS athletic facilities, stadiums, ball fields, gymnasiums, auditoriums, program pamphlets, school publications, or any other venue where such paid advertising would be directed primarily to members of the public.

- (1) There shall be no paid advertising in the classrooms or in any other venue where such paid advertising would be principally directed at KCS students.
- (2) There shall be no paid advertising on the exterior of a building, or that involves the erection of an apparatus on school grounds, or that involves the anchoring of signage into a physical wall without the prior written approval of the Director of Schools or the Director's designee.
- (3) There shall be no billboards or signage on the top of KCS buildings.
- (4) Paid advertising may take the form of ads in programs, yearbooks, or newspapers; fixed signage; banners; sponsorship of an academic or athletic event(s), or team(s).
- (5) All paid advertising must be documented by a contract signed by the KCS principal or administrator in charge and the Director of Schools or designee. All advertisements must be approved by the principal or administrator in charge before being displayed, and may not conflict with the school's civic or educational mission.
- (6) No paid advertising contract shall be of duration of more than one year without prior Board approval.
- (7) This policy is intended solely to sell paid advertising to raise revenue to defray costs and expressly does not create a public forum for public expression.
- (8) Decisions of the principal or administrator in charge to allow or disallow paid advertising may be appealed to the Director of Schools or the Director's designee, whose decision shall be final.

UNPAID ADVERTISING

The district and schools may, cooperate in furthering the work of any non-profit, social service agency, provided that such cooperation does not restrict or impair the educational programs of the schools. Civic

or other non-profit, non-political organizations may advertise events pertinent to the students' interest or involvement. Advertisements or solicitation from an organization will be considered for distribution without regard to the organization's religious or secular viewpoint. The distributors of any unpaid advertising material must follow the direction of the principal. Decisions of the principal or administrator in charge to allow or disallow unpaid advertising may be appealed to the Director of Schools or the Director's designee, whose decision shall be final. Additionally, the school may cooperate with any governmental agency or school support organization in promoting activities or information which advance the education or other best interests of the students. Unpaid advertising may not conflict with the school's civic or educational mission.

CRITERIA FOR ADVERTISING

All advertising or solicitation must meet the following criteria:

- (1) It shall not promote hostility, disorder, or violence.
- (2) It shall not attack, demean, ridicule or disparage based upon membership in any group identified in the District's non-discrimination policies.
- (3) It shall not be libelous.
- (4) It must be age-appropriate to the students attending the institution or those who might reasonably be expected to view such advertisements.
- (5) It shall not endorse a political cause, political activity, political party, or candidate for political office or position, except that such entities may provide sponsorships, as defined in Policy C-181 "Political Solicitation." ~~above~~. Knox County Schools may provide appropriate recognition as such sponsorships.
- (6) It shall not promote the use of drugs, alcohol, tobacco, firearms or gambling.
- (7) It shall not be inconsistent with the District's nutrition guidelines and the District's school wellness policy.
- (8) All advertising signage must comply with all applicable building codes.
- (9) The use in the schools of curriculum-related material and school supplies bearing the name of a business, publisher, or manufacturer shall not be construed as advertising under this policy.
- (10) The distribution or display of awards for or recognitions of a facility, students or faculty donated by a commercial enterprise and approved by the principal shall not be construed as paid commercial advertising within the meaning of this policy.
- (11) It shall not conflict with the Board's mission, policies, Board-adopted Legislative Agenda, or the District's curriculum or instructional program.
- (12) It shall not adversely affect the District's reputation or image.
- (13) It shall not promote private K-12 schools or K-12 schools chartered by chartering agencies other than KCS.

Legal Reference:

1. T.C.A. § 49-6-2009.

<u>Section C:</u> General School Administration	Knox County Board of Education Policy		
	Descriptor Term: Advertising and Solicitation In Schools	Descriptor Code:	Issued:
		C-180	11/12
		Reviewed:	Revised:
		11/25	4/24

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- (2) It shall not attack, demean, ridicule or disparage based upon membership in any group identified in the District's non-discrimination policies.
- (3) It shall not be libelous.
- (4) It must be age-appropriate to the students attending the institution or those who might reasonably be expected to view such advertisements.
- (5) It shall not endorse a political cause, political activity, political party, or candidate for political office or position, except that such entities may provide sponsorships, as defined in Policy C-181 "Political Solicitation." . Knox County Schools may provide appropriate recognition as such sponsorships.
- (6) It shall not promote the use of drugs, alcohol, tobacco, firearms or gambling.
- (7) It shall not be inconsistent with the District's nutrition guidelines and the District's school wellness policy.
- (8) All advertising signage must comply with all applicable building codes.
- (9) The use in the schools of curriculum-related material and school supplies bearing the name of a business, publisher, or manufacturer shall not be construed as advertising under this policy.
- (10) The distribution or display of awards for or recognitions of a facility, students or faculty donated by a commercial enterprise and approved by the principal shall not be construed as paid commercial advertising within the meaning of this policy.
- (11) It shall not conflict with the Board's mission, policies, Board-adopted Legislative Agenda, or the District's curriculum or instructional program.
- (12) It shall not adversely affect the District's reputation or image.
- (13) It shall not promote private K-12 schools or K-12 schools chartered by chartering agencies other than KCS.

Legal Reference:

1. T.C.A. § 49-6-2009.

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy C-181

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy C-181 "Political Solicitation" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy C-181 Revisions

Policy C-181 Final

<u>Section C:</u> General School Administration	Knox County Board of Education Policy		
	Descriptor Term: Political Solicitation	Descriptor Code: C-181	Issued: 8/19
		Reviewed: 11/25	Revised:

Solicitation or advertising in any form by candidates for public office or political-oriented organizations (for example, issues on a public ballot) is not permitted. Political literature shall not be distributed through the school to students, nor sent home to parents, nor placed in teachers' mailboxes, lounges, or on school premises. Political advertising in any form shall not be permitted on school facilities, on school grounds, on school buses,¹ or in school publications.

The sole exceptions to this restriction are as follows:

- (1) For election days at those school facilities that are used as polling places, political signage may be placed on campuses that host polling places beginning at 6:00 p.m. on the day prior to an election. On election days at these locations, election officials will determine the placement of advertising and the permissibility of solicitation. All such materials must be removed by the candidates by 7:00 a.m. the day following the election.
- (2) Political office holders and those campaigning for political office may provide sponsorships, as defined ~~above~~ in Policy C-180 "Advertising and Solicitation in Schools." The Knox County Schools maintains the right to provide appropriate recognition of such sponsorships. Sponsorships provided by candidates for political office are subject to heightened scrutiny for approval in order to minimize disruption to the learning environment. The district shall not allow the display of materials that include call to action ("elect," "vote for," "support," etc.) specific to a candidate or political issue. Sponsorships may, however, include a sponsor's official title or official office.
- ~~(2)(3)~~ Use of campaign funds for sponsorships for schools is prohibited.
- ~~(3)(4)~~ Candidates for elected offices within Knox County Schools or Knox County Government which are not voted upon by the general public (e.g., a representative to the county retirement board) may advertise under this policy, but candidates for office which is voted upon by the general public (e.g., School Board) may not use Knox County Schools information systems to promote their candidacy.

Legal Reference:

1. T.C.A. § 49-6-2109; T.C.A. § 2-19-144.

<u>Section C:</u> General School Administration	Knox County Board of Education Policy		
	Descriptor Term: Political Solicitation	Descriptor Code:	Issued:
		C-181	8/19
		Reviewed:	Revised:
		11/25	

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- (2) Political office holders and those campaigning for political office may provide sponsorships, as defined in Policy C-180 "Advertising and Solicitation in Schools." The Knox County Schools maintains the right to provide appropriate recognition of such sponsorships. Sponsorships provided by candidates for political office are subject to heightened scrutiny for approval in order to minimize disruption to the learning environment. The district shall not allow the display of materials that include call to action ("elect," "vote for," "support," etc.) specific to a candidate or political issue. Sponsorships may, however, include a sponsor's official title or official office.
- (3) Use of campaign funds for sponsorships for schools is prohibited.
- (4) Candidates for elected offices within Knox County Schools or Knox County Government which are not voted upon by the general public (e.g., a representative to the county retirement board) may advertise under this policy, but candidates for office which is voted upon by the general public (e.g., School Board) may not use Knox County Schools information systems to promote their candidacy.

Legal Reference:

1. T.C.A. § 49-6-2109; T.C.A. § 2-19-144.

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy D-190

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy D-190 "Payroll" as amended

- *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy D-190 Revisions

Policy D-190 Final

<u>Section D:</u> Fiscal Management	Knox County Board of Education Policy		
	Descriptor Term: Payroll	Descriptor Code:	Issued:
		D-190	7/95
		Reviewed:	Revised:
		11/25	1/25

1
2 Salaried personnel shall be paid in twelve equal monthly installments on the 25th (or the last working day
3 preceding the 25th) of each calendar month. Hourly personnel shall be paid on a biweekly basis. The
4 terms “monthly” and “bi-weekly” are used solely to define the pay structure for the employee. These
5 terms are not meant to determine the employee’s classification as “exempt” or “non-exempt” under the
6 Fair Labor and Standards Act or any other applicable wage and hour laws.

7
8 All annual salary and hourly pay rate schedules that are published by the district, as well as any other
9 form of compensation paid by the district, are stated on a “gross earnings” basis, that is, before deductions
10 from pay that are either required by law or as a condition of employment. These deductions may include,
11 but are not limited to:

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13 1. Federal income tax, Social Security tax, and Medicare tax;
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15 2. Retirement contributions;
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17 3. Insurance premiums;
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19 4. Court-ordered garnishments;
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21 5. Unauthorized absences; and
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23 6. The cost of a criminal background check.

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37 Cross Reference:

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39 • Knox County Board of Education Policy G-500 “Compensation Guides and Contracts for Support Personnel.”
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<u>Section D:</u> Fiscal Management	Knox County Board of Education Policy		
	Descriptor Term: Payroll	Descriptor Code:	Issued:
		D-190	7/95
		Reviewed:	Revised:
		11/25	1/25

Salaried personnel shall be paid in twelve equal monthly installments on the 25th (or the last working day preceding the 25th) of each calendar month. Hourly personnel shall be paid on a biweekly basis. The terms “monthly” and “bi-weekly” are used solely to define the pay structure for the employee. These terms are not meant to determine the employee’s classification as “exempt” or “non-exempt” under the Fair Labor and Standards Act or any other applicable wage and hour laws.

All annual salary and hourly pay rate schedules that are published by the district, as well as any other form of compensation paid by the district, are stated on a “gross earnings” basis, that is, before deductions from pay that are either required by law or as a condition of employment. These deductions may include, but are not limited to:

1. Federal income tax, Social Security tax, and Medicare tax;
2. Retirement contributions;
3. Insurance premiums;
4. Court-ordered garnishments;
5. Unauthorized absences; and
6. The cost of a criminal background check.

Cross Reference:

- Knox County Board of Education Policy G-500 “Compensation Guides and Contracts for Support Personnel.”

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy G-467

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy G-467 "Paid Parental Leave" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy G-467 Revisions

Policy G-467 Final

<u>Section:</u> Human Resources	Knox County Board of Education Policy		
	Descriptor Term: Paid Parental Leave	Descriptor Code: G-467	Issued: 6/23
		Reviewed: 11/25	Revised: 7/25

PAID LEAVE FOR TEACHERS

Certified employees (teachers and others who are qualified) will be granted absence from work with pay for a period of time equal to six (6) work weeks because of the birth (or stillbirth) of the employee's child or because of the placement adoption of a child with by the employee ~~for adoption~~, and upon the employee giving thirty-days' notice to the principal of the school where employed or to the employee's immediate supervisor. If the employee learns of the birth or adoption less than thirty (30) days in advance, the employee shall give the notice as soon as reasonably possible. The six (6) weeks can be taken consecutively or intermittently. If taken intermittently, the increments must be no less than one week at a time. For the purpose of calculating service anniversary dates, this absence from work is considered full-time employment.

Leave used by an employee pursuant to this policy will not be charged to sick, annual, or other leave the employee may have accumulated. Leave granted pursuant to this section will count toward the teachers' use of leave required to be given by this state as an employer under the federal Family and Medical Leave Act (FMLA) and state maternity leave.^{2,3} An employee must not be granted more than six (6) work weeks of paid leave under this policy during a twelve-month period, but the work weeks do not need to be taken consecutively. A teacher may receive no more than six (6) work weeks of paid leave during a twelve-month period, even if there is more than one (1) qualifying birth or adoption. Leave granted pursuant to this section must be used within twelve (12) months of the qualifying birth or adoption.

Paid leave under this policy must be paid at one hundred percent (100%) of the employee's salary. If an employee experienced a birth or adoption within twelve months prior to July 1, 2023 and has not used all of the federal Family and Medical Leave Act (FMLA) leave to which the employee was entitled as a result of the birth or adoption, then the employee is entitled to leave under this section beginning on July 1, 2023 for the remainder of the federal Family and Medical Leave Act leave that the employee uses on or after July 1, 2023 as a result of the event. The duration of paid leave must not exceed the paid leave available under this policy.

TEACHER DEFINITIONS

As used in this policy, "Teacher" means a teacher, principal, supervisor, or other individual required by law to hold a valid license of qualification for employment in a local education agency and who has been employed full-time with Knox County Schools for at least twelve (12) consecutive months. As used in this policy, "Adoption" includes that period of time beginning with the filing of an adoption petition and the initial placement of a minor child within the residence of a prospective adoptive parent pursuant to a court-ordered parental power of attorney or guardianship or custodial order until the issuance of a final order of adoption by the court.

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Legal References:

1. T.C.A. § 8-50-812.
2. 29 U.S.C. § 2601, et seq.
3. T.C.A. § 4-21-408.

<u>Section:</u> Human Resources	Knox County Board of Education Policy		
	Descriptor Term: Paid Parental Leave	Descriptor Code:	Issued:
		G-467	6/23
		Reviewed:	Revised:
		11/25	7/25

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Certified employees (teachers and others who are qualified) will be granted absence from work with pay for a period of time equal to six (6) work weeks because of the birth (or stillbirth) of the employee's child or because of the adoption of a child by the employee, and upon the employee giving thirty-days' notice to the principal of the school where employed or to the employee's immediate supervisor. If the employee learns of the birth or adoption less than thirty (30) days in advance, the employee shall give the notice as soon as reasonably possible. The six (6) weeks can be taken consecutively or intermittently. If taken intermittently, the increments must be no less than one week at a time. For the purpose of calculating service anniversary dates, this absence from work is considered full-time employment.

Leave used by an employee pursuant to this policy will not be charged to sick, annual, or other leave the employee may have accumulated. Leave granted pursuant to this section will count toward the teachers' use of leave required to be given by this state as an employer under the federal Family and Medical Leave Act (FMLA) and state maternity leave.^{2,3} An employee must not be granted more than six (6) work weeks of paid leave under this policy during a twelve-month period, but the work weeks do not need to be taken consecutively. A teacher may receive no more than six (6) work weeks of paid leave during a twelve-month period, even if there is more than one (1) qualifying birth or adoption. Leave granted pursuant to this section must be used within twelve (12) months of the qualifying birth or adoption.

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Legal References:

1. T.C.A. § 8-50-812.
2. 29 U.S.C. § 2601, et seq.
3. T.C.A. § 4-21-408.

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy G-500

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy G-500 "Compensation Guides and Contracts for Support Personnel" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy G-500 Revisions

Policy G-500 Final

Section G: Human Resources	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Compensation Guides and Contracts for Support Personnel	G-500	7/95
		Reviewed:	Revised:
		11/25	8/17

Each employee shall be paid the salary for which he qualifies by reason of assignment as approved by the Board.

Salaries of all employees, including substitute and supplemental pay, shall be paid by the Board.¹ No payment to any employee for service performed on behalf of the school system shall be made from any source other than the Board.

Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the revenue is deposited with and salaries paid through the Board. Included are donations or contributions from individual, civic or other non-school related sources or funds from individual school activity funds, such as gate receipts and concessions.²

MONTHLY EMPLOYEES

The pay period for office personnel, teacher aides, cafeteria managers, and some professionals' not requiring certification will be monthly for the term of employment. Payday is the 25th of each month or the last working day before the 25th.

BI-WEEKLY EMPLOYEES

The pay period for security, maintenance and custodial personnel and all food service employees (except managers) is bi-weekly for the term of employment.

The terms "monthly" and "bi-weekly" are used solely to define the pay structure for the employee. These terms are not meant to determine the employee's classification as "exempt" or "non-exempt" under the Fair Labor and Standards Act or any other applicable wage and hour laws.

SUBSTITUTE AND PART-TIME EMPLOYEES

Substitute workers are to be paid at the rate established by the Board at budget approval. Part-time personnel shall be employed on an hourly basis at a rate established by the Board.

Legal References:

1. T.C.A. § 49-5-709(a)
2. T.C.A. § 49-6-2006; Tennessee Internal School Financial Management Manual, Section 5, Title 2 and Section 5, Title 5.

Cross Reference:

- Knox County Board of Education Policy D-190 "Payroll."

Section G: Human Resources	Knox County Board of Education Policy		
	Descriptor Term: Compensation Guides and Contracts for Support Personnel	Descriptor Code: G-500	Issued: 7/95
		Reviewed: 11/25	Revised: 8/17

Each employee shall be paid the salary for which he qualifies by reason of assignment as approved by the Board.

Salaries of all employees, including substitute and supplemental pay, shall be paid by the Board.¹ No payment to any employee for service performed on behalf of the school system shall be made from any source other than the Board.

Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the revenue is deposited with and salaries paid through the Board. Included are donations or contributions from individual, civic or other non-school related sources or funds from individual school activity funds, such as gate receipts and concessions.²

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1. T.C.A. § 49-5-709(a)
2. T.C.A. § 49-6-2006; Tennessee Internal School Financial Management Manual, Section 5, Title 2 and Section 5, Title 5.

Cross Reference:

- Knox County Board of Education Policy D-190 "Payroll."

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Board of Education Regular Session

Meeting Date: 01/08/2026

Policy G-570

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve second reading of Knox County Board of Education Policy G-570 "Time Schedules of Classified Personnel" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy G-570 Revisions

Policy G-570 Final

Section G: Human Resources	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Time Schedules of Classified Personnel	G-570	7/95
		Reviewed: 11/25	Revised: 4/12

The school system shall comply with Wage and Hour Regulations as administered by the U.S. Department of Labor. Actual hours worked are to be reported by each employee. No employee shall be at the job location unless so directed by the immediate supervisor.

WORK SCHEDULES

A work week is a regularly recurring period of 168 consecutive hours. The standard work week for Knox County Schools employees shall begin at 12:00 a.m. Sunday and end at 11:59 p.m. on the following Saturday. Maintenance, security, and operations personnel shall have a work week that begins at 12:00 a.m. Wednesday and ends at 11:59 p.m. on the following Tuesday.

Supervisors shall prepare a daily work schedule both for school and non-school months. The daily schedule includes the time to begin work, lunch time and ending time.

Each employee is required to work according to his schedule unless there is an emergency. When an emergency arises, the immediate supervisor shall be notified as soon as possible.

All authorized overtime or time-on-the-job-location not within the scheduled time must be approved by the immediate supervisor before the overtime occurs.

TIME RECORDS REQUIRED

Each employee classified as “non-exempt” pursuant to the Fair Labor Standards Act shall keep a time record of actual hours worked.¹

At the end of each reporting period, such employees shall turn in time records to their immediate supervisor for approval. ~~All~~Any time records reflecting earned overtime will be forwarded to the payroll office for calculations.

LUNCH PERIODS

All employees classified as “non-exempt” pursuant to the Fair Labor Standards Act shall have a thirty-minute unpaid rest break or meal period if scheduled to work six (6) hours consecutively, except in workplace environments that by their nature of business provide for ample opportunity to rest or take an appropriate break. The break shall not be scheduled during or before the first hour of scheduled work activity². During this scheduled lunch period, the employee shall be relieved of all duties of any nature.

EMPLOYEE CERTIFICATION THAT POLICY AND REGULATIONS HAVE BEEN READ

New employees shall be furnished a copy of this policy. Each employee shall read this policy or have it read to him and shall certify that the policy has been read and understood. A copy of this certification

1 must be on file before the first check is issued to a new employee.
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46 Legal References:

- 47 1. 29 U.S.C. § 213.
 - 48 2. T.C.A. § 50-2-103(h).
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<u>Section G:</u> Human Resources	Knox County Board of Education Policy		
	Descriptor Term:	Descriptor Code:	Issued:
	Time Schedules of Classified Personnel	G-570	7/95
		Reviewed:	Revised:
		11/25	4/12

The school system shall comply with Wage and Hour Regulations as administered by the U.S. Department of Labor. Actual hours worked are to be reported by each employee. No employee shall be at the job location unless so directed by the immediate supervisor.

WORK SCHEDULES

A work week is a regularly recurring period of 168 consecutive hours. The standard work week for Knox County Schools employees shall begin at 12:00 a.m. Sunday and end at 11:59 p.m. on the following Saturday. Maintenance, security, and operations personnel shall have a work week that begins at 12:00 a.m. Wednesday and ends at 11:59 p.m. on the following Tuesday.

Supervisors shall prepare a daily work schedule both for school and non-school months. The daily schedule includes the time to begin work, lunch time and ending time.

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46 Legal References:

- 47 1. 29 U.S.C. § 213.
 - 48 2. T.C.A. § 50-2-103(h).
- 49

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy I-371

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve first reading of Knox County Board of Education Policy I-371 "Early Graduation" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy I-371 Revisions

Policy I-371 Final

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Early Graduation	Descriptor Code:	Issued:
		I-371	7/95
		Reviewed:	Revised:
		11/25	10/23

Early graduation should be the result of a definite planned program, approved in advance by the principal and school counselors. The mere accumulation of credits does not, alone, justify early graduation. The credits must be earned according to a plan which, in the professional judgment of the principal and faculty, meets the student's educational needs as effectively as they would be met at regular graduation time.

In order to graduate early, the student must:

1. Submit a written request to the high school principal at the ~~end of the junior year~~beginning of freshman grade nine (9) or as soon thereafter as the intent is known, signed by the student and parents;¹
2. Have a meeting with the school counselor, his or her parents, and the principal or principal's designee by the end of the junior year;
3. Successfully complete all required credits by the end of the semester in which the student graduates;² and
4. Make all necessary arrangements with the high school for participation in commencement exercises, if desired and feasible.

Upon successful completion of the final semester and agreement to graduate early, the student will agree to forego all school athletics, performances, curricular activities, and extra-curricular activities except:

1. The prom, provided the student is eligible based on the individual school's expectation for prom participation.
2. Any school-sponsored senior activity connected to graduation.

Legal References:

1. T.C.A. § 49-6-8103.

~~1.2. Tennessee State Board of Education-High School Policy 2.103.~~

2.T.C.A. § 49-6-8303.

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Early Graduation	Descriptor Code:	Issued:
		I-371	7/95
		Reviewed:	Revised:
		11/25	10/23

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In order to graduate early, the student must:

1. Submit a written request to the high school principal at the beginning of freshman grade nine (9) or as soon thereafter as the intent is known, signed by the student and parents;¹
2. Have a meeting with the school counselor, his or her parents, and the principal or principal's designee by the end of the junior year;
3. Successfully complete all required credits by the end of the semester in which the student graduates;² and
4. Make all necessary arrangements with the high school for participation in commencement exercises, if desired and feasible.

Upon successful completion of the final semester and agreement to graduate early, the student will agree to forego all school athletics, performances, curricular activities, and extra-curricular activities except:

1. The prom, provided the student is eligible based on the individual school's expectation for prom participation.
2. Any school-sponsored senior activity connected to graduation.

Legal References:

1. T.C.A. § 49-6-8103.
2. Tennessee State Board of Education Policy 2.103.

Board of Education Regular Session

Meeting Date: 01/08/2026

Policy I-373

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve first reading of Knox County Board of Education Policy I-373 "Graduating with Honors or Distinction" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy I-373 Revisions

Policy I-373 Final

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Graduating with Honors or Distinction	Descriptor Code: I-373	Issued: 3/13
		Reviewed: 11/25	Revised: 10/23

Students who meet the graduation requirements for a regular education diploma may graduate with honors or distinction by meeting the criteria established for the Tennessee diploma with honors or distinction.

TENNESSEE DIPLOMA WITH HONORS OR DISTINCTION

HONORS-Honors

Students who score at or above all of the subject readiness benchmarks on the ACT or equivalent score on the SAT will graduate with honors.¹

DISTINCTION-Distinction

Students will be recognized as graduating with “state distinction” by attaining at least a B grade-point average and completing at least one of the following:

- 1) Earn an ~~an-national and/or state-recognized~~ industry ~~credential~~certification recognized by the Tennessee Department of Education;
- 2) Participate in at least one of the Governor’s Schools;
- 3) Participate in one of the state’s All State musical organizations;
- 4) Earn a statewide recognition or award at a skill- or knowledge-based state tournament, convention, or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization;
- 5) Be selected as a National Merit Finalist or Semi-Finalist;
- 6) Attain a score of 31 or higher composite score on the ACT or SAT equivalent;
- 7) Attain a score of 3 or higher on at least two Advanced Placement exams;
- 8) Attain a score of E/e or higher in at least two Cambridge International Education A or AS exams;
- 9) Successfully complete the International Baccalaureate Diploma Programme;
- 10) Earn 12 or more semester hours of transcribed postsecondary credit.

Some of the data used to identify students as graduates with honors or distinction may not be available prior to commencement. Therefore, all students who potentially meet the requirements will become

1 candidates for a diploma with honors or distinction and will be recognized at individual schools'
 2 ceremonies. A final classification of all candidates will be completed once all relevant data is received.
 3

4 Seal of Biliteracy

5
 6 Students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or
 7 more languages in addition to English shall be recognized with a “Seal of Biliteracy.” Each school shall
 8 document and track student progress toward this recognition. Students receiving this recognition will
 9 have the appropriate insignia affixed to their diploma signifying they have been awarded the Tennessee
 10 Seal of Biliteracy. To qualify for this recognition, students shall meet each of the following criteria:

- 11
 12 1) Complete all English language arts (ELA) requirements for graduation with an overall grade point
 13 average of 3.0 or higher in those classes;
- 14
 15 2) Demonstrate English proficiency through one (1) of the following:
 - 16
 17 a. Score at the on-track or mastered level on each ELA end-of-course assessment taken;
 - 18
 19 b. Score three (3) or higher on an Advanced Placement English Language or English Literature
 20 exam; B1 or higher on a Cambridge International English exam; or four (4) or higher on an
 21 International Baccalaureate English exam;
 - 22
 23 c. Score twenty-two (22) or higher on the ACT Reading subtest or four hundred eighty (480) or
 24 higher on the SAT evidence-based reading and writing subtest; or
 - 25
 26 d. Attain the required score on the state-approved English language proficiency assessment listed
 27 in State Board English as a Second Language Programs Policy 3.207, if the student is an
 28 English learner; and
- 29
 30 3) Demonstrate proficiency in a world language through one (1) of the following:
 - 31
 32 a. Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal,
 33 interpretive, and presentational) on a world language proficiency assessment recognized by
 34 the American Council on the Teaching of Foreign Languages (ACTFL);
 - 35
 36 b. Score three (3) or higher on an Advanced Placement world language exam; B1 or higher on a
 37 Cambridge International world language exam; or four (4) or higher on an International
 38 Baccalaureate world language exam;
 - 39
 40 c. Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI:
 41 ASL);
 - 42
 43 d. Pass a foreign government’s approved non-English language exam, or score at a level
 44 comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on another
 45 country’s secondary level standardized exam in the country’s non-English native language; or
 - 46
 47 e. Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale
 48 on an LEA developed alternate model. Alternate models may only be used if the identified
 49 world language does not have an associated nationally recognized assessment and must
 50 address communication, cultures, connections, comparisons, and communities.

TRI-STAR SCHOLAR

Students who meet the graduation requirements for a regular education diploma will be recognized as graduating as a Tri-Star Scholar by achieving:

- 1) 19 ACT or SAT equivalent and
- 2) Capstone industry certification

Schools will recognize a student's scholar status in the graduation ceremony with a diploma credential or wearable cord with a notation on the program.²

INDUSTRY 4.0 DIPLOMA DISTINCTION

Students who are interested in pursuing a career in a high-need, high-skill industry after graduation may earn an "Industry 4.0 diploma distinction". The student's school shall include on the student's transcript the Industry 4.0 distinction if the student fulfills all Industry 4.0 distinction requirements upon graduation.

1. Each high school shall notify ninth (9th) grade and tenth (10th) grade students enrolled in the high school of the opportunity to pursue an Industry 4.0 diploma distinction no later than ten (10) days after the first day of each semester of the school year.
2. A high school student interested in receiving an Industry 4.0 diploma distinction shall before the end of their tenth (10th) grade year:
 - a. Notify the student's counselor or school principal of the student's intent to pursue an Industry 4.0 diploma distinction;
 - b. Provide the student's counselor or school principal with documentation signed by the student's parent or legal guardian indicating that the student's parent or legal guardian is aware of the requirements for the parent's or legal guardian's student to obtain an Industry 4.0 diploma distinction and consenting to the student's participation;
 - c. Register with a regional American Job Center or other career counseling or community partner approved by the student's school; and
 - d. Enroll in at least one (1) work-based learning or dual enrollment course for the student's eleventh (11th) grade year.
3. Beginning in the student's eleventh (11th) grade year, a student pursuing an Industry 4.0 diploma distinction shall meet, no less than once per month, with a career coach who has been approved to provide career coaching services by the student's school. The career coach must:
 - a. Be an American Job Center career coach, a career coach from a career counseling or community partner approved by the United States Department of Labor's regional office for the state of Tennessee, or a licensed school counselor or an educator who holds a work-based learning certificate provided by the Department of Education; and

- 1 b. Meet, no less than once per month during the school year, with students assigned to
- 2 the career coach by the student's school principal to assist students in:
- 3
- 4 i. Developing the personal attributes required for success in the workforce, which
- 5 include, but are not limited to, time management, networking, communication,
- 6 teamwork, creative thinking, and conflict resolution;
- 7
- 8 ii. Applying for dual enrollment grants or other available financial aid opportunities,
- 9 including, but not limited to, grants and scholarships administered by the
- 10 Tennessee Student Assistance Corporation;
- 11
- 12 iii. Identifying the best combination of dual enrollment, work-based learning, and
- 13 internship opportunities available to the student; and
- 14
- 15 iv. Preparing for standardized assessments such as the ACT.
- 16
- 17 4. Before the end of the student's eleventh (11th) grade year, a student pursuing an Industry 4.0
- 18 diploma distinction shall enroll in work-based learning or dual enrollment courses for the student's
- 19 twelfth (12th) grade year.
- 20
- 21 5. A student receiving an Industry 4.0 diploma distinction shall successfully complete all coursework
- 22 required for graduation for their diploma type.
- 23
- 24 6. A student pursuing an Industry 4.0 diploma distinction may earn at least one (1) science credit
- 25 and at least one (1) math credit through course substitutions approved by the State Board,
- 26 including, but not limited to, dual enrollment and work-based learning courses that are aligned to
- 27 a student's chosen career path. Work-based learning course substitutions may only fulfill a
- 28 student's third (3rd) credit of science and/or fourth (4th) credit of math.
- 29
- 30 7. A student receiving an Industry 4.0 diploma distinction shall earn nine (9) credits of dual
- 31 enrollment or work-based learning in grades nine (9) through twelve (12), which may be satisfied
- 32 by the student's successful completion of dual enrollment coursework, work-based learning
- 33 experiences, on-the-job training, or other mentorships or structured educational experiences that
- 34 allow the student to apply the student's knowledge and skills in a work environment to develop an
- 35 understanding of workplace expectations.³
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- 37
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Legal References:

1. ~~Tennessee State Board of Education High School Policy 2.103~~ [TRR/MS 0520-01-03-.06 \(22-28\)](#).
2. T.C.A. § 49-6-6010.
3. T.C.A. § 49-6-420.

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Legal References:

1. TRR/MS 0520-01-03-.06 (22-28).
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Board of Education Regular Session

Meeting Date: 01/08/2026

Policy I-383

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve first reading of Knox County Board of Education Policy I-383 "Test Security" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy I-383 Revisions

Policy I-383 Final

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Test Security	Descriptor Code:	Issued:
		I-383	7/95
		Reviewed:	Revised:
		11/25	8/17

Knox County test security measures conform to Tennessee law and guidelines provided by the State Department of Education.

BUILDING-LEVEL TEST COORDINATORS

Each school shall identify a certified employee to serve as~~have~~ a test coordinator who will act~~serves~~ as a liaison with district-level personnel. ~~He or she shall be a certificated employee, e.g., the principal, an assistant principal, a counselor, or a teacher.~~ The test coordinator shall be responsible for (1) disseminating test information to the faculty and providing feedback to district-level personnel; (2) receiving test materials and distributing them to the faculty, collecting those materials and shipping them as instructed; (3) inventorying test materials **before** and **after** use; (4) maintaining physical security of the test booklets while they are in the school; and (5) correcting any coding or packaging errors which may be detected at the school, district, or state level.

DISTRIBUTION OF TEST MATERIALS

During the time between the delivery of test materials and the actual beginning date of the test, **only** the examiners' manuals shall be distributed to examiners. Test booklets shall **not** be placed in the hands of examiners until the day the test is to be administered. An exception may be made for completing demographic information prior to the testing date, **provided** it is done in a secure setting and under the supervision of the school testing coordinator.

HANDLING AND STORAGE OF TEST MATERIALS

All test materials, when not in use, shall be stored in a locked room, locked closet, or locked cabinet in a centralized location. Quantities should be verified following each daily test session. Scratch paper shall be collected and destroyed. No portion of a test booklet may be photocopied or duplicated by any process. Tests may not be reviewed, condensed, paraphrased, or rearranged.

EXAMINERS

Examiners/proctors must be Knox County Schools employees or interns currently assigned to the schools using them.

Examiners/proctors may not answer student questions about test content; define terms; read aloud, except where specified in the examiners' manuals; or by any means aid students with the selection of answers. All test modifications for students with disabilities must conform to Tennessee guidelines.

Tests can either be administered in small-group individual classroom or in a cafeteria-style large-group setting.

If a test is administered in a large-group setting, one examiner/proctor shall be provided for every 25 students or fraction thereof.

If a test is administered in a classroom, then the following guidelines will determine who can serve as examiner.

Category I Test

A Category I Test is one in which data from it will be used to determine teacher effects (i.e. value-added gain scores).

Under no circumstances should a teacher administer a Category I Test to students he/she instructs during the instructional day. For these tests, teachers may be rotated so that no one tests students he/she teaches. If possible, the use of additional proctors is desired.

Category II Test

A Category II Test is a state-mandated test from which individual and school statistics will be computed, but not teacher effects.

A teacher may administer a Category II Test to students he/she instructs during the instructional day, if he/she is joined by a second person (specialist, aide, intern, administrator, etc.) who shall serve as a proctor or assistant examiner. In schools where there are too few instructional employees to staff each classroom with two persons, proctors may be rotated among two or more teachers/examiners. In such situations, principals shall utilize all available support staff so that no examiner will administer the entire TCAP test without assistance and so that proctors will be available for the maximum amount of time possible in each classroom.

Category III Test

A Category III Test is one in which data from it is used primarily to determine students' academic strengths and weaknesses and for student placement.

There are no restrictions on who may serve as examiner/proctor for Category III Test.

RETURNING TEST MATERIALS

ALL used and unused test materials, including defaced, damaged, or defective tests, must be returned. Only used practice tests and scratch paper shall be destroyed at the schools. Demographic data, including student identification numbers and special program coding, shall be checked for accuracy by each educator who is responsible for administering the test. In addition, these data shall be spot checked by the school testing coordinator prior to their return to the central office.

HOME SCHOOL TESTING

All testing of home school students shall be completed in accord with Tennessee law and guidelines.

ADDRESSING SECURITY BREACH

Whenever a security breach is alleged, appropriate authorities shall be notified as soon as possible. These shall include, but not be limited to, building and district-level testing coordinators, the school principal, and the State Department of Education. As in any disciplinary case, the subsequent investigation shall be conducted within due process guidelines. Findings will be reviewed by officials in the State Office of Accountability.

PENALTY FOR MALFEASANCE

In accord with the Tennessee Code Annotated (49-1-607), any employee found to have compromised the integrity of the testing process is subject to dismissal from his or her position.¹

Legal Reference:

1. T.C.A. § 49-1-607.

<u>Section I:</u> Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Test Security	Descriptor Code:	Issued:
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Board of Education Regular Session

Meeting Date: 01/08/2026

Policy I-420

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve first reading of Knox County Board of Education Policy I-420 "Controversial Issues" as amended - *Discussed Policy Review*

Fiscal Impact

Attachments

Policy I-420 Revisions

Policy I-420 Final

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Controversial Issues	Descriptor Code:	Issued:
		I-420	7/95
		Reviewed:	Revised:
		11/25	12/23

Free discussion of controversial issues is the heart of the educative and democratic processes. Freedom of speech and free access to information are among our most cherished traditions.

The discussion of issues in the classroom shall be relevant to the subject matter being taught, related to educational objectives, appropriate for the age and maturity of students, and shall not materially or substantially disrupt the learning environment. Only through the study of political, economic, or social issues do youth develop an understanding of a democratic society, and through carefully taught conversation and argumentation skills, students develop abilities needed for citizenship in our democracy.

Teachers will use the following criteria for determining the appropriateness of certain issues for consideration as a part of the curriculum:

- (1) The treatment of the issue in question must be within the range of knowledge, maturity, and competence of the students.
- (2) There should be study materials and other learning supports available from which a reasonable amount of evidence-based information and/or data pertaining to all aspects of the issue may be obtained.
- (3) The consideration of the issue should require only as much time as is needed for satisfactory study by the class; however, sufficient time should be provided to cover the issue adequately and in accordance with the Tennessee Academic Standards.

Teachers will establish a process for discussion of controversial issues in their classrooms, and the Department of ~~Learning and Literacy~~ Teaching and Learning will provide training support for those teachers who need or want to develop their skills for engaging students in discussions around sensitive content.

In discussing controversial issues, the teacher should keep in mind that the classroom is a forum. The class should feel no responsibility for reaching agreement. To ensure that controversial issues are presented and discussed fairly and objectively and with instruction as their goal, the following guidelines shall be observed:

1. All personnel will seek to create an atmosphere in which differing opinions may be voiced without fear or hostility and with mutual respect for all viewpoints;
2. Educators will encourage students to withhold judgment and to avoid making conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy and reliability;

3. Educators will seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions;
4. Educators shall place major emphasis upon “why” and “how” to think rather than “what” to think; and
5. If the subject matter being taught involves conflicting opinions, theories, or schools of thought, the teacher will ensure that differing sides of an issue are explored in order to help students develop their own critical faculties.

It is the responsibility of educators to bring out the facts where controversial questions are concerned. All personnel have the right to express personal opinions, but matters discussed in the classroom should be constrained to subjects relevant to that classroom and subjects that are within the educator’s areas of competence. All personnel shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject being taught or any subject which the educator cannot claim authority or professional competence. If an educator does express a personal opinion after complying with this Policy, the opinion shall be qualified as personal and not authoritative.

It is recognized that citizens of the community have a right to petition/complain to the school administration when alleging that unfair and prejudiced presentations are being made by an educator. Such protests shall be registered in compliance with the procedures adopted by the Board of Education for handling complaints.

Legal Reference:

1. T.C.A. § 49-6-1019.

Cross Reference:

- Knox County Board of Education Policy G-200 “Academic Freedoms.”

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Controversial Issues	Descriptor Term:	Descriptor Code:
			I-420
		Issued:	7/95
		Reviewed:	11/25
		Revised:	12/23

Free discussion of controversial issues is the heart of the educative and democratic processes. Freedom of speech and free access to information are among our most cherished traditions.

The discussion of issues in the classroom shall be relevant to the subject matter being taught, related to educational objectives, appropriate for the age and maturity of students, and shall not materially or substantially disrupt the learning environment. Only through the study of political, economic, or social issues do youth develop an understanding of a democratic society, and through carefully taught conversation and argumentation skills, students develop abilities needed for citizenship in our democracy.

Teachers will use the following criteria for determining the appropriateness of certain issues for consideration as a part of the curriculum:

- (1) The treatment of the issue in question must be within the range of knowledge, maturity, and competence of the students.
- (2) There should be study materials and other learning supports available from which a reasonable amount of evidence-based information and/or data pertaining to all aspects of the issue may be obtained.
- (3) The consideration of the issue should require only as much time as is needed for satisfactory study by the class; however, sufficient time should be provided to cover the issue adequately and in accordance with the Tennessee Academic Standards.

Teachers will establish a process for discussion of controversial issues in their classrooms, and the Department of Teaching and Learning will provide training support for those teachers who need or want to develop their skills for engaging students in discussions around sensitive content.

In discussing controversial issues, the teacher should keep in mind that the classroom is a forum. The class should feel no responsibility for reaching agreement. To ensure that controversial issues are presented and discussed fairly and objectively and with instruction as their goal, the following guidelines shall be observed:

1. All personnel will seek to create an atmosphere in which differing opinions may be voiced without fear or hostility and with mutual respect for all viewpoints;
2. Educators will encourage students to withhold judgment and to avoid making conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy and reliability;
3. Educators will seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions;

4. Educators shall place major emphasis upon “why” and “how” to think rather than “what” to think; and
5. If the subject matter being taught involves conflicting opinions, theories, or schools of thought, the teacher will ensure that differing sides of an issue are explored in order to help students develop their own critical faculties.

It is the responsibility of educators to bring out the facts where controversial questions are concerned. All personnel have the right to express personal opinions, but matters discussed in the classroom should be constrained to subjects relevant to that classroom and subjects that are within the educator’s areas of competence. All personnel shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject being taught or any subject which the educator cannot claim authority or professional competence. If an educator does express a personal opinion after complying with this Policy, the opinion shall be qualified as personal and not authoritative.

It is recognized that citizens of the community have a right to petition/complain to the school administration when alleging that unfair and prejudiced presentations are being made by an educator. Such protests shall be registered in compliance with the procedures adopted by the Board of Education for handling complaints.

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- Knox County Board of Education Policy G-200 “Academic Freedoms.”

Board of Education Regular Session

Meeting Date: 01/08/2026

I-440

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve first reading of Knox County Board of Education Policy I-440 "Wellness Policy" as amended - *Discussed at Policy Review*

Fiscal Impact

Attachments

Policy I-440 Revisions

Policy I-440 Final

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Wellness Policy	Descriptor Code:	Issued:
		I-440	4/06
		Reviewed:	Revised:
		11/25	7/25

The Board of Education recognizes the link between student wellness and academic achievement. In order to implement overall wellness for students, the plan below shall be followed by all schools in the district. Teachers, school health professionals, parents, administrators, and interested citizens can participate in the development of wellness policies.

COMMITMENT TO ENSURING A HEALTHY SCHOOL ENVIRONMENT

Knox County Schools strives to ensure that all schools offer a healthy, safe and supportive environment for students, staff, parents and visitors. To further this goal, Knox County Schools shall implement all state and federal laws and regulations related to the development, curriculum, services, standards, staffing, and assessment of wellness programs.

All schools shall implement the CDC's Coordinated School Health (CSH) approach to managing new and existing wellness-related programs and services in schools based on State Law, State Board of Education CSH Standards and Guidelines. The ~~district Coordinated School Health Coordinator~~School Culture Department shall be responsible for overseeing compliance with the State Board of Education CSH Standards and Guidelines in the school district.

I. School Health Advisory Council

The advisory council will consist of a group of individuals representing the school and community, including parents, students, teachers, school administrators, school board members, health professionals, school food service representatives, and members of the public. The council will serve as a resource to school health committees for implementing the local wellness policy as a part of the school improvement plan. The primary responsibilities of the council include, but are not limited to:

- developing, monitoring, reviewing, and, as necessary, revising physical activity and nutrition policies;
- ensuring that all schools within KCS create and implement an action plan related to modules from the *School Health Index*;
- ensuring that the results of the action plan are annually reported to the School Health Advisory Council;
- ensuring that school level results include measures of progress on each indicator of the *School Health Index*.

KCS will consider the recommendations of the School Health Advisory Council in making any policy changes that affect the healthy learning environment.

II. Commitment to Nutrition

A. Nutrition Standards Goals for foods and beverages sold on campus:

Knox County Schools is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while providing options within menu offerings for cultural food preferences and accommodating special dietary needs.

Menus are written to meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. Knox County Schools offers reimbursable school meals that meet USDA nutrition standards.

The Smart Snacks in Schools nutrition standards are developed for foods and beverages sold or offered for sale during the school day in schools that include students in grades pre-kindergarten through 12. The school day will be defined as starting at midnight before the beginning of the official school day and continuing until 30 minutes after the end of the official school day.

These standards apply to food items sold or offered for sale during the school day including but not limited to school store items, a la carte items, vending machine items, and snack bar items. The Smart Snacks in Schools nutrition standards do not apply to foods served as a federally reimbursable meal to students.

Schools may choose to conduct infrequent school-sponsored fundraisers that include the sale of foods or beverages that do not meet the Smart Snacks in Schools nutrition standards; however, these specially exempted fundraisers must not exceed the allowed number of exemptions granted by the state agency. All school principals must document the dates of their exempt fundraisers and items sold.

B. Foods and Beverages Provided but Not Sold to Students:

School Nutrition and Coordinated School Health will encourage snacks offered as part of classroom celebrations, parties, and student birthdays to follow Smart Snacks in Schools nutrition standards and include fresh fruits and vegetables, whole grains, water, low-fat milk, and other foods low in fat, sugar, sodium, and caffeine.

School principals should consult with school cafeteria managers on any questions pertaining to the Smart Snacks in Schools nutrition standards.

C. Nutrition Education Goals

Knox County Schools shall ensure the following: (1) Tennessee State Nutrition Standards are included in middle school health and high school wellness instruction. Nutrition education will be integrated into all areas of curriculum such as math, science, language arts, and social studies as appropriate, (2) Students will have an awareness to eat a variety of foods (i.e. fruits, grains, vegetables, lower fat food items) and be physically active, (3) Nutrition education will involve sharing information with families and the community to positively impact students and the health of the community, and (4) the District will provide

information to families that promote the benefits of proper nutrition and how to provide nutritious meals for their families.

D. Nutrition and Student Wellness Promotion Goals

In-school marketing for food and beverage items must only be for items meeting the Smart Snacks in Schools nutrition standards.

Activities for promoting nutrition will also include:

1. Taste test opportunities for students;
2. Student survey groups;
3. Posting nutrition and health posters in school cafeterias;
4. Access to fresh drinking water throughout the school day; and
5. Adequate time to enjoy healthy meals in a pleasant environment.

III. Commitment to Physical Activity

Knox County Schools recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical activity may include moderate to vigorous activity such as walking, jumping rope, playing volleyball, or other forms of physical activity that promote fitness and well-being.

Students in kindergarten through grade five shall receive a minimum of 40 minutes of physical activity each full day of school. Supervised physical activity should be offered daily to all elementary (K-5) school children. For elementary school, physical activity must include unstructured play outside, unless weather conditions negatively impact the reasonable execution of physical activity outside. Physical activity shall not be withheld from, nor imposed upon, a student as punishment, and should not include the following: a) time during which a student is permitted to use an electronic device; or b) time spent by a student in a physical education class; or c) time spent walking to and from class.

Students in middle and high schools shall receive 90 minutes of physical activity each full school week. For grades 6-12, physical activity may include time spent by students in a physical education class but may not include time spent walking to and from class.

IV. Physical Education

Physical activity is separate and distinct from physical education. Physical Education classes shall be offered with moderate to vigorous physical activity being an integral part of the class. Students shall be encouraged by staff whenever possible to be physically active.

Elementary school students shall participate in a physical education class that meets at least two times per full school week. The total physical education class time each full school week shall be no less than 60 minutes.

V. Assessment of Wellness Policy

To evaluate compliance with this policy, the Executive Director of School Nutrition and the Coordinated School Health Coordinator will develop an assessment tool. This assessment will be conducted triennially and will be made available to the public. The Knox County School Health Advisory Council will also monitor progress made toward attaining policy goals.

Legal References:

1. T.C.A. § 49-6-2307.
2. Public Law 111-296.
3. State Board of Education Rule 0520-01-06-.04.
4. State Board of Education Policy 4.206.
5. T.C.A. § 49-6-1021.
6. T.C.A. § 49-6-1022.
7. 7 CFR § 210.11.

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Wellness Policy	Descriptor Code:	Issued:
		I-440	4/06
		Reviewed:	Revised:
		11/25	7/25

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5. T.C.A. § 49-6-1021.
6. T.C.A. § 49-6-1022.
7. 7 CFR § 210.11.

Board of Education Regular Session

Meeting Date: 01/08/2026

Battelle Education TSIN/STEMx STEM Classroom Grants

Submitted By: Terri Coatney

Department: Academics

Division: Region 1

Explanation

Approve Battelle Education TSIN/STEMx STEM Classroom Grants sponsored by TVA and BVI in the total amount of \$42,000.00 for Bearden High School, Dogwood Elementary School, Gibbs High School, Green Magnet Academy, Hardin Valley Middle School, Holston Middle School, L&N STEM Academy, Ritta Elementary School, and Whittle Springs Middle School

- *Recommended by Superintendent*

Fiscal Impact

Attachments

Award Notifications & Applications

Fiscal Note

From: [Brown, Gretchen \(US\)](#)
To: [HEATHER HENDERLIGHT](#)
Subject: RE: KCS robotics grant recipients
Date: Monday, November 17, 2025 10:32:18 AM

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Hi Heather,
Happy to say there are a lot of them, as usual!

\$5,000	Ronald Allen	ronald.allen@knoxschools.org	Bearden High School
\$3,500	Adrienne Notess	adrienne.notess@knoxschools.org	Dogwood Elementary
\$5,000	Kendell McGill	kendell.mcgill@knoxschools.org	Gibbs High School
\$5,000	Jamie Kelly	jamie.kelly@knoxschools.org	Green Magnet Academy
\$5,000	Jacob Messing	jacob.messing@knoxschools.org	Hardin Valley Middle School
\$5,000	DeAnna Sharp	deanna.sharp@knoxschools.org	Holston Middle School
\$5,000	Veronica Cordell	veronica.cordell@knoxschools.org	L&N STEM Academy
\$5,000	John Malone	john.malone@knoxschools.org	Ritta Elementary
\$3,500	Marc Ross	marc.ross@knoxschools.org	Whittle Springs Middle School

Gretchen Brown, MBA, PMP

Operations Director, Battelle Education
TSIN | OSLN | STEMx | SITG!
Office/Mobile: 615.900.0304 (Central time zone)
browning@battelle.org

Battelle Education

1720 West End Ave, Suite 530
Nashville, TN 37203
Office: 615.267.3783
www.TSIN.org | www.OSLN.org
www.STEMx.us | www.Battelle.org

From: HEATHER HENDERLIGHT <heather.henderlight@knoxschools.org>
Sent: Sunday, November 16, 2025 5:01 PM
To: Brown, Gretchen (US) <BROWNG@battelle.org>
Subject: KCS robotics grant recipients

[Message received from outside the Battelle network. Carefully examine it before you open any links or attachments]

Gretchen,

Could you please send me the complete list of KCS grant recipients?

Thank you,

Heather V. Henderlight, Ed.S
Grant Writer | Project Management
Impact & Analytics
Knox County Schools
UT Tower, 620B
Office: (865)594-8080

From: [RONALD ALLEN](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Monday, November 17, 2025 1:39:03 PM
Attachments: [1503Bearden High School Allen Ronald GrantApp2024.pdf](#)

Hello and Thank You!

Here is the email and our grant application.

Ronald Allen
Engineering Teacher
Bearden High School

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:30 PM
To: RONALD ALLEN <ronald.allen@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Ronald Allen,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Bearden High School** in the amount of \$5000 for the project “Bearden Robotics Club” **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. Media and Publicity:

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
-

Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Bearden High School.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

If you have not done so yet, please visit our website at www.TSIN.org to read about this opportunity and download the full application package.

The application package has been carefully assembled to provide you with helpful tips, examples, and reputable resources as you prepare your award application. Each section is designed to guide you through the process, clarify expectations, and offer practical supports to strengthen your proposal.

Teams must be located in a [TVA service area](#) and receive their electricity from a [TVA local power company](#).

--OR--

Must be located in a [TVA Watershed area](#) (receiving service from a TVA provider is not necessary)

Please verify your school or organization meets the location requirements before proceeding.

☒ I verify my organization qualifies based on the above location criteria. *

Please select your organization type *

- ☒ Public School
- ☐ Private School
- ☐ Homeschool or homeschool pod
- ☐ Non-Profit organization
- ☐ Pre-K only school or organization
- ☐ Religious organization

School State *

Tennessee

Schools must be located in the TVA service area or Watershed area and receive power from a TVA distributor.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Please select the Local Power Association from which the school receives their power (or select TVA Watershed area) *

Knoxville Utilities Board (KUB)

Schools must be located in the TVA service or watershed areas. If a TVA service provider is misidentified in the application, that application will not be accepted. Please contact your school to verify the school's local power distributor.

Are you filling this form out on behalf of someone else? *

☐ Yes

☒ No

If the person filling out this form is NOT the applicant name listed above, please select YES

Applicant Name *

Ronald

Allen

First Name

Last Name

Applicant Email *

ronald.allen@knoxschools.org

Only one submission per applicant email address.

Applicant Phone *

865

539

7800

This information will not be shared.

Your Professional Title *

Teacher

(Teacher, Principal, Administrator,..)

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

School Name *

Bearden High School

School street address *

8352 Kingston Pike

School City *

Knoxville

School State *

TN

School Zip Code *

37919

School County *

Knox

Is this a Charter school? *

☐ Yes

☒ No

TVA STEM Award Application 2025

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Does this school have its own unique EIN (employee identification number) separate from that of the school district? *

- ☐ Yes
- ☐ No
- ☒ I don't know

Please note: Answering "I don't know" may significantly delay payment while we research this information on your behalf. We kindly request that you verify this information if at all possible.

School District Name *

Knox County Schools

Please include full name, such as "Memphis-Shelby County Schools"

District Office Mailing Address *

400 W. Summit Hill Dr.

Street Address

Address Line 2

Knoxville

City

TN

State

37902

Zip Code

Please make sure this address is correct. Incorrect information can significantly delay grant payments.

Contact name of grant manager or financial officer responsible for your school at the district office *

Ron

First Name

McPheron

Last Name

TVA STEM Award Application 2025

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Email address of grant manager or financial officer responsible for your school at the district office *

ron.mcpherson@knoxschools.org

Phone number of grant manager or financial officer responsible for your school at the district office *

865

594

1800

 [TVA Service Area Map](#)

Map won't load or too small? [Please view map here.](#)

Is your location not on this map, but instead in a TVA Watershed area? [Verify TVA Watershed areas here.](#)

Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area) *

Northeast

Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past? * *

☐ Yes

☐ No

☒ I don't know

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?* *

☐ Yes

☒ No

School Demographic - Please provide a short narrative about the student demographics of your school. *

70.8% White, 12.3% Hispanic, 8.6% Black, 5.1% Two or More Races,
3.0% Asian, 0.1% American Indian/Alaska Native, 0.1% Native
Hawaiian/Pacific Islander
Female 51% Male 49%

Total Number of Students in the School *

2147

What grades are served in the school? (Select all that apply) *

☐ Pre-K

☐ Elementary

☐ Middle

☒ High

☐ Other

TVA STEM Award Application 2025

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Is the school (select one) *

- ☐ Rural
- ☐ Suburban
- ☒ Urban
- ☐ Other

Percent free and reduced lunch in the school *

10

Is this a title one school? *

- ☐ Yes
- ☒ No

**Please make sure you have reviewed the
[complete application package](#)
before completing the following sections.**

Name of program, project, or class the funds will support. (We encourage you to be creative!) *

Bearden Robotics Club

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Which TVA area of focus does your project support? (You may select more than one) *

- ☐ Community Problem Solving
- ☐ Energy
- ☐ Environment
- ☒ Economic and Career Development

Your proposal must support one of the TVA areas of focus.

Which grades will be involved in the project? (Select all that apply) *

- | | | |
|--|--|--|
| ☐ Pre-K | ☐ K | ☐ 1 |
| ☐ 2 | ☐ 3 | ☐ 4 |
| ☐ 5 | ☐ 6 | ☐ 7 |
| ☐ 8 | ☒ 9 | ☒ 10 |
| ☒ 11 | ☒ 12 | |
| ☐ Other | | |

How many students will the project serve? *

30

Amount of funding requested *

\$5,000

Please make sure your budget spreadsheet total is the same (or more than) the funding amount requested. Budgets that do not list the full amount requested will be disqualified.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description. *

This project will attempt to expand the resources of the Bearden Robotics Club. The club has seen a substantial increase in membership, and current, outdated supplies are insufficient. The project will offer new supplies to introduce and teach new members the basics of robotics through giving them interactive lessons and competitions involving VEX robotics, Arduinos and small electronics, JetBots and machine learning, and CAD Design and 3D printing. These aspects are incorporated into the curriculum as stations the students will be able to rotate through. This will prepare these members to have the skills to participate in wider, local or state competitions in the future. They will be able to learn about design, trial and error, coding, collaboration, and exposure to relevant fields through this project.

All proposals must have a specific project outlined. Proposals for materials without a project outline can not be funded.

What will the students be doing while engaging in your project? *

The students will be rotating through three stations, each concerned with a different aspect of robotics and engineering. One station will be focused on smaller electronics such as Arduinos as well as JetBots and machine learning in robotics. Another station will be focused on learning the basics of CAD and 3D printing, and having various options on CAD software available. The final station will be the robotics station. This will be the main station where students will have supplies to complete a monthly challenge. This could include road navigation, obstacle manipulation, etc. The supplies for this station consist of VEX robotics and students will be given the opportunity to work in teams to achieve their goals. All the skills the students learn from these stations will culminate in a 1-on-1, elimination-style competition offered next semester. They will be able to use 3D printed materials, smaller electronics, and VEX robotics supplies to create a final design that can accomplish the given challenges and 1-on-1 competition. This school-based competition and stations will hopefully allow the club to expand to larger competitions, such as First Robotics, next year.

What will you, the educator, be doing while instructing your students on this project? *

I will be assisting students in each station and training the club staff to learn to communicate and teach the students on their own. I have the greatest experience in CAD because the school classes I teach incorporate SOLIDWORKS as a major part of its curriculum. Therefore, I expect to offer the most support for students there. I will also be ensuring that any technicalities in club funding, school sponsorship, or any other details required to first approved by faculty leadership and will be efficiently and effectively completed. I hope to offer oversight, approval, coordinate plans, and ensure that the curriculum stays on task and on schedule.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

How does the project incorporate design thinking? *

The projects necessitate the students and members to use their own creativity and design skills to be able to construct their own designs. This is an integral part of all the stations the club offers. CAD design requires critical thinking when using it for 3D printing, as different variables such as print orientation, supports, and other factors can greatly impact the success of a print. For VEX robotics, because they are not given a manual but rather a challenge and limitations, this will require students to incorporate design thinking to develop their own drive trains, mechanical designs, and structural choices. Incorporating smaller electronics, such as Arduino, will also require students to grow in this aspect because factors such as the wiring or coding efficiency can help or harm student designs.

What 21st century skills will students learn when completing this project? *

One of the most critical knowledge for students to have in the 21st century is technological literacy and awareness of current technologies such as AI and autonomous mechanisms. This project will allow club members to grow in this regard and be prepared to have the coding and mechanical background and sufficient proficiency to tackle this in possible future careers.

How does the project enhance college and career readiness? *

The multiple opportunities to work in groups will also allow the development of skills critical in a collaborative workplace: teamwork, delegation, leadership, and adaptability. This project is a remarkable way for students to learn more about problem-solving, overcoming challenges, and developing logical and technical skills. It teaches a technological foundation that is necessary in the modern world and enhances skills critical in college, careers, and beyond.

Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved. *

Currently, this project does not have a community partner. However, it would be a wonderful opportunity if speakers or experts in the relevant fields of mechanical, electrical, and robotics engineering could come to visit the club and members to speak to them about careers and futures, possibly for them. It would also be great to have them talk about their own experience and briefly answer any questions students may have.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Are there any safety concerns with this project, and if yes, how will they be addressed? *

There will be some safety concerns. Students may use various cutting and sanding tool. With the final competition, there could be some possible safety concerns as bots become larger and more complex. However, having limitations on designs, materials, and mechanisms students can incorporate in 1-on-1 challenges can limit the safety hazards. There will be constant supervision by faculty and strict protocols and rules will be implemented for the usage of supplies and resources.

☒ **By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.** *

TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All? *

Any and all are welcome. We promote women and minorities in STEM and in leadership. The club recruits anyone with a desire to learn. There are many areas a student can develop skills and interests such as design, construction, coding, testing, or implementation. With a wide variety of places to draw in students, less will dissuaded or scared off.

What traditional underserved students, if any, does this project support? *

We serve women, minorities, and economically disadvantaged students that may not otherwise experience fields of science encompassed by robotics.

Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific. *

This project will especially deepen students' understanding of technology and engineering, as those are the two most prominent subjects of STEM in the realm of robotics. The challenges and learnings that club members will experience will align closely with the Next Generation Science Standards (NGSS) for engineering practices. The VEX robotics station will integrate aspects of mechanics, collaborative problem solving, and optimization with simulated limitations and restrictions. The CAD and 3D area will allow students to experiment with creative design and modeling, as well as developing and refining prototypes. The smaller electronics and machine learning station will concern itself with teaching electronic foundations, computer science basics, and other similar concepts.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

What formative and summative assessments will be used to measure learning outcomes? Please be specific. *

The assessments will be in the form of monthly competitions held for the robotics station. They will serve as check-ins to see how students perform on various aspects of robotics design and tackle issues in areas where students are weaker. There will be a measurable leaderboard based on aspects such as how fast the challenge was completed, how few supplies were necessary, and how quickly the solution was developed. These will serve as evaluations of the performance of different teams and see what areas in the curriculum should be emphasized individually or for the club as a whole.

Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds. *

VEX V5 Classroom Starter Bundle (quantity 1) and extra parts to supplement builds to allow for more flexibility and creativity.

☒ **Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted. ***

Please download and complete the budget template found at www.tsin.org/TVASTEM-awards and submit it as an **Excel document** along with this application.

Budget File Upload *

 Bearden_High_S...xlsx

Budgets must outline all of the funding requested. For example: If you request \$1,000 in funding but only outline \$823 on the budget, we are unable to process this application and it can not be accepted.

By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work. *

☒ I agree

All grants must be written and submitted by the educator who will be performing the project. Although you may collaborate on your submission, the educator should be the primary writer/creator of the project.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026. *

☒ I agree

Any purchases not outlined in the proposal must be approved by Battelle Education prior to purchasing.

Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph. *

☒ I agree

Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online. *

☒ I agree

This includes photographs, logos, published/printed information, and any other information related to this award and how the funds were spent.

I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required. *

☒ I agree

Awards in a district will be combined and 1 payment will be made to the district and an email will be sent to the district office explaining the breakout of the awards. Payments are not made to individual schools.

Would you like to sign up for our newsletter and receive notifications of other STEM opportunities in your area? *

☒ Yes

☐ No thank you

Please submit this document in **Excel** format.

The amount of grant funding :
If these number are **RED**,

PLEASE MAKE SURE TH

Item	Description	Quantity	Unit Cost	Total Cost
Robot Kits	VEX VS Classroom Starter Bundle	1	\$ 4864.99	\$4864.99
Extra VEX Building Materials	Steel U-Channels, C-Channels, Plates, Shafts, Shaft Collars, Hex Nuts, Screws, Spacers, Washers	1	\$ 135.01	\$135.01
			TOTAL:	\$ 5,000.00

This number must be GREEN

How to convert Google Sheets to an Excel file format

For example: Item: General Supplies for STEM backpacks, Description: Markers, duct tape, pipe cleaners, and other similar supplies
Quantity: 1, unit cost: \$500

approved and the final budget amount MUST MATCH.
they do not match and the budget cannot be accepted.

THESE FIELDS MATCH AND ARE **GREEN**



PROJECT MANAGEMENT
KCS | KNOX COUNTY SCHOOLS

From: ADRIENNE NOTESS <adrienne.notess@knoxschools.org>
Sent: Monday, November 17, 2025 7:30 AM
To: HEATHER HENDERLIGHT <heather.henderlight@knoxschools.org>
Subject: TVA Grant

Hi, Heather! I've received a TVA grant. Can you tell me what I need to do next?

Thanks!
Adrienne Notess

Adrienne Notess (she/her/hers)
Dogwood Elementary
Music Teacher
[House of Fidelis](#)



From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:31 PM
To: ADRIENNE NOTESS <adrienne.notess@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Adrienne Notess,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Dogwood Elementary** in the amount of \$3500 for

the project "Future Sound Engineers Rock!" **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. Media and Publicity:

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
- Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Dogwood Elementary.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Knoxville Utilities Board (KUB)
Applicant Name	Adrienne, Notess
Applicant Email	adrienne.notess@knoxschools.org
Applicant Phone	(812) 606-0367
Your Professional Title	Teacher_
School Name	Dogwood Elementary
School street address	705 Tipton Ave
School City	Knoxville
School State	TN
School Zip Code	37920
School County	Knox
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	No
School District Name	Knox County Schools
District Office Mailing Address	400 W Summit Hill Dr., Knoxville, TN, 37902

Contact name of grant manager or financial officer responsible for your school at the district office	Heather, Henderlight
Email address of grant manager or financial officer responsible for your school at the district office	heather.henderlight@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 594-8080
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	Northeast
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
School Demographic - Please provide a short narrative about the student demographics of your school.	Dogwood Elementary School is a Title 1 PreK-5th school in the heart of Knoxville's inner city. We serve a diverse population – 43% white, 41% African American, 15% Hispanic, 1% Asian, American Indian, and Native Hawaiian.
Total Number of Students in the School	550
What grades are served in the school? (Select all that apply)	Pre-K, Elementary
Is the school (select one)	Urban
Percent free and reduced lunch in the school	92
Is this a title one school?	Yes
Name of program, project, or class the funds will support. (We encourage you to be creative!)	Future Sound Engineers Rock!

Which TVA area of focus does your project support? (You may select more than one)	Economic and Career Development
Which grades will be involved in the project? (Select all that apply)	2, 3, 4, 5
How many students will the project serve?	350
Amount of funding requested	\$3,500
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	"Future Sound Engineers Rock!" is a project designed to fund my classroom with seven Novation Circuit Tracks Standalone Grooveboxes. The overarching goal is to create a better awareness of music production careers and connect music and technology. With these electronic instruments, students will need to learn the basics of sequencers, samplers, drum machines, and synthesizers. Once students understand the foundational elements of this Groovebox, they can create and edit their own electronic dance music. The end result is an original composition!
What will the students be doing while engaging in your project?	Students will learn about the career of sound engineer. They will explore the Groovebox and create their own unique electronic music compositions.
What will you, the educator, be doing while instructing your students on this project?	I will be presenting information about sound engineering, and how music and engineering can marry to create a cool career! I will also be guiding them on how to use the Groovebox correctly.
How does the project incorporate design thinking?	Music composing is using design thinking. Every time students improvise or compose a song, they are designing what they want to hear. The trickiest part is when the students have the song in their head, but they don't know how to make an instrument demonstrate it. It teaches perseverance!
What 21st century skills will students learn when completing this project?	When I think of 21st century skills, I think of technology. This is an electronic instrument, so technology is key in this project. Students will need to know about patterns and sequences, as well as program their own sounds into the Groovebox.
How does the project enhance college and career readiness?	My hope is that students will have their eyes opened to a new career that they didn't know existed: sound engineer. So many students love technology and music, that I think this would be a natural career for many.

Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.	No, this project does not involve a community partner.
Are there any safety concerns with this project, and if yes, how will they be addressed?	No, there are no safety concerns.
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true
TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	My students are very passionate about music. They love producing music, creating music, and analyzing music. Unfortunately, music is not a cheap field: instruments, production equipment, and supplemental materials are expensive. Our school community's poverty rate is 92%, so I try to give my students these experiences for free, in hopes that they find music to be therapeutic or beneficial to their life. "Future Sound Engineers Rock!" will assist in providing these opportunities for students, but also open students' eyes to the strong connection between music and science. In addition to assisting those students who are impoverished, many of my students are minorities and fall into other classes that are traditionally underserved in STEM exploration.
What traditional underserved students, if any, does this project support?	Students of color, students with physical and emotional disabilities, students who speak English as a second language, and impoverished students.
Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.	As for music, this project addresses a Connect standard. More specifically: GM.Cn2.A which states that students will demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it). By teaching about sound engineering, students will understand STEM better, as well as connect electronic music with engineering.

What formative and summative assessments will be used to measure learning outcomes? Please be specific.	Students will have a "pre-test" where they will be introduced to the Groovebox. They will be given 20 minutes to explore it with little instruction. At the end of our history of electronic music & instruments unit, as a "post-test" of sorts, students will be able to perform their self-written compositions on their EDM instrument for their classmates. Ideally, my students will also further see that STEM isn't a field meant just for more affluent individuals, but it is easily accessed by people of any socio-economic status, gender, and race.
Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	I plan on purchasing 7 Novation Circuit Tracks Standalone Grooveboxes at \$470/each. Total would be \$3,290. I would also like to purchase Sony ZX Series Wired On-Ear Headphones at \$9.99/each. Total would be 209.79. The grand total would be \$3,499.79
Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Dogwood_Elementary_1421Dogwood_Elementary_Notes_A.xlsx
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree

I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.

I agree

Budget Template

Please submit this document in **Excel** format.

School/Org Name: Dogwood Elementary
Contact Person's Name: Adrienne Notess
Email address: adrienne.notess@knoxschools.org
Phone Number: 812-606-0367

The amount of gr
If these number are
PLEASE MAKE

AMOUNT OF GRANT FUNDING REQUESTED: \$ 3,500
Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
Novation Circuit Tracks Standalone Groovebox		7	\$ 470.00	\$ 3,290.00
Sony ZX Series Wired On-Ear Headphones		21	\$ 9.99	\$ 209.79
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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			\$ -	\$ -
(please insert lines as needed)			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			TOTAL:	\$ 3,500.00

This number must be GRE

Tips:

[How to convert Google Sheets to an Excel file format](#)

Please note: If you are buying general supplies, you may list such in the budget with an estimated dollar amount.

For example: Item: General Supplies for STEM backpacks, Description: Markers, duct tape, pipe cleaners, and other similar supplies

Quantity: 1, unit cost: \$500

From: [KENDELL MCGILL](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Monday, November 17, 2025 11:30:50 AM

Get [Outlook for iOS](#)

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:32:15 PM
To: KENDELL MCGILL <kendell.mcgill@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Kendell McGill,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Gibbs High School** in the amount of \$5000 for the project “Ignite Innovation: Gibbs Robotics Expansion (STEM Technology Pathway / Academy)” **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. Media and Publicity:

- Please refrain from making any social media or other announcements until November

24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.

- o Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Gibbs High School.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530
Nashville, TN 37203
www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Knoxville Utilities Board (KUB)
Applicant Name	Kendell, McGill
Applicant Email	kendell.mcgill@knoxschools.org
Applicant Phone	(865) 689-9130
Your Professional Title	Teacher.
School Name	Gibbs High School
School street address	9130 Tazewell Pike
School City	Corryton
School State	TN
School Zip Code	37721
School County	Knox
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	Yes
School District Name	Knox County Schools
District Office Mailing Address	1111 North Central Street, Knoxville, TN, 37917

Contact name of grant manager or financial officer responsible for your school at the district office	Laura, Denton
Email address of grant manager or financial officer responsible for your school at the district office	laura.denton@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 437-7864
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	My School is Located in a TVA Watershed Area
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
School Demographic - Please provide a short narrative about the student demographics of your school.	Gibbs High serves a diverse, close-knit student body, offering strong academics, STEM, arts, athletics, and career programs to prepare all students for college, careers, and life success.
Total Number of Students in the School	941
What grades are served in the school? (Select all that apply)	High
Is the school (select one)	Suburban
Percent free and reduced lunch in the school	13
Is this a title one school?	No
Name of program, project, or class the funds will support. (We encourage you to be creative!)	Ignite Innovation: Gibbs Robotics Expansion (STEM Technology Pathway / Academy)
Which TVA area of focus does your project support? (You may select more than one)	Community Problem Solving, Economic and Career Development

Which grades will be involved in the project? (Select all that apply)	9, 10, 11, 12
How many students will the project serve?	100
Amount of funding requested	\$5,000
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	The Gibbs High School Robotics Expansion Project will enhance hands-on learning, student engagement, and career readiness by providing updated equipment, competitive game kits, and tools for design and innovation. Our goal is to expand participation in robotics, deepen problem-solving skills, and prepare students for STEM careers in a rapidly evolving job market. New VEX V5 robots for upper-level classes and updated VEX IQ Gen 2 brains, remotes, and game elements will allow students to engage in authentic, competition-style problem solving. A VEX game kit will motivate students while teaching teamwork, strategy, and creative thinking —skills highly valued in STEM careers. Purchasing 3D printers and filament will enable students to design and fabricate custom robot parts, fostering innovation, critical thinking, and hands-on engineering experience. These experiences develop coding, CAD design, prototyping, and collaboration skills directly applicable to high-demand technical fields. Measurable Outcomes: Increase robotics participation by 25% (50–60 students), provide 100+ hours of hands-on coding and design experience, create at least 5 custom 3D-printed parts per project, achieve top 25% placement in at least one regional/state VEX competition, and improve teamwork and confidence with 80% of students reporting increased engagement. By expanding our robotics program, Gibbs High will equip students with the skills, experience, and confidence needed to thrive in STEM careers and succeed in a competitive, technology-driven workforce.

What will the students be doing while engaging in your project?	Students will actively participate in designing, building, coding, and testing robots using VEX V5 and VEX IQ systems. They will work individually and in teams to complete competition challenges, practice strategy, and develop problem-solving skills in a hands-on environment. Students will also use 3D printers to design and fabricate custom robot parts, applying CAD software and iterative design principles to solve engineering problems. In addition, students will engage in collaborative planning, troubleshooting, and testing of their robots, fostering teamwork, communication, and critical thinking. Through participation in classroom projects and regional competitions, students will apply coding, engineering, and design skills in real-world scenarios, preparing them for future STEM coursework and careers.
What will you, the educator, be doing while instructing your students on this project?	As the instructor, I will guide students through the entire robotics process, including design, building, programming, and testing. I will demonstrate coding techniques, CAD design, and 3D printing methods, provide troubleshooting support, and model problem-solving strategies. I will facilitate team collaboration, help students set goals, and give feedback to improve performance and creativity. Additionally, I will organize and oversee classroom challenges, practice sessions, and competition preparation, ensuring that students gain both technical skills and experience applying them in real-world STEM contexts.
How does the project incorporate design thinking?	The robotics project incorporates design thinking by guiding students through an iterative process of empathizing, defining, ideating, prototyping, and testing. Students begin by analyzing challenges or competition tasks to identify problems and goals, then brainstorm creative solutions individually and in teams. Using CAD software and 3D printers, they prototype custom parts and build functional robots, testing and refining designs based on performance feedback. This cycle encourages critical thinking, problem-solving, and innovation, allowing students to apply real-world engineering principles while learning to approach complex challenges systematically.

What 21st century skills will students learn when completing this project?	Students will develop a wide range of 21st-century skills while engaging in the robotics project, including critical thinking and problem-solving through iterative design and troubleshooting, creativity and innovation via coding, CAD design, and 3D printing of custom parts, and collaboration and teamwork through group projects and competition preparation. They will also strengthen communication skills by presenting strategies, sharing ideas, and reflecting on outcomes, as well as digital literacy through programming, engineering software, and modern robotics systems. These experiences equip students with the skills necessary to succeed in STEM careers and the modern workforce.
How does the project enhance college and career readiness?	The robotics project enhances college and career readiness by giving students hands-on experience with engineering, coding, and design—skills directly applicable to STEM fields and high-demand technical careers. Through participation in team-based challenges and competitions, students develop critical thinking, problem-solving, collaboration, and project management skills, all essential for success in college and the workforce. Using industry-standard tools such as VEX V5 robots, CAD software, and 3D printing, students gain practical, real-world experience that prepares them for advanced coursework, internships, and future careers in robotics, engineering, technology, and other STEM-related fields.
Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.	Yes, the project involves collaboration with local community partners, including businesses, higher education institutions, and STEM organizations. These partners will support the robotics program by providing mentorship, expertise, and guidance during project design and competitions. They may assist with workshops, offer real-world insights into engineering and technology careers, and help evaluate student projects. This partnership strengthens connections between students and the broader STEM community, exposes students to career pathways, and provides opportunities for networking and professional growth.

Are there any safety concerns with this project, and if yes, how will they be addressed?	While robotics and 3D printing are generally safe, there are some potential safety concerns, including minor cuts or pinches from robot assembly, electrical hazards when working with VEX systems, and burns from 3D printer nozzles or heated surfaces. These risks will be mitigated through strict classroom safety protocols, including supervised use of all equipment, safety training for students, wearing personal protective equipment (gloves or goggles when appropriate), and clear instructions on proper handling of tools and electronics. Students will also be taught to identify hazards and respond appropriately, ensuring a safe, productive, and engaging learning environment.
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true
TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	The Gibbs High School Robotics Expansion Project ensures equitable access to hands-on STEM learning for all students, including those traditionally underrepresented in STEM. Through coding, robotics, 3D printing, and team-based problem solving, every student gains opportunities to build technical skills, creativity, and confidence. This inclusive approach empowers all students to explore STEM careers and see themselves as future innovators.
What traditional underserved students, if any, does this project support?	This project aims to recruit and engage more female students and other traditionally underrepresented groups in STEM. By updating Gibbs High School's robotics equipment, including VEX V5 and IQ systems, 3D printers, and game kits, the program creates a mo

Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.	The Gibbs High School Robotics Expansion Project aligns with STEM content areas, including engineering design, computer science, mathematics, and applied physics. It supports Tennessee Science and Engineering Standards such as designing solutions to complex problems, developing and refining models, and applying mathematical concepts in real-world contexts. In computer science, students practice coding, robotics programming, and CAD design aligned with Tennessee Computer Science Standards. Deepening STEM Understanding Students deepen STEM understanding through hands-on learning and iterative problem solving. Building and programming VEX robots, designing custom parts with CAD, and 3D printing prototypes connect theory to practice. Team-based challenges foster collaboration, computational thinking, and systems thinking, preparing students for advanced coursework and STEM careers.
What formative and summative assessments will be used to measure learning outcomes? Please be specific.	Students' learning will be assessed through both formative and summative methods. Formative assessments include teacher observations during design, coding, and building activities, project journals documenting iterations and design choices, peer feedback on coding and robot functionality, and short quizzes to check understanding of programming, engineering, and CAD concepts. Summative assessments include evaluation of completed robot projects and 3D-printed components using rubrics for functionality, innovation, and design quality; performance in VEX competitions measuring teamwork, strategy, and problem-solving; and final presentations or reports demonstrating mastery of STEM concepts, engineering design, and communication skills. Together, these assessments provide a clear and comprehensive measure of students' technical knowledge, problem-solving, collaboration, and design thinking abilities.

Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	Funds will support the expansion of Gibbs High School's robotics program by providing updated equipment and materials to enhance STEM learning. This includes 2 VEX V5 Competition Robots (\$2,489.98) for hands-on building and programming, 4 VEX IQ Gen 2 Brains and Remotes (\$719.92) for coding and control of smaller robots, and 1 VEX V5 Push Back Game Kit (\$599.99) to support practice and competitions. To foster innovation and design skills, the program includes 1 Bambu Lab P1S 3D Printer (\$649.00) and 10 rolls of Kingroon PETG colored filament (\$99.99) plus 10 rolls of black filament (\$102.99) for prototyping custom parts. A robotics tool kit (\$100.00) and replacement parts and consumables (\$200.00) will ensure students have the necessary tools and materials for building, repairs, and modifications. Total Estimated Budget: \$4,961.87
Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Gibbs_High_School_1238Gibbs_High_School_McGill_Ken.xlsx
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree

I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.

I agree

Budget Template

Please submit this document in Excel format.

School/Org Name: Gibbs High School Robotics Expansion
Contact Person's Name: Kendell McGill
Email address: kendell.mcgill@knoxschools.org
Phone Number: 8656899130

The amount of gr
if these number are

PLEASE MAKE

AMOUNT OF GRANT FUNDING REQUESTED: \$ 5,000

Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
Vex V5 Competition Robot	Vex V5 Competition Robot	2	\$ 1,244.99	\$ 2,489.98
Vex IQ Gen 2	Brain and Remote Set	4	\$ 179.98	\$ 719.92
Vex V5 Competition Kit	Push Back Game Kit	1	\$ 599.99	\$ 599.99
Robotics Tool Kit	Robotics Tool Kit	1	\$ 100.00	\$ 100.00
Replacement Parts	Replacement Parts and Consumables	1	\$ 200.00	\$ 200.00
3D Printer	Bambu Lab P1S	1	\$ 649.00	\$ 649.00
3D Printer Filament	Kingroon PETG 3D Printer Filament, 10 rolls	1	\$ 99.99	\$ 99.99
3D Printer Filament	Kingroon PETG 3D Printer Filament, 10 rolls	1	\$ 102.99	\$ 102.99
			TOTAL:	\$ 4,961.87

This number must be GRE

Tips:

[How to convert Google Sheets to an Excel file format](#)

Please note: If you are buying general supplies, you may list such in the budget with an estimated dollar amount.

For example: Item: General Supplies for STEM backpacks, Description: Markers, duct tape, pipe cleaners, and other similar supplies

Quantity: 1, unit cost: \$500

From: [JAMIE KELLY](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Monday, November 17, 2025 11:47:32 AM

Jamie Kelly

Design Lab Teacher
Green Magnet STEM Academy
Knox County Schools

jamie.kelly@knoxschools.org
@jamiekelly2018

"Take Chances, Make Mistakes, Get Messy!" Mrs. Frizzle

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:32 PM
To: JAMIE KELLY <jamie.kelly@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Jamie Kelly,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Green Magnet Academy** in the amount of \$5000 for the project "What can you do with a hammer?" **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. **Financial Documentation Verification:**

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private

school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. **Media and Publicity:**

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
- Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Green Magnet Academy.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

If you have not done so yet, please visit our website at www.TSIN.org to read about this opportunity and download the full application package.

The application package has been carefully assembled to provide you with helpful tips, examples, and reputable resources as you prepare your award application. Each section is designed to guide you through the process, clarify expectations, and offer practical supports to strengthen your proposal.

Teams must be located in a [TVA service area](#) and receive their electricity from a [TVA local power company](#).

--OR--

Must be located in a [TVA Watershed area](#) (receiving service from a TVA provider is not necessary)

Please verify your school or organization meets the location requirements before proceeding.

☒ I verify my organization qualifies based on the above location criteria. *

Please select your organization type *

- ☒ Public School
- ☐ Private School
- ☐ Homeschool or homeschool pod
- ☐ Non-Profit organization
- ☐ Pre-K only school or organization
- ☐ Religious organization

School State *

Tennessee

Schools must be located in the TVA service area or Watershed area and receive power from a TVA distributor.

TVA STEM Award Application 2025

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Please select the Local Power Association from which the school receives their power (or select TVA Watershed area) *

Knoxville Utilities Board (KUB)

Schools must be located in the TVA service or watershed areas. If a TVA service provider is misidentified in the application, that application will not be accepted. Please contact your school to verify the school's local power distributor.

Are you filling this form out on behalf of someone else? *

☐ Yes

☒ No

If the person filling out this form is NOT the applicant name listed above, please select YES

Applicant Name *

Jamie

Kelly

First Name

Last Name

Applicant Email *

jamie.kelly@knoxschools.org

Only one submission per applicant email address.

Applicant Phone *

423

200

8981

This information will not be shared.

Your Professional Title *

Teacher

(Teacher, Principal, Administrator...)

TVA STEM Award Application 2025

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School Name *

Green Magnet Academy

School street address *

801 Lula Powell Dr

School City *

Knoxville

School State *

TN

School Zip Code *

37915

School County *

TN

Is this a Charter school? *

☐ Yes

☒ No

TVA STEM Award Application 2025

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Does this school have its own unique EIN (employee identification number) separate from that of the school district? *

- ☐ Yes
- ☒ No
- ☐ I don't know

Please note: Answering "I don't know" may significantly delay payment while we research this information on your behalf. We kindly request that you verify this information if at all possible.

School District Name *

Knox County Schools

Please include full name, such as "Memphis-Shelby County Schools"

District Office Mailing Address *

UT Tower 613B

Street Address

400 W Summit Hill Dr SW

Address Line 2

Knoxville

City

TN

State

37902

Zip Code

Please make sure this address is correct. Incorrect information can significantly delay grant payments.

Contact name of grant manager or financial officer responsible for your school at the district office *

Heather

First Name

Henderlight

Last Name

TVA STEM Award Application 2025

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Email address of grant manager or financial officer responsible for your school at the district office *

heather.henderlight@knoxschools.org

Phone number of grant manager or financial officer responsible for your school at the district office *

865

-

594

-

8080

 [TVA Service Area Map](#)

Map won't load or too small? [Please view map here.](#)

Is your location not on this map, but instead in a TVA Watershed area? [Verify TVA Watershed areas here.](#)

Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area) *

Southeast

Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?* *

☒ Yes

☐ No

☐ I don't know

TVA STEM Award Application 2025

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Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past? * *

☒ Yes

☐ No

School Demographic - Please provide a short narrative about the student demographics of your school. *

We are in the center of multiple reduced housing projects in the city of Knoxville. Most of our students come from this community. We have a high population of African American students, along with Hispanic and mixed race students.

Total Number of Students in the School *

354

What grades are served in the school? (Select all that apply) *

☐ Pre-K

☒ Elementary

☐ Middle

☐ High

☐ Other

TVA STEM Award Application 2025

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Is the school (select one) *

- ☐ Rural
- ☐ Suburban
- ☒ Urban
- ☐ Other

Percent free and reduced lunch in the school *

100

Is this a title one school? *

- ☒ Yes
- ☐ No

**Please make sure you have reviewed the
[complete application package](#)
before completing the following sections.**

Name of program, project, or class the funds will support. (We encourage you to be creative!) *

What can you do with a hammer?

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Which TVA area of focus does your project support? (You may select more than one) *

- ☐ Community Problem Solving
- ☐ Energy
- ☐ Environment
- ☒ Economic and Career Development

Your proposal must support one of the TVA areas of focus.

Which grades will be involved in the project? (Select all that apply) *

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| ☐ Pre-K | ☒ K | ☒ 1 |
| ☒ 2 | ☒ 3 | ☒ 4 |
| ☒ 5 | ☐ 6 | ☐ 7 |
| ☐ 8 | ☐ 9 | ☐ 10 |
| ☐ 11 | ☐ 12 | |
| ☐ Other | | |

How many students will the project serve? *

345

Amount of funding requested *

\$5,000

Please make sure your budget spreadsheet total is the same (or more than) the funding amount requested. Budgets that do not list the full amount requested will be disqualified.

TVA STEM Award Application 2025

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Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description. *

Our students do not have the same advantages that many other students get to experience. They do not go to museums or festivals or kid events like building experiences at Home Depot and Lowes. In order to provide some of these experiences that will prepare them for real world problem solving, we would like to provide them with real world tools. We want them to have real world experiences that foster a love of problem solving. We also want to give them opportunities to experience using tools they may not have access to, in this case literal hammers and drills, wrenches, Dremel tools. In our Design Lab, students come in for a one-day immersion in the Engineering Design Process. At our school we use Ask Imagine Plan Create Improve. They spend the day going through the steps in this cycle to produce a prototype. By fifth grade, we ask them to create the actual product and this requires the right tools for the job. We want them to create a finished, usable product. We need sets of tools to scale be able to scaffold experiences from Kindergarten to Fifth grade.

All proposals must have a specific project outlined. Proposals for materials without a project outline can not be funded.

What will the students be doing while engaging in your project? *

The students will be engaging in the Engineering Design Process and creating their own solutions to a given set of problems. For example, in second grade the students studied animal traits. They then designed a prototype of a product that was inspired by what they learned. One group developed a pencil tube that suctioned the pencil from the floor back to the table when it falls. We would love to actually build this one!

What will you, the educator, be doing while instructing your students on this project? *

During most lessons, I first teach a little background knowledge and give students a chance to practice. I will be teaching the students to use tools and making sure they are using safety procedures. Most of the lessons I am assisting students with clarifying their ideas, making sure everyone knows their roles, and assisting with materials.

TVA STEM Award Application 2025

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How does the project incorporate design thinking? *

We use design thinking every day. The reason for the Design Lab is to incorporate the Engineering Design Process in a real life setting. We often have to problem solve and improve and re-evaluate our building. We have the question "How did you fail?" prominently displayed in the room. The challenge is not to make a perfect product the first time, but to keep going and have a product we collaborated to build.

What 21st century skills will students learn when completing this project? *

Students will have experiences that allow them to become resilient problem-solvers who can persevere through obstacles. They will also gain experience in using tools and following safety protocols. They will gain valuable knowledge about themselves, their likes and dislikes. They will learn the value of having the right tool for the job at hand and will have less fears of trying a new challenge. This will translate into employees who are competent and solutions oriented.

How does the project enhance college and career readiness? *

Providing activities that teach STEM habits of mind (perseverance, creativity, collaboration, problem solving) prepare students for life and to be good employees. Our students have practice creating, failing, and improving projects every day. This teaches them how to find solutions to problems and be better students and employees.

Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved. *

No.

Are there any safety concerns with this project, and if yes, how will they be addressed? *

Safety procedures will be taught to students and for more advanced tools, quizzes will be given before tools are used.

TVA STEM Award Application 2025

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- ☒ By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project. *

TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All? *

Our school is the only STEM accredited elementary school in Knox County. We are also a Magnet school, so every student in Knox County has to opportunity to transfer to our school. Every student in our school is enrolled in the STEM program and visits the Design Lab as well as classroom projects that use the Engineering Design Process.

What traditional underserved students, if any, does this project support? *

This project serves minority students who are economically disadvantaged.

Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific. *

Using the Tennessee STEM Standards, this project will cover several standards. CTS.3 Engage in investigations through science and engineering practices to identify and define global issues, challenges, and real-world problems. SFE.1 Analyze career opportunities and occupations that exist in STEM fields. CER.3 Explore, develop, test, and refine models like scientists and engineers to solve problems. Every student has the opportunity to do these three standards in Design Lab every time they come. They look at solving a problem, they have a career that is connected to the lesson, and they build a prototype for their solution. They problem solve setbacks and improve as they build. By using real life tools and materials, they will be able to move beyond the prototype phase into a real world solution.

What formative and summative assessments will be used to measure learning outcomes? Please be specific. *

Our school is installing a Sensory Garden. As part of our Design Lab, fifth grade students will be asked to plan, design, and build a component to be installed in the garden. They will follow the Engineering Design Process and research ideas with school input, plan and figure out how to build the design and finally use the tools to build it.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds. *

This budget includes tools for students to use, supplies to build projects and a few project how to books. It also includes some step up kits for lower grades to use and gain experience with before they use the real hand tools. The total is \$4996.53.

☒ **Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted. ***

Please download and complete the budget template found at www.tsin.org/TVASTEM-awards and submit it as an **Excel document** along with this application.

Budget File Upload *

 Green_Magnet_... .xlsx

Budgets must outline all of the funding requested. For example: If you request \$1,000 in funding but only outline \$823 on the budget, we are unable to process this application and it can not be accepted.

By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work. *

☒ I agree

All grants must be written and submitted by the educator who will be performing the project. Although you may collaborate on your submission, the educator should be the primary writer/creator of the project.

Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026. *

☒ I agree

Any purchases not outlined in the proposal must be approved by Battelle Education prior to purchasing.

TVA STEM Award Application 2025

Welcome to the TVA STEM Award program, sponsored by the Tennessee Valley Authority (TVA) in partnership with Bicentennial Volunteers Incorporated (BVI, a TVA retiree organization) and facilitated by the TSIN.

Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph. *

☒ I agree

Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online. *

☒ I agree

This includes photographs, logos, published/printed information, and any other information related to this award and how the funds were spent.

I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required. *

☒ I agree

Awards in a district will be combined and 1 payment will be made to the district and an email will be sent to the district office explaining the breakout of the awards. Payments are not made to individual schools.

Would you like to sign up for our newsletter and receive notifications of other STEM opportunities in your area? *

☒ Yes

☐ No thank you

Budget Template

Please submit this document in Excel format.

School/Org Name: Green Magnet
 Contact Person's Name: Jamie Kelly
 Email address: jamie.kelly@knoxschools.org
 Phone Number: 423-200-8981

The amount of gr
 If these number are

PLEASE MAKE

AMOUNT OF GRANT FUNDING REQUESTED: **\$ 5,000**

Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
BLACK+DECKER Easy	BLACK+DECKER Easy Steam Compact Iron for Clothes Automatic Shutoff Nonstick Pla	2	16.45	\$ 32.90
CRAFTSMAN Miter Box	CRAFTSMAN Miter Box Hand Miter Saw Adjustable Angle Hand Saw (CMHT20800)	1	44.99	\$ 44.99
CRAFTSMAN Mitre Saw	CRAFTSMAN Mitre Saw 12-Inch Saw & Clamping Box (CMHT20600)	1	20.99	\$ 20.99
Hanpex 6 in. Mini Hacks	Hanpex 6 in. Mini Hacksaw & mitre Block Set - 150mm Extra Fine Cut Hack Saw with Bl	1	9.49	\$ 9.49
BLACK+DECKER dustbu	BLACK+DECKER dustbuster AdvancedClean Cordless Handheld Vacuum Compact Hor	1	49.99	\$ 49.99
Poraxy 6 in 1 STEM Toys	Poraxy 6 in 1 STEM Toys for Kids Ages 8-12 STEM Kits 3D Wooden Puzzles Educationa	1	19.99	\$ 19.99
Round Nose Pliers Wire	Round Nose Pliers Wire Jewelry Making Tools Bead Pliers for Wire Wrapping Jump Ring	10	6.49	\$ 64.90
PLAYmake Kids' 4-in-1 V	PLAYmake Kids' 4-in-1 Woodshop Carpentry Cool Tool with Jigsaw Lathe Drill Press Sa	3	109.99	\$ 329.97
Dremel 4000-2/32 Variab	Dremel 4000-2/32 Variable Speed Rotary Tool Kit-Engraver Polisher and Sander- Perfec	2	79.9	\$ 159.80
The Off Bits Educational	The Off Bits Educational STEM Toys for 6+: Robot Toy Building Sets 3-in-1 Engineering	1	189.95	\$ 189.95
Rubbermaid Reveal Spra	Rubbermaid Reveal Spray Mop Floor Cleaning Kit 3 Reusable Microfiber Wet Pads 1 Re	1	40.47	\$ 40.47
Learning Resources Gears	Learning Resources Gears! Gears! Gears! Robots in Motion Building Set - 116 Pieces A	5	36.99	\$ 184.95
ChuburD 177pcs Kid's B	ChuburD 177pcs Kid's Building Toys Interlocking Gear Set Building Blocks Kids Play Toc	5	14.16	\$ 70.80
Drill Set Bundle with Ryobi	Drill Set Bundle with Ryobi 18V Cordless Drill 1.5 Ah Lithium-Ion Battery 18-Volt Battery C	1	147.51	\$ 147.51
RYOBI RAKDD100 Drillin	RYOBI RAKDD100 Drilling Plus Driving Kit 100 Piece	1	80	\$ 80.00
ORLESS Over The Door	ORLESS Over The Door/Wall Mount Ironing Board Hanger Laundry Room Iron and Ironi	4	16.98	\$ 67.92
Amazon Basics Ironing B	Amazon Basics Ironing Board Tabletop 77x29 cm White Floral	2	26.99	\$ 53.98
Jakeefud Ironing Board	Jakeefud Ironing Board 13" X 43" W/Extra Thick Heavy Duty Padded Cover Height Adjus	4	56.99	\$ 227.96
ROKR 3D Wooden Puzz	ROKR 3D Wooden Puzzles for Adults Marble Run Model Building Kit(LGA01 Marble Nigh	1	56.99	\$ 56.99
Cabaret Mechanical Mov	Cabaret Mechanical Movement: Understanding Movement and Making Automata	1	26.98	\$ 26.98
Automata and Mechanical	Automata and Mechanical Toys	1	41.16	\$ 41.16
MECCANO Erector Super	MECCANO Erector Super Construction 25-in-1 Motorized Building Set Steam Education	2	129.99	\$ 259.98
170 Pcs STEM Building	170 Pcs STEM Building Toys for Kids Ages 4-8 Building Blocks Educational Constructio	2	26.99	\$ 53.98
Yalumo Basswood Sheet	Yalumo Basswood Sheets 12 x 12 x 1/8 Inch 26 Packs Plywood Sheets Unfinished Wood	20	26.98	\$ 539.60
36 Pack Basswood Sheet	36 Pack Basswood Sheets12"x12"x1/8" 3mm Basswood PlywoodCraft WoodUnfinished	10	30.99	\$ 309.90
Wowood 8 Pack Maple P	Wowood 8 Pack Maple Plywood Sheets 12 x 16x 1/8 Inch 3mm Plywood for Laser Cuttin	10	31.19	\$ 311.90
Rowood Plywood Sheets	Rowood Plywood Sheets for Laser Cutting 2 Pack Walnut+Double Pack Maple Sheets+2	10	24.64	\$ 246.40
ROBOTIME 30-Pack Bas	ROBOTIME 30-Pack Basswood Sheets 1/8" x 12" x 16" - Laser Engraving Blanks 3mm V	15	60.99	\$ 914.85
12Pack 1/8 Thick 12 X 1	12Pack 1/8 Thick 12 X 12 Inch 3mmcolored Acrylic Sheets for Laser Cutting Engraving E	5	37.99	\$ 189.95

XLNT TECH 10 PCS Tra	XLNT TECH 10 PCS Transparent Acrylic Sheets 1/8 Thick 8 x 12 Inch Colored Cast Acr	5	27.83	\$	139.15	
Mezchi 8 Pack 12 oz Sm	Mezchi 8 Pack 12 oz Small Hammer Tool Mini Claw Hammer with Soft Rubber Stubby H	2	23.98	\$	47.96	
20 Pcs Claw Hammer Sn	20 Pcs Claw Hammer Small Household Hammers 6.7 Inch Mini Safety Hammer Tool All	1	25.99	\$	25.99	
Basic Fun K'NEX Motor	Basic Fun K'NEX Motorised Creations Building Set 3D Educational Toys for Kids 325 P	1	35	\$	35.00	
	No item, added to round to \$5,000.	1	\$	3.65	\$	3.65
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-

From: [JACOB MESSING](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Friday, November 21, 2025 8:08:51 PM

Jacob Messing
STEM CTE Teacher
Hardin Valley Middle School

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:32 PM
To: JACOB MESSING <jacob.messing@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Jacob Messing,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Hardin Valley Middle School** in the amount of \$5000 for the project “HVMS Robotics Programming” **has** been selected for funding!
Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. Media and Publicity:

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
- Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with

many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Hardin Valley Middle School.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Lenoir City Utilities Board
Applicant Name	Jacob, Messing
Applicant Email	jacob.messing@knoxschools.org
Applicant Phone	(865) 705-6802
Your Professional Title	Teacher_
School Name	Hardin Valley Middle School
School street address	2280 Steele Road
School City	Knoxville
School State	TN
School Zip Code	37932
School County	Tennessee
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	I don't know
School District Name	Knox County Schools
District Office Mailing Address	1050 Foster St NW, Knoxville, TN 37928, Knoxville, Tennessee, 37928

Contact name of grant manager or financial officer responsible for your school at the district office	Heather, Henderlight
Email address of grant manager or financial officer responsible for your school at the district office	heather.henderlight@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 594-8080
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	Northeast
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
School Demographic - Please provide a short narrative about the student demographics of your school.	HVMS houses a student body consisting of approximately 78% White, 10% Hispanic, 5% Black, and 4% Asian or Pacific Islander students. Around 22% of students are reported as being low-income.
Total Number of Students in the School	1017
What grades are served in the school? (Select all that apply)	Middle
Is the school (select one)	Suburban
Percent free and reduced lunch in the school	22
Is this a title one school?	No
Name of program, project, or class the funds will support. (We encourage you to be creative!)	HVMS Robotics Programming
Which TVA area of focus does your project support? (You may select more than one)	Economic and Career Development

Which grades will be involved in the project? (Select all that apply)	6, 7, 8
How many students will the project serve?	28
Amount of funding requested	\$5,000
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	Hardin Valley Middle School's robotics programming consists of two levels. The first level is our FIRST Lego League teams. At this level, students who are new to robotics are able to develop STEM career skills like design and programming to assemble robots and interchangeable attachments that will allow a robot to autonomously complete a series of different tasks. Students are given set criteria and guidance but are asked to apply their design skills to assemble the various components. Our second level of robotics that we participate in is the FIRST Tech Challenge. In this program, students are also tasked with assembling robots but this time are asked to assemble 18x18x18 robots using metal parts. Students learn valuable STEM career skills like design, assembly, and programming through this process. Towards the end of last year, we also began introducing the students from these teams to CAD software like OnShape and had them learn to design their own custom parts, further enriching their development. Students receive guided coaching during practices towards enhancing their skills.
What will the students be doing while engaging in your project?	Students working in FLL will be designing, assembling, and programming their robots to complete as many of the challenges as possible within the allotted time limit. Students working in FTC design, assemble, and program their robots as well to make sure that it can do tasks in both an autonomous manner as well as through driver controlled input.
What will you, the educator, be doing while instructing your students on this project?	During meetings, I work with students both individually and in groups to assist on each step of the process. I give feedback and use questioning to make sure that students not only are able to successfully complete each step but also to make sure that they understand why their actions were successful. When it comes to assembly and wiring for the robots I supervise closely to ensure that it is done in a safe manner.

How does the project incorporate design thinking?	The goal of the program is to learn design and building of robots according to a competition specification using a set of approved parts. The competition course compels students to think about how their design can overcome various challenges and perform efficiently in terms of accomplishing all the tasks assigned to score maximum points. Student teams need to strategize the design before they build the robot to ensure robots can perform to their best potential. The student teams attend a series of strategic design planning and brainstorming sessions, where they learn to apply design principles and apply them. Students then prototype the design to understand how the various parts fit and assemble, the shape of the structure, and how mobility components like motors, arms, and actuators need to be deployed. Students watch videos and online education material to think about how designs can be improved.
What 21st century skills will students learn when completing this project?	Students participating in robotics learn various aspects of engineering, hardware design, assembly, operation, programming, and problem-solving. Students learn to think analytically by breaking down complex tasks into smaller, manageable components. They analyze problems like robot navigation, object recognition, or task automation, and develop logical solutions to overcome these challenges. Towards the end of last year we also began incorporating the use of CAD software to encourage students to learn how to design custom parts for their robot. Students also learn about branding through our business team component by designing/updating our website, coming up with fundraising ideas, and creating designs for team gear and clothing.
How does the project enhance college and career readiness?	Students are learning real world skills while competing in robotics. While the competitions gamify STEM concepts, each team member is learning valuable lessons about what it would be like to work in a STEM environment. They are directly experiencing what it is like to work on teams to accomplish tasks, including learning how to work through disagreements and follow set criteria/meet deadlines. Skills like programming, design, CAD modeling, and iteration are valuable skills that could lead to successful careers.

Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.	TNFIRST is involved with the program as a community partner, connecting Hardin Valley Middle School to the world of FIRST robotics and events. The Robotic Hawks program at Hardin Valley Middle relies on TNFIRST to help provide resources and activities to help build and expand robotic education and Challenge skills learning. TNFIRST helps organize local community networking and school-hosted events. This program also benefits from parent mentors in the community and works with volunteers from other schools around the area to provide students with a balanced set of expertise.
Are there any safety concerns with this project, and if yes, how will they be addressed?	Students participating in robotics work with various tools and equipment. These can be potentially hazardous if used irresponsibly or incorrectly. In light of this, when students are working with tools they are provided with any necessary forms of PPE and closely supervised by staff and mentors to prevent any such injuries. Particularly close attention is given when working with wiring or the electrical components of the robot.
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true
TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	HVMS's robotics program provides STEM education that is accessible, engaging, and inclusive for all students, regardless of background, ability, or prior experience. Our program involves hands-on, project-based learning, which is more engaging and accessible for students with different learning styles irrespective of whether students are visual, auditory, or kinesthetic learners. Students from 6th through 8th grade are eligible participate, and we have no requirement of any prior STEM education or robotics participation. We rely on grant funding and sponsorships to provide equipment, materials, and competition entry fees, making the program accessible to students from low-income families. This reduces financial barriers and ensures that robotics is available to all students. We also have made efforts to work students that may have some level of disability to truly embody the concept of "STEM for All".
What traditional underserved students, if any, does this project support?	Our program is available to serve members of any background, ethnicity, or income level. We have even had members join our team from other schools that did not offer this kind of programming.

Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.

Our program covers various content areas including physics, computer science, and engineering. Students learn about physics through application of forces (this year's game features launching a projectile), learning to understand how electricity works in relation to the robot and apply computer science techniques through programming both modes on the robot.

Learning standards include Next Generation Science Standards (NGSS) in problem definition and constructing solutions, Common Core State Standards CCSS.MATH.CONTENT. 7.EE.B.4 in solving word problems leading to equations which applies to programming robots and CCSS.ELA-LITERACY.W.9-10.2 in writing informative texts, explaining robot designs, and documenting the engineering process. Robotics deepens students' understanding of STEM by the hands-on application of STEM knowledge to building a system to perform specific tasks.

What formative and summative assessments will be used to measure learning outcomes? Please be specific.

Formative assessments include maintaining Engineering Notebooks or Journals to document the engineering and design process. Teams maintain daily logs where specifics of the design, hardware/components selection, coding decisions, and daily progress are recorded. Coaches review these logs regularly to monitor team progress and development. Code Reviews, prototype testing, and trial runs are also used as formative assessments within the program. The summative assessment is the Competition-Style Challenge (FIRST Tech Robotics), where the student's final performance in the competition is based on the robot's functionality and the team's strategy. The final presentation also is another summative assessment, wherein students present their robots to a panel of judges, explaining their design choices, coding processes, challenges faced, and how they solved them. The assessment focuses on students' ability to communicate their understanding of robotics concepts and engineering processes.

Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	Included in our budget are materials intended to broaden the range of our students' design and build capabilities. We operate 2 FTC teams and included materials for a starter kit for both teams. In addition, I included materials like PLA filament and a budget for ordering custom parts as part of our goal to train the teams to use resources like CAD and design their own custom parts. We included a 10 pack of batteries in this budget as in our experience it is vital to always have backups with full/close to full power. A similar thought process was behind the inclusion of backup servo motors as last year we found that those occasionally ended up damaged or weakened. Some new inclusions to the budget was the sensor kit and I hope that will allow us to explore developing autonomous code based around their perception. I included an additional FLL registration amount as we have had a growth in interest in the program this year and are looking to feature a second team for that level as well.
Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Hardin_Valley_Middle_School_1432Hardin_Valley_Midd.x lsx
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree

I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.

I agree

Budget Template

Please submit this document in Excel format.

School/Org Name: Hardin Valley Middle School
 Contact Person's Name: Jacob Messing
 Email address: Jacob.messing@knoxschools.org
 Phone Number: (865) 705-6802

The amount of grant funding :

If these number are **RED,**

PLEASE MAKE SURE TH

AMOUNT OF GRANT FUNDING REQUESTED: \$ 5,000
 Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
Robot Kits	FTC Starter Kits	2	\$ 800.00	\$ 1,600.00
Machine Shop Fees	Money to cover machine shopping of custom parts for robots.	1	\$ 1,000.00	\$ 1,000.00
12 v slim batteries	Batteries to power robots	10	\$ 55.00	\$ 550.00
REV servo bundle	Collection of additional servos and attachments	2	\$ 327.50	\$ 655.00
Servo programmers	Tool to program servo settings	3	\$ 23.00	\$ 69.00
Silicone Wheels	Soft material wheels for intake system	8	\$ 7.00	\$ 56.00
312 rpm Motors	Replacement motors (if needed)	4	\$ 55.00	\$ 220.00
Incidentals	Snacks or refreshments for meetings	1	\$ 200.00	\$ 200.00
FLL Registration	FLL Registration Fee	1	\$ 275.00	\$ 275.00
PLA Filament	2 rolls of filament	2	\$ 25.00	\$ 50.00
Mechanical/Electrical supplies	Nuts, bolts, shafting, clamps, tubing	1	\$ 150.00	\$ 150.00
FTC sensor kit	Collection of sensor kits	1	\$ 175.00	\$ 175.00
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			TOTAL:	\$ 5,000.00

This number must be GREEN

Tips:

[How to convert Google Sheets to an Excel file format](#)

Please note: If you are buying general supplies, you may list such in the budget with an estimated dollar amount.

For example: Item: General Supplies for STEM backpacks, Description: Markers, duct tape, pipe cleaners, and other similar supplies

Quantity: 1, unit cost: \$500

From: [DEANNA SHARP](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Monday, November 17, 2025 11:21:45 AM
Attachments: [Outlook-akljdw3.png](#)



From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:32 PM
To: DEANNA SHARP <deanna.sharp@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear DeAnna Sharp,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Holston Middle School** in the amount of \$5000 for the project “The Human Blueprint Project – Exploring Health Through 3D Design” **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. **Financial Documentation Verification:**
 - Please check [this link](#) to see if your institution's financial verification is already complete.
 - **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
 - **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.
2. **Media and Publicity:**
 - Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date,

which will be available at <https://www.tva.com/stem/stem-awards>.

- o Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Holston Middle School.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Knoxville Utilities Board (KUB)
Applicant Name	DeAnna, Sharp
Applicant Email	deanna.sharp@knoxschools.org
Applicant Phone	(865) 594-1300
Your Professional Title	Librarian
School Name	Holston Middle School
School street address	600 N Chilhowee Dr
School City	Knoxville
School State	TN
School Zip Code	37924
School County	TN
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	No
School District Name	Knox County Schools
District Office Mailing Address	400 W. Summit Hill Drive, Knoxville, TN, 37902

Contact name of grant manager or financial officer responsible for your school at the district office	Heather, Henderlight
Email address of grant manager or financial officer responsible for your school at the district office	heather.henderlight@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 594-8080
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	Northeast
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	No
School Demographic - Please provide a short narrative about the student demographics of your school.	The student body is 47% Black, Hispanic, or Native American, reflecting strong diversity. Additionally, 28% are economically disadvantaged and 18% have disabilities, highlighting a broad range of needs and experiences.
Total Number of Students in the School	456
What grades are served in the school? (Select all that apply)	Middle
Is the school (select one)	Urban
Percent free and reduced lunch in the school	31
Is this a title one school?	Yes
Name of program, project, or class the funds will support. (We encourage you to be creative!)	The Human Blueprint Project – Exploring Health Through 3D Design

Which TVA area of focus does your project support? (You may select more than one)	Community Problem Solving, Economic and Career Development
Which grades will be involved in the project? (Select all that apply)	7
How many students will the project serve?	151
Amount of funding requested	\$5,000
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	This project will be implemented in 7th grade science in alignment with the standard: "Examine a problem from the medical field (e.g., prosthetic limbs, organ transplants) and design a solution taking into consideration the criteria, constraints, and relevant scientific principles that may limit possible solutions. Students will investigate real world medical challenges, analyze the criteria and constraints associated with potential solutions, and apply relevant scientific concepts to their designs. Using Tinkercad software and 3D printers, they will develop and refine 3D prototype solutions that demonstrate both scientific understanding and innovative problem solving.
What will the students be doing while engaging in your project?	During this project, students will actively engage as designers and problem solvers by investigating real world medical challenges such as prosthetic limbs, organ transplants, or rehabilitation devices. They will analyze the criteria, constraints, and scientific principles that influence potential solutions, then brainstorm and sketch possible designs. Using Tinkercad, students will create and refine digital 3D models of their solutions. Once designs are finalized, students will print prototypes using 3D printers and present their models, explaining how their solutions address the identified medical problem. Through this process, students will deepen their understanding of human anatomy and health while developing critical STEM skills in research, design, and innovation.

What will you, the educator, be doing while instructing your students on this project?

My role in this project will be to co-teach with the 7th grade science teachers to support instruction and student learning. I will help guide students through the design thinking process as they explore real world medical challenges and connect their work to the science standard: "Examine a problem from the medical field (e.g., prosthetic limbs, organ transplants) and design a solution taking into consideration the criteria, constraints, and relevant scientific principles that may limit possible solutions." I will assist students in identifying real world medical challenging and brainstorming solutions. I will also facilitate collaboration, provide feedback during the design process, and ensure that students are safely and effectively using the tools available. My role is to work alongside the teachers to create a learning environment where students can connect science concepts to real world problems while building problem solving and innovation skills.

How does the project incorporate design thinking?

This project uses design thinking to solve real world medical problems. Students start by empathizing, learning about medical challenges and understanding the needs of patients and healthcare providers. Next, they define the problem by considering criteria, constraints, and scientific principles that affect possible solutions. Then, they ideate by brainstorming multiple ideas. Students prototype their solutions using Tinkercad to create 3D models that can be tested and seen in action. Finally, they test and refine their prototypes, improving their designs based on how well they meet the criteria and constraints. Through this process, students learn how creativity, critical thinking, and scientific knowledge work together to solve complex problems while focusing on user needs and research driven solutions.

What 21st century skills will students learn when completing this project?

They will use critical thinking and problem solving to understand medical challenges and create solutions. They will showcase creativity and innovation by designing and testing 3D prototypes in Tinkercad. Students will also improve collaboration and communication by sharing ideas and giving feedback. They will strengthen digital and scientific skills while connecting science to real world problems. These skills help students think, work, and create like scientists and innovators.

How does the project enhance college and career readiness?	This project helps students get ready for college and future jobs. By solving real medical problems, they practice thinking carefully and solving problems, which is useful in any career. This project also builds tech and digital skills used in science, engineering, and technology jobs. Students will be working with classmates to share ideas and provide student to student feedback. Students also learn to look at results, make changes, and keep improving, which helps them become more flexible and confident. By combining creativity, science, and problem solving, students get experience like real scientists and engineers, preparing them for future learning and careers.
Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.	In this project, students will work with Marcus Harrell, a former ER nurse who now runs a personal training business (Equilibrium Performance) and is a nutrition coach. He will share real experiences from the medical field and help students understand how science is used to solve health problems, like designing prosthetics or helping patients recover. Mr. Harrell's knowledge of medicine, exercise, and nutrition will guide students as they design 3D prototypes. Through his mentorship, students will see how science in the classroom connects to real world healthcare and how creative problem solving can improve people's lives. This partnership will occur through a guest speaking session and will be available through consultation during this project.
Are there any safety concerns with this project, and if yes, how will they be addressed?	There are no major safety concerns with this project. Students will be taught how to use 3D printers safely, and clear expectations will be set for proper behavior around the equipment. Students will only be allowed to operate the 3D printers under adult supervision to ensure safety at all times.
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true

TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	This project supports the concept of STEM for All by giving all students, including those who are traditionally underrepresented in STEM, the chance to explore science, technology, engineering, and math in a hands on, meaningful way. By working on real world medical challenges and using tools like Tinkercad to design 3D prototypes and use 3D printers, students gain access to experiences they might not otherwise have. The project emphasizes inclusion and equity by encouraging every student to participate, share ideas, and contribute to problem solving. It also builds confidence in STEM skills through creativity, collaboration, and guided support from the teacher. By providing these opportunities, the project helps ensure that all students can see themselves as capable scientists, engineers, and innovators.
What traditional underserved students, if any, does this project support?	50
Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.	This project addresses the 7th grade science standard: "Examine a problem from the medical field (e.g., prosthetic limbs, organ transplant) and design a solution taking into consideration the criteria, constraints, and relevant scientific principles of the problem that may limit possible solutions." Students will explore real world medical challenges, such as broken bones, wounds, and adaptive equipment. Student will think about the rules, limits, and scientific ideas that affect possible solutions. They will use Tinkercad to design and build 3D prototypes, giving them hands on experience with engineering and technology. This project helps students connect life science and engineering by applying scientific concepts to solve real problems. By testing and improving their designs, students learn problem solving, creativity, and critical thinking skills, while seeing how STEM subjects work together in the real world.
What formative and summative assessments will be used to measure learning outcomes? Please be specific.	We will use both formative and summative assessments to measure student learning. Formative checks include observing participation in discussions and group work, reviewing journals or reflection sheets, and giving feedback on prototypes during development. Summative assessments include the final 3D prototype, a presentation explaining how it solves the medical problem, and a short report or poster on the design process. A rubric will assess creativity, application of science, meeting criteria and constraints, design quality, communication, and presentation skills. These assessments show both what students know and how well they apply design thinking to real world problems.

Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	For this project, I am looking to purchase 6 Bambu Lab P1S Combo 3D Printers and filament. The 3D printers and filament will be purchased through Knox County Schools Technology Request System.
Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Holston_Middle_School_1270Holston_Middle_School_Sh.xlsx
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree
I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.	I agree

Please submit this document in Excel format.

The amount of grant funding :
If these number are RED,

PLEASE MAKE SURE TH

AMOUNT OF GRANT FUNDING REQUESTED: \$ 5,000
Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
Bambu Lab P1s Combo 3D Printer	Bambu Lab P1S Combo 3D Printer, 16-Color Printing with AMS, 20000 mm/s Acceleration, Built-in Camera for remote monitoring/timelapse	6	\$ 750.00	\$ 4,500.00
Bambu Lab PLA Basic	Filament with Spool, 10906, Diameter: 1.75mm +/- 0.03mm, AMS/AMS Lite Compatible	20	\$ 25.00	\$ 500.00
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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			\$ -	\$ -
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			\$ -	\$ -
			TOTAL:	\$ 5,000.00

This number must be GREEN

How to convert Google Sheets to an Excel file format

For example: Item: General Supplies for STEM backpacks, Description: Markers, duct tape, pipe cleaners, and other similar supplies
Quantity: 1, unit cost: \$500

approved and the final budget amount MUST MATCH.
they do not match and the budget cannot be accepted.

THESE FIELDS MATCH AND ARE **GREEN**

From: [VERONICA CORDELL](#)
To: [HEATHER HENDERLIGHT](#)
Cc: [JAMES ALLEN](#); [LINDSAY BELL](#)
Subject: Fw: TVA/Battelle STEM Grant Awarded for \$5,000
Date: Sunday, November 16, 2025 5:56:30 PM

Hi, Ms. Henderlight.

I just wanted to keep you in the loop. Our school has just been selected for a \$5,000 STEM grant for an engineering & robotics project for \$5,000 via TVA from Battelle. The award notification email is below. Please let me know if you need anything else from us. Thanks so much for your support.

Best,

Veronica Cordell

L&N STEM Academy

Honors Earth & Space Science, STEM 2, Robotics & Automated Systems
Gryphon Command 3966 FIRST Robotics Coach

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:33 PM
To: VERONICA CORDELL <veronica.cordell@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Veronica Cordell,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **L&N STEM Academy** in the amount of \$5000 for the project "Career Catalyst: Building Skills in Robotics, Fabrication & Design" **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. **Media and Publicity:**

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
- Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at L&N STEM Academy.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA/TSIN STEM Classroom Grant Application - September 2025

Veronica Cordell, L&N STEM Academy

1. Name, title, address, email and phone number
 - a. **Veronica Cordell, Science & CTE Teacher, L&N STEM Academy, 800 World's Fair Park Drive, Knoxville, TN 37902**
 - b. **veronica.cordell@knoxschools.org**
 - c. **865-789-1755**
2. School name and address **800 World's Fair Park Drive 37902**
3. n/a
4. School district name, mailing address, and financial contact information - **Knox County Schools, 400 W. Summit Hill Drive Knoxville TN 37902, Heather Henderlight (grant funding manager) heather.henderlight@knoxschools.org**
5. Has this school received TVA funding in the past? **yes**
6. School demographics short narrative **The L&N STEM Academy is a public regional magnet school in the Knox County School System offering career pathways in Computational Science & Cybersecurity; Physics, Mechanics & Engineering; Advanced Inquiry & Research; and Design Thinking. Our students come from Knox County and the surrounding counties, and our student population is a fairly equal mix of rural, suburban, and urban students.**
7. Total number of students and grades **9-12, 650 students**
8. Rural, suburban, urban, or other - **Urban - we are a regional magnet school that draws students from rural, suburban, and urban areas - school is located in an urban location**
9. Percent free and reduced lunch **23%**
10. Is this a title one school? **No**
11. Name of project: **Career Catalyst: Building Skills in Robotics, Fabrication & Design**
12. Which focus area? **D. Economic and career development**
13. How does the project align with this focus?

TN has a shortage of engineers, including mechanical, electrical, and structural engineers, as well as a shortage of industrial mechanics, millwrights, maintenance workers, structural metal fabricators, and machinists. This project aims to provide training in skills relevant to these careers to high school students

and increase their knowledge of post-secondary learning opportunities in these areas as well as increase their employability.

Our hope is that we not only encourage students already interested in post-secondary engineering, but that we are able to cast a wide net into a pool of students who may not yet realize that engineering and design may be in their future as well. This project can serve as an entry point for students who may not yet see that engineering is a viable future career that also supports their interest in research and design.

14. Grades in project **9-12**
15. How many students in project? **230**
16. Amount requested **\$5,000**
17. Provide a 2,000 characters max narrative describing an overview of your project and how it will be implemented in the classroom. Purpose of the project, activities involved. Clear, big-picture summary.

Career Catalyst seeks to provide high school students with hands-on experience in prototyping methods, technical skills, and soft skills through a comprehensive spiraled curriculum for all engineering courses, culminating in Robotics & Automated Systems and Engineering Practicum. Building on Principles of Engineering, the beginning course in the Engineering Pathway that focuses on the Design Process, followed by Engineering Design 1&2, which focus on the development of CAD skills, students will then apply this foundational knowledge to operation of the CNC router, laser cutter, and maker space power tools to build chassis, complex effector prototypes, and functional robots with multiple systems. The curriculum will emphasize exploration of cutting-edge systems such as swerve drive, smart brushless motors, gearboxes, and vision and other sensors. Materials will include Carbon Fiber Reinforced Polymers (CFRPs), aluminum sheeting, polycarbonate, and engineered woods. By combining technical skill development with career readiness training, the program will foster entrance into post-secondary study and careers in engineering and manufacturing. Students will learn not only to design and build but also to problem-solve, prototype, and iterate using industry-relevant tools.

Major goals of the project include:

- **Expand students' knowledge of technical school, university, and career options by exposing them to STEM opportunities in mechanical engineering, fabrication, and**

- robotics technology through a variety of guest speakers and field trips to engineering labs hosted by our partners at the UTK Tickle College of Engineering.
- Provide hands-on technical experience by training students in modern prototyping techniques, introducing them to advanced robotics drive systems and next-generation motors, control systems, sensors, 3D printing with polymers and carbon fiber, and proper use of all the equipment in our school's Idea Factory maker space.
 - Encourage experimentation with emerging materials like CFRPs for lightweight, high-strength robotic applications.
 - Promote iterative design using accessible materials like wood, aluminum, and polycarbonate to bridge from concept to production.
 - Foster collaboration, problem-solving, and communication skills in design, engineering, and fabrication.
 - Provide real-world project challenges that mirror industry and research practices.

18. What will the students be doing while engaging in the project?

Students will engage in:

- **Material Exploration Labs:** Structured experiments with CFRP and other materials to analyze strength-to-weight ratios, durability, and machining considerations.
- **CAD Skill Challenges:** Creating designs in OnShape, SolidWorks, and Fusion360.
- **Drive System Innovations:** Assembly and testing of swerve drive systems powered by Kraken motors, focusing on precision control and maneuverability.
- **Vision and Autonomy Modules:** Integration of vision sensors into robotic platforms for autonomous navigation and object detection.
- **Effector Design Workshops:** Development of grippers, manipulators, and end-effectors using polycarbonate, aluminum, and wood prototyping methods.
- **Fabrication Skills Training:** Students will use FoxAlien CNC routers and Epilog laser cutters to produce custom components for robotic assemblies.
- **Documentation and Communication:** Students will keep detailed project logs and create dynamic presentations.
- **Research:** Students will investigate post-secondary programs that align with their engineering or manufacturing interests, including new programs like UTK's Applied Mechanical Engineering major.

19. What will you, the educator, be doing while instructing your students on this project?

The educator will:

The teacher will provide direct instruction and project coaching on safety, design, and fabrication by:

- **Explaining the Design Process:** Guiding students through the steps of the Engineering Design Process using clear visuals and examples.
- **Activating Prior Knowledge:** Assessing students' understanding of engineering and problem-solving, and connecting it to their existing knowledge and experiences.
- **Creating a Supportive Learning Environment:** Fostering collaboration by encouraging peer collaboration and discussion to promote cooperation and diverse perspectives, and facilitating student-led exploration.
- **Providing Real-World Connections:** Show students the relevance of their work by linking projects to real-world applications, historical examples, or their own hobbies and interests.
- **Modeling and Scaffolding Instruction:** Modeling specific skills, safety, and strategies, and providing guided instruction with steps, processes, and procedures to help students build confidence.
- **Asking Guiding Questions:** Instead of providing answers, asking students questions to encourage them to think critically and find their own solutions to problems.
- **Coaching Students Through the Iterative Process:** Giving students time and space for trial and error, and encouraging them to improve their designs based on feedback and results.
- **Encouraging Reflection:** Facilitating discussions about what went well and what could be improved, assigning detailed project logs, helping them learn from their successes and challenges, and presenting publicly to gain insight into areas for possible modification.

20. How does the project incorporate design thinking (1,000 characters max)

Career Catalyst engineering projects will teach students to empathize and design solutions for specific users to help students connect with the people they

are designing for through interviews and observations to understand their experiences and frustrations. Projects will engage students in ideation by encouraging a wide range of creative and sometimes unconventional solutions to engineering problems before transforming a concept into a concrete, executable plan with specific materials, budgets, and timelines. Planning will also include detailed CADs to help them identify potential issues early on. Hands-on prototyping of devices and effectors will help make abstract ideas tangible and provide a path to discovering a design's flaws and strengths, while the cyclical process of testing and iteration will help students learn from failure and continuously improve their designs.

21. What 21st century skills will students learn when completing this project (1,000 characters)?

Immersing high school students in project-based learning that emphasizes critical thinking, creative problem-solving, collaboration, and effective communication through the design process via hands-on, real-world challenges will build technical competency, resilience, intrinsic motivation, and confidence as students apply knowledge, learn from failure, and present their solutions to complex problems. Specifically, students will learn to articulate their ideas, explain their design processes to others, and present their iterations, fostering ownership of their designs, and students learn to troubleshoot, refine their work, and persist through setbacks, developing a strong capacity for resilience. Further, the Career Catalyst projects will provide opportunities to learn practical technical skills such as fabrication with CNC, laser cutters, and 3D printers, in addition to circuit design, mechanical assembly, and data analysis, which are all vital for STEM careers.

22. How does the product enhance college and career readiness? Knowledge, skills, dispositions (1,000 characters)

The Career Catalyst project will foster critical thinking, problem-solving, and communication skills through hands-on, real-world challenges. Activities will provide exposure to the engineering field, help students explore potential career

paths, and increase students' motivation and preparation for STEM careers and postsecondary education. Most classroom and maker space activities will involve collaboration, requiring students to work in harmony with their peers, communicate their ideas effectively, and learn to navigate group dynamics--all skills vital for professional success. These projects can lead to industry certificates, helping them stand out among other applicants. The coursework will foster a community where students learn from peers and mentors, helping them envision their future working on a team, and guest speakers from area postsecondary institutions as well as field trips to engineering labs help students form a clear path for their academic and professional futures.

23. Does the project involve a community partner? Please describe how the partner will be involved.

The L&N STEM Academy has an ongoing formal partnership with the University of Tennessee. Mentors from the Tickle College of Engineering will speak with students, invite them to visit their labs, and provide information about postsecondary opportunities.

24. Are there safety concerns, and how will they be addressed (1,000 characters max)

Projects using maker space equipment have obvious safety issues to address. Our students are trained on all equipment and have to make 100% on a safety test. Active teacher supervision with constant safety reminders are essential for minimizing risks. In addition, students are provided a thorough, specific safety orientation prior to the start of each project that requires the use of power tools. Personal protective equipment like safety glasses and gloves are standard in our engineering spaces, as well as the requirement of well-fitting long pants and closed-toed shoes. Students are never allowed to use equipment such as the band saw without first asking the teacher and having the teacher's "eyes on" for the task. Clear rules are posted, a first aid kit is on hand, and our school nurse is a phone call away. Students and their parents sign safety agreements, and the number of students in the maker space at one time is limited.

25. How does the project support the concept of STEM for All? (1,000 characters max) -

Career Catalyst projects keep topics relevant, accessible, and engaging through hands-on, problem-solving activities that connect to real-world issues. This fosters diverse participation by allowing students to use their everyday experiences, and by embracing diverse perspectives and applying the engineering design process to familiar contexts, these engineering projects broaden definitions of engineering and inspire students from various backgrounds to see their potential impact and love of learning, beginning with collaborative sense-making exercises. These real-world projects increase access to quality engineering exposure and ensure that diverse learners have the tools and support to contribute to the innovation of their communities.

26. What transitional underserved students, if any, does this project support?(255 characters)

Our school has many students from rural and urban areas who will build foundational skills and a growth mindset through these collaborative engineering experiences, and fifty percent of our engineering pathway students are young women.

27. Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Be specific (1,000 characters max)

Some specific STEM learning objectives addressed in the Career Catalyst project include:

- **Apply all steps of the engineering design process to successfully generate a prototype, collect the relevant data, perform the necessary tests, interpret the results, make modifications to models or prototypes, and communicate results over the course of the project's duration.**

- Use mechanical tools, such as motors, gears, and gear trains in the construction of a robotic or automated system. Identify where forces are acting upon various points on the system.
- Working in a team, design and create a robotic solution to a given problem. Incorporate the engineering design process, as well as science and engineering practices, to develop a solution that meets specific criteria. Maintain an engineering notebook to document the details of the project. Develop a presentation describing the solution and the development process for the team solution.

28. What formative and summative assessments will be used to measure learning outcomes? Be specific. (1,000 characters max)

Formative assessments will focus on providing feedback and guiding student learning throughout the project. Checklists and rubrics will be used to evaluate specific project objectives at appropriate checkpoints. Daily project logs will help detail progress and complications. Structured surveys where students evaluate their own learning process and contributions, and where peers assess each other's work and collaboration will be used at appropriate times in the projects. Class discussions about project work will provide timely feedback about issues that need special attention.

Summative assessments will evaluate a student's comprehensive understanding and mastery of the project's material and skills via final written reports and class presentations with demonstrations. These will include descriptions of the design process and data visualizations of prototype testing outcomes as well as suggestions for further research or iterations.

29. Budget Narrative: describe the items and quantities (1,000 max)

Ninety percent of the items in the budget are reusable components for classroom robot prototypes. These items include batteries to power the robots, power distribution hubs that route power from the battery to multiple functions, motors and motor controllers, a roboRIO robot brain for programming the robot, a 2-stage elevator kit which allows for raising and lowering robot effectors, multidirectional swerve modules for hardy wheels with maximum drivability, various gearboxes, aluminum hex shaft, and compliant and stealth wheels for intake and output. Ten percent of the budget is for a starter set of consumables, including sheets of aluminum, carbon fiber, wood, and polycarbonate.

30. Budget Template

Item	Description	Quantity	Unit Cost	Total Cost
Power Distribution Hub	Routes power from battery to multiple functions for classroom robots	2	\$ 250.00	\$ 500.00
12V Batteries, pack of 2	Provides power for classroom robots	1	\$ 100.00	\$ 100.00
NEO Vortex Motors	Powers effectors for classroom robots	4	\$ 85.00	\$ 340.00
SPARK Flex Motor Controllers	Provides control for powering effectors	4	\$ 100.00	\$ 400.00
NI roboRIO 2.0	Robot brain	1	\$ 485.00	\$ 485.00
2-Stage Elevator Kit	For raising and lowering effectors	1	\$ 620.00	\$ 620.00
3in MAXswerve Modules	Smart wheels - programmable, multidirectional	5	\$ 250.00	\$ 1,250.00
MAXplanetary 3:1 Gearboxes	Gears for effectors	4	\$ 29.00	\$ 116.00
MAXplanetary 4:1 Gearboxes	Gears for effectors	4	\$ 29.00	\$ 116.00
MAXplanetary 5:1 Gearboxes	Gears for effectors	4	\$ 29.00	\$ 116.00
12"x36" aluminum hex shaft	Basic robot building material for effectors	5	\$ 15.90	\$ 79.50
4" 40A compliant & stealth wheels	Intake and output	20	\$ 10.60	\$ 212.00
3" 40A compliant & stealth wheels	Intake and output	20	\$ 8.00	\$ 160.00
Misc. prototyping raw materials	Aluminum, wood, carbon fiber, and polycarbonate sheets	1	\$ 505.50	\$ 505.50
			\$ -	\$ -
			TOTAL:	\$ 5,000.00

This number must be GREEN

From: [JOHN MALONE](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Monday, November 17, 2025 1:51:53 PM
Attachments: [S.T.E.M. Grant Budget.xlsx](#)

I can not find the copy I saved of the application and have contacted TSIN to see if they can provide one. I will attach the budget. Thanks for your help!

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:34 PM
To: JOHN MALONE <john.malone@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear John Malone,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Ritta Elementary** in the amount of \$5000 for the project “Bridge to Tomorrow” **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. **Financial Documentation Verification:**
 - Please check [this link](#) to see if your institution's financial verification is already complete.
 - **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
 - **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.
2. **Media and Publicity:**
 - Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date, which will be available at <https://www.tva.com/stem/stem-awards>.
 - Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is

available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Ritta Elementary.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530

Nashville, TN 37203

www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Knoxville Utilities Board (KUB)
Applicant Name	John, Malone
Applicant Email	john.malone@knoxschools.org
Applicant Phone	(865) 387-6322
Your Professional Title	STEM Teacher_
School Name	Ritta Elementary
School street address	6228 Washington Pike
School City	Knoxville
School State	TN
School Zip Code	37918
School County	TN
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	I don't know
School District Name	Knox County Schools
District Office Mailing Address	400 Summit Hill Dr. SW, Knoxville, TN, 37902

Contact name of grant manager or financial officer responsible for your school at the district office	Heather, Hinderlight
Email address of grant manager or financial officer responsible for your school at the district office	heather.hinderlight@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 594-8080
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	Northeast
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	No
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	No
School Demographic - Please provide a short narrative about the student demographics of your school.	Gender Female 50% Male 50% Student Diversity White 63.3% African American 14.5% Hispanic 13.6% Multiracial 7.6% Asian 1.1%
Total Number of Students in the School	485
What grades are served in the school? (Select all that apply)	Elementary
Is the school (select one)	Rural

Percent free and reduced lunch in the school	100
Is this a title one school?	No
Name of program, project, or class the funds will support. (We encourage you to be creative!)	Bridge to Tomorrow
Which TVA area of focus does your project support? (You may select more than one)	Community Problem Solving, Economic and Career Development
Which grades will be involved in the project? (Select all that apply)	4, 5
How many students will the project serve?	200
Amount of funding requested	\$5,000
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	We have built bridges in the past with craft sticks and other materials, but we would like to build a better bridge. A bridge to tomorrow! I want to move beyond code.org and help the students plan, design and 3-D print a bridge to see a more tangible output for their engineering planing. I plan to guide them throughteam activities to come up woth the strongest bridges we cam print. I'll have them plan, design, print, and test their designs with the 3-D printers. I'd also like to create a makerstation with bins, legos, and other building materials to practice the EDP before we actually get to the printing process. I plan to use the makerstation materials as a trial and error portion of the build.
What will the students be doing while engaging in your project?	They will be using every step of the engineering and design process. After the print, we will test the designs for effectiveness. We will also talk about what improvements should be made during our reflection time.
What will you, the educator, be doing while instructing your students on this project?	I will be gradual releasing the students. Very teacher led at first leading to them being more independent throughout the lesson. I will need to be hands on for a while, beause I have no expeerience with 3-D printers so far and will be learning as well.
How does the project incorporate design thinking?	It will use all phases of the process and will be at least one class period on each step of the process.

What 21st century skills will students learn when completing this project?	Coding, teamwork, orgnizing, communication with each other in a scientific manor, testing designs, and working together to plan improvements.
How does the project enhance college and career readiness?	I know that working in groups can be challenging, but is also a huge part of college courses and most careers. Peer review is also important and the students need to lean to be able to give and receive feedback.
Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.	Hopefully TVA will be the partner and provide guidance and feedback to me, as well as my project plans.
Are there any safety concerns with this project, and if yes, how will they be addressed?	No
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true
TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	We have a diverse school and most of the students have little to no exposure with the type of materials I have planned for us to use in this project. It will give them hands on experience actually manufacturing something they designed and motivate them to continue that type of learning.
What traditional underserved students, if any, does this project support?	low income
Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.	STEM, EDP, working as a team, giving feedback, accountable talk, improving designs, being organized.
What formative and summative assessments will be used to measure learning outcomes? Please be specific.	We will practice with more simple materials beforehand to get a better idea of the projects direction. I will also be supporting along the steps of the EPD and we will teat the designs at the end of the project.
Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	I am requesting 2 3-D printers, several spools of filament, other parts for the printer, and the materials for a makerstation for practice building and implementing the EDP.

Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Ritta_Elementary_1378Ritta_Elementary_Malone_John_.xlsx
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree
I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.	I agree

Budget Template

Please submit this document in Excel format.

A grant summary report will be required after the grant has been fully expended.

Organization Name: Ritta Elementary STEM program KCS

Contact Person's Name: John Malone

Email address: john.malone@knoxschools.org

Phone Number: 8656891496

Title of proposed project: STEM class 3D printer nad Maker Station Resources

Item	Description	Quantity	Unit Cost	Total Cost
Bambu X-1 Carbon 3D printer combo		2	\$ 1,449.00	\$ 2,898.00
Bambu PEI Smooth plate combo		1	\$ 39.99	\$ 39.99
Bambu anti-vibration feet		1	\$ 9.99	\$ 9.99
Various spools of filament		30	\$ 24.99	\$ 749.70
Maker Station (LEGOs and additional)		1	\$ 1,302.32	\$ 1,302.32
			\$ -	\$ -
			\$ -	\$ -
(please insert lines as needed)			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			TOTAL:	\$ 5,000.00

From: [MARC ROSS](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: UPDATE: Your STEM Classroom Award Application
Date: Thursday, November 20, 2025 5:35:23 PM
Attachments: [TVA+Award+Budget+Template+2025.pdf](#)

From: Brown, Gretchen (US) <BROWNG@battelle.org>
Sent: Friday, November 14, 2025 12:35 PM
To: MARC ROSS <marc.ross@knoxschools.org>
Subject: UPDATE: Your STEM Classroom Award Application

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Marc Ross,

Thank you for submitting your proposal for the Battelle Education STEM Classroom Awards, sponsored by TVA and BVI. This year, we received a remarkable number of applications—over 500, requesting over \$2.2 million in funding. It is inspiring to witness such a strong commitment to expanding STEM education opportunities across our communities.

We are happy to inform you that your proposal for **Whittle Springs Middle Scholl** in the amount of \$3500 for the project “Rise of the Machines! Whittle Springs Robotics.” **has** been selected for funding! Congratulations!

Please carefully read all of the following next steps so we can get the funds to you as quickly as possible:

Next Steps to Access Your Award Funds:

1. Financial Documentation Verification:

- Please check [this link](#) to see if your institution's financial verification is already complete.
- **If listed**, no further action is needed. Expect the funds at your district office (or private/charter school) by January 15, 2025, considering holiday delays. Coordinate with your district office to access the funds.
- **If not listed**, have a financial representative from your district or charter/private school complete the necessary forms available at [TSIN Vendor Update](#). Forms must be uploaded directly through the link provided and not via email. Payment will be processed approximately 45 days after verification.

2. Media and Publicity:

- Please refrain from making any social media or other announcements until November 24, 2025. TVA will make a formal announcement with a press release on this date,

which will be available at <https://www.tva.com/stem/stem-awards>.

- Keep an eye out for communications from a TVA representative as we are eager to feature your project in upcoming media opportunities. While we aim to connect with many winners, selections will be made based on various factors.

Important Deadlines:

- **Project Completion:** All funds must be utilized, and your project completed by June 1, 2026.
- **Final Report Submission:** A simple final report is due by June 30, 2026. The form is available [here](#) and does not require receipts.

Frequently Asked Questions:

- **Substitutions and Changes:** You may substitute items or vendors as needed without prior approval. For significant project scope changes, please use our [award change request form](#).
- **Unspent Funds:** If you have surplus funds due to budget changes, inform us via the [award change request form](#) on how you wish to reallocate the funds for other STEM activities.
- **Reporting and Extensions:** If meeting deadlines becomes challenging, submit a request for an extension through our [award change request form](#).
- **Award Transferability:** Award funds and purchased items must remain at the original school. If you are moving, please delegate the project to another teacher or contact us for fund return procedures.

For any further questions or assistance, feel free to contact us at tsin@battelle.org.

We are excited to see the impact of your project and look forward to your success in enhancing STEM education at Whittle Springs Middle School.

Warm regards,

The TSIN Team

Battelle Education

1720 West End Ave, Suite 530
Nashville, TN 37203
www.TSIN.org

Have you signed up for the [Computer Science Momentum Expedition](#) yet? **Wednesday, December 10, 2025, at GEODIS Park in Nashville.** This unique, one-day experience offers educators the rare opportunity to bridge classroom learning with real-world computer science applications, all while engaging with Tennessee's most innovative industries. Don't miss your chance to be part of this extraordinary event!

TVA STEM Award Application 2025

I verify my organization qualifies based on the above location criteria.	true
Please select your organization type	Public School
School State	Tennessee
Please select the Local Power Association from which the school receives their power (or select TVA Watershed area)	Knoxville Utilities Board (KUB)
Applicant Name	Marc, Ross
Applicant Email	marc.ross@knoxschools.org
Applicant Phone	(865) 405-8335
Your Professional Title	Teacher_
School Name	Whittle Springs Middle Scholl
School street address	2700 White Oak Lane
School City	Knoxville
School State	TN
School Zip Code	37917
School County	Tennessee
Is this a Charter school?	No
Does this school have its own unique EIN (employee identification number) separate from that of the school district?	No
School District Name	Knox County Schools
District Office Mailing Address	400 W Summit Hill Dr, Knoxville, TN, 37902

Contact name of grant manager or financial officer responsible for your school at the district office	Laura, Denton
Email address of grant manager or financial officer responsible for your school at the district office	laura.denton@knoxschools.org
Phone number of grant manager or financial officer responsible for your school at the district office	(865) 594-1800
Please select your geographic area from the map above (or indicate if you are in a TVA Watershed area)	Northeast
Has this SCHOOL received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
Have YOU received a TVA STEM Grant through the TSIN or STEMx or TVA Robotics funding in the past?*	Yes
School Demographic - Please provide a short narrative about the student demographics of your school.	Whittle Springs is a Title I school in north Knoxville serving 467 students in grades 6-8. Our student body is 41% Hispanic, 31% White, 20% Black, and 8% multiracial, with a diversity score of 0.70.
Total Number of Students in the School	467
What grades are served in the school? (Select all that apply)	Middle
Is the school (select one)	Urban
Percent free and reduced lunch in the school	98
Is this a title one school?	Yes
Name of program, project, or class the funds will support. (We encourage you to be creative!)	Rise of the Machines! Whittle Springs Robotics.
Which TVA area of focus does your project support? (You may select more than one)	Economic and Career Development

Which grades will be involved in the project? (Select all that apply)	6, 7, 8
How many students will the project serve?	467
Amount of funding requested	\$3,500
Provide a narrative describing an overview of your project: How will it be implemented in your classroom? We should be able to understand the basics of your project after reading this description.	I plan to implement a new robotics curriculum through the Kira Learning platform, which aligns well with our existing technology instruction. This program will interface directly with the Finch Robots, giving students a hands-on way to apply coding concepts in real time. Students will learn to write block-based and text-based code, test their programs, and see immediate results through the Finch's movement and sensor responses. Robotics will be woven into my classroom as part of our STEM curriculum, providing structured lessons that gradually increase in complexity. This approach ensures that all students, regardless of background or prior experience, have access to high-quality robotics instruction that builds problem-solving, teamwork, and critical thinking skills. The program will culminate in collaborative projects where students design and program solutions to challenges, connecting classroom learning to real-world applications.
What will the students be doing while engaging in your project?	Students will become active creators as they design, code, and test robotics projects using the Kira Learning platform with Finch Robots. They will program robots to navigate complex obstacle courses, follow color-coded paths, and respond dynamically to sensors through movement, sound, and lights. As they advance from block-based to text-based programming, students will take on engineering-style challenges that demand creativity, perseverance, and critical thinking. Working collaboratively, they will troubleshoot real-time problems, refine their designs, and present finished solutions in showcase projects and competitions. This immersive process not only builds technical skill but also fosters teamwork, communication, and confidence—essential tools for success in STEM pathways.

What will you, the educator, be doing while instructing your students on this project?

As the educator, I will facilitate student learning by creating a classroom environment where exploration and discovery are central. I will introduce core concepts through direct modeling, then guide students as they apply those ideas in hands-on challenges. My role will be to prompt deeper thinking with guiding questions, encourage collaboration across diverse groups, and support students as they troubleshoot and refine their work. Rather than providing solutions, I will foster independence by helping students develop strategies to solve problems on their own and within their teams. I will monitor progress, provide targeted feedback, and adjust instruction to meet varying levels of readiness, ensuring equitable access to learning for all students. Throughout the project, I will highlight real-world connections to STEM careers, build students' confidence by celebrating their successes, and structure opportunities for them to showcase their designs and solutions. In this way, my role goes beyond teaching content—it becomes about cultivating creativity, perseverance, and a growth mindset that students will carry with them long after the project ends.

How does the project incorporate design thinking?

This project incorporates design thinking by engaging students in a cycle of empathize, define, ideate, prototype, and test. Students begin by identifying problems or challenges that the robot must solve, which builds empathy and helps them understand the purpose of their designs. They then define the specific task, brainstorm multiple approaches, and select the most promising ideas to implement. Using coding and robotics, students prototype solutions and test them in real time, learning from both successes and failures. Iteration is central—students refine their programs based on outcomes, feedback, and collaboration with peers. This process encourages creativity, critical thinking, and resilience while helping students see that problem-solving is not about finding one “right” answer, but about exploring, improving, and innovating.

What 21st century skills will students learn when completing this project?

Through this project, students will develop a wide set of 21st-century skills that extend well beyond coding. They will practice critical thinking and problem-solving as they design, test, and refine their robotics solutions. Creativity and innovation will be central as they experiment with different approaches and bring abstract ideas to life through tangible outcomes. Students will strengthen collaboration and communication skills by working in diverse teams, sharing ideas, and presenting their results. They will also build digital literacy and technological fluency as they learn to interact with programming environments and robotics hardware. Alongside these skills, students will cultivate perseverance, adaptability, and resilience, essential traits for navigating challenges in both STEM fields and future careers.

How does the project enhance college and career readiness?

Students gain exposure to artificial intelligence by programming robots to sense, interpret, and respond to data from their environment. Working with sensors such as distance, light, and line detection introduces them to the same principles AI systems use, collecting inputs, processing information, and making decisions. As students advance from block-based to text-based programming, they apply conditional logic, loops, and algorithms that mirror the structures behind machine learning and intelligent automation. By engaging in this process, they not only build coding proficiency but also develop a foundational understanding of how AI operates in real-world applications, preparing them for future study and careers in fields where robotics and AI increasingly intersect.

Does the project involve a community partner? If yes, please briefly explain how the community partner will be involved.

Yes. Whittle Springs is a designated Community School, which means we have a site coordinator and support staff who connect our school with local organizations, nonprofits, and higher education institutions. This built-in structure allows us to extend the impact of the robotics program beyond the classroom by bringing in mentors, arranging field trips, and identifying community partners who can show students real-world STEM applications. Community Schools will help us sustain partnerships that provide enrichment opportunities, family engagement, and workforce connections—ensuring the project is not just a classroom initiative but part of a broader network of support for our students.

Are there any safety concerns with this project, and if yes, how will they be addressed?	There are minimal safety concerns with this project, as the robotics equipment and materials are specifically designed for classroom use with middle school students. The Finch Robots are durable, age-appropriate devices that do not require soldering, sharp tools, or hazardous materials. To ensure a safe environment, I will establish clear usage guidelines, model proper handling, and provide close supervision during all activities. Students will work in structured groups with defined roles to minimize misuse and ensure accountability. In addition, all devices will be regularly checked and maintained to prevent technical issues. These measures will create a safe and supportive learning environment where students can focus on exploration, creativity, and problem-solving without unnecessary risk.
By clicking this box, I understand that TVA, BVI, Battelle Education, TSIN, and their affiliates are not responsible for the safety of my project.	true
TSIN is committed to supporting STEM for All by exposing traditionally underserved students to STEM exploration. How does this program or project support the concept of STEM for All?	This project directly supports the vision of STEM for All by ensuring traditionally underserved students have access to high-quality, hands-on robotics experiences. At Whittle Springs, nearly all students qualify for free or reduced lunch, and our student body is among the most diverse in the state, with a balanced mix of Hispanic, Black, White, and multiracial learners. Many of our students face barriers that limit their exposure to advanced STEM opportunities outside of school. By bringing robotics into the classroom, we remove those barriers and give every student, not just those with resources, the chance to explore coding, engineering, and artificial intelligence. The program is structured to be accessible to beginners while challenging advanced learners, ensuring that all students can engage meaningfully, build confidence, and see themselves as future contributors to STEM fields.
What traditional underserved students, if any, does this project support?	This project supports traditionally underserved students in multiple ways. At Whittle Springs, nearly 98% of students qualify for free or reduced lunch, reflecting significant economic disadvantage. In addition, our student body is highly diverse, with Hi

Which content areas and learning standards does your project address? How will this project deepen your students' understanding of STEM? Please be specific.	This project addresses computer science, mathematics, science, and engineering design. Students apply math concepts such as sequencing, measurement, and logic while coding, and they engage in science and engineering practices by designing, testing, and iterating on robotics challenges. The work aligns with the Tennessee Academic Standards for STEM and Computer Science in areas like algorithmic thinking, problem-solving, and hardware/software interaction. It also supports NGSS Science and Engineering Practices, including defining problems, modeling, and analyzing data. In addition, the project reflects the ISTE Standards for Students: learners act as Computational Thinkers (developing algorithms), Innovative Designers (prototyping solutions), and Creative Communicators/Global Collaborators (working in teams and documenting their process). Together, these frameworks deepen STEM understanding by showing how math and science connect to real-world design and digital fluency.
What formative and summative assessments will be used to measure learning outcomes? Please be specific.	Formative assessments will be built into daily lessons through Kira's interactive coding tasks, step-by-step challenges, and embedded reflection prompts. As students program their robots to complete tasks such as following lines or responding to sensors, the platform provides immediate feedback, while I use observation notes and class discussions to monitor progress and guide instruction. Summative assessments will include Kira's end-of-unit projects, where students apply multiple skills in performance-based tasks (e.g., navigating an obstacle course or integrating multiple sensors). These projects are evaluated through the platform's QuickGrader tool and teacher rubrics, allowing mastery to be measured across coding accuracy, problem-solving, and reflection responses. Together, these assessments ensure that both technical proficiency and higher-order thinking skills are captured and evaluated.
Budget Narrative: Please briefly explain the items and quantities (where applicable) that you plan to purchase with the funds.	The requested funds will be used to purchase a Finch Robot Classroom Set (\$2,999), which includes 10 robots, a rolling storage and charging hub, mats, arenas, and cables. To expand student access, we will add 3 additional Finch Robots (\$477), bringing the total to 13 robots. This allows pairs of students to work with their own robot in classes of 24–26, ensuring equitable hands-on participation. To sustain the program and minimize downtime, we will also purchase 2 replacement charging cables (\$24).

Before I upload my budget, I have verified my budget template matches the amount I am requesting and recognize if it does not, my application cannot be accepted.	true
Budget File Upload	Whittle_Springs_Middle_Scholl_1139Whittle_Springs_.xls x
By clicking below, I acknowledge that I am the educator who wrote this proposal and I will be the one performing the work.	I agree
Should I be awarded, I agree to fully expend the funds as outlined in the submitted proposal by June 1, 2026.	I agree
Should I be awarded, I agree to submit the required online report on or before June 30, 2026. I understand that this report must include how the funds were used, a brief description of implementation, and one photograph.	I agree
Should I be awarded, I give TVA, BVI, and Battelle Education permission to use all information in the submitted proposal in press releases, on their website, and/or in publications both in print and online.	I agree
I understand that awards can only be made to an organization via ACH and will not be made to an individual. A W9 for the organization and ACH form will be required.	I agree

Budget Template

Please submit this document in Excel format.

School/Org Name: Whittle Springs Middle School
Contact Person's Name: Marc Ross
Email address: marc.ross@knoxschools.org
Phone Number: 865-405-8335

The amount of gr
If these number are
PLEASE MAKE

AMOUNT OF GRANT FUNDING REQUESTED: **\$ 3,500**

Must be in the amount of \$1,000, \$1,500, \$2,500, \$3,500, or \$5,000

Item	Description	Quantity	Unit Cost	Total Cost
Finch Robot Classroom Set	Includes 10 robots, rolling storage/charging hub, mats, arenas, cables (Core package supporting 20–25 students with structured robotics challenges)	1	\$ 2,999.00	\$ 2,999.00
Additional Robots	Expands robots, allowing 2 students per robot in the largest classes (24–26)	3	\$ 159.00	\$ 477.00
Replacement USB Charging Cables	Ensures reliable charging and reduces downtime	2	\$ 12.00	\$ 24.00
			\$ -	\$ -
			\$ -	\$ -

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

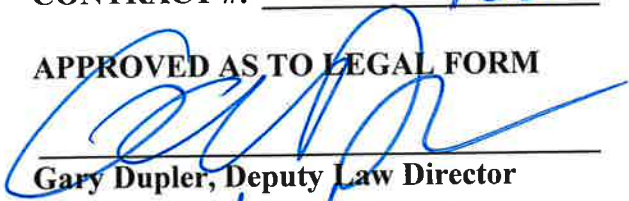
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-780

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/15/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve receipt of \$42,000 in total grant funds from TSIN/Battelle for Bearden High School, Dogwood Elementary School, Gibbs High School, Green Magnet Academy, Hardin Valley Middle School, Holston Middle School, L&N STEM Academy, Ritta Elementary School, Whittle Springs Middle School.

Cost to Knox County Schools

0

Description and Type of Funding Source

TSIN

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Crosley Custom Cruiser Contest Donation for Central High School

Submitted By: Terri Coatney

Department: Academics

Division: Region 4

Explanation

Approve Crosley Custom Cruiser Contest Donation in the amount of \$500.00 for Central High School - *Recommended by Superintendent*

Fiscal Impact

Attachments

Award Notification & Contest Submission

Fiscal Note

From: [CHERYL BURCHETT](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: Congratulations You're a Winner!
Date: Thursday, November 20, 2025 11:24:03 AM
Attachments: [fw9.pdf](#)

Central High School has been awarded 2nd place and a prize of \$500 for the Crosely Records record player design contest.

I assume that I will work with my principal and my bookkeeper to complete the requested W9 for the Crosely company. I also know that I am not to spend any of the prize money until the award has worked its way through the proper channels at KCS.

I have the contest pre-approval form and the forwarded email below officially notifies KCS that Central High School art department has won \$500. Is there anything else that I need to do on my end to begin the prize approval process?

Thanks for any information you can provide and for your help with this matter.

Have a great day!

Cheryl Burchett
Visual Art Teacher
Central High School

From: Crosley Custom Cruiser Contest <cruisercontest@crosleybrands.com>
Sent: Thursday, November 20, 2025 11:09 AM
To: CHERYL BURCHETT <cheryl.burchett@knoxschools.org>
Subject: Re: Congratulations You're a Winner!

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Hi Ms. Burchett,

Thank you so much for being part of this year's Crosley Custom Cruiser Contest. Your students absolutely *showed out*—their design was creative, thoughtful, and truly stood out. Our judging round was one of the toughest things we have done at Crosley, and your school made that decision even harder in the best way.

We're thrilled to award your art department a \$500 donation for your 2nd place finish. To get everything processed, please fill out the attached W9 and send it back when you can. We'd also love a list of the students who participated so we can create certificates to celebrate their work. We will be sharing the news publicly at Noon EST today so please don't share publicly until then.

We're genuinely grateful for the time, energy, and creativity your students put into this project. Thank you again for making this year's contest so special.

From: Crosley Custom Cruiser Contest <cruisercontest@crosleybrands.com>

Date: Wednesday, November 12, 2025 at 1:18 PM

To: cheryl.burchett@knoxschools.org <cheryl.burchett@knoxschools.org>

Subject: Congratulations You're a Winner!

Hi Cheryl!

Congratulations! Central High School is the winner of Region 3 of the Crosley Custom Cruiser Contest!

Here is the social media post about the winners of each region:

https://www.instagram.com/p/DQ9sTAbCTwg/?img_index=1

A panel at Crosley will judge the Top 5 schools to place them and we will announce the winner Nov. 20th. Either way you all are a winner of one of the first 5 places! We will be in contact next week.

Congrats again, enjoy celebrating!

Custom Cruiser Contest Submission: Central High School Knoxville TN

Custom Cruiser Contest Participants:

Teacher:

Cheryl Burchett

Design Statement: (257 Words)

Our Crosley Custom Cruiser design examines the idea that music is a universal concept, capable of connecting diverse people through time and space. We began our design where all music begins, with a musician practicing their craft. The musician, painted on the actual record, is alone at the moment, but their music (symbolized by a white line and colorful dots) flows out into the world growing larger and louder. The white line moves upward inside the case, transforming into a headphone chord which the musician uses to share their music. Our design continues to follow the white line as it flows around the sides of the case. The line transforms into sheet music, hearts, and sound waves spreading music, love, and joy world wide. Next we see the red and blue musicians "band together" to perform at a music festival. Their differences (red and blue) create a beautiful harmony (symbolized by the abundance of purple). Music flows out from the stage, unifying everyone who hears it, bathing them in love and light. This feeling doesn't stop when the concert ends because music has the power to expand exponentially creating connections that are universal. So we imagined the music continuing to flow beyond our understanding into the unknown. We painted a galaxy where music brings together diverse alien creatures at a deep space dance party. An alien DJ spins records on Crosley turn tables. Even the original two musicians are dancing in space suits. Through music they have all discovered that we are better when we "band together."



REGION 3 WINNER

CENTRAL HIGH SCHOOL (KNOXVILLE,
TN)

[Read Design Statement](#)



KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

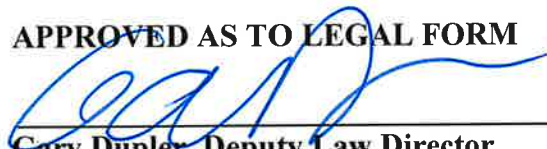
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-781

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve receipt of \$500 in grant funds from Crosley Custom Cruiser Contest for Central High School.

Cost to Knox County Schools

0

Description and Type of Funding Source

Crosley Custom Cruiser Contest

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Tennessee Foundation for Agriculture in the Classroom Grant for South-Doyle Middle School

Submitted By: Terri Coatney

Department: Academics

Division: Region 3

Explanation

Approve Tennessee Foundation for Agriculture in the Classroom Mini-Grant in the amount of \$250.00 for South-Doyle Middle School - *Recommended by Superintendent*

Fiscal Impact

Attachments

Award Notification & Application

Fiscal Note



TENNESSEE FOUNDATION FOR AGRICULTURE IN THE CLASSROOM

P.O. Box 313, Highway 412 East • Columbia, TN 38402-0313 • 931-388-7872 • 931-840-8699 Fax • www.agclassroom.org/tn

November 4, 2025

South Doyle Middle School
Attn: Jennifer Sauer
3900 Decatur Rd
Knoxville, TN 37920

Dear Jennifer,

Thank you for your application for an Outdoor Classroom Garden Mini-Grant for **South Doyle Middle School**. The plans you have submitted seem very well organized. It is obvious that you have devoted much planning and preparation time to this project. We know that it will be a success. We are pleased to approve \$250 for your project.

We are also pleased that you're working with your local agricultural advisor, volunteers and other cooperating groups as you further develop your outdoor classroom garden. They can help you by providing much experience and expertise in this area.

As always, we like to watch the progress of these gardens as they are being developed by your students during the school year. Please send pictures and a brief progress report on your outdoor classroom garden by the end of your school year.

Please remember also that we require your project to incorporate production agriculture, soil conservation best management practices and non-point water quality control.

The Agriculture in the Classroom Consultant in your area is another person to keep in mind for assistance. If you would like to contact your consultant in regard to Agriculture in the Classroom or this project, please do so at night. Your area consultant is Tanna Nicely and may be reached at (865) 804-6530.

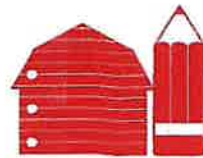
A \$250 check is enclosed, and the Knox County Farm Bureau office has been notified as well. Knox County Farm Bureau will reach out to check on your progress of your outdoor classroom project. If we can be of further assistance, let us know. We look forward to hearing from you in a few months about your progress with your outdoor classroom garden.

Sincerely,

Chris Fleming
Tennessee AITC Coordinator

Emailed: Tanna Nicely, AITC Consultant
John-Douglas Wiggins, Field Service Rep.

Michael Clifton, Agency Manager
John Jared, County President



TENNESSEE FOUNDATION FOR AGRICULTURE IN THE CLASSROOM

P.O. Box 313, Highway 412 East • Columbia, TN 38402-0313 • 931-388-7872 • 931-840-8699 Fax • www.agclassroom.org/tn

MEMORANDUM

 **COPY**

TO: KNOX COUNTY FARM BUREAU
JOHN JARED, PRESIDENT
SUMMER DANOVICH, COUNTY SECRETARY

FROM: CHRIS FLEMING, Tennessee AITC Coordinator

DATE: November 4, 2025

SUBJECT: OUTDOOR CLASSROOM GARDEN MINI-GRANT
SOUTH DOYLE MIDDLE SCHOOL
JENNIFER SAUER

We are delighted to award a \$250 mini-grant to **South Doyle Middle School** for the development of their outdoor classroom garden.

The \$250 check from the Tennessee Foundation for Agriculture in the Classroom is being mailed to South Doyle Middle School in care of the coordinating teacher Jennifer Sauer.

If we can be of any assistance to your Agriculture in the Classroom program, please let us know.

CF/sc

Enclosure

Description

Amount

OPERATING

6598

OUTDOOR CLASSROOM GARDEN PROGRAM

SOUTH DOYLE MIDDLE SCHOOL
11/03/2025

250.00

19223

11-3 OTDR

11/03/2025

THIS CHECK CONTAINS MULTIPLE FRAUD DETERRENT SECURITY FEATURES

TN Foundation for Agriculture in the Classroom
P.O. Box 313
Columbia, TN 38402-0313FIRST FARMERS &
MERCHANTS BANK87-811
641

CHECK NO.

0000006598

CHECK DATE

11/05/2025

REFERENCE NO.

OPERATING



CHECK AMOUNT

*****250.00

The
Sum of

Two Hundred Fifty Dollars and Zero Cents

Pay
To The
Order ofSOUTH DOYLE MIDDLE SCHOOL
C/O JENNIFER SAUER
3900 DECATUR RD
KNOXVILLE TN 37920
Authorized Signature

From: [JENNIFER SAUER](#)
To: [HEATHER HENDERLIGHT](#)
Subject: does this letter work?
Date: Wednesday, December 3, 2025 10:09:33 AM
Attachments: [image003.png](#)
[LOVE CREEK - HABITAT HIGH GRADIENT - WITH RIFFLES.xlsm](#)
[biorecon field sheet BLANK.xlsx](#)
[LOVE CREEK - STREAM SURVEY.xlsm](#)
[DRAFT 2025 2026 Table 10A.1a-i SONDE.xlsx](#)
[DRAFT 2025 2026 Table 10A.2a-i BACTERIA.xlsx](#)

Would this work as a recommendation letter?

From: Charissa Oglesby <coglesby@knoxvilletn.gov>
Sent: Wednesday, December 3, 2025 9:53 AM
To: JENNIFER SAUER <jennifer.sauer@knoxschools.org>
Subject: RE: SDMS Map for restoration

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Good morning,

Please see attached draft information for the current monitoring year, Love Creek is our subject. These are examples of the habitat assessment, stream survey, chemical, and bacteria parameters we sample. Any information you have in line with this would be useful.

Were you able to watch the presentation video? I looked at your inaturalist images. Most of the aquatic critters I saw were larger size. You can see in the presentation I sent you via sharepoint that some aquatic insects are quite small. The images provided were recorded using a low level microscope. If we can't determine the species with our naked eye we view it under magnification. A lot of them are very small. In the spring when the bugs "come back out" we can do an example bug sampling with your class if you wish.

I spoke with horticulture. They are fine with your project, and will alter the grounds maintenance as needed to avoid impacting any newly planted native species. I still need to get approval from parks and recreation, but don't expect them to have an objection.

Stormwater Management is always on board with public education and outreach. We support your project, and will be happy to utilize resources at our disposal to contribute to the success of this endeavor. That includes the ability to make and/or provide educational signage (as you mentioned below).

Look forward to working with you as well. Please reach out with any additional information, inquiries, or needs.

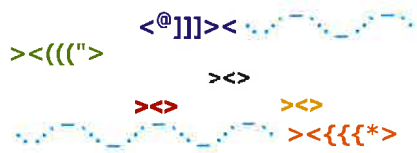
Thank you,

Charissa Oglesby, P.E., QHP

Stormwater Engineer Manager II

Office: 865-215-4321

Website: www.KnoxvilleTN.gov



From: JENNIFER SAUER <jennifer.sauer@knoxschools.org>

Sent: Tuesday, December 2, 2025 4:25 PM

To: Charissa Oglesby <coglesby@knoxvilletn.gov>

Subject: SDMS Map for restoration

1. Map: [here](#). I tried to highlight the area we will work on in the blue polygon shape with a picture that shows the bridge area where we would start. We would also want create signage that I think the city might need to approve highlighting the local indigenous plants we plant and their significance. I tried to use your map but had a hard time seeing where to do it.
2. Species recorded: <https://www.inaturalist.org/projects/iscience-south-doyle-middle-school-tva-dlia?tab=observations> (If you scroll down to 3 months you will see our findings for aquatics.)

We also do chemical testing if you have forms for that one as well.

If possible, could you email me a letter in support of the project and your role? It would help with KCS approval.

Thanks again for all your help and I look forward to working with you.

-Jen Sauer

Jennifer Sauer, Audrey Park, Erica Blagg are collectively asking for \$500.00 for the Outdoor Classroom Mini-grant for South Doyle Middle School to help maintain and build upon the existing gardens as well as support the science enrichment agricultural and environmental education curriculum. The gardens support various science standards 6-8th grade. Below is the plan for the 2025-6 school year:

1. **Time table:** Students have harvested plants used in salsa in August-September. Students are now preparing two beds for garlic, onion, and greens.
February-March: Cleaning garden beds, adding a new load of compost as we prepare for spring plants. Students will grow seeds indoors. Harvest plants by May (including garlic) and students plant warm weather plants like tomatoes that they have started indoors. Ms. Blagg is starting a rice project with her ELL students and plans to grow rice. These plants will be watered over the summer and when students return the following year will be harvested and used in science enrichment for the "science of salsa" and cantaloupe lessons. All work is done in science enrichment classes/environmental club and during our monthly Saturday work days in the garden where the community is welcome to join. We are partnering with our PTSO to add the gardens to their Beautification project. 8th graders will be adding onto our sensory garden by painting stones that line the pathways and leaving inspirational words as part of their "legacy project" for SDMS. Students will start growing plants indoors and then put in plants starting in April. In addition we hope to expand our bird watch project with a bird feeder and camera. We also will continue the chicken egg incubation project in the spring.
2. **Food production crops:** garlic, lettuces, tomatoes, cilantro, mint, onions, cucumbers, strawberries, carrots, green peppers, snap peas, kale, watermelon, sunflowers, corn
3. **Cooperating groups:** We work with the Woodlawn Neighborhood Association for maintenance and garden plant donations, Discover Life in America helps with the educational portion as we catalog the [biodiversity of species](#) found in our gardens. PTSO is helping with work days and donations of plants. The Knoxville Waste and Resources will donate a compost bin system so we can start collecting vegetable waste once a week to cut down on landfill waste. Educational opportunities to advance this work are from Tremont and the newly created Knoxville Outdoor Learning Coalition.
4. **Visuals:** Schoolyard [map](#), class instagram [photos](#).
5. **Curriculum correlation:** Science & engineering practices, Biodiversity standards for both 6th and 8th grades, 7th grade- carbon cycle, ecosystems, 6th- food webs and symbiotic relationships.

6. Funding needs: \$500.00

- Disposable cups, plates, forks for 400 students (estimate \$100)
- Food experiment supplies (\$100)
- Plants, plant starters, starting soil (\$100)
- Rice plants (\$100)
- Posters, markers for chicken Chick feed, fertile eggs and bedding (\$100)

From: [JENNIFER SAUER](#)
To: [HEATHER HENDERLIGHT](#)
Subject: Fw: [External]RE: SDMS Baker Creek Riparian zone restoration project
Date: Wednesday, November 12, 2025 9:28:14 AM

Does this suffice if done by hand?

From: Quinn Cypher <Quinn.Cypher@knoxcounty.org>
Sent: Wednesday, November 12, 2025 9:17 AM
To: Martin Pleasant <mpleasant@knoxvilletn.gov>; JENNIFER SAUER <jennifer.sauer@knoxschools.org>; Kaitlyn Klema <Kaitlyn.Klema@knoxcounty.org>
Subject: Re: [External]RE: SDMS Baker Creek Riparian zone restoration project

Dear Ms. Sauer,

Assuming that you are removing invasive species by hand, using a method that will result in minimal soil disturbance your proposed work does not require a permit from Knox County Engineering and Public Works. However, if any of the work requires the use of heavy equipment or soil disturbance that would cause sediment to enter the creek, please reach back out and we can look into what permits are needed.

It is my opinion that the work you are performing would not necessitate an Aquatic Resource Alteration Permit from TDEC as it does not constitute an alteration to Waters of the State. For your reference, I've copied the explanation of who needs an ARAP permit from TDEC's website.

This sounds like a great project. Please let us know if you need any advice or other support. If you are looking for riparian plant recommendations we did a creekbank repair project on Loves Creek and the plants that we used are listed on this storymap: <https://arcg.is/1LPzey0>

Kind Regards,
Quinn

"Persons who wish to make an alteration to a stream, river, lake or wetland must first obtain a water quality permit. Physical alterations to properties of waters of the state require an Aquatic Resource Alteration Permit (ARAP) or a §401 Water Quality Certification (§401 certification). Examples of stream alterations that require a permit from the Tennessee Division of Water Resources (division) include:

*Dredging, excavation, channel widening, or straightening
Bank sloping; stabilization*

Channel relocation

Water diversions or withdrawals

Dams, weirs, dikes, levees or other similar structures

Flooding, excavating, draining and/or filling a wetland

Road and utility crossings

Structural fill"

--Source: <https://www.tn.gov/environment/permit-permits/water-permits1/aquatic-resource-alteration-permit--arap-.html>

Sounds like a good project

Quinn Cypher

Stormwater Compliance Manager

Engineering and Public Works

205 West Baxter Avenue

Knoxville, TN 37917



From: Martin Pleasant <mpleasant@knoxvilletn.gov>

Sent: Tuesday, November 11, 2025 8:12 AM

To: JENNIFER SAUER <jennifer.sauer@knoxschools.org>; Quinn Cypher <Quinn.Cypher@knoxcounty.org>; Kaitlyn Klema <Kaitlyn.Klema@knoxcounty.org>

Subject: [External]RE: SDMS Baker Creek Riparian zone restoration project

Hi Jennifer,

Sounds like a great project! I have copied Quinn Cypher and Kait Klema with Knox County. They should be able to provide the initial approvals you need.

Cheers,

Marty

Martin Pleasant P.E.

Stormwater Engineer

Development Services

Phone: 865-985-3258

Website: www.KnoxvilleTN.gov



From: JENNIFER SAUER <jennifer.sauer@knoxschools.org>

Sent: Monday, November 10, 2025 5:10 PM

To: Martin Pleasant <mpleasant@knoxvilletn.gov>

Subject: SDMS Baker Creek Riparian zone restoration project

Good evening,

I am applying for some funding to do a Baker Creek Riparian zone restoration project at SDMS. I was hoping you could help me find the right people to talk to get approval before I can get pre-approval at KCS. Below is the message I go from KCS.

"I have no issues with the project, as long as SDMS Administration coordinates all aspects of the proposed work with both Knox County Engineering & Public Works and the Tennessee Department of Environment & Conservation (TDEC) prior to proceeding." - Douglas Shover, Executive Director, Facilities and New Construction Department

This is the initial proposal I have: The Riparian zone creek restoration project would be a yearlong process with multiple partners. Students, community members, and experts would be a part of the process as we make a long term plan, pull invasive species and replant with beneficial native plants. As our school's mascot is the Cherokee, we would also like to honor that by working with the Eastern Band of the Cherokee Indian Extension office to find Cherokee culturally significant plants like river cane and sochan that would do well in the area. We hope to create long lasting signage that highlights these important plants along the pathways that would be educational and accessible to students and the community.

Any suggestions are welcomed- thanks!

Jen Sauer

Jennifer Sauer

Preferred pronouns: she/her

Green STEM Environmental Science 6-8

日本語クラブ sponsor

South Doyle Middle School

I respectfully acknowledge that I live and work on the ancestral territories of the Tsalagi peoples (now Eastern Band of Cherokee Indians, Cherokee Nation of Oklahoma, and United Keetoowah Band of Cherokee Indians) and Tsoyaha peoples (Yuchi, Muscogee Creek).

>>>CAUTION<<<

This message originates outside of the Knox County email system. Use caution if this message contains attachments, links or requests for information.

This message, including any attachments, is for the sole use of the intended recipient(s) and may contain personal, private, or confidential information as defined by Tennessee and/or federal law. If you are not the intended recipient, please contact the sender and destroy all copies of the original message. If you cannot reach the person who sent this message to you, please provide only your name and contact information to the Knox County Privacy Officer at privacy@knoxcounty.org . Knox County is not responsible for errors or omissions in this message. Any personal comments made do not necessarily represent the views of Knox County.

December 1, 2025

Ms. Sauer,

This letter is your pre-approval to seek grant funds for South Doyle Middle to attend the Tremont institute and for a native plants garden bordering the school grounds.

Final approval of any programming taking place within Knox County Schools is contingent upon acceptance by your principal/supervisor and/or appropriate curricular leads.

It is highly recommended that all applications for funding be developed in conjunction with the KCS Grants Department. All projects involving Facility changes should first complete and submit the FA100 form.

All grant awards must be formally reviewed and accepted by the KCS Board of Education. Receipt of grant application pre-approval does not guarantee award acceptance. This pre-approval should be included alongside the grant narrative and budget on the district routing form when seeking Board approval after funds are awarded. Further, any research, whether grant funded or not, requires separate approval from the KCS Research Committee. Any grants including the purchasing of assets should seek input from the Asset Property Manager (assetmanager@knoxschools.org) to ensure proper procedures are followed.

Please contact me at 865-594-8080 if you need further assistance with this or any funding needs.

Best Wishes,



Heather V. Henderlight
Grant Development | Project Management

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-782

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve receipt of \$250.00 in total grant funds for South Doyle Middle School.

Cost to Knox County Schools

0

Description and Type of Funding Source

Tennessee Foundation for Agriculture in the Classroom

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

9. D.

Meeting Date: 01/08/2026

DOW Gives Grant for West High School

Submitted By: Terri Coatney

Department: Academics

Division: Region 1

Explanation

Approve DOW Gives Grant in the amount of \$23,000.00 for West High School

- *Recommended by Superintendent*

Fiscal Impact

Attachments

Award Notification & Application

Fiscal Note

De: Drew Thurman <Drew.Thurman@knoxcounty.org>

Enviado: Friday, October 3, 2025 4:48:33 PM

Para: NATHANIEL KENNER <nathaniel.kenner@knoxschools.org>

Cc: Shane Phillips (ShaneAPhillips@dow.com) <ShaneAPhillips@dow.com>; Drew Thurman <Drew.Thurman@knoxcounty.org>

Asunto: Dow Gives Grant Award Notification

Congratulations. Your proposal to the Dow Gives grant program has been selected for funding this cycle. We received many thoughtful applications, and the review process was very competitive.

Your project was evaluated using the published criteria and considered in terms of how well it aligned with Dow's Global Citizenship Initiatives, which include Thriving Communities, STEM & Skilled Trades, and Sustainability.

You can expect to hear from either Shane (copied) from the local site or from Dow's Global Citizenship team at Corporate about next steps for funding, reporting, and visibility. If you are not contacted within the next couple of weeks, please reach out to Shane.

Thank you for the important work you do to improve our community. We look forward to seeing the impact of your project.

Sincerely,
Drew Thurman
President, Community Advisory Panel (CAP)
Chair, Dow Gives Grant Committee

CC: Shane Phillips, (Dow Knoxville CAP liaison)

Drew Thurman
Capital Planning | Floodplain Management
Knox County Engineering and Public Works
Office: 865-215-5821
Mobile: 865-382-7476
205 West Baxter Avenue
Knoxville, TN 37917
Drew.Thurman@knoxcounty.org



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Your Submitted Application

The application you previously submitted appears below. No further changes may be made to this application. Click here to [return to the Welcome page](#).

Contact Information

Salutation Mr.

First Name Nathan

Last Name Kenner

Title Engineering and Robotics Teacher

Address 3300 Sutherland AVE

City Knoxville

State Tennessee

Province

Zip 37919

Country United States

Telephone 8659636675

E-mail Address nathaniel.kenner@knoxschools.org

Organization Information

Legal Name West High School

Doing Business As (DBA)

Address 3300 Sutherland AVE

City Knoxville

State Tennessee

Province

Zip 37919

Country United States

Website Address <https://tn01917079.schoolwires.net/wesths>

Mission Statement West High School provides a safe, respectful, and student-centered learning environment that fosters open-minded and engaged learners.

We strive to provide students with a broad, international approach to education centered on research-based and data-driven instruction.

Current Board Members Dr. Ashley Speas- Knoxville, TN, USA

Dr. Jon Rysewyk- Knoxville, TN, USA

Katherine Bike- Knoxville, TN, USA

Additional Board Members

Request Information

Nearest Dow Site ----NA - Tennessee - Knoxville

Program/Project Title Authentic Engineering and Manufacturing Experiences for High School Engineering Students

Program Type Education: K-12

Program/Project Start Date 10/1/2025

Program/Project End Date 5/25/2026

Amount Requested from 23000.00 USD
Dow

Currency USD - US Dollar

Statement of Need The West High School Engineering program is seeking to purchase a CNC plasma cutter as well as environmental safety equipment and laptops. We hope to be able to serve our communities as a primary supplier of engineering and manufacturing services, working to better our neighbors while becoming financially sustainable through leveraging fundraising efforts alongside these community improvements. We currently own and operate CNC milling tools, 3D printers, and a variety of other tools often seen in K-12 education today. However, we have a few critical needs to be able to effectively transition from just learning how to use a tool towards being contributors to our local communities. In order to operate a manufacturing facility in our school, we need: large format metalworking tools, environmental health and safety tools, and robust computer terminals.

One of our local business partners has identified that they currently spent over \$200K/year in custom parts manufacturing that they would happily shift to support for our school if we could create their parts for them. Many of their parts are steel tubing or sheet and would require us to own a plasma or waterjet cutter. This story is not unique, and we could use these tools and fundraising efforts to further support our local community and engage our students in STEM-related career experiences early and often in their high school careers.

We also seek to purchase equipment to provide a cleaner, more functional workshop for our students. We hope to be able to reduce the level of particulate in the air and provide clean water stations to the students.

Lastly, we seek to provide our students with classroom laptops that are capable of running engineering softwares so the students are no longer tied to our limited desktop terminals in the workshop space. The existing computers

gatekeep students from using our tools due to difficulty accessing and frequent software crashes

Project Details We are seeking to create engineering and manufacturing products for our local community business partners. We already create small (8x8x1/2" steel, 2x4' wood, 3D printed plastics, etc.) products for partners including the development of a boat hook for river cleanup projects, keychains and other giveaway merchandise, and systems such as a speaker mounting assembly for our band program that reduces their cost by 4x for equivalent OEM products.

In order to expand our work to authentic engineering products, we aim to: (1) be able to process large format sheet metal using the CNC plasma cutter table noted, (2) better reduce our operating costs with the horizontal bandsaw instead of purchasing stock at nominally final dimensions, and (3) improve the student experience and expediting time-to-talent rates by increasing the environmental air quality with the air filtration systems and giving students access to capable computer devices within our shop space.

We are in need of the purchased products in order to fully realize these goals. Further, we have a 3 year plan to use this as a threshold event for creating a sustainable relationship with our neighboring businesses, providing them with engineering and manufacturing services in return for their continued investment, financially and in-kind, in our engineering program.

Our plan is to purchase the budgeted items so that we can implement more frequent and more robust manufacturing tasks that we will then use as marketing tools for engaging with our local communities and existing partners. Students will use these experiences to gain experience in metalworking, CNC, project management, GD&T and other QC topics, and more. Plans continue outside the scope of this grant, including the development of our own fiber laser and a 4th axis attachment for a plasma cutting table.

Project Budget **Files (1)**

Plasma Cutter Table BOM - Submitted 2025 BOM... .pdf



(43.4 K), uploaded by Nathan Kenner on 9/14/2025.

- Expected Goals
- (1) Develop students that are capable of creating robust, authentic engineering and manufacturing products for their communities.
 - (2) Provide workforce development services to the Knoxville area community
 - (3) Increase the environmental health and safety of our engineering workshop at West High School and train our students on the value of environmental controls
 - (4) Increase financial sustainability of the West High Engineering program by reducing our reliance on donations and grants through increased abilities to provide services to our neighboring businesses
 - (5) Provide more access to more students through an increase in the possible manufacturing tools they can learn as well as adding the capacity for students to use robust computer terminals without needing to purchase them themselves

- * Measurement & Evaluation
 - (1) The development of a plasma cutting program at West High School. Measurables include products developed and produced for surrounding community members.
 - (2) Student development as contributing members of their communities. Measurables include products developed, student portfolios, and community feedback surveys.
 - (3) Impact on the greater Knox County Schools system, including increasing opportunities for student mentorship and providing services to the school system that are otherwise cost-prohibitive. Measurables include developing high school students as mentors, tour guides, and team leaders for younger students as well as products implemented for educational purposes in teachers' classrooms.

- * Sustainability/Long-Term Strategy

We intend to use this project as a part of our continued push to reduce our reliance on grants and donations. We want to provide as authentic of an experience for our students to be practicing engineers as possible. Further, we want our students to add value to their communities,

instead of only asking for funding each year. We seek to use these manufacturing tools to increase our ability to develop a true in-house business with our students where they are creating products in return for financial or in-kind donations from our neighboring communities.

* Third-party Partners Yes

Identify each third-party partner and how they were selected. Macawber Engineering, Inc. - Existing relationship

Other Sources of Funding No

Tangible Benefits No

Are you a current employee of Dow or one of its affiliates? No

Inclusion and Diversity

Non-Discrimination Statement Yes, we agree with the statement above.

Volunteers Yes

Please describe volunteer opportunities. DOW and its employees are welcome to travel to our site for consultation on best practices, for work shadows for our students, to present on or provide tours of the value of engineering and manufacturing tools at DOW, or as consulting experts for product development. We are also always open to providing services to anyone who would like to receive engineering or manufacturing work from our students. These experiences with practicing professionals are critical to our students' time-to-talent rate and retention within our local community.

Payment Method ACH (Preferred by Dow, in the U.S. Only)

Bank Name & Location Home Federal Bank, 5538 Kingston Pike, Knoxville, TN, 37919

Organization Name on Bank Account West High School

Account Number xxxxxx5104

Routing Number 264271390

Additional Comments Updated 10/22/25

Assurance Statement

Assurance Statement I agree
Agreement

[Need Technical Support?](#)

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Item	Component name	Category	Manufacturer	Vendor Link	Unit Cost	# of Parts	Total Cost
1	Langmuir Crossfire PRO with Plasma Cutter, consumables, and shipping	Metalworking Tools	Langmuir and Hypertherm	https://www.langmuirsystems.com/pro#order	\$8,000.00	1	\$8,000.00
2	Stock Supply for product startup, 3-12 mm thick steel	Metalworking Tools	Metal Supermarkets	https://www.metalsupermarkets.com/product/mild-steel-sheet-cold-rolled/	\$3,000.00	1	\$3,000.00
3	Laptops	Engineering Comput...	Dell	https://www.dell.com/en-us/shop/dell-laptops/dell-pro-16-plus-laptop/spd/dell-pro-pb16250-laptop/bts102_pb16250_usx?directTo=SOC	\$1,449.00	4	\$5,796.00
4	Air Compressor Hose	Metalworking Tools	Husky	https://www.homedepot.com/p/Husky-3-8-in-x-50-ft-Open-Face-Hybrid-Hose-Reel-with-Hose-AHR-3001/318395633?MERCH=REC_-fbt_test_-300776474_-2_-n/a_-n/a_-n/a_-n/a	\$99.98	1	\$99.98
5	Air Compressor	Metalworking Tools	Campbell Hausfeld	https://www.homedepot.com/p/Campbell-Hausfeld-10-2-CFM-3-7-HP-230-Volt-1-PH-VT6195-50-Gal-Electric-Vertical-Single-Stage-Stationary-Air-Compressor-VT6195/300776474	\$1,000.00	1	\$1,000.00
6	Horizontal Bandsaw	Metalworking Tools	Jet	https://www.lowes.com/pd/JET-6-in-10-Amp-Stationary-Band-Saw/501585441	\$1,329.00	1	\$1,329.00
7	Air Filtration Systems + Freight	Environmental Control	Grizzly	https://www.grizzly.com/products/grizzly-heavy-duty-double-air-filter-with-remote-control/g9956	\$719.00	2	\$1,438.00
8	Electrical upgrades, (junction boxes, disconnects)	Ancillary Services	Various		\$500.00	1	\$500.00
9	Replacement Filters	Environmental Control	Grizzly	http://grizzly.com/products/grizzly-merv-10-disposable-primary-filter-g9956-h2935-h2936-h2452	\$32.95	4	\$131.80
10	Pneumatic Components, (pipe, fittings, LOTO valves,	Ancillary Services	Various		\$150.00	1	\$150.00
11	Bandsaw Blades	Metalworking Tools	Jet	https://www.lowes.com/pd/WEN-72-in-L-X-3-8-in-W-X-6-Tol-Bi-Metal-Universal-Blade/5013674737	\$14.29	4	\$57.16
12	Replacement Second Stage Filter	Environmental Control	Grizzly	https://www.grizzly.com/products/grizzly-1-micron-washable-secondary-filter-g9956-h2451	\$82.95	2	\$165.90
13	Air Filter Installation Hardware	Environmental Control	Various		\$150.00	1	\$150.00
14		Ancillary Services	Various		\$1,182.16	1	\$1,182.16
22	TOTAL						\$23,000.00



**The Dow Chemical Company Foundation
Dow Gives Community Grants Program
Seadrift Operations, Seadrift, TX**

Frequently Asked Questions (FAQ)

What is the Dow Gives Community Grants Program?

The Dow Gives Community Grants Program is an annual competitive grant program designed to support social, economic, or environmental projects that contribute to long-term success in the communities in which Dow operates and in which the majority of Dow employees live. Applicants must be charitable or non-profit organizations (have a 501(c)(3) non-profit tax designation) or be municipal or government agencies. Faith-based organizations are welcome to apply provided their projects benefit the community as a whole and not just their organization membership, and do not promote one religion over others. A committee of Dow employees and community members will select the successful projects. Non-profit organizations applying for a community grant are eligible to apply for up to \$7,500.

Why is Dow providing this program?

Dow values the opportunity to provide financial support to communities in which the Company has a presence. With great demand for contributions, Dow wants to target its funding in the areas that will have the greatest long-term, positive impact for community members.

Who may apply for the grants?

Certified 501(c)(3) non-profit organizations, municipalities, county, governmental or state agencies or faith-based organizations in Calhoun and Victoria Counties. K-12 schools in this area are welcome to apply.

How will organizations apply for the grants?

Interested applicants can go to:

<https://www.dow.com/en-us/about-dow/locations/texas/seadrift/community-success> and click on Submit an Online Grant Application to access the application. You will be asked to create an account if you are a first time user of the online system, or you can log in using your email address and password if your account already exists. **NOTE: K-12 schools applying for an education grant MUST note "Education Grant" in the project title to ensure it gets included in the appropriate selection process.**

Applications will be accepted beginning Monday, August 13th.

The deadline to apply is Sunday, September 30th at 12 a.m. EST (11 p.m. CST)

What kinds of projects are most likely to be funded?

Preference will be given to projects that:

- Are one-time project costs
- Provide long-term, measurable community benefits
- Meet an identified community need, particularly in the areas of Classroom to Career, Educator Empowerment, Community Well-Being, Energy Efficiency and Affordable Housing, Increase Food Productivity & Prevent Waste and Water Access & Reuse.
- Are from organizations that are financially well administered and organized
- Demonstrate good planning and support from the community

- Encourage the participation and involvement of Dow employees and retirees
- Provide a well-researched budget
- Can complete the project with the funds from Dow – do not need to continue to do additional fund raising

It is EXTREMELY important to provide a complete budget that specifies the costs for which the community grant would be used. Without this information, the application will be considered ineligible.

What type of projects may be submitted?

This funding is directed at specific project costs that relate to long-term sustainable initiatives. It is not intended to provide ongoing operational funding. Projects must provide positive community impact in at least one of the following areas: Classroom to Career, Educator Empowerment, Community Well-Being, Energy Efficiency and Affordable Housing, Increase Food Productivity & Prevent Waste and Water Access & Reuse.

- **Classroom to Career** - Ignite interest and enhance preparedness for students in science, technology, engineering and math (STEM) fields through employee engagement and strategic partnerships. Support successful career pathways, from university partnerships to skilled trades to leadership development.
- **Educator Empowerment** - Partner with educators to build STEM teaching and leadership skills. Support educators through employee engagement inside and outside of the classroom.
- **Community Well-Being** - Enable economic development, sustainability, and education leading to socially healthy and resilient communities, while also encouraging self-sufficiency.
- **Energy Efficiency & Affordable Housing** - Increase the energy efficiency of new and existing buildings to reduce energy consumptions; and ensure access to safe affordable shelter for those in need.
- **Increase Food Productivity & Prevent Waste** - Increase agricultural yields and productivity, and provide value chain solutions to preserve food and prevent waste.
- **Water Access & Reuse** - Provide safe, clean drinking water to populations who currently lack access; preserve, clean-up and reuse precious water resourced through innovative solutions.

What type of organizations are ineligible to apply and compete for community grants program funding?

Ineligible organizations include: for-profit businesses, organizations with restricted memberships, individual sports teams, political organizations or candidates, labor unions, homeowners associations or individuals.

I received a Dow Gives Community Grant last year. Can I apply again this year?

Yes, as long as your project meets the eligibility requirements and you have completed your previous Dow Gives Community Grants project.

My non-profit group is trying to build a new community center. We need a total of \$100,000 and Dow is the first organization we've approached for funding. Are we eligible?

Not at this time. When you secure the remaining funds required, you may apply for consideration in the Community Grants Program. This helps ensure that the funding provided through this program will be utilized as outlined in the project proposal and the funds go to community groups that have researched their project and already secured other community support as required.

Can schools apply?

The Dow Gives Community Grants Program allows K-12 public schools in Victoria and Calhoun counties. Private and Parochial schools in the area are also eligible to apply.

What kinds of things should I refrain from including in my Dow Gives Community Grant program application?

Do not apply for expenses or costs that requiring ongoing funding, including:

- Rent and utilities
- Salaries – including labor and consulting fees (e.g. engineering, architecture)
- Food
- Office supplies and equipment
- Travel expenses
- Advertising
- Fund raising events, giveaways or prizes
- Scholarships
- Dues and memberships
- Training expenses
- Lobbying expenses
- Other non-tangible, non-reusable costs that require ongoing funding in order to continue the project
- In accordance with the guidelines of The Dow Chemical Company Foundation, vehicles and other modes of transportation do not qualify for funding

Why doesn't Dow fund operating expenses?

The Dow Gives Community Grants Program and Dow Gives Education Grants Program is subject to the guidelines of The Dow Chemical Company Foundation, which requires that funding be provided to sustainable community projects and not those that require on-going operational funding. This allows Dow to spread out the benefits of the Dow Gives Community Grants Program and Dow Gives Education Grants Program to a variety of organizations annually and avoids the possibility that an organization has to suspend an important program if it does not secure Dow funding through this competitive program.

Can organizations with religious affiliations apply?

Yes, provided the benefits of their projects are available to all community members and not restricted to the organization's membership or congregation. As well, projects cannot promote one religion over others. For example, a community food bank construction project may be eligible, but the construction of a youth center associated with a particular church or religion would not.

My organization needs a new van. Would we be able to apply for funding?

No. The Dow Chemical Company Foundation guidelines do not allow for the funding of projects related to transportation.

How are the recipients selected?

The recipients are chosen by a Selection Committee made up of both Dow employees and community members. Each committee member reads all the applications and scores them based on how well they meet the grant criteria. Then they meet to discuss their scores and determine the funding allocations.

I'm a volunteer with my organization and not a professional grant writer. Will we have any chance of getting funding?

As long as you complete the application fully and provide all the information needed for the Selection Committee to make a decision, it doesn't matter if you are a professional grant writer or not. The most important thing is to read the application carefully, fully answer all the questions and provide a detailed budget of how the funds will be spent.

If we are successful, how long do we have to complete the project?

All projects must be completed by August 1, 2019 and a report must be provided to Dow. If the project cannot be completed within this time frame, a discussion with Dow representatives must be conducted to determine next steps. As well, organizations with unfinished grant projects are not eligible for further Dow funding until the project is complete.

What is the maximum dollar amount I can apply for?

For community grant applications your organization can apply for a maximum of \$7,500.

What if my organization only needs a portion of the total grant available? For example, what if we only need \$3,500 instead of \$7,500?

Funding requests that are less than the total amount of the available grants are welcomed, as they allow Dow to increase the number of projects that can be funded.

In addition, the Selection Committee may choose not to give an organization the full amount they have requested if they feel there are portions of the request that do not meet the program criteria.

Is there a limit on the number of grants for which an organization may apply? Why?

Dow will accept only *one application per organization*. If an organization applies for more than one grant, regardless of grant amount, the organization will be disqualified for consideration for all grants for which it has applied. This is because the Community Grants Program is intended to maximize the distribution of funding from Dow to the areas in which it provides the highest value to communities. Each submitting organization, therefore, is asked to prioritize its projects and submit only one application per year for the program that provides the greatest impact and meets the greatest need.

What is the deadline for submission of an application?

Application submission deadline is Sunday, September 30, 2018 at 12 a.m. EST (11 p.m. CST)

How do I obtain additional information about the CGP?

Additional questions about the Dow Gives Community Grants Program may be directed to Dow Community Relations at (361) 553-3058.

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

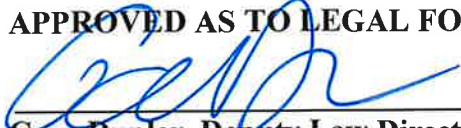
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-783

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/18/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve receipt of \$23,000 in total grant funds from DOW Gives for West High School.

Cost to Knox County Schools

0

Description and Type of Funding Source

DOW Gives

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

9. E.

Meeting Date: 01/08/2026

Mr. Holland's Opus Foundation/Morgan Wallen Foundation Grant for West High School

Submitted By: Terri Coatney

Department: Academics

Division: Region 1

Explanation

Approve Grant Acceptance Agreement with Mr. Holland's Opus Foundation for grant of musical instruments valued at \$38,717.00 to West High School funded by the Morgan Wallen Foundation - *Recommended by Superintendent*

Fiscal Impact

Attachments

Agreement, Award Notification & Application

Fiscal Note



GRANT ACCEPTANCE AGREEMENT

Thoroughly review this agreement, then sign and return no later than **December 1, 2025**. Failure to do so may result in the cancellation of this award.

It is agreed that the **Mr. Holland's Opus Foundation's ("MHOF" or "Foundation")** award of musical instruments, equipment, and related accessories outlined on Attachment A and their acceptance by **West High School of Knox County Schools in Knoxville, Tennessee ("Grantee")** is subject to the following terms and conditions:

1. The award is made in support of music education at West High School and not to any one or more teachers employed at West High School. Transfer or loan of the donated instruments to a different school, including a different school in Knox County Schools is expressly prohibited, even in the case of music teacher turnover.
2. The grantee must complete a Receipt of Donated Instruments form when donated instruments arrive and have been inspected (to be completed by the music teacher, this form will be emailed to them).
3. If lending donated instruments to students for at-home learning / practice, teachers will execute a loan contract with guardians and implement regular inspection / accountability measures to ensure the instruments will be properly handled, stored, maintained and protected from damage or loss.
4. Teachers will thoroughly inspect all donated instruments upon receipt and notify the Foundation within 15 business days of the delivery if any instruments are damaged or defective. Teachers should retain any packaging materials for damaged instruments.
5. Include the donated instruments (makes, models and serial numbers) on the school/district's master inventory list for tracking and accountability purposes. It is highly recommended that the instrument inventory numbers assigned to the donated instruments include the letters "MHOF" for easy identification should an inventory check be conducted in the future.
6. Store instruments in a safe and secure designated area and undertake normal maintenance of the instruments to keep them in good repair.
7. Notify the Foundation in the future if the music teacher signing this agreement is no longer teaching at this school and provide the name, phone and email of the replacement teacher.
8. Notify the Foundation if the awarded music program is discontinued, or if donated instruments are not being used, and return all instruments to the Foundation within 60 days, at the school and/or school district's expense.
9. Provide photographs and/or videos of students and/or teachers with the donated instruments, and quotes or letters from the teacher, principal, or students, verifying that permission has been granted by the participants for their use by the Foundation and any other stated benefactor.
10. Credit Mr. Holland's Opus Foundation and any other stated benefactor in any promotion of this grant, including press releases, printed programs, interviews, social media, etc.
11. The Mr. Holland's Opus Foundation reserves the right to rescind this grant if West High School or Knox County Schools fails to fulfill its obligations as provided herein. If the grant is rescinded, all of the instruments must be

promptly returned to The Mr. Holland's Opus Foundation. All return shipping expenses shall be paid by West High School or Knox County Schools.

By their signatures below, Principal Ashley Speas and Music Teacher Rachel Pena of West High School (i) acknowledge that they have read and understand this Grant Acceptance Agreement and (ii) agree to all terms as provided in this Grant Acceptance Agreement.

By their signature below, Superintendent Dr. Jon Rysewyk, or by/through their delegated signature authority, of Knox County Schools, (i) acknowledges that they have read and understand this Grant Acceptance Agreement and (ii) agrees to all terms as provided in this Grant Acceptance Agreement.

For the grantee:

Print Name

Ashley Speas

Signature

Ashley Speas

Principal, West High School

Date:

11/17/2025

Print Name

Rachel Pena

Signature

[Signature]

Rachel Pena (Nov 14, 2025 16:09:39 EST)

Music Teacher, West High School

Date:

11/14/2025

Print Name

Signature

Superintendent, Knox County Schools

Date:

For the Mr. Holland's Opus Foundation:

Print Name

Todd Shipley

Signature

Todd H. Shipley

Program Director, Mr. Holland's Opus Foundation

Date:

11/14/2025**School Tax EIN Number:**62-1514781

ATTACHMENT A:**LIST OF DONATED MUSICAL INSTRUMENTS, EQUIPMENT, AND RELATED ACCESSORIES**

The Mr. Holland's Opus Foundation awards the following-musical instruments, equipment, and/or accessories to the aforementioned school listed on page one of this grant acceptance agreement.

Quantity	Make/Model	Type	Retail Each
2	Eastman/VB8012SBC	Double Bass (1/2 Size)	\$4,092.00
1	Eastman/VB8034SBC	Double Bass (3/4 Size)	\$4,092.00
4	Eastman/VC8044SBC	Cello (4/4 Size)	\$1,742.00
3	Eastman/VC8034SBC	Cello (3/4 Size)	\$1,742.00
8	Eastman/VL8044SBC	Violin (4/4 Size)	\$834.00
1	Eastman/VL8034SBC	Violin (3/4 Size)	\$834.00
5	Eastman/VA8015SBC	Viola 15"	\$963.00
2	Eastman/VA8014SBC	Viola 14"	\$963.00

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

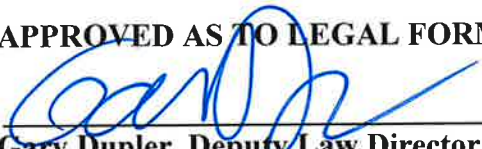
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-784

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025

<keith.wilson@knoxschools.org>; THERESA NIXON <theresa.nixon@knoxschools.org>;
HEATHER CASTEEL <heather.casteel@knoxschools.org>
Cc: Todd Shipley <todd@mhopus.org>; Cecilia Garcia <cecilia@mhopus.org>
Subject: Re: Morgan Wallen Foundation: Holiday Instrument GRANT (West High School)

Hello!

I cannot believe my eyes! I am in absolute shock! What a joy it is to receive these instruments and know that they will bring music to life for generations at West High School.

Please receive our deepest gratitude!

Thank you,

Rachel Peña

BMS Orchestra Director
Bearden Middle School

Knox County Schools
rachel.pena@knoxschools.org
@kcsrachelpena

From: Kathleen Flaherty <kflaherty@k21.com>
Sent: Thursday, November 13, 2025 6:01 PM
To: RACHEL PENA <rachel.pena@knoxschools.org>; ASHLEY SPEAS <ashley.speas@knoxschools.org>; Superintendent Dr. Jon Rysewyk <superintendent@knoxschools.org>; ANGIE MESSER <angie.messer@knoxschools.org>; CARLY HARRINGTON <carly.harrington@knoxschools.org>; KEITH WILSON <keith.wilson@knoxschools.org>; THERESA NIXON <theresa.nixon@knoxschools.org>; HEATHER CASTEEL <heather.casteel@knoxschools.org>
Cc: Todd Shipley <todd@mhopus.org>; Cecilia Garcia <cecilia@mhopus.org>
Subject: Morgan Wallen Foundation: Holiday Instrument GRANT (West High School)

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Dear Dr. Speas and Ms. Pena,

Congratulations from [Morgan Wallen Foundation](#).

We support programs for youth in the areas of sports and music, and we are THRILLED that you have been selected to receive a donation of musical instruments as part of our

Holiday 2025 Grant Program.

West High School's music program will be receiving **\$38,717** worth of instruments:

- 2 Double Bass (1/2 Size)
- 1 Double Bass (3/4 Size)
- 4 Cellos (4/4 Size)
- 3 Cellos (3/4 Size)
- 8 Violins (4/4 Size)
- 1 Violin (3/4 Size)
- 5 Violas (15")
- 2 Violas (14")

Next Steps:

1. You will receive a follow-up email from the team at [Mr. Holland's Opus Foundation](#) (MHOF). MHOF is administering this grant for the Morgan Wallen Foundation.

Thank YOU for your dedication to nurturing the next generation of musicians.

Kind regards,

--

Kathleen Flaherty, Executive Director

[Morgan Wallen Foundation](#)

[310.490.9118](#)

From: [RACHEL PENA](#)
To: [HEATHER HENDERLIGHT](#); [ANGIE MESSER](#)
Subject: Fw: Potential Support for West HS
Date: Monday, November 24, 2025 10:21:57 AM
Attachments: [image001.png](#)
[Outlook-rbxu4tor.png](#)
[Outlook-eej4k52d.png](#)
[Outlook-4garittw.png](#)
[Outlook-gndzrmaz.png](#)
[Outlook-5b50oiko.png](#)
[Outlook-2tked2fz.png](#)
[Outlook-guvvw2i0.png](#)
[Outlook-lvqnrvkv.png](#)
[Outlook-ntus2y1f.png](#)
[Outlook-hffi0q5u.png](#)

Please see below.

Thank you,

Rachel Peña



From: RACHEL PENA <rachel.pena@knoxschools.org>
Sent: Thursday, April 17, 2025 11:36 AM
To: Todd Shipley <todd@mhopus.org>
Subject: Re: Potential Support for West HS

Hello,

Thank you for your response, Mr. Shipley! I can't believe I am talking to you again, what a joy! Yes, I like the alternations you have made and I am grateful for your consideration and continued support.

I have included the answers to your questions below. Please let me know if you have any questions.

1. Your background:

- **How long have you been at this school?** *I am now completing my 4th year at Bearden Middle School where in collaboration with admin, music department staff, students and the community in general we have built the orchestra program from 30 students in its first year to 150 currently. In that time we have worked arduously with community partnerships to get support for the program which serves students of all socio-economic backgrounds.*
- **How many years have you been teaching overall?** *I have been teaching now for 21 years.*
- **Do you plan to return to this school for the 2025–26 school year?** *Yes, I will return for the next school year 25-26*

2. Program overview:

- **Briefly describe your school's music program and your role in developing it.** *Our program at BMS works with students grades 6-8 where they learn string playing skills from the beginning and without previous experience in most cases. Students participate in daily class, play in concerts and participate in other activities such as community recruitment and districtwide events such as KCS Honors Orchestra where students from our program won 3 out of the possible 5 principal chairs after auditions. Students at West HS will be from grades 9-12 and will have varied backgrounds in music, many with experience and some without. This will be accounted for in repertoire selection. I will focus on laying a solid musical foundation during our first year there. The most important thing that will get the West High School Orchestra program off to a good start and established is the relationships I have built over the years with my students and their families at Bearden Middle School. It is my current and former students at West who have already begun to sign up for orchestra. West HS will be the continuation of the successful work I have done in the MS. Students know they can expect a teacher that will hold them to a high standard with kindness and support and that together we will strive for excellence in our musical work and the development of important life skills such as discipline, commitment and resilience.*
- **My most recent success story** that touched me deeply was when the counselors at West High School began reading to me the names of the students who had signed up for orchestra and most were all names I recognized from former and current students. Being with a teacher and their program for 3 years and then signing up for more is an incredible vote

of confidence and a compliment to a job well done. They also went into detail about how excited students were to hear that orchestra was coming to WHS.

- **What are some current challenges or barriers you're facing?** *The biggest challenge I am facing currently is having enough instruments for the orchestra, especially the lower strings. Furthermore, I will have to work hard to attend to the needs of students in both buildings.*

3. Enrollment details:

- **What is your current student enrollment by grade or course?** *BMS 6th grade: 49, BMS 7th grade 68, BMS 8th grade 30. Students going to West who have not signed up for orchestra are the ones that asked for a transfer elsewhere like L & N Academy because they want to study science more in depth. However, some are transferring to West just to continue orchestra from other schools including private ones, when they heard there would be an orchestra program. I will see them for 1 hour and a half every other day, because West HS has an A and B schedule, so the same is true for all other non-core classes. I have built in planning time during my day to return to West as needed on a day when I don't have class there.*

4. Looking ahead:

- **If available, provide projected enrollment numbers for the 2025–26 school year (by grade or course).** *We are expecting 50 sixth graders, 50 7th graders and 70 8th graders, bringing the total to 170 at the MS. We are expecting about 40 students in the HS as our beginning year long class, going from current numbers and transfers currently being worked on.*
- **Have there been any major changes in recent years (positive or negative) that have affected your program?** *We have not had any changes that have negatively impacted the program and the program continues to grow.*

5. Sustainability of the grant:

- **Will you be able to safely and securely store the instruments requested?** *Yes, I am writing a grant with the city council to obtain racks for storage. We have also identified a room where instruments will be safely stored.*
- *I am happy to share that BMS has a very low incidence of broken instruments and needed repairs. We have had 2 minor incidents and one big one in 4 years. Caring for instruments properly is deeply instilled in our students from the very beginning, hence these results. Repairs if needed, will be paid from allocation money given by the district on a yearly basis.*

6. Impact of the grant:

- **How would this donation make a difference for your students and your**

program—both now and in the future? I can't think of an activity that engages the mind, the body and the spirit as much as music does. When students come to class, they come to make music with people who become their friends and teachers who become their long-time mentors to present music to their families who are in turn brought together in the collective pride they feel for students. Music brings a positive impact on the whole community. Access to music can be limited by the lack of instruments, especially for students who cannot afford their own or cannot bring their own due to transportation issues. This donation would enable our students to have access to music, friendships and opportunities that are simply life changing. With this donation, the WHS Orchestra program will be off to an amazing start, and the community will rally behind our musicians to watch them succeed now and for many years to come!

Thank you,

Rachel Peña



From: Todd Shipley <todd@mhopus.org>
Sent: Thursday, April 17, 2025 10:17 AM
To: RACHEL PENA <rachel.pena@knoxschools.org>
Cc: ANGIE MESSER <angie.messer@knoxschools.org>
Subject: Potential Support for West HS

CAUTION: External Email. This message originated from outside of the KCS e-mail system.

Hi Rachel,

I'm so excited to hear about the explosive growth of your program and now expanding into West HS! While I can make no promises on the final level of support, do know I'm going to do

everything I can to help support in some way. I have just a few questions for you to help me finalize the recommendation.

#1 – Instrument Request

I know you submitted a request list to Cecilia. With the funds we have available, I've had to make a few alterations. Any feedback on the below list? Things that are more urgent than others?

Quantity	Type
2	Double Bass (1/2 Size)
1	Double Bass (3/4 Size)
4	Cello (4/4 Size)
3	Cello (3/4 Size)
8	Violin (4/4 Size)
1	Violin (3/4 Size)
6	Viola 15"
2	Viola 14"

#2 – Brief Questionnaire

Please answer the following questions as thoroughly as you can—no need to write essays, but complete responses will help us better understand your program and needs:

1. Your background:

- How long have you been at this school? (you can note your longevity at Bearden MS and talk about how you've worked to build the program at West HS in partnership with the admin)
- How many years have you been teaching overall?
- Do you plan to return to this school for the 2025–26 school year?

2. Program overview:

- Briefly describe your school's music program and your role in developing it. Focus on establishing the program at West and how you plan to articulate the program beginning at Bearden MS, 6-12.
- Share any recent successes or stories of growth.
- What are some current challenges or barriers you're facing? Focus on the challenges and barriers for West.

3. Enrollment details:

- What is your current student enrollment by grade or course? Focus on Bearden MS, but also any intel you have about orchestra students @ West who have been

unable to continue.

How frequently and for how long do you see these students? **Focus on the schedule for West and what that will look like.**

4. Looking ahead:

- If available, provide projected enrollment numbers for the 2025–26 school year (by grade or course).
- Have there been any major changes in recent years (positive or negative) that have affected your program?

5. Sustainability of the grant:

- Will you be able to safely and securely store the instruments requested?
- Do you have a budget or plan for maintenance and repairs? (Instruments are expected to last at least 10 years with proper care.)

6. Impact of the grant:

- How would this donation make a difference for your students and your program —both now and in the future?

Don't hesitate to reach out if you have any questions, you can reach me by email or by call/text to (615) 962-5272

Todd Shipley, Program Director

615-962-5272 | mhopus.org



Need to chat? Click [here](#) to schedule time with me.

Enjoy our newsletter [Opus Notes](#)



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve receipt of \$38,717 in orchestra instruments from Mr. Holland's Opus/Morgan Wallen Foundations for West High School.

Cost to Knox County Schools

0

Description and Type of Funding Source

Mr. Holland's Opus and Morgan Wallen Foundations

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Regular Agenda Items 10. A.

Board of Education Regular Session

Meeting Date: 01/08/2026

Superintendent's Annual Evaluation

Submitted By: Terri Coatney

Department: Board of Education/Superintendent

Explanation

Approve Superintendent's Annual Evaluation

Fiscal Impact

Attachments

Summative Evaluation



MEMORANDUM

TO: Knox County Board of Education

FROM: Kristi Kristy, Board Chair

DATE: 12/29/2025

RE: SY2025-2026 Superintendent Evaluation

Board Policy C-125 tasks the Board of Education with the evaluation of the Superintendent and an assessment of his performance. I want to thank the Board for taking the time to complete their individual assessments and for their thoughtful evaluation of the Superintendent and his performance. A copy of each individual assessment is attached.

As always, Dr. Rysewyk was evaluated on his alignment of strategies and resources around the district's four core priorities- ***Excellence in Foundational Skills, Great Educators in Every School, Career Empowerment and Preparation, and Success for Every Student***- as well as his leadership of the district.

“Strategic and Innovative Leadership” (Performance Objective 15) emerged as the Superintendent's highest rated strength, with an average score of 4.6 across individual evaluations. These results were supported by evidence of the Superintendent's strategic organization and deployment of district resources through the regional structure, a strict adherence to the four priorities, and a student-first approach to decision-making.

Addressing student mental health obstacles and challenges (Performance Objective 11) received the lowest average score, earning a 3.4. This comes as no surprise considering the rising need for mental health support across the county. Over the course of the 2024-2025 school year, the district trained 62 staff members in Youth Mental Health First Aid, illustrating the continued deployment of training and resources to address this critical need. An additional four sessions have been scheduled for the 2025-2026 school year.

The median score compiled across all submitted evaluations was 4.2: An ‘Above Expectations’ rating. This aligns with the Superintendent's self-score of 4.1 and is a reinforcement of the tremendous steps forward made by the district.

Dr. Rysewyk's steadfast commitment to our students, staff, and communities is commendable. Leading the district from a state designation of “Needs Improvement” in 2022 to an “Advancing District” by 2025 is an immense achievement. Under Dr. Rysewyk's leadership, Knox County Schools has sustained four years of academic growth, making academic gains across every student subgroup last year. These are milestones worth celebrating and are a testament to the tremendous work being done across the district. They also serve as a reminder that our work is never finished, and there is still much to do.

A continued focus on the district's four priorities under stable leadership will maintain our path to ensuring every student has access to an exemplary education and is prepared for success after graduation.

The attached evaluations reflect the progress that has been made as well as the work that lies ahead.

Thank You,

Kristi Kristy



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Dr. John Butler
District 1**

Knox County Board of Education

VISION

The Knox County Board of Education's vision is to grow lifelong learners who contribute their talents, strengths, and skills to build a stronger community.

MISSION

The Knox County Board of Education's mission is to provide excellent and accessible learning opportunities that empower all students to realize their full potential.

Knox County Schools

PRIORITIES and BELIEF STATEMENTS

- **Excellence in Foundational Skills**
 - Literacy and math skills are foundational to academic success.
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 - Comprehension and reading skills are enhanced through knowledge building curriculum that prepares students for the tests they will encounter in college and career.
 - Strong math instruction incorporates the focus, coherence, and rigor required for college and career success.
 - Opportunities for interventions and tutoring accelerate learning and ensure student success.
- **Great Educators in Every School**
 - All students should be instructed by great teachers.
 - Schools should be staffed with diverse educators who mirror the demographics of their student population.
 - Great teachers deserve to be celebrated.
 - Teachers should be compensated well for their professional service.
 - All teachers should have access to high-quality support and the resources they need.
 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
 - All schools should be led by great leaders.
- **Career Empowerment and Preparation**
 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
 - All students should have access to career pathways in high school that will lead to high-wage, high-skill, and in-demand career opportunities.
 - Partnerships with industry, business, and the community are essential to building relevant and meaningful learning experiences for students that prepare them for college and career success.
 - Students and families are supported in making educational decisions by a system of resources and structures at the school level that helps them navigate their options.
- **Success for Every Student**
 - Ensuring success for every student, no matter where they live, is central to all decision making.
 - Success for every student begins by setting high expectations for all schools to provide an excellent education and grade level opportunities for all students.
 - A safe and welcoming learning environment is essential to ensuring success for every student.
 - Student safety is everyone's responsibility and requires parents, teachers, leaders, and community members to take an active role.
 - Our school communities have unique needs that can be addressed by engaging parents, community partners, and school leaders in meaningful dialogue and decision making.
 - Improving outcomes for all students will require research, continuous improvement mindsets, and vulnerability, as well as a differentiated approach to improvement across regions.

Performance Evaluation Guidelines

1. An evaluation of the Superintendent (Director of Schools) will take place annually in January, beginning January of 2024.
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3. Three (3) years of longitudinal data (availability permitting) and narrative evidence will be provided by the Knox County Schools Strategy Division for each performance indicator for Board members to reference in the scoring of each objective.
4. The evaluation rating scale to be used is as follows:
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5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Objectives enumerated in Appendices A-E shall be weighted equally. Appendix F will not be scored but shall serve as productive feedback to the Superintendent.
7. An Annual Action Plan shall be provided to the Board during the October Board meeting, pending availability of data from the state.
8. Appendix F shall be distributed to stakeholder groups identified by the Superintendent and Strategy Division and shall be sent out in early December in order to be completed and included in the written evaluation of the Superintendent in January.
9. The Superintendent shall submit a self-evaluation for each performance objective on the evaluation by December 1.
10. A copy of the written evaluation shall be delivered to the Superintendent two weeks prior to the January Board meeting.
11. The Board shall meet with the Superintendent to discuss the evaluation results at a Board meeting in January. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent's performance to be below expectations or in need of improvement.

Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
4.2 – \$2,000	4.7 – \$7,000
4.3 – \$3,000	4.8 – \$8,000
4.4 – \$4,000	4.9 – \$9,000
4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
- **Comprehensive Support and Improvement Schools (CSI)** – also called “priority schools,” CSI schools are consistently low-performing schools (bottom 5%) based on multiple years of TCAP assessment data, or have less than 67% graduation rate during most of the recent school year
- **Education Prep Provider (EPP)** – post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers
- **EPSOs** – Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification
- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
Supporting Evidence: Three (3) Year Longitudinal Data 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
Comments:						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
Supporting Evidence: Three (3) Year Longitudinal Data - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
Comments:						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
Supporting Evidence: Three (3) Year Longitudinal Data 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
Comments:						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills					12.0	

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u>						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u>						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School					14.0	

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation	☐	☒	☐	☐	☐
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments:						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community	☐	☒	☐	☐	☐
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments:						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation	☐	☒	☐	☐	☐
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments:						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						12.0

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u>						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						12.0

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13 Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14 Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☐	☐	☒	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15 Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						13.0

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
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 - 1 – Below Expectations

Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	12.0
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	14.0
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	12.0
Subtotal for Appendix D: Performance Objectives – Success for Every Student	12.0
Subtotal for Appendix E: Performance Objectives – Leadership	13.0
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	63.0

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
63.0	÷ 15	4.2



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Anne Templeton
District 2**

Knox County Board of Education

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4.2 – \$2,000	4.7 – \$7,000
4.3 – \$3,000	4.8 – \$8,000
4.4 – \$4,000	4.9 – \$9,000
4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
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- **Education Prep Provider (EPP)** – post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers
- **EPSOs** – Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification
- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u>						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills						9

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u>						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u>						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School						11

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
<u>Supporting Evidence: Three (3) Years Longitudinal Data</u> - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
<u>Comments:</u>						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
<u>Supporting Evidence: Narrative</u> - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
<u>Comments:</u>						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
<u>Comments:</u>						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						10

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u>						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						10

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☐	☒	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☐	☒	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☐	☐	☒	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						11

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations

Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	9
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	11
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	10
Subtotal for Appendix D: Performance Objectives – Success for Every Student	10
Subtotal for Appendix E: Performance Objectives – Leadership	11
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	51

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
51	÷ 15	3.4



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Patricia Fontenot-Ridley
District 3**

Knox County Board of Education

VISION

The Knox County Board of Education's vision is to grow lifelong learners who contribute their talents, strengths, and skills to build a stronger community.

MISSION

The Knox County Board of Education's mission is to provide excellent and accessible learning opportunities that empower all students to realize their full potential.

Knox County Schools

PRIORITIES and BELIEF STATEMENTS

- **Excellence in Foundational Skills**
 - Literacy and math skills are foundational to academic success.
 - Strong early literacy instruction uses the science of reading to ensure every child is a reader by the end of third grade.
 - Comprehension and reading skills are enhanced through knowledge building curriculum that prepares students for the tests they will encounter in college and career.
 - Strong math instruction incorporates the focus, coherence, and rigor required for college and career success.
 - Opportunities for interventions and tutoring accelerate learning and ensure student success.
- **Great Educators in Every School**
 - All students should be instructed by great teachers.
 - Schools should be staffed with diverse educators who mirror the demographics of their student population.
 - Great teachers deserve to be celebrated.
 - Teachers should be compensated well for their professional service.
 - All teachers should have access to high-quality support and the resources they need.
 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
 - All schools should be led by great leaders.
- **Career Empowerment and Preparation**
 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
 - All students should have access to career pathways in high school that will lead to high-wage, high-skill, and in-demand career opportunities.
 - Partnerships with industry, business, and the community are essential to building relevant and meaningful learning experiences for students that prepare them for college and career success.
 - Students and families are supported in making educational decisions by a system of resources and structures at the school level that helps them navigate their options.
- **Success for Every Student**
 - Ensuring success for every student, no matter where they live, is central to all decision making.
 - Success for every student begins by setting high expectations for all schools to provide an excellent education and grade level opportunities for all students.
 - A safe and welcoming learning environment is essential to ensuring success for every student.
 - Student safety is everyone's responsibility and requires parents, teachers, leaders, and community members to take an active role.
 - Our school communities have unique needs that can be addressed by engaging parents, community partners, and school leaders in meaningful dialogue and decision making.
 - Improving outcomes for all students will require research, continuous improvement mindsets, and vulnerability, as well as a differentiated approach to improvement across regions.

Performance Evaluation Guidelines

1. An evaluation of the Superintendent (Director of Schools) will take place annually in January, beginning January of 2024.
2. Board members will score each performance objective based on the Superintendent's ability to introduce strategies, cast a clear vision, and align resources to meet identified goals to support district priorities.
3. Three (3) years of longitudinal data (availability permitting) and narrative evidence will be provided by the Knox County Schools Strategy Division for each performance indicator for Board members to reference in the scoring of each objective.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Objectives enumerated in Appendices A-E shall be weighted equally. Appendix F will not be scored but shall serve as productive feedback to the Superintendent.
7. An Annual Action Plan shall be provided to the Board during the October Board meeting, pending availability of data from the state.
8. Appendix F shall be distributed to stakeholder groups identified by the Superintendent and Strategy Division and shall be sent out in early December in order to be completed and included in the written evaluation of the Superintendent in January.
9. The Superintendent shall submit a self-evaluation for each performance objective on the evaluation by December 1.
10. A copy of the written evaluation shall be delivered to the Superintendent two weeks prior to the January Board meeting.
11. The Board shall meet with the Superintendent to discuss the evaluation results at a Board meeting in January. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent's performance to be below expectations or in need of improvement.

Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
4.2 – \$2,000	4.7 – \$7,000
4.3 – \$3,000	4.8 – \$8,000
4.4 – \$4,000	4.9 – \$9,000
4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
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- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
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- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
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Glossary of Terms and Definitions, cont.

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 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
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- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u>						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills						12

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u>						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u> Do you have a way to focus the types of professional development on needs of the educator (new teacher, mid-career, veteran teacher)? candid feedback on relevance of professional development would be helpful. Many teachers tend to not share frustrations about relevance of PD, how can you address this concern?						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School						13

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments:						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments:						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments:						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						15

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u>						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u> I appreciate the professionals in the buildings who are dedicated to the students' mental health.						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						12

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u> The many facets developed to engage with the communities and families are helping keep people engaged.						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						15

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
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Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	12
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	13
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	15
Subtotal for Appendix D: Performance Objectives – Success for Every Student	12
Subtotal for Appendix E: Performance Objectives – Leadership	15
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	67

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
67	÷ 15	4.5



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Katherine Bike
District 4**

Knox County Board of Education

VISION

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Knox County Schools

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 - All students should be instructed by great teachers.
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 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
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 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
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Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
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13. The Superintendent shall have the right to make a written or oral response to the evaluation.

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- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
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- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u> In the next year I would love to see more supports in the K-2 grades to be more proactive rather than reactive to the 3rd grade retention law. I would also like to see more support for third grade teachers who are highly stressed due to this. I would also like to see data if it could be grabbed on love of reading.						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u> Would love to see data on students' enjoyment of math and love of learning.						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills					10.0	

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u> I would love to see more district level teacher appreciation efforts especially in schools with low to no community involvement/funding.						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u> I would love to see more district level teacher appreciation efforts especially in schools with low to no community involvement/funding. Compensating teachers at a higher level in these schools without adding to their work load would be ideal.						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u> Sometimes being able to grow in your position is being able to do your current job well and having the planning time to do so. Would love to see data around how many teachers are able to have a planning period without being pulled into a meeting or classroom.						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School					9.0	

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments: I would love to see more support around creating life-long learners along side the career readiness.						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments: Would love to see data on how many students have professional technical certifications upon graduation, and how many students completed 4 year bachelor degees after graduating from KCS with demographic info. Would like to see partnerships that would gain us that data.						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments: Would love to see data on how many students have professional technical certifications upon graduation, and how many students completed 4 year bachelor degees after graduating from KCS with demographic info.						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						9.0

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u> Gaps are not always identified in testing. I would like to see more proactive steps so that we are not waiting until students are failing or under performing as it takes more work to get them back and means that is added stress to teachers.						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u> I would love to see more thorough collaborate between general education teachers and the whole child support team so that teachers know the resources that they and students may have.						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						9.0

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☐	☒	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u> I've appreciated the thorough communication and responsiveness - Thank you!						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☐	☐	☒	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u> Yes on the opportunities - I would love to see data presented to the board on how these opportunities translate to success for every student.						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u> I appreciate most of the talent that has been strategically placed in the central office and district levels and the work that they are producing - Thank you!						
Subtotal for Appendix E: Performance Objectives – Leadership					12.0	

APPENDIX F: 360 Evaluation

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Evaluation Scoring

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Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	49.0

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
49.0	÷ 15	3.3



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Lauren Morgan
District 5**

Knox County Board of Education

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- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u> The superintendent implemented clear strategies to strengthen early literacy, including HQIM, data-informed instruction, and a K-2 focus. While overall ELA proficiency increased, third-grade results remain uneven across regions. Systems are in place, and continued emphasis on accelerating outcomes is needed.						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u> District-wide adoption of HQIM, targeted professional development, and regional instructional support resulted in math gains that met or exceeded targets, including significant improvements in Algebra I proficiency. While we still have a long way to go to ensure all students are proficient, the gains we saw over the last year are significant and encouraging.						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u> Resources were effectively aligned to improve reading and writing instruction across grades 3-8, resulting in increased ELA proficiency and improved instructional coherence. Continued alignment of intervention to Tier 1 instruction should support sustained growth.						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills					12	

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u> The district began the school year with fewer than 10 classroom vacancies for the second consecutive year, reflecting exceptional success in recruitment, retention, compensation, and hiring efficiency.						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u> Retention of highly effective educators increased, external candidate pools expanded, and hiring systems improved.						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u> The Teach Knox initiative, mentoring structures, and Principal Playbook strengthened professional learning and leadership development, establishing sustainable systems for educator growth.						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School						15

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
<u>Supporting Evidence: Three (3) Years Longitudinal Data</u> - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
<u>Comments:</u> Full implementation of the 865 Academies, increased guaranteed experiences, and improved Ready Graduate and graduation rates across all student groups reflect exceptional progress.						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
<u>Supporting Evidence: Narrative</u> - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
<u>Comments:</u> Partnerships with industry and community stakeholders expanded through the 865 Academies, CASL, and advisory councils. Continued refinement of partnership structures is encouraged.						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
<u>Comments:</u> Systems supporting the Portrait of a Graduate strengthened, as evidenced by increased EPSO participation and improved postsecondary readiness outcomes.						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						15

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u> All student subgroups made gains in ELA and math. Targeted instructional strategies and coherence efforts contributed to measurable progress.						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u> Whole Child Support Teams were strengthened district-wide, contributing to improved team effectiveness and declining chronic absenteeism.						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u> The Region 5 Strategic Plan shows continued progress in academic outcomes and community engagement, with a focus on scaling effective practices.						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						14

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						15

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations

Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	12
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	15
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	15
Subtotal for Appendix D: Performance Objectives – Success for Every Student	14
Subtotal for Appendix E: Performance Objectives – Leadership	15
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	71

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
71	÷ 15	4.7



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Betsy Henderson
District 6**

Knox County Board of Education

VISION

The Knox County Board of Education's vision is to grow lifelong learners who contribute their talents, strengths, and skills to build a stronger community.

MISSION

The Knox County Board of Education's mission is to provide excellent and accessible learning opportunities that empower all students to realize their full potential.

Knox County Schools

PRIORITIES and BELIEF STATEMENTS

- **Excellence in Foundational Skills**
 - Literacy and math skills are foundational to academic success.
 - Strong early literacy instruction uses the science of reading to ensure every child is a reader by the end of third grade.
 - Comprehension and reading skills are enhanced through knowledge building curriculum that prepares students for the tests they will encounter in college and career.
 - Strong math instruction incorporates the focus, coherence, and rigor required for college and career success.
 - Opportunities for interventions and tutoring accelerate learning and ensure student success.
- **Great Educators in Every School**
 - All students should be instructed by great teachers.
 - Schools should be staffed with diverse educators who mirror the demographics of their student population.
 - Great teachers deserve to be celebrated.
 - Teachers should be compensated well for their professional service.
 - All teachers should have access to high-quality support and the resources they need.
 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
 - All schools should be led by great leaders.
- **Career Empowerment and Preparation**
 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
 - All students should have access to career pathways in high school that will lead to high-wage, high-skill, and in-demand career opportunities.
 - Partnerships with industry, business, and the community are essential to building relevant and meaningful learning experiences for students that prepare them for college and career success.
 - Students and families are supported in making educational decisions by a system of resources and structures at the school level that helps them navigate their options.
- **Success for Every Student**
 - Ensuring success for every student, no matter where they live, is central to all decision making.
 - Success for every student begins by setting high expectations for all schools to provide an excellent education and grade level opportunities for all students.
 - A safe and welcoming learning environment is essential to ensuring success for every student.
 - Student safety is everyone's responsibility and requires parents, teachers, leaders, and community members to take an active role.
 - Our school communities have unique needs that can be addressed by engaging parents, community partners, and school leaders in meaningful dialogue and decision making.
 - Improving outcomes for all students will require research, continuous improvement mindsets, and vulnerability, as well as a differentiated approach to improvement across regions.

Performance Evaluation Guidelines

1. An evaluation of the Superintendent (Director of Schools) will take place annually in January, beginning January of 2024.
2. Board members will score each performance objective based on the Superintendent's ability to introduce strategies, cast a clear vision, and align resources to meet identified goals to support district priorities.
3. Three (3) years of longitudinal data (availability permitting) and narrative evidence will be provided by the Knox County Schools Strategy Division for each performance indicator for Board members to reference in the scoring of each objective.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Objectives enumerated in Appendices A-E shall be weighted equally. Appendix F will not be scored but shall serve as productive feedback to the Superintendent.
7. An Annual Action Plan shall be provided to the Board during the October Board meeting, pending availability of data from the state.
8. Appendix F shall be distributed to stakeholder groups identified by the Superintendent and Strategy Division and shall be sent out in early December in order to be completed and included in the written evaluation of the Superintendent in January.
9. The Superintendent shall submit a self-evaluation for each performance objective on the evaluation by December 1.
10. A copy of the written evaluation shall be delivered to the Superintendent two weeks prior to the January Board meeting.
11. The Board shall meet with the Superintendent to discuss the evaluation results at a Board meeting in January. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent's performance to be below expectations or in need of improvement.

Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
4.2 – \$2,000	4.7 – \$7,000
4.3 – \$3,000	4.8 – \$8,000
4.4 – \$4,000	4.9 – \$9,000
4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
- **Comprehensive Support and Improvement Schools (CSI)** – also called “priority schools,” CSI schools are consistently low-performing schools (bottom 5%) based on multiple years of TCAP assessment data, or have less than 67% graduation rate during most of the recent school year
- **Education Prep Provider (EPP)** – post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers
- **EPSOs** – Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification
- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
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Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u> While this work is continuous, I have scored Dr. Rysewyk significantly above expectations because he has made it a priority and we have seen gains in this area. His team does a great job of implementing programs that make a difference and yield real results.						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u> Again, we have seen gains made in every student subgroup.						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills					13.0	

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u> Dr. Rysewyk has implemented outside of the box ideas to make sure we close the gap on the teacher shortage. We have seen significant improvement in this area over the last few years and those gains have been consistent.						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u> Investing in our teacher pay has been a huge benefit for recruiting and retaining teachers in areas of greatest needs. Streamlining hiring systems and targeting recruitment to hard-to-staff areas are trending in a positive direction and making a difference.						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u> I have seen more robust work done in this area, including the adoption of a comprehensive "Principal Playbook" to drive professional development.						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School					14.0	

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments: The system to provide high-quality college and career exposure is now accessible to all high school students as all schools are now engaged in 865 Academies. There are many opportunities for students to explore careers and post secondary institutions. One thing I would like to see at some of the bigger schools is making sure students don't slip through the cracks who may "fly under the radar" in their classes.						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments: When I am engaging with the business community, they are very complimentary of the partnerships opportunities at the schools. There is a streamlined process on where to direct our business partners with a clear vision of where they can fill in those gaps.						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments: Just like early foundational skills, Dr. Rysewyk has made great progress in this area. He is truly committed to making sure students are prepared for life after graduation, not just walking across the stage. While this work is continuous, we have seen great strides because of 865 Academies. We have also seen an increase in our graduation rates.						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						14.0

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u> Math and ELA scores have increased, but there is still much work to do for our students with special needs. That community still feels unheard and we need to focus more on serving the families, make sure they receive the services needed, and do work that results in tangible changes.						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u> I appreciate the Region 5 plan and it's intentionality. Because of the focused work, we have seen 11 of the 13 Region 5 schools earned a level 3-5 TVAAS.						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						10.0

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13 Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders					
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u> KCS has improved district communication and transparency for both staff, parents, and the community as a whole by revamping the website and providing a quarterly forum for staff answered directly by the Superintendent. Weekly communication with the board provides timely and relative information. Dr. Rsewyk does a great job with being engaged in the community and with community leaders.						
Performance Objective 14 Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
14.	Establish channels of community input to support the district's four key priorities					
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u> While there is community engagement at many levels, we need a more proactive approach to the feedback received from these groups. At times, administration is putting a lot of effort into trying to convince the community we've made change, but the community is not able to see real tangible changes. One example is our work around special education.						
Performance Objective 15 Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.					
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u> I appreciate that Dr. Rysewyk has a continuous improvement mindset. We can not become comfortable or stagnant in this work and must always strive for better. Over the past three years, the District has reduced it's footprint by more than 50 positions. This has helped the district to streamline supports, benefiting both our teachers and students in the classroom.						
Subtotal for Appendix E: Performance Objectives – Leadership						12.0

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
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Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	13.0
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	14.0
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	14.0
Subtotal for Appendix D: Performance Objectives – Success for Every Student	10.0
Subtotal for Appendix E: Performance Objectives – Leadership	12.0
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	63.0

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
63.0	÷ 15	4.2



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Steve Triplett
District 7**

Knox County Board of Education

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Knox County Schools

PRIORITIES and BELIEF STATEMENTS

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 - Literacy and math skills are foundational to academic success.
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 - Comprehension and reading skills are enhanced through knowledge building curriculum that prepares students for the tests they will encounter in college and career.
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 - Opportunities for interventions and tutoring accelerate learning and ensure student success.
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 - All students should be instructed by great teachers.
 - Schools should be staffed with diverse educators who mirror the demographics of their student population.
 - Great teachers deserve to be celebrated.
 - Teachers should be compensated well for their professional service.
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 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
 - All schools should be led by great leaders.
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 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
 - All students should have access to career pathways in high school that will lead to high-wage, high-skill, and in-demand career opportunities.
 - Partnerships with industry, business, and the community are essential to building relevant and meaningful learning experiences for students that prepare them for college and career success.
 - Students and families are supported in making educational decisions by a system of resources and structures at the school level that helps them navigate their options.
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 - Ensuring success for every student, no matter where they live, is central to all decision making.
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 - A safe and welcoming learning environment is essential to ensuring success for every student.
 - Student safety is everyone's responsibility and requires parents, teachers, leaders, and community members to take an active role.
 - Our school communities have unique needs that can be addressed by engaging parents, community partners, and school leaders in meaningful dialogue and decision making.
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7. An Annual Action Plan shall be provided to the Board during the October Board meeting, pending availability of data from the state.
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Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
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4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
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- **Education Prep Provider (EPP)** – post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers
- **EPSOs** – Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification
- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u> Data shows a decrease in 3rd grade proficiency on TCAP scores of .8% instead of the increase. I believe ultimately we will see the results of the K-2 strategies.						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u> Good to see gains in Algebra I at 4.5% exceeding the goals of 2.5% and 6th-8th grades math proficiency increasing by 2.3%.						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u> While we saw an increase in 3rd-8th grade proficiency, it did not meet the goal. As for the percent of students below the 40th percentile, that number increased by 1.8% instead of decreased.						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills						8

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u> The work done to retain current teachers as well as continue increase enrolment in district supported teacher pathways.						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u>						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School						11

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments: I believe we will continue to see an increase of students participating in the 865 Academy experiences, but we were unable to meet the goal of 85% this year.						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments:						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments: The increase in the Ready Graduate rate almost doubled the goal of 1.8% and I look to see that percentage continue to rise. On the other side, we saw a decrease in the percent of students enrolled in EPSOs.						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						8

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u> While math achievement increased by 1.6% it did not meet our goal of 2.5%. Our ELA achievement exceeded our goal.						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.	☐	☐	☒	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.	☐	☐	☐	☒	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u> While I think we have seen improvements in Region 5, we've missed the mark on both 3rd grade ELA and 8th grade math proficiency goals.						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						8

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☐	☐	☒	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☐	☐	☒	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
I believe we've done a great job keeping the budget aligned where it needs to be - in the classroom.						
Subtotal for Appendix E: Performance Objectives – Leadership						10

APPENDIX F: 360 Evaluation

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Evaluation Scoring

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Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	11
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	8
Subtotal for Appendix D: Performance Objectives – Success for Every Student	8
Subtotal for Appendix E: Performance Objectives – Leadership	10
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	45

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
45	÷ 15	3



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Travis Wright
District 8**

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- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
<u>Comments:</u>						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
<u>Comments:</u>						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills						12

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u>						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u>						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School						13

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments:						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments:						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments:						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						13

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful					
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u>						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.					
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						13

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13		5	4	3	2	1
Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14		5	4	3	2	1
Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15		5	4	3	2	1
Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		Significantly Above Expectations	Above Expectations	At Expectations	Developing/ Needs Improvement	Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						15

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations

Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	12
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	13
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	13
Subtotal for Appendix D: Performance Objectives – Success for Every Student	13
Subtotal for Appendix E: Performance Objectives – Leadership	15
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	66

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
66	÷ 15	4.4



**Knox County Board of Education Director
of Schools Evaluation Instrument
2025-2026**

**Kristi Kristy
District 9**

Knox County Board of Education

VISION

The Knox County Board of Education's vision is to grow lifelong learners who contribute their talents, strengths, and skills to build a stronger community.

MISSION

The Knox County Board of Education's mission is to provide excellent and accessible learning opportunities that empower all students to realize their full potential.

Knox County Schools

PRIORITIES and BELIEF STATEMENTS

- **Excellence in Foundational Skills**
 - Literacy and math skills are foundational to academic success.
 - Strong early literacy instruction uses the science of reading to ensure every child is a reader by the end of third grade.
 - Comprehension and reading skills are enhanced through knowledge building curriculum that prepares students for the tests they will encounter in college and career.
 - Strong math instruction incorporates the focus, coherence, and rigor required for college and career success.
 - Opportunities for interventions and tutoring accelerate learning and ensure student success.
- **Great Educators in Every School**
 - All students should be instructed by great teachers.
 - Schools should be staffed with diverse educators who mirror the demographics of their student population.
 - Great teachers deserve to be celebrated.
 - Teachers should be compensated well for their professional service.
 - All teachers should have access to high-quality support and the resources they need.
 - Our teachers and leaders should have access to strong professional development, credentialing opportunities, and leadership growth opportunities.
 - All schools should be led by great leaders.
- **Career Empowerment and Preparation**
 - All students should be able to obtain high-wage employment that matches their interests and aptitudes when they leave KCS or complete post-secondary education.
 - A student's career pathway in KCS begins in elementary school with career awareness, builds in middle school with career exploration, and culminates in high school with pathway opportunities.
 - All students should have access to career pathways in high school that will lead to high-wage, high-skill, and in-demand career opportunities.
 - Partnerships with industry, business, and the community are essential to building relevant and meaningful learning experiences for students that prepare them for college and career success.
 - Students and families are supported in making educational decisions by a system of resources and structures at the school level that helps them navigate their options.
- **Success for Every Student**
 - Ensuring success for every student, no matter where they live, is central to all decision making.
 - Success for every student begins by setting high expectations for all schools to provide an excellent education and grade level opportunities for all students.
 - A safe and welcoming learning environment is essential to ensuring success for every student.
 - Student safety is everyone's responsibility and requires parents, teachers, leaders, and community members to take an active role.
 - Our school communities have unique needs that can be addressed by engaging parents, community partners, and school leaders in meaningful dialogue and decision making.
 - Improving outcomes for all students will require research, continuous improvement mindsets, and vulnerability, as well as a differentiated approach to improvement across regions.

Performance Evaluation Guidelines

1. An evaluation of the Superintendent (Director of Schools) will take place annually in January, beginning January of 2024.
2. Board members will score each performance objective based on the Superintendent's ability to introduce strategies, cast a clear vision, and align resources to meet identified goals to support district priorities.
3. Three (3) years of longitudinal data (availability permitting) and narrative evidence will be provided by the Knox County Schools Strategy Division for each performance indicator for Board members to reference in the scoring of each objective.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Objectives enumerated in Appendices A-E shall be weighted equally. Appendix F will not be scored but shall serve as productive feedback to the Superintendent.
7. An Annual Action Plan shall be provided to the Board during the October Board meeting, pending availability of data from the state.
8. Appendix F shall be distributed to stakeholder groups identified by the Superintendent and Strategy Division and shall be sent out in early December in order to be completed and included in the written evaluation of the Superintendent in January.
9. The Superintendent shall submit a self-evaluation for each performance objective on the evaluation by December 1.
10. A copy of the written evaluation shall be delivered to the Superintendent two weeks prior to the January Board meeting.
11. The Board shall meet with the Superintendent to discuss the evaluation results at a Board meeting in January. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent's performance to be below expectations or in need of improvement.

Performance Evaluation Guidelines, continued

12. The Superintendent shall be awarded some or all of the remaining \$10,000 in salary stipulated in the Superintendent's contract pending the receipt of an overall score of 4.1 or higher. The remaining balance of the Superintendent's salary shall be awarded in increments of \$1,000 per tenth of a point over a score of 4.1 pursuant to the scale below:

4.1 – \$1,000	4.6 – \$6,000
4.2 – \$2,000	4.7 – \$7,000
4.3 – \$3,000	4.8 – \$8,000
4.4 – \$4,000	4.9 – \$9,000
4.5 – \$5,000	5.0 – \$10,000

13. The Superintendent shall have the right to make a written or oral response to the evaluation.

Glossary of Terms and Definitions

- **Aimsweb assessment** – RTI² universal screener that assesses each student’s foundational reading skills
- **Additional Targeted Support and Improvement Schools (ATSI)** – TSI schools are schools with a student group that has a success rate that is less than or equal to the maximum success rate of any priority school
- **Comprehensive Support and Improvement Schools (CSI)** – also called “priority schools,” CSI schools are consistently low-performing schools (bottom 5%) based on multiple years of TCAP assessment data, or have less than 67% graduation rate during most of the recent school year
- **Education Prep Provider (EPP)** – post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers
- **EPSOs** – Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification
- **Grow Your Own (GYO)** – Tennessee Department of Education approved program that provides alternative pathways for prospective teachers to become certified. Examples include programming to certify educational assistants, and high school pathways to connect students interested in education to teaching programs
- **Highly effective teacher** – a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)
- **Job Embedded** – program through a post-secondary institution that enables an individual with a bachelor’s degree to become a certified teacher
- **Level of Effectiveness (LOE)** – teacher effectiveness score rendered through use of qualitative data, student growth data, and student achievement data, ranging from 1-5 with 3 being “effective” and a 4 or above being “highly effective”
- **Ready Graduate** – metric used by the State of Tennessee Department of Education to denote a high school graduate’s “readiness” for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)
- **Portrait of a Graduate** – five characteristics of a Knox County graduate based on industry research and formed by the Knox County community: lifelong learner, effective communicator, collaborative teammate, creative problem solver, and community-minded citizen
- **Student group** – set of students, including but not limited to: students with disabilities, English Language Learners, economically disadvantaged, Black/Hispanic/Native American

Glossary of Terms and Definitions, cont.

- **Targeted Support and Improvement Schools (TSI)** – schools with overall accountability scores in the bottom five percent statewide for the performance of a given student group
- **The 865 Academies** – cohort of high schools that are launching career-themed academies (or small learning communities), which will enable students to:
 - participate in authentic, work-based learning;
 - receive opportunities for job shadowing and other career exploration activities;
 - work closely with professions in their field of interest; and
 - create stronger connections between classroom knowledge and workplace success
- **Underperforming Schools** – schools that have received a designation of TSI, ATSI, or CSI from the Tennessee Department of Education
- **Whole Child Support Teams** – school-based teams that provide an efficient structure through which schools can gather information, identify needs, and plan supports for students and staff to facilitate student success
- **YouScience** – student assessment that uses a proprietary artificial intelligence to uncover student aptitudes and connect aptitudes to careers and educational pathways designed to help students find relevance in schools

APPENDIX A: Performance Objectives – Excellence in Foundational Skills

Performance Objective 1 Early Literacy - Align resources to introduce highly effective early literacy strategies		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
1.	Two intentional strategies have been identified to increase 3 rd grade literacy scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
Supporting Evidence: Three (3) Year Longitudinal Data 3rd grader proficiency rates on TCAP - Percent of 3rd graders below the 40th percentile on Aimsweb screener						
Comments:						
Performance Objective 2 Algebra I Preparedness - Align resources to introduce highly effective early math strategies.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
2.	Two intentional strategies have been identified to increase Algebra I scores district wide. There is a plan for training of the appropriate personnel, a data tracking system for effectiveness.					
Supporting Evidence: Three (3) Year Longitudinal Data - Algebra I proficiency rates 6th - 8th grade math proficiency rates						
Comments:						
Performance Objective 3 Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom district wide.		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
3.	Two intentional strategies have been identified to increase 3-8 ELA scores.					
Supporting Evidence: Three (3) Year Longitudinal Data 3rd - 8th grade ELA proficiency - Percent of students below the 40th percentile on Aimsweb screener						
Comments:						
Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills					13.0	

APPENDIX B: Performance Objectives – Great Educators in Every School

Performance Objective 4 Establish innovative strategies to address teacher shortage		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
4.	Increase enrollment in alternative teacher certification programs (GYO, EPP, etc.)	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Enrollment in EPP - Enrollment in district GYO programs - Participation in job-embedded programs - Start-up or piloting of additional, non-traditional certification programs						
<u>Comments:</u>						
Performance Objective 5 Recruit and retain highly effective teachers in areas of greatest need		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
5.	Form strategies to recruit and retain effective teachers	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Number of teaching candidates in hard-to-staff areas/certifications - Number of teachers retained with an LOE of 3 or higher - Teacher compensation - Percent of teachers and administrators of color						
<u>Comments:</u>						
Performance Objective 6 Create opportunities for educators to grow professionally and to receive exposure to leadership development		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
6.	Establish robust professional development offerings at the district and school level to provide for the advancement of educators' skills	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data and Narrative</u> - District intentional professional development plan based on student data - New approaches to instruction: identified and piloted initiatives - District Learning Day Staff Participation Survey results						
<u>Comments:</u>						
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School					14.0	

APPENDIX C: Performance Objectives – Career Empowerment and Preparation

Performance Objective 7 Organize and reorganize school processes and structures to ensure all students have access to opportunities and are prepared for success after graduation		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
7.	Create systems for high-quality college and career exposure that will introduce students to high-wage, high-demand opportunities post-graduation					
Supporting Evidence: Three (3) Years Longitudinal Data - Number of high schools engaged in The 865 Academies - Train and incorporate College & Career Counselors into the process of developing career-ready students - Number of students who have completed an aptitude assessment, such as YouScience						
Comments:						
Performance Objective 8 Advance local business partnerships for every school within the district		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
8.	Develop systems and structures to increase intentional and meaningful relationships with the local business community					
Supporting Evidence: Narrative - Established formal district-wide committee of business leaders dedicated to supporting schools - Enhance relationships between local businesses to support the work of The 865 Academies, PIE, the Clothing Center, the Teacher Depot, and other district initiatives						
Comments:						
Performance Objective 9 Implement processes to equip every student with the characteristics defined in the KCS Portrait of a Graduate: Lifelong Learner, Effective Communicator, Collaborative Teammate, Creative Problem Solver, and Community-minded Citizen		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
9.	Create systems and processes for every student to be prepared to enlist, enroll, or be employed upon graduation					
Supporting Evidence: Three (3) Year Longitudinal Data - Graduation rates - Percent of students awarded industry certifications - Percent of students enrolled in Early Post-Secondary Opportunities - Post-secondary enrollment in TN Achieves - Ready Graduate rate						
Comments:						
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation						14.0

APPENDIX D: Performance Objectives – Success for Every Student

Performance Objective 10 Establish plans to address achievement gaps for underperforming student groups		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
10.	Develop innovative, research-based strategies to ensure all students can be successful	☒	☐	☐	☐	☐
<u>Supporting Evidence: Three (3) Year Longitudinal Data</u> - Math achievement data by student group - ELA achievement data by student group						
<u>Comments:</u>						
Performance Objective 11 Initiate processes to address mental health obstacles and challenges for all students		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
11.	Establish a training plan and timeline for creating functional Whole Child Support Teams at every school. Establish a process to review school safety plans. Maximize effectiveness of student support systems (social workers, counselors, etc.) to help students overcome obstacles to learning.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Number of schools with established Whole Child Support Teams - Chronic absenteeism numbers - Process for local law enforcement review and collaborate on of district safety plan						
<u>Comments:</u>						
Performance Objective 12 Develop a strategic plan to address needs for underperforming schools		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
12.	Establish a multi-year strategic plan that identifies specific action steps to address underachievement at underperforming schools. Leverage input from the community in plan development and implementation. Recruit and retain highly effective teachers in underperforming schools.	☐	☒	☐	☐	☐
<u>Supporting Evidence: Three (3) Years Longitudinal Data and Narrative</u> - Plan for community involvement in development of multi-year plan - Achievement data for underperforming schools - Retention rate for teachers in underperforming schools - Number of vacancies in underperforming schools						
<u>Comments:</u>						
Subtotal for Appendix D: Performance Objectives – Success for Every Student						13.0

APPENDIX E: Performance Objectives – Leadership

Performance Objective 13 Communication – Superintendent is an effective communicator, both oral and written, and exhibits strong interpersonal communication skills		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
13.	Build methods to effectively communicate with the Board, staff, and key stakeholders	☒	☐	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Developed regular method for communicating to families about work and occurrences within the district - Developed strategic relationships with key officials (Board, mayors, Knoxville Chamber, community, etc.) - Effective use of multiple channels of communication (media, social media, speaking engagements, etc.)						
<u>Comments:</u>						
Performance Objective 14 Community engagement – Superintendent creates opportunities to solicit support and engagement from the community		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
14.	Establish channels of community input to support the district's four key priorities	☐	☒	☐	☐	☐
<u>Supporting Evidence: Narrative</u> - Establishment of school-based family and community input and engagement opportunities - Establishment of structures for input and engagement at the regional level - Establishment of structure for input and engagement at the district level						
<u>Comments:</u>						
Performance Objective 15 Strategic and innovative leadership – Superintendent sets goals, leads necessary change, and builds plans to maximize efficient use of resources to support innovative practices to advance the work of district priorities		5 Significantly Above Expectations	4 Above Expectations	3 At Expectations	2 Developing/ Needs Improvement	1 Below Expectations
15.	Establish priorities and strategies to accelerate student achievement and growth. Maximize the budget and resources and align the district office to support the work of identified priorities.	☒	☐	☐	☐	☐
<u>Supporting Evidence: Data and Narrative</u> - Return on Investment report - ESSER reports - District organization chart - Implementation of efficient district systems and structures						
<u>Comments:</u>						
Subtotal for Appendix E: Performance Objectives – Leadership						14.0

APPENDIX F: 360 Evaluation

1. What is the Superintendent's greatest strength?
2. What is the Superintendent's greatest opportunity for improvement?
3. How would you rate the Superintendent's performance this school year?
 - 5 – Significantly Above Expectations
 - 4 – Above Expectations
 - 3 – At Expectations
 - 2 – Developing/Needs Improvement
 - 1 – Below Expectations

Distribution

The KCS Strategy Division will identify the most effective method for distribution and send out the above-listed questions to identified stakeholder groups in December each year. The Superintendent and Strategy Division will identify stakeholder groups to participate in the 360 evaluation. Stakeholder groups might include but would not be limited to students, parents/guardians, teachers, principals, district leaders, elected officials, and community organizations.

Evaluation Scoring

Appendix Subtotals

Subtotal for Appendix A: Performance Objectives – Excellence in Foundational Skills	13.0
Subtotal for Appendix B: Performance Objectives – Great Educators in Every School	14.0
Subtotal for Appendix C: Performance Objectives – Career Empowerment and Preparation	14.0
Subtotal for Appendix D: Performance Objectives – Success for Every Student	13.0
Subtotal for Appendix E: Performance Objectives – Leadership	14.0
Subtotal for Appendix F: 360 Evaluation	
APPENDICES SUBTOTAL:	68.0

Evaluation Total

Appendices Subtotal	Divided by 15 Objectives	Evaluation Total
68.0	÷ 15	4.5

Regular Agenda Items 10. B.

Board of Education Regular Session

Meeting Date: 01/08/2026

Tenure for Eligible Teachers

Submitted By: Terri Coatney

Department: Business & Talent

Division: Benefits & Employee Relations

Explanation

Approve Tenure for Eligible Teachers - *Recommended by Superintendent*

Fiscal Impact

Attachments

Tenure List

Fiscal Note

MEMORANDUM

TO: Jon Rysewyk, Superintendent
FROM: Mitchell Cox, Executive Director of Benefits and Employee Relations
CC: Jennifer Hemmelgarn, Assistant Superintendent of Business and Talent
DATE: Nov. 24, 2025
RE: Recommendation of Approval of Teachers Eligible for Tenure

Effective July 1, 2011, teachers shall meet the following requirements prior to becoming eligible for tenure status:

1. Served five (5) school years or not less than forty-five (45) months within a seven-year period as a probationary teacher; and
2. Received evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations" provided by the evaluation guidelines adopted by the State Board of Education pursuant to Tennessee Code Annotated §49-1-302, during the last two (2) years of the teacher's probationary period.

I am confirming that the teachers on the attached list meet the requirements as outlined. Please accept this memorandum as my request that they be considered by the Board of Education for award of tenure.

Your consideration is greatly appreciated.

TENURE LIST 2025-2026

EMPLOYEE #	LNAME	FNAME	SCHOOL	BOARD DISTRICT
61028	ALLEN	JESSICA	AUSTIN-EAST HIGH	DISTRICT 1
50732	BANGURA SHANKS	VIVAT	AUSTIN-EAST HIGH	DISTRICT 1
44359	CRAWFORD	GLENDA	AUSTIN-EAST HIGH	DISTRICT 1
60963	DALTON	SUMMER	AUSTIN-EAST HIGH	DISTRICT 1
53454	FIERLEY	MADISON	AUSTIN-EAST HIGH	DISTRICT 1
55502	MURGOLO	IZUMI	AUSTIN-EAST HIGH	DISTRICT 1
53310	WRIGHT	ANTHONY	AUSTIN-EAST HIGH	DISTRICT 1
44235	WRIGHT	THOMAS	AUSTIN-EAST HIGH	DISTRICT 1
58540	BOND	HANNAH	BEAUMONT ELEM	DISTRICT 1
60389	MESSER	SUSAN	BEAUMONT ELEM	DISTRICT 1
47792	STEWART	KENDRA	BEAUMONT ELEM	DISTRICT 1
43070	LUTU MAYES	PATRICIA	CHILHOWEE INT	DISTRICT 1
43604	CHAPMAN	CHRISTINA	FAIR GARDEN	DISTRICT 1
59344	MURPHY	NATHALIE	FORT SANDERS	DISTRICT 1
60660	SCANNELL	REGINA	FORT SANDERS	DISTRICT 1
25204	SEWELL	ELIZABETH	KELLEY VOLUNTEER ACADEMY	DISTRICT 1
43625	FULTZ	ANDREW	L & N STEM ACADEMY	DISTRICT 1
57512	JACKSON	REID	L & N STEM ACADEMY	DISTRICT 1
60474	STONEBURNER	RACHEL	L & N STEM ACADEMY	DISTRICT 1
57750	BARKER	ASHLEY	LONSDALE ELEM	DISTRICT 1
38825	CRISP	CAROLE	LONSDALE ELEM	DISTRICT 1
51654	HAHN	ANGELA	LONSDALE ELEM	DISTRICT 1
60894	JESSEE	KIMBERLY	LONSDALE ELEM	DISTRICT 1
59822	KEELTY	MORGAN	LONSDALE ELEM	DISTRICT 1
60567	MILLS	MAQUILA	LONSDALE ELEM	DISTRICT 1
60622	RIGGS	KELSEY	LONSDALE ELEM	DISTRICT 1
61186	TORO	ADRIENNE	LONSDALE ELEM	DISTRICT 1
53031	YOUNG	LORLE	LONSDALE ELEM	DISTRICT 1
55253	JOHNSON	MENG	POND GAP ELEM	DISTRICT 1
42181	VALENTINE	CHASE	POND GAP ELEM	DISTRICT 1
46921	BEAL	DANIELE	SARAH MOORE GREENE ELEM	DISTRICT 1
51999	HAWKINS	MELODY	SARAH MOORE GREENE ELEM	DISTRICT 1
48259	MAYNARD	LEAH	WEST VIEW ELEM	DISTRICT 1
55739	MCGAHA	DUSTIN	BELLE MORRIS ELEM	DISTRICT 2
55842	ROMERO	EARLENE	BELLE MORRIS ELEM	DISTRICT 2
56396	SILER	KATIE	BELLE MORRIS ELEM	DISTRICT 2
49882	SWANEY	ASHLEY	BELLE MORRIS ELEM	DISTRICT 2
59179	KEITH	JESSICA	CENTRAL HIGH	DISTRICT 2
59051	MORGAN	RICHARD	CENTRAL HIGH	DISTRICT 2
52871	WATSON	MICHAEL	CENTRAL HIGH	DISTRICT 2
48130	BATEMAN	VANESSA	CHRISTENBERRY ELEM	DISTRICT 2
49346	BOUDREAUX	LESLIE	FOUNTAIN CITY ELEM	DISTRICT 2
61122	WEST	ASHLEY	FOUNTAIN CITY ELEM	DISTRICT 2
59674	BROOKS	APRIL	FULTON HIGH	DISTRICT 2

59815 DEAN	CASSANDRA	FULTON HIGH	DISTRICT 2
50257 EDMONDSON	DYLAN	FULTON HIGH	DISTRICT 2
59789 WRIGHT	DAVID	FULTON HIGH	DISTRICT 2
51627 BURST	MAGGIE	GRESHAM MIDDLE	DISTRICT 2
48197 DUNN	STEPHANIE	INSKIP ELEM	DISTRICT 2
56281 HENEGAR	KELSEY	INSKIP ELEM	DISTRICT 2
60927 LANE	HALEY	INSKIP ELEM	DISTRICT 2
57255 MCEVOY	BARBARA	RICHARD YOAKLEY	DISTRICT 2
59785 MIAZZA	JONATHAN	RICHARD YOAKLEY	DISTRICT 2
60329 HOUSER	JENNIFER	SHANNONDALE ELEM	DISTRICT 2
59899 MYNATT	DOMENIQUE	SPRING HILL ELEM	DISTRICT 2
40281 WOODALL WINTON	REBECCA	SPRING HILL ELEM	DISTRICT 2
60297 LARRABEE	ASHLEY	WEST HAVEN ELEM	DISTRICT 2
30469 MICKO-THOMPSON	JACQUELINE	WEST HAVEN ELEM	DISTRICT 2
42297 OLIVER	ANNE	WEST HAVEN ELEM	DISTRICT 2
49869 DAVIS	BILLIE	BEARDEN HIGH	DISTRICT 3
55187 FLOYD	JESSICA	BEARDEN HIGH	DISTRICT 3
20285 RICHTER	STEPHANIE	BEARDEN HIGH	DISTRICT 3
60940 FINLEY	CHASE	BEARDEN MIDDLE	DISTRICT 3
57726 SNIPES	KALIE	BEARDEN MIDDLE	DISTRICT 3
61000 WILSON	HEATHER	BEARDEN MIDDLE	DISTRICT 3
61657 COLEY	BRANDI	CEDAR BLUFF ELEM	DISTRICT 3
48665 HUFF	PAIGE	CEDAR BLUFF ELEM	DISTRICT 3
61334 TAYLOR	VICTORIA	CEDAR BLUFF ELEM	DISTRICT 3
48323 WALKER	KATHLEEN	CEDAR BLUFF ELEM	DISTRICT 3
60964 MILLER	COURTNEY	CEDAR BLUFF MIDDLE	DISTRICT 3
61310 SCHMITT	MOLLY	CEDAR BLUFF PRESCHOOL	DISTRICT 3
59460 UZUBELL	KATE	RIDGEDALE ALT	DISTRICT 3
61072 CARPENTER	MELISSA	A. L. LOTTS ELEM	DISTRICT 4
58234 FIELDEN	KYLIE	A. L. LOTTS ELEM	DISTRICT 4
57573 SCHEUER	AMY	A. L. LOTTS ELEM	DISTRICT 4
61307 SHORTT	MACKENZIE	A. L. LOTTS ELEM	DISTRICT 4
53984 SLATER	ABIGAIL	A. L. LOTTS ELEM	DISTRICT 4
60051 KOSBAB	BRITTANY	BLUE GRASS ELEM	DISTRICT 4
60540 SILVESTRI	EMERSON	BLUE GRASS ELEM	DISTRICT 4
58238 WILSON	BRENNA	BLUE GRASS ELEM	DISTRICT 4
60517 HIPSHER	KACI	NORTHSHORE ELEM	DISTRICT 4
58539 HOOVER	ASHLEY	NORTHSHORE ELEM	DISTRICT 4
61014 DURHAM	HANNAH	ROCKY HILL ELEM	DISTRICT 4
57825 SMITH	STEPHENS HANA	ROCKY HILL ELEM	DISTRICT 4
60642 COLLINS	FAITH	SEQUOYAH ELEM	DISTRICT 4
53144 DORRITY	CHRISTOPHER	SEQUOYAH ELEM	DISTRICT 4
60574 HOLBROOK	JAMIE	WEST HIGH	DISTRICT 4
60982 KETRON	ABBY	WEST HIGH	DISTRICT 4
60530 MOORE	MITCHELL	WEST HIGH	DISTRICT 4
60491 SORRELLS	DANIELLE	WEST HIGH	DISTRICT 4
60906 WOLARD	JAMES	WEST HIGH	DISTRICT 4
59642 CASHION	MADISON	WEST HILLS ELEM	DISTRICT 4

61683	ETCHISON	ERIN	WEST HILLS ELEM	DISTRICT 4
58224	LYON	BRITTANY	WEST HILLS ELEM	DISTRICT 4
60868	BURRIS	JAMES	FARRAGUT HIGH	DISTRICT 5
59355	COOPER	CRAIG	FARRAGUT HIGH	DISTRICT 5
60651	DORSEY	JULIE	FARRAGUT HIGH	DISTRICT 5
60507	GARNER	JOHN	FARRAGUT HIGH	DISTRICT 5
60600	PATTON	RICHIE	FARRAGUT HIGH	DISTRICT 5
60953	RABY	JULIE	FARRAGUT HIGH	DISTRICT 5
60349	WATSON	TAYLOR	FARRAGUT HIGH	DISTRICT 5
60939	BULLARD	LACEY	FARRAGUT INT	DISTRICT 5
60444	EVANS	JAMEY	FARRAGUT INT	DISTRICT 5
45551	MCCLELLAN	CHELSIE	FARRAGUT INT	DISTRICT 5
60655	MYERS	AMANDA	FARRAGUT INT	DISTRICT 5
60628	REDDICK	HANNAH	FARRAGUT INT	DISTRICT 5
54948	SIPE	CODY	FARRAGUT INT	DISTRICT 5
60502	BUCCELLATO	ELIZABETH	FARRAGUT MIDDLE	DISTRICT 5
41927	RAMOS	ROCHELLE	FARRAGUT MIDDLE	DISTRICT 5
51563	RESTER	EMMA	FARRAGUT MIDDLE	DISTRICT 5
56007	RICHARDSON	HANNAH	FARRAGUT MIDDLE	DISTRICT 5
60211	ROLEN	MADELEINE	FARRAGUT MIDDLE	DISTRICT 5
61094	VINCIL	HALEIGH	FARRAGUT MIDDLE	DISTRICT 5
60344	WINCHESTER	ZANE	FARRAGUT MIDDLE	DISTRICT 5
59800	WOOD	CAITLIN	FARRAGUT MIDDLE	DISTRICT 5
46605	GRANROTH	RUTH	FARRAGUT PRIM	DISTRICT 5
59784	PEARSON	ALICIA	FARRAGUT PRIM	DISTRICT 5
60568	ADAMS	JACOB	WEST VALLEY MIDDLE	DISTRICT 5
57815	GARREN	REBECCA	WEST VALLEY MIDDLE	DISTRICT 5
52006	LOPEZ	BRANDY	WEST VALLEY MIDDLE	DISTRICT 5
50494	MOORE	SAASHA	WEST VALLEY MIDDLE	DISTRICT 5
60397	BURNHAM	AYRON	AMHERST ELEM	DISTRICT 6
61020	GATES	BRANDY	AMHERST ELEM	DISTRICT 6
54902	BAKER	LESA	HARDIN VALLEY ACADEMY	DISTRICT 6
53931	BURNS	CHARLES	HARDIN VALLEY ACADEMY	DISTRICT 6
51585	DAVIS	HARRY	HARDIN VALLEY ACADEMY	DISTRICT 6
60466	GIBBS	MALCOLM	HARDIN VALLEY ACADEMY	DISTRICT 6
45497	HICKS	TERRI	HARDIN VALLEY ACADEMY	DISTRICT 6
56053	ROGERS	MATTHEW	HARDIN VALLEY ACADEMY	DISTRICT 6
60891	SANFORD	COURTNEY	HARDIN VALLEY ACADEMY	DISTRICT 6
61381	SMITH	TAYLOR	HARDIN VALLEY ACADEMY	DISTRICT 6
60495	GIBBS	MELINDA	HARDIN VALLEY ELEM	DISTRICT 6
37704	LOVEDAY	REBECCA	HARDIN VALLEY ELEM	DISTRICT 6
61355	RANA	AMY	HARDIN VALLEY ELEM	DISTRICT 6
60538	SHAW	JUDI	HARDIN VALLEY ELEM	DISTRICT 6
60607	WILLIAMS	KRISTIN	HARDIN VALLEY ELEM	DISTRICT 6
49335	LYON	ABIGAIL	HARDIN VALLEY MIDDLE	DISTRICT 6
59856	YORK	KATHRYN	HARDIN VALLEY MIDDLE	DISTRICT 6
43157	BLUE	KELLI	KARNS ELEM	DISTRICT 6
60629	GROVER	MEGAN	KARNS ELEM	DISTRICT 6

46289	HONAKER	KALA	KARNS ELEM	DISTRICT 6
54577	TILLEY	KATIE	KARNS ELEM	DISTRICT 6
37193	TUCKER	BROOKE	KARNS ELEM	DISTRICT 6
58852	WILLIAMS	EMILY	KARNS ELEM	DISTRICT 6
56923	HARTSFIELD	CHRISTOPHER	KARNS HIGH	DISTRICT 6
60493	STANSBERRY	JULIE	KARNS HIGH	DISTRICT 6
60876	RUPEKA	NATHAN	KARNS MIDDLE	DISTRICT 6
60971	HUMAN	EMILY	MILL CREEK ELEM	DISTRICT 6
36441	MCFALL	KIM	MILL CREEK ELEM	DISTRICT 6
59165	YEARACK	CAITLIN	MILL CREEK ELEM	DISTRICT 6
58067	ATWELL	SUZANNE	NORTHWEST MIDDLE	DISTRICT 6
57514	ERB	KATHLEEN	NORTHWEST MIDDLE	DISTRICT 6
57939	SAMORA	SHENA	NORTHWEST MIDDLE	DISTRICT 6
56012	NICHOLS	ADAM	NORWOOD ELEM	DISTRICT 6
57997	ROBERTS	SHANNON	NORWOOD ELEM	DISTRICT 6
41891	HELTON	ABIGAIL	PLEASANT RIDGE ELEM	DISTRICT 6
38154	HOLTMAN ALEXANDE	TANJA	PLEASANT RIDGE ELEM	DISTRICT 6
67539	MILES	STEPHANIE	PLEASANT RIDGE ELEM	DISTRICT 6
60966	SHIVELL	CAROLYNN	PLEASANT RIDGE ELEM	DISTRICT 6
59969	BRUCE	CAROLINE	ADRIAN BURNETT ELEM	DISTRICT 7
54356	IRWIN	MARIAH	ADRIAN BURNETT ELEM	DISTRICT 7
59435	MCKENZIE	MARY	ADRIAN BURNETT ELEM	DISTRICT 7
59980	WHITE	ASHTON	ADRIAN BURNETT ELEM	DISTRICT 7
51534	DESROSIERS	LAUREN	BRICKEY ELEM	DISTRICT 7
60616	LADD	LESLIE	BRICKEY ELEM	DISTRICT 7
61505	RENFRO	AMY	BRICKEY ELEM	DISTRICT 7
60919	LUDTKA	TIFANY	COPPER RIDGE ELEM	DISTRICT 7
58487	BLAND	JASON	HALLS HIGH	DISTRICT 7
58933	SWIFT	CATON	HALLS HIGH	DISTRICT 7
58548	AUSTIN	THOMAS	POWELL HIGH	DISTRICT 7
50003	GIBSON	ZACHARY	POWELL HIGH	DISTRICT 7
58494	HIBBETT	ALEXANDER	POWELL HIGH	DISTRICT 7
51242	LEE	LINDSEY	POWELL HIGH	DISTRICT 7
52746	LEONARD	CALEB	POWELL HIGH	DISTRICT 7
57283	STEFFEN	KATARINA	POWELL HIGH	DISTRICT 7
52608	WHITE	KATELYN	POWELL HIGH	DISTRICT 7
56853	CLARK	STEPHANIE	POWELL MIDDLE	DISTRICT 7
49636	HURST	BRANDIE	POWELL MIDDLE	DISTRICT 7
47334	KELLY	SHAUN	POWELL MIDDLE	DISTRICT 7
61044	MAGEE	NICOLE	POWELL MIDDLE	DISTRICT 7
37636	MITCHELL	JESSICA	POWELL MIDDLE	DISTRICT 7
60569	NOORMAN	TODD	POWELL MIDDLE	DISTRICT 7
59583	PHILLIPS	MEGAN	POWELL MIDDLE	DISTRICT 7
54124	SCOTT	AMANDA	POWELL MIDDLE	DISTRICT 7
51894	BLAKE	AMBER	CARTER ELEM	DISTRICT 8
57849	JACOBS	PHILLIP	CARTER ELEM	DISTRICT 8
59516	JOHNSON	TERESA	CARTER ELEM	DISTRICT 8
60512	STANLEY	DAKOTA	CARTER ELEM	DISTRICT 8

67586 LIGHT	NICOLE	CARTER HIGH	DISTRICT 8
53989 WATSON	KATLYN	CORRYTON ELEM	DISTRICT 8
60983 BROWN	HALEY	EAST KNOX ELEM	DISTRICT 8
49153 FORD	MELISSA	EAST KNOX ELEM	DISTRICT 8
45183 GREENWAY	HANNAH	EAST KNOX ELEM	DISTRICT 8
55593 HOLMES	EMILY	EAST KNOX ELEM	DISTRICT 8
39256 LAW	JOANNA	EAST KNOX ELEM	DISTRICT 8
59607 WHITED	JULIE	EAST KNOX ELEM	DISTRICT 8
47969 WYNN	TABETHA	EAST KNOX ELEM	DISTRICT 8
54375 REED	LACEY	GIBBS ELEM	DISTRICT 8
59018 COOPER	RILEY	GIBBS HIGH	DISTRICT 8
44048 VERBICK	DOROTHY	GIBBS MIDDLE	DISTRICT 8
51540 DIMARIA-SILENO	MARTHA	HOLSTON MIDDLE	DISTRICT 8
60625 NICHOLS	ANJELICA	HOLSTON MIDDLE	DISTRICT 8
60610 ROBERTS	HANNAH	HOLSTON MIDDLE	DISTRICT 8
60968 HIGHLAND-IBBOTSOF	ELIZABETH	RITTA ELEM	DISTRICT 8
59182 ROBINSON	HANNAH	SUNNYVIEW PRIM	DISTRICT 8
37515 HORTON	MATTHEW	BONNY KATE ELEM	DISTRICT 9
56506 WHITE	SARAH	BONNY KATE ELEM	DISTRICT 9
58464 FALL	LUCY	DOGWOOD ELEM	DISTRICT 9
50065 TILSON	NICHOLE	DOGWOOD ELEM	DISTRICT 9
61065 BOYD	JASON	KNOX COUNTY VIRTUAL	DISTRICT 9
52519 CORKERN	CATHERINE	KNOX COUNTY VIRTUAL	DISTRICT 9
53817 GARDNER	ANTHONY	KNOX COUNTY VIRTUAL	DISTRICT 9
60387 HIGGINS	CONNIE	KNOX COUNTY VIRTUAL	DISTRICT 9
36860 MCGILL	MITCHELL	KNOX COUNTY VIRTUAL	DISTRICT 9
49921 NEALON	HEATHER	KNOX COUNTY VIRTUAL	DISTRICT 9
36311 PACLEB	MICHELLE	KNOX COUNTY VIRTUAL	DISTRICT 9
58145 HUME	SARAH	MOORELAND HEIGHTS ELEM	DISTRICT 9
59527 MORRIS	ROBERT	MOORELAND HEIGHTS ELEM	DISTRICT 9
28053 SWAGGERTY	SUZANNE	MOUNT OLIVE ELEM	DISTRICT 9
57730 QUESNELL	KATIE	NEW HOPEWELL ELEM	DISTRICT 9
60603 KILBOURNE	ELIZABETH	SOUTH DOYLE MIDDLE	DISTRICT 9
59749 VANBLARICUM	CHASITY	SOUTH DOYLE MIDDLE	DISTRICT 9
55921 CARTER	CHRISTOPHER	SOUTH-DOYLE HIGH	DISTRICT 9
43764 MCCONNELL	JUSTIN	SOUTH-DOYLE HIGH	DISTRICT 9
59804 ROY	PATRICIA	SOUTH-DOYLE HIGH	DISTRICT 9
55879 ALVA	JESSY	SYSTEM-WIDE	DISTRICT 9
49651 ARMSTRONG	KARRI	SYSTEM-WIDE	DISTRICT 9
58395 BALLAST	TAMARA	SYSTEM-WIDE	DISTRICT 9
50466 EWING	ERIN	SYSTEM-WIDE	DISTRICT 9
60557 EWOLDT	AMELIA	SYSTEM-WIDE	DISTRICT 9
57026 FLYNN	OLIVIA	SYSTEM-WIDE	DISTRICT 9
56347 FOLEY	HALEY	SYSTEM-WIDE	DISTRICT 9
54169 HENRY	REBECCA	SYSTEM-WIDE	DISTRICT 9
61308 HOLT	AMANDA	SYSTEM-WIDE	DISTRICT 9
60003 LEMAK	JAMIE	SYSTEM-WIDE	DISTRICT 9
51963 OWNBY	HEATHER	SYSTEM-WIDE	DISTRICT 9

60946	PIERCEFIELD	JORDAN	SYSTEM-WIDE	DISTRICT 9
58140	ROBERTS	SARA	SYSTEM-WIDE	DISTRICT 9
52604	STEWART	REBECCA	SYSTEM-WIDE	DISTRICT 9
61484	STONE	SUZANNE	SYSTEM-WIDE	DISTRICT 9
51824	VOELKER	JARED	SYSTEM-WIDE	DISTRICT 9
39225	WALKER	DONYA	SYSTEM-WIDE	DISTRICT 9
61218	WILLIAMS	TONYA	SYSTEM-WIDE	DISTRICT 9
47894	WINCHESTER	ALEXANDRA	SYSTEM-WIDE	DISTRICT 9
59070	BEIGLER	DAWN	SYSTEM-WIDE	DISTRICT 9
48002	ROBERTS	LORI	SYSTEM-WIDE	DISTRICT 9

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

DIRECTOR OF SCHOOLS

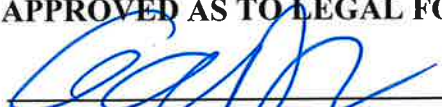
Dr. Jon Rysewyk, Superintendent

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-785

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

List of Teachers eligible for Tenure

Cost to Knox County Schools

NA

Description and Type of Funding Source

NA

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Textbook Adoption Committee Appointments

Submitted By: Terri Coatney

Department: Academics

Division: Academic Supports

Explanation

Approve 2025-2026 Textbook Adoption Committee Appointments for Advanced Manufacturing and Information Technology and PE, Health and Wellness - *Recommended by Superintendent*

Fiscal Impact

Attachments

Proposed Committee

Fiscal Note



KNOX COUNTY SCHOOLS
ACADEMIC SUPPORTS

Sarah Searles
Supervisor of Academic Resources

Candice Janco
Administrative Assistant

[865] 594-2975

MEMORANDUM

TO: Dr. Keith Wilson, Assistant Superintendent of Academics

FROM: Sarah Searles, Supervisor of Academic Resources

DATE: December 9, 2025

RE: Textbook Adoption Committees for 2026

Dear Dr. Wilson et al,

In collaboration with Mr. Matthew Mosley, CTE Director, and Ms. Kara Rickard, PE Health & Wellness Specialist, I am writing to request that an item be added to the January 8, 2026 Board of Education agenda to approve the Textbook Adoption Committee members for the cycle in spring 2026. Mr. Mosley and Ms. Rickard will lead the content area adoption processes for selecting high quality instructional materials to support our district's curriculum in their respective areas, with support from the Textbook Services arm of the Academic Resources department.

Per the state guidelines, the local district has the authority to choose which instructional materials best meet the needs of its students, teachers, and community. This process is conducted via committees consisting of teachers and supervisors certified in the content areas being adopted, as well as parents of Knox County students with an appropriate content area interest. Opportunity for public review of the proposed materials will also be provided.

Attached please find the following for your review:

- Guidelines for the make-up of local textbook adoption committees, per the Tennessee Department of Education website
- Proposed committee members for the 2026 adoption

Please note that districts are granted flexibility from the State in the number of sub-committees they form and the level of granularity at which their committees work. The CTE and PE Health & Wellness teams have determined the size and representative membership of its committees based on the needs of schools and educators.

Respectfully submitted,

A handwritten signature in black ink that reads "Sarah Culp Searles". The signature is written in a cursive style with a large, stylized "S" at the beginning.

Sarah Culp Searles

Information for Districts

Overview of Local Textbook Adoption Process

Districts are best positioned to choose which textbooks and instructional materials meet the needs of their students, educators, and community. Per state law, local districts are responsible for the adoption of curriculum. The Tennessee Textbook and Instructional Materials Quality Commission seeks to provide local school systems with a broad range of flexibility by including a range of books that meet the content standards on the official list that it recommends to the State Board of Education for approval. Please refer to the [Reviews page \(/content/tn/education/districts/textbook-services/textbook-reviews.html\)](/content/tn/education/districts/textbook-services/textbook-reviews.html) for specific textbook adoption lists and their respective reviews.

Once the State Board of Education approves the list of textbooks and instructional materials, school districts may choose to adopt a book from the state approved list or apply for a waiver to use a different text.

Local boards of education must appoint review committees to review the textbooks and instructional materials proposed for adoption and make their adoption upon recommendations of such committees. These committees are set up by grade and subject matter fields and composed of teachers, or supervisors and teachers, and parents with children enrolled in the LEA at the time of appointment to a committee. The local board may also appoint experts in the grade level or subject matter field for which textbooks and instructional materials are to be reviewed. Teachers and supervisors who serve on a committee must be teaching or supervising the respective grade or subject at the time of appointment and must be licensed to teach in the state with endorsements in the subject matter or grade level for which textbooks or instructional materials are being reviewed. Teachers and supervisors must have three or more years of experience as teachers or supervisors in the public schools. The director of schools in the LEA adopting textbooks or instructional materials serves as an ex officio member of all committees.

Committees must be composed by grade or groups of grades arranged so that a committee may consider an entire series of books if it should so desire. The members of the committee authorized in this section shall serve for the length of time that the adoption process for which they are appointed lasts.

After the committees make their recommendations to the local board of education, the director of schools records the list of all textbooks or instructional materials adopted by the local board of education, and forwards a copy of the recorded adoption to the Commissioner of Education and posts the list on the LEA's web site.

Districts are also encouraged to provide a public review process on proposed textbooks and instructional materials from community members to guide their decision on which textbooks or instructional materials to adopt.

The selection of a textbook is exclusively the responsibility of the local district. Each community has the opportunity to review the content of the books to ensure that the content reflects the values of the local community.

PE, Health, and Wellness			
<u>Name</u>	<u>School</u>	Email address	For parents--where kids are enrolled
Makayla Dudley	Carter Middle School	makayla.dudley@knoxschools.org	
Ani Roma		ani.roma@knoxschools.org	Hardin Valley Middle and Hardin Valley Academy
Mitch McGill	Knox County Virtual School	mitchell.mcgill@knoxschools.org	
Ashley Schott	Bearden High School	ashley.schott@knoxschools.org	
Elizabeth Bell	Farragut Primary School	elizabeth.bell@knoxschools.org	
CTE: Advanced Manufacturing and Information Technology			
James Woodfin	L&N STEM (IT)	james.woodfin@knoxschools.org	
Joe Morelock	Farragut High (IT)	joe.morelock@knoxschools.org	
Matt Mosley		matthew.mosley@knoxschools.org	
Jess Sherrod	Carter High (AM)	jess.sherrod@knoxschools.org	
Trevor DaSilva	South Doyle (AM)	trevor.dasilva@knoxschools.org	

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

DIRECTOR OF SCHOOLS

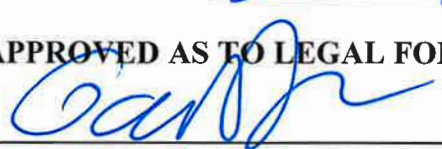
Dr. Jon Rysewyk, Superintendent

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-786

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/17/2025



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve textbook adoption committee members for spring 2026

Cost to Knox County Schools

\$0

Description and Type of Funding Source

n/a

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)

Board of Education Regular Session

Meeting Date: 01/08/2026

Lewis Group Architects New K-8 School Schematic Design Package

Submitted By: Terri Coatney

Department: Operations

Division: Facilities & Construction

Explanation

Approve Schematic Design Package for New K-8 School by Lewis Group Architects

- *Recommended by Superintendent*

Fiscal Impact

Attachments

Schematic Design Package

Memorandum Addendum

Fiscal Note

MEMORANDUM

TO: Chair and Members
Knox County Board of Education

FROM: Kori Lautner, Assistant Superintendent of Impact & Policy
Dr. Garfield Adams, Assistant Superintendent of Operations

DATE: December 10, 2025

RE: **K-8 School Community Input**

In April 2024, the Knox County Board of Education approved a \$66 million investment originally designated as the “MLB Solution.” Following a series of community meetings and surveys conducted in Winter 2024, the Knox County Schools Operations Division recommended in February 2025 that this funding be used to construct a **state-of-the-art K-8 school** to serve students currently zoned for Beaumont Magnet Academy, Maynard Elementary School, West View Elementary School, and a portion of Lonsdale Elementary School.

This project represents a once-in-a-generation opportunity to build an innovative K-8 school in the heart of Knoxville—creating middle school capacity in the area and bringing together three district school communities under one roof to amplify resources, concentrate student supports, and accelerate learning. Due to the unique nature of the proposed school, KCS hosted a second round of community engagement meetings this fall. These sessions were designed to gather input from families to ensure that the academic model and building design were shaped by community priorities.

As a result, you will see the findings outlined in this memo reflected in the attached architectural design.

Fall 2025 Community Engagement

Knox County Schools hosted five community engagement sessions during the week of November 17, 2025. Evening meetings were held from 6:00–7:30 p.m. at each of the four elementary schools impacted by the rezoning, along with an additional morning session at the Western Heights Boys & Girls Club. To maximize engagement and accessibility, each meeting offered simultaneous language translation in Spanish, Kirundi, and Akateco.

A total of 105 community members participated across the five sessions, with participation rates varying from location to location:

- Beaumont Magnet Academy: 67
- Lonsdale Elementary School: 9
- Maynard Elementary School: 10
- West View Elementary School: 10
- Western Heights Boys & Girls Club: 9

These sessions served as an opportunity to update the community on the architectural design process and engage participants in the programming concepts that emerged through the survey and community meetings conducted last year. Meetings centered on two key opportunities for input—both aimed at providing students with an innovative, future-focused experience.

Instructional Models

Participants were presented with two distinct, future-focused instructional models:

- a *STEM-Focused Model*, emphasizing science, technology, engineering, and mathematics through robotics, applied problem solving, and design thinking; and
- an *IB (International Baccalaureate) Global Education model*, featuring inquiry-based learning with early world language exposure, integrated arts and sciences, direct alignment to IB diploma programs at West High School and potentially Austin-East, and a college and career readiness pathway beginning in the elementary grades.

Arts Programming

Last year, community engagement sessions revealed strong support for arts programming not only as an elective option, but as a defining element of the new school's identity. Building on that feedback, KCS asked participants to provide further insight into the arts model they felt would be of the greatest benefit to students:

- a discipline-specific approach centered on either *dance, music, theatre, or visual arts*; or
- an *integrated arts model* designed to provide exposure across multiple disciplines with opportunities for specialization and cross-disciplinary collaboration in later grades.

School Colors

In addition to these considerations, participants were also asked to select their favorite of three potential palettes for the new school's colors. These are time-relevant insights that can be used to navigate design decisions, such as the selection of floor tiles and paint schemes. Proposed color palettes included:

- *Blue and Gold*, selected as an homage to the former Rule High School;
- two unique palettes identified by the architects: a *Classic Green and Blue* and a *Muted Orange and Navy*; or
- *None of the above*.

Results

At the conclusion of each meeting, participants were given three dot stickers to indicate the options that most strongly resonated with them across each area of focus. The results were as follows:

<u>Instructional Model</u>	<u>Arts Programming</u>	<u>School Colors</u>
• STEM: 20 • IB/Global Education: 53	• Dance: 1 • Music: 0 • Theatre: 4 • Visual Arts: 0 • Integrated Arts: 74	• Blue & Gold: 51 • Green & Blue: 16 • Orange & Navy: 2 • None of the Above: 10

These results illustrate a strong community preference for a Global Education/IB instructional model, paired with a clearly defined interest in integrated arts programming. The “Rule Classic” Blue & Gold color palette also emerged as the clear preference among participants.

Design Implications

The community meetings conducted this fall, along with those held last year, elevated several critical considerations for the architectural design of the new school:

- As a K–8 campus, the building must provide for **clear and natural separation between elementary and middle grade students** while maintaining a cohesive community environment—a priority raised last year.
- The building must reflect the school’s identity as an **integrated arts school**, requiring an **enhanced focus on the arts** supported by **large, flexible spaces** capable of accommodating instructional, rehearsal, performance, collaboration, and secure storage needs.
- To meet the rigor of a **Global/IB education**, the design must also include **dedicated space for world language instruction and a purpose-built science laboratory**.

We are pleased to share that each of these priorities is not only present but meaningfully and intentionally integrated into the architectural design proposed by Lewis Group Architects. The proposed design does more than meet functional requirements—it reflects a powerful alignment between community priorities and KCS’s commitment to delivering a truly state-of-the-art, innovative school on a historic educational site.

A New Facility for

Knox County Schools The New K-8 School

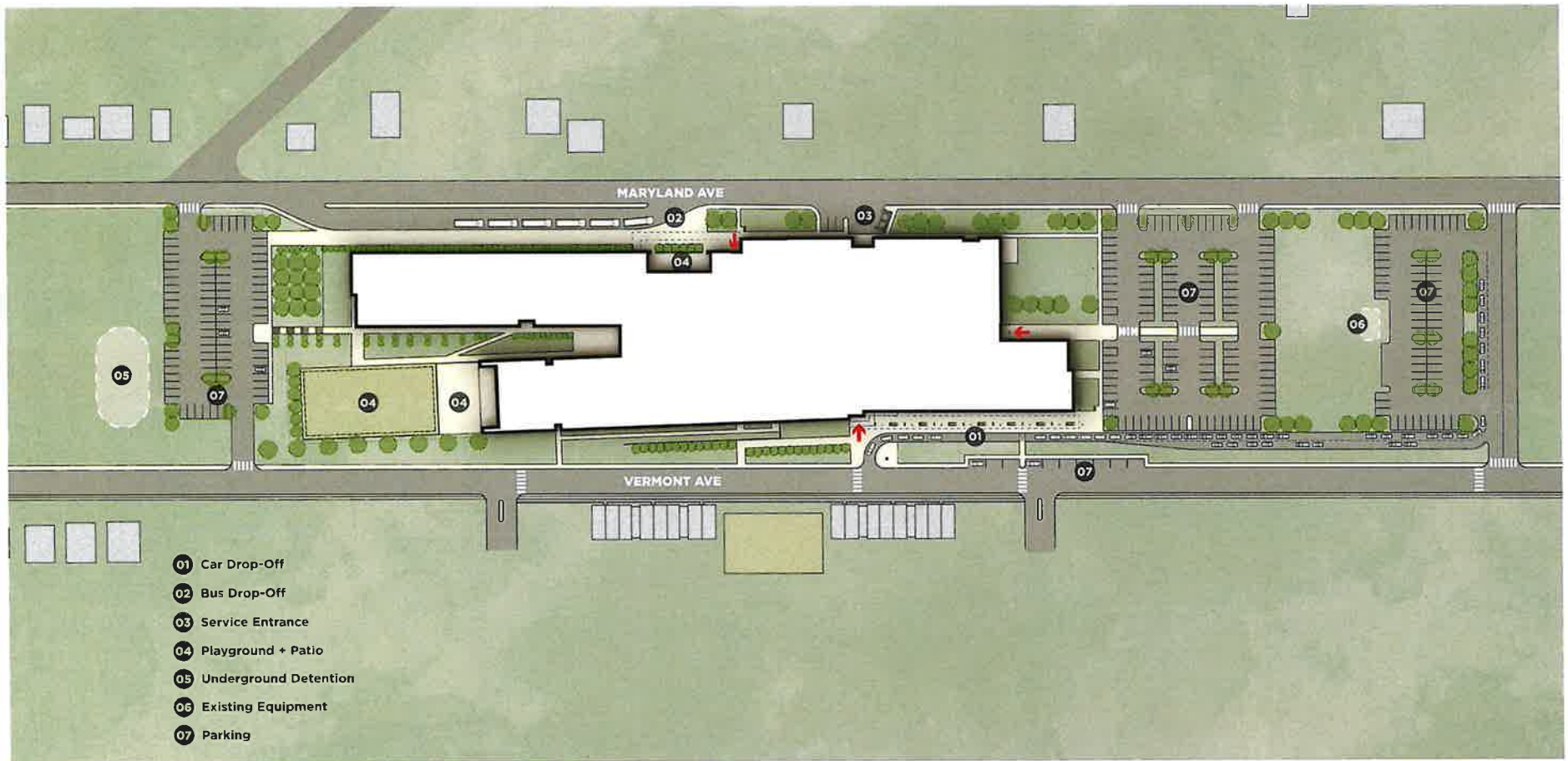
Schematic Design Package

January 5, 2026

LEWIS GROUP ARCHITECTS



SCHEMATIC SITE PLAN



A New Facility for

The New K-8 School / Knox County, TN

January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS

SCHEMATIC MAIN LEVEL FLOOR PLAN



Legend

- Integrated Arts
- Classrooms + Academic Wings
- Media Center
- Administration, Counselor, Clinic
- Athletic + Physical Education
- Dining + Food Preparation
- Building Support
- Circulation

A New Facility for
The New K-8 School / Knox County, TN

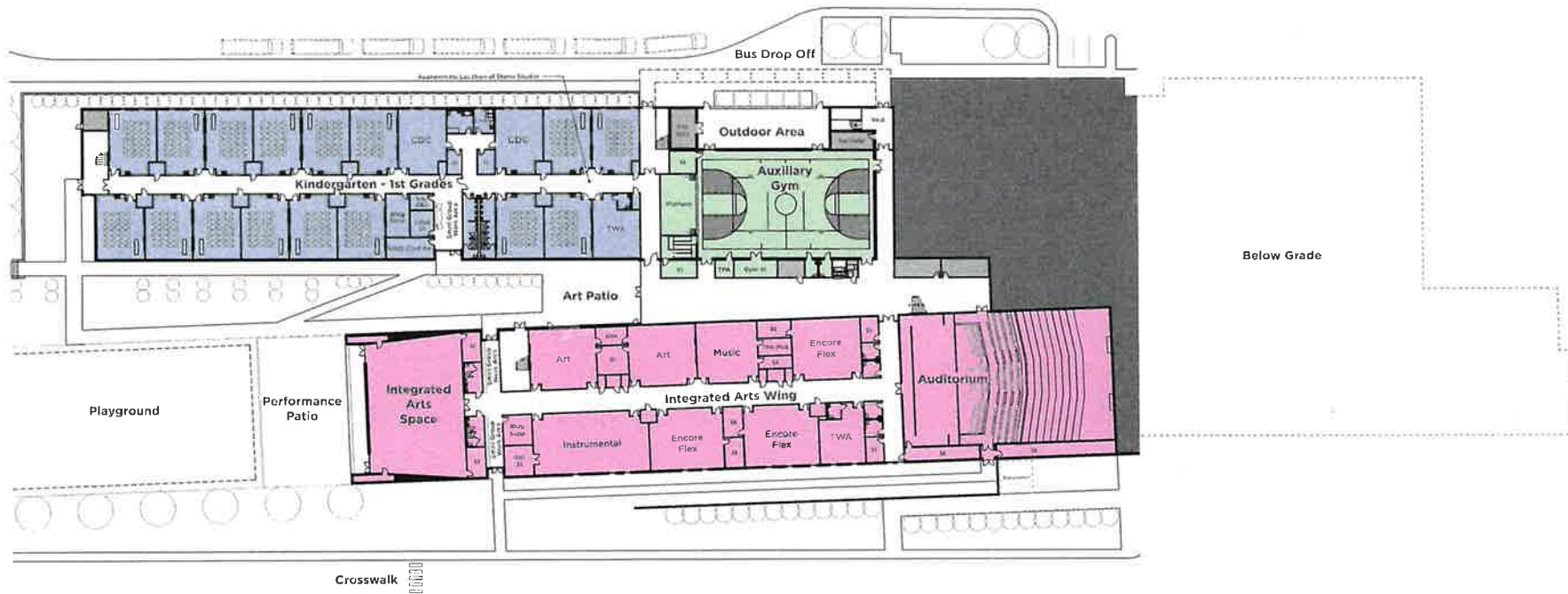
January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS



SCHEMATIC LOWER LEVEL FLOOR PLAN



Legend

- Integrated Arts
- Classrooms + Academic Wings
- Media Center
- Administration, Counselor, Clinic
- Athletic + Physical Education
- Dining + Food Preparation
- Building Support
- Circulation

A New Facility for

The New K-8 School / Knox County, TN

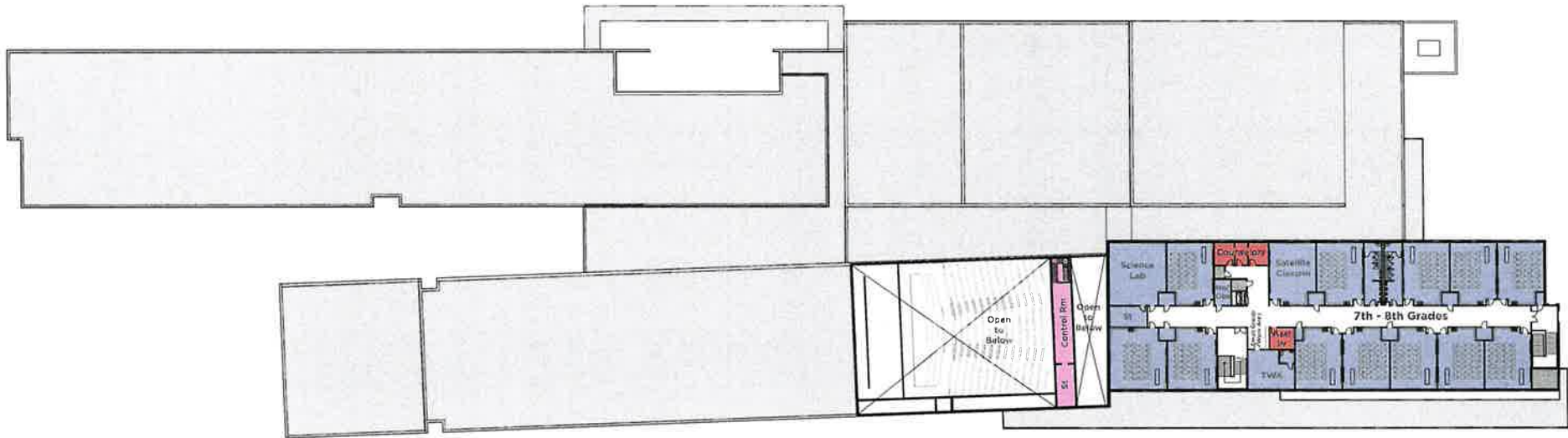
January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS



SCHEMATIC UPPER LEVEL FLOOR PLAN



Legend

- Integrated Arts
- Classrooms + Academic Wings
- Media Center
- Administration, Counselor, Clinic
- Athletic + Physical Education
- Dining + Food Preparation
- Building Support
- Circulation

Estimated Gross Bldg Area

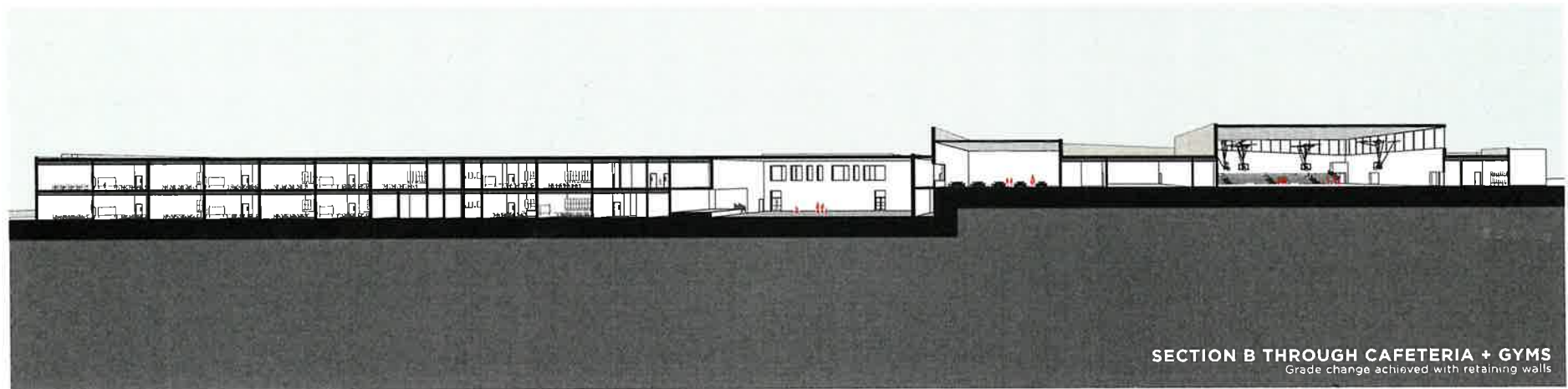
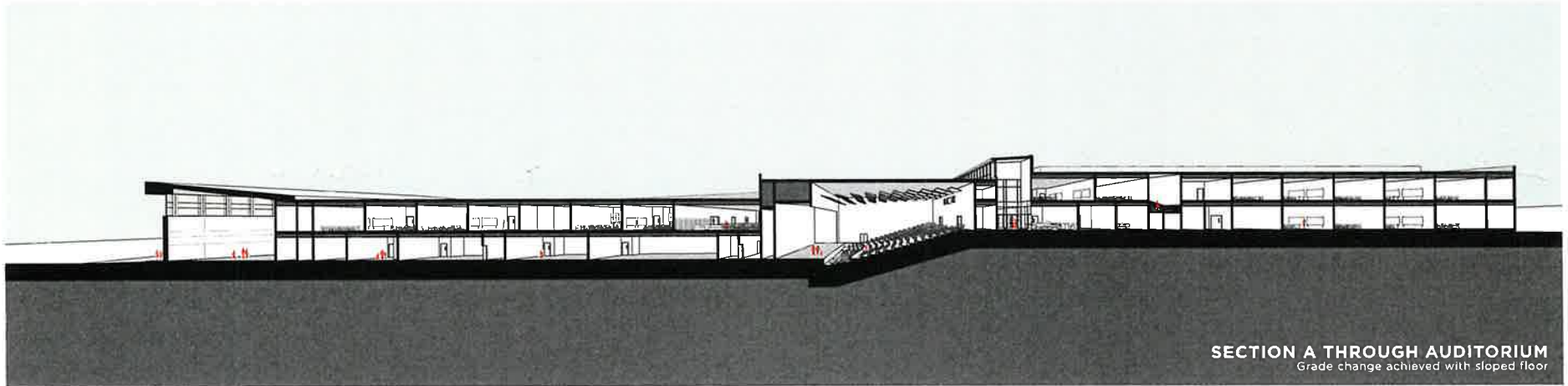
Upper Level	21,400 SF
Main Level	122,300 SF
Lower Level	74,800 SF
TOTAL	218,500 SF

A New Facility for
The New K-8 School / Knox County, TN

January 05, 2026



SCHEMATIC LONGITUDINAL SECTIONS



A New Facility for

The New K-8 School / Knox County, TN

January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS

BIRD'S EYE VIEW FROM VERMONT AVENUE

*Image is intended for schematic design representation purposes only.
Color, form, and texture are subject to change as project develops.



A New Facility for

The New K-8 School / Knox County, TN

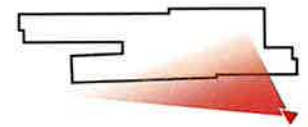
January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS

VIEW OF MAIN ENTRANCE

*Image is intended for schematic design representation purposes only.
Color, form, and texture are subject to change as project develops.



A New Facility for

The New K-8 School / Knox County, TN

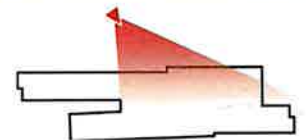
January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS

VIEW OF BUS DROP-OFF

*Image is intended for schematic design representation purposes only.
Color, form, and texture are subject to change as project develops.



A New Facility for

The New K-8 School / Knox County, TN

January 05, 2026

Schematic Design Package

LEWIS GROUP ARCHITECTS

KNOX COUNTY BOARD OF EDUCATION

This Document is approved by the Knox County Board of Education on the 8th day of January, 2026 as reflected in its minutes, and certified by its Chairperson.

Kristi Kristy, Chair

Date: _____

KNOX COUNTY GOVERNMENT

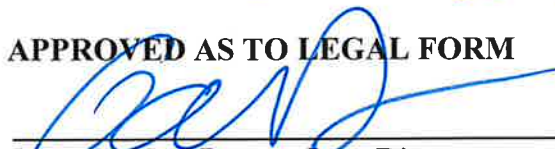
Glenn Jacobs, Mayor

Date: _____

KNOX COUNTY LAW DEPARTMENT

CONTRACT #: 25-787

APPROVED AS TO LEGAL FORM



Gary Dupler, Deputy Law Director

Date: 12/18/2025

MEMORANDUM ADDENDUM

TO: Chair and Members
Knox County Board of Education

FROM: Kori Lautner, Assistant Superintendent of Impact & Policy
Dr. Garfield Adams, Assistant Superintendent of Operations

DATE: January 5, 2026

RE: **Addendum to “K-8 School Community Input”**

When reviewing the recommended architectural design plans for the new K-8 Elementary School in Region 5, there are two timely updates worth noting:

Capacity of the Proposed School

As stated in the December 12, 2025 memorandum, the proposed design reflects the school’s identity as an integrated arts school. This includes a significant “integrated arts” footprint, comprised of dedicated performing arts spaces as well as large, flexible spaces capable of accommodating instructional, visual arts, rehearsal, performance, collaboration, and secure storage needs.

Given the project budget of \$66 million and site constraints, the incorporation of these spaces into the overall design plan required a reduction of the total number of proposed spaces for traditional classrooms. This has a direct impact on building and programmatic capacity.

Our original proposal was for a K-8 School with a programmatic capacity of 1,400 students (with a maximum building capacity of 1,610 students.)

The architectural design being recommended to the Board provides for a programmatic capacity of 1,200 students (with a maximum building capacity of 1,380 students).

Despite the reduction in capacity, the proposed architectural design includes ample space to serve the projected population of students currently zoned for Beaumont Magnet Academy, Maynard Elementary, and West View Elementary—as well as a small number of students currently zoned for Lonsdale Elementary.

Current projections also suggest that the school will open undercapacity, providing for the continued enrollment of transfer students from across the district.

Next Steps, Zoning Conversations, and Student Transfers

As with the construction of any new school, we know that zoning conversations are always top of mind for families. Next steps for the new K-8 school will proceed according to the district's standard timeline for new school buildings. This includes:

- the appointment of a principal in the summer of 2028; and
- zoning conversations during the 2028-2029 school year.

Given the current housing market in Knox County, we anticipate new residential developments being built between now and the time the new school opens. By maintaining the standard timeline for zoning conversations, we will be able to plan for and accommodate any recent changes to the residential landscape.

Once the school zone has been formally established, we will be able to identify the total number of transfer seats available.

While our first priority must be maximizing access for the zoned student population, we recognize and value the significant concentration of transfer students at Beaumont Magnet Academy. Preserving space for student transfers has been a major consideration from the inception of this project, and will remain a priority.



KNOX COUNTY BOARD OF EDUCATION
Agenda Item Fiscal Note

Description

Approve the Schematic Design Package for the New K-8 School by Lewis Group Architects.

Cost to Knox County Schools

Description and Type of Funding Source

For Grants: Letter of Approval from the KCS Grants Department must be attached.
AS-105B (6/23)