



Tuesday, April 22, 2025

**Kingsport City Schools Board of Education Work Session (Immediately following
Special Called Meeting) - 6:00 PM**

**Administrative Support Center, Tennessee Room (3rd Floor)
400 Clinchfield Street
Kingsport, TN 37660 Phone: (423) 378-2102**

1. **CALL TO ORDER**
2. **REPORTS**
 - 2.1. Community Pre-K Advisory Council Report (Dr. Janice Irvin)
 - 2.2. Enhancing Instruction with Artificial Intelligence Report (Dr. Brian Cinnamon/Mr. Christian Horner)
 - 2.3. Budget Update for FY 2025-2026 (Mr. David Frye)
 - 2.4. BOE Committee Reports (Mrs. Melissa Woods)
 - 2.5. Superintendent Report (Dr. Chris Hampton)
3. **ADJOURNMENT**

COMMUNITY PREK ADVISORY COMMITTEE (CPAC) REPORT



“ONE TRIBE STARTS WITH US!”



Why are we here?

Voluntary PreK (VPK) Scope of Services Outline

Full Scope of Services Listed [here](#)

A - Student Eligibility	C - Staffing	E - Health, Nutrition,	I - Family Engagement; Collaboration with	L - Monitoring;
B - Structure of Program	D - Enrollment/ Attendance	F - Safety; Behavior	<u>J.</u> <u>Community:</u>	M - Performance Measures,
		G - Management;	K - Classroom Data Collection and Evaluation	N - Compliance signature - Dr. Hampton
		H - Transportation and Curriculum		



J. Collaboration with the Community

In addition to complying with the requirements of Chapter 0520-12-01, in accordance with T.C.A. § 49-6-106, Grantee

shall:

1) Create and appoint a community pre-K advisory council (CPAC). The director of schools, or the director's designee, shall serve as chair and coordinate the activities of the council. The council shall include, but not be limited to, members representing the local school board, parents, general education teachers, special education teachers, nonprofit providers, for-profit providers, Head Start, the business community, and local government funding bodies, where applicable. (DONE)

2) **The council shall provide input to the local board of education in creating the board's application for programs, taking into consideration the number and type of existing programs for children four (4) years of age within the geographical area served by the LEA.**

3) While the content of the final application for programs shall be within the sole authority of the local school board, no board shall apply without first allowing the council to provide input, either in writing or otherwise, and without first giving due consideration to the council's input and recommendations.



Member Names and Community Position

Ms. Tammie Davis
Retired Teacher, Principal, and Dir. of Human Resources,
Kingsport City Schools (KCS)
TDOE, Retiree

Dr. Pam Evanshen
Former Palmer Center and Washington ECLC Director, KCS
Professor, Dept. Chair
Early Childhood Faculty
East Tennessee State University

Mr. Jeff Fleming
Relocation Manager, Move To Kingsport
Visit Kingsport | Kingsport Chamber
Retired City Manager,
Kingsport, Tennessee

Dr. Virginia Foley
Professor, Educational Leadership and Policy Analysis
East Tennessee State University
Retired Teacher, Counselor, and Principal,
Dalton, Georgia

Dr. Dustin Ford
Associate Principal,
Kennedy Elementary
John Adams Elementary Parent,

Ms. Temekia Hill
Head Start ,
UETHDA HeadStart, Kingsport
Former Teacher and IA,
UETHDA HeadStart, Kingsport
Dobbins-Bennett Parent, KCS

Dr. Janice Irvin
Dir. of Early Childhood Education
Former Principal, Kennedy Elem.
Former Asst. Principal, Jefferson
Former Teacher, PreK/K/2/3, KCS
Kennedy Elementary and RNR Parent, KCS

Ms. Melissa Woods
Board of Education, President
Kingsport City Schools
Current Music Minister
Colonial Heights Christian
Retired Eastman Accountant



Janice Irvin, Director of Early Childhood Education

PreK

PreK 3 and PreK 4

- Special Education
 - Covers all 3 and 4 Year Olds with IEPs
- Voluntary PreK (VPK) Grant
 - Income Eligible students who turn 4 on or before Aug 15
- Palmer Center Principal



I supervise programs serving 575 students (approx.) at 8 sites.

Meetings/Site Visits 2024-25



August	<i>Palmer*</i>	ECLC/PreK/Inclusion PreK
September	<i>Planning</i>	
October	<i>John Adams</i>	ECLC/Inclusion PreK
November	<i>Dobbins</i>	PreK/HeadStart
December	<i>No Meeting</i>	
January	<i>Lincoln*/Jefferson</i>	Inclusion PreK
February	<i>Jackson/Kennedy</i>	Inclusion PreK/PreK
March	<i>Washington</i>	ECLC
April	<i>Create Survey/Use TDOE</i>	Last Meeting

Overall highlights from our year:

- **Visited and learned** about diverse Pre-K programs across KCS.
- Noticed **intentional alignment and consistency** across sites.
- Saw **strong teacher collaboration and enthusiasm**.
- Observed current **facilities and vision for growth**.
- Recognized **future facility needs tied to community growth**.
- Noted **alignment of Pre-K with K-12 vertical learning goals**.
- Valued idea of **variety of classroom models and services for families**.
- Acknowledged strong program leadership.
- Highlighted **Pre-K's role in supporting working families**.
- Expressed pride in the **quality and impact of KCS Pre-K programs**.



CPAC's Noticings from this year...

- **Creation of CPAC** to support and advocate for Pre-K as the foundation of K–12.
- Thoughtful **selection of CPAC members to ensure meaningful input.**
- Initial steps toward **aligning Pre-K resources and programming across the district.**
- CPAC **school visits** revealed variation in classroom materials and environments.
- **Connect 4 Learning curriculum now implemented across all Pre-K sites—seen as a major improvement.**
- Clearer **expectations and vision for all educators** established.
- Emphasis on maintaining **developmentally appropriate practice** in PreK–3rd.
- Recognized the heavy leadership load across multiple sites; suggestion to add leadership support (e.g., assistant director or separating roles).



CPAC's Feedback on the Future

- Need to prepare for **population growth and increased demand for Pre-K programs.**
- Strong early childhood offerings are **key to attracting and retaining young families.**
- Early Childhood Classrooms need to be evaluated by looking at universal access, paid vs. non-paid models, and standardization across classrooms.
- Certified teacher-led classrooms showed greater organization and integration—important to consider in future planning.



Final Thoughts from the CPAC



- Teachers are held accountable for meeting writing expectations and TN-ELDS.
Noted gaps in instruction materials between KCS PreK Classrooms and ECLC Classrooms—resources needed to address this.
- Dr. Irvin’s vision is expected to expand opportunities for families and strengthen early education.
- The Board is urged to advocate for **play-based, joyful, and meaningful learning.**
- Increased enrollment in Special Education Pre-K calls for stronger state funding advocacy
- Lack of affordable childcare limits workforce participation—**an economic impact study on universal Pre-K is recommended.**
- Dr. Irvin brings Pre-K teaching experience and strong leadership to KCS Pre-K.

Thank you, CPAC!

Any questions?



What does PreK look like next year?

Let's start with the classroom moves.

Key

Self-Contained
Co-taught
Blended
VPK only

Teachers			
Bice	Dobbins to	Jackson	VPK
Glenn	Dobbins to	Johnson	VPK
Morrison	Dobbins to	Palmer	VPK/Blended
Davis	Dobbins to	Palmer	VPK/Blended
New Position	New Hire	Palmer	Self-Contained
Correll	Adams to	Johnson	VPK
New Hire (resignation)	Adams to	Lincoln	co-taught
Carol Baker	Palmer to	Lincoln	co-taught
Lexie Nave	Jackson to	Palmer and Jackson	SPED Blended
New Hire (resignation)	Jefferson to	Palmer	Self-Contained

PreK Continuum!

- ALL of our PreK Environments were the same except the 2 VPKs (Kennedy, Palmer).
- Exiting Adams
- Entering Johnson
- Created programs and a continuum to serve all students in their LRE.

Key

Self-Contained
Co-taught
Blended
VPK only

School	Program	General Ed. Teacher	Special Ed. Teacher
Johnson	VPK only	Freddi Correll	NA
	VPK Only	Emily Glenn	NA
Jackson	Blended	Tosha Bice	Lexie Nave (GP Sped funded)
	Blended	Lexi Brown	
Jefferson	VPK only	Aundrea Pearman	NA
Adams			
Kennedy	VPK only	Kristen Davis (Title 1)	NA
Lincoln	Co-taught	Laura Dingus (Title 1)	Jana Benedict (GP Sped funded)
	Co-taught	Carol Baker (VPK)	NEW HIRE SPED PK (was Abbi McKinney)
Roosevelt			
Washington			

Palmer

School	Program	General Ed. Teacher	Special Ed. Teacher
Palmer	PreK 3 DLC (AM/PM)	NA	Abigail Carr
	PreK 3 self-contained (AM/PM)	NA	Victoria Smith
	PreK 3 self-contained(AM/PM)	NA	Mel Phillips
	PreK 4 self-contained AU	NA	Grant Funded/New Hire
	PreK 4 self-contained	NA	Recent Resignation/New Hire
	Service Provider Location		Shyla, Sam, Christina, Kristy, SideKick x2
	Co-taught	Megan Maderic	Sophie Doty
	Blended	Carrie Morrison	Lexie Nave
	Blended	Laura Davis	

Key

Self-Contained
Co-taught
Blended
VPK only

ENHANCING INSTRUCTION WITH AI

EMPOWERING EDUCATORS AND
STUDENTS FOR THE FUTURE

What is AI?

The best definition for our current use of Generative AI, “refers to deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on.”

[-IBM: “What is generative AI?”](#)

In education, this technology has great potential to enhance teaching and learning, but district leaders have a responsibility to ensure compliance with existing policy and support meaningful implementation.

BENEFITS & RISKS

BENEFITS

- Instructional content development
- Assessment design
- Timely, effective feedback
- Differentiation and personalized learning assistance
- Aiding creativity and collaboration
- Operational and administrative efficiency
- Data analysis for deeper insights

RISKS

- Plagiarism and academic dishonesty
- Compromised data privacy
- Overreliance and loss of critical thinking
- Societal bias and lack of cultural sensitivity

AI: Why Use it?

KCS MISSION STATEMENT



The mission of Kingsport City Schools is to provide a **student-focused** and world-class education that ensures **college and career readiness** for all students.

MISSION IN ACTION



- AI assists teachers in meeting the needs of ALL students
- Facilitate Digital/AI Literacy to develop college & career readiness

OUR AI JOURNEY

We have been working to navigate how Artificial Intelligence can improve teaching and learning in KCS over the past 3 years.

2022

AWARENESS

Just 2 months after the public launch of ChatGPT, AI and its impact on education makes up half of the sessions at FETC (a national EdTech conference). KCS ILC & T2L Leaders attend and redeliver information to leadership & schools.

2023

RESEARCH

KCS ILC & T2L Leaders research AI and its potential impacts on education, by sending ILC & T2L Leaders to local & national conferences. Companies like Edpuzzle, Nearpod, and Canva begin integrating AI, as well as new EdTech tools (Magic School) emerge.

2024

EXPLORATION

Begin pilot with Magic School AI and other teacher-facing AI tools to determine effectiveness. Offer multiple PL sessions on AI, and begin exploring district AI implementation practices. As usage of AI increases, C&I establishes a collaborative group of teachers and leaders - AI Innovation Team.

2025

DEVELOPMENT

KCS AI Innovation Team works throughout the year to develop guidelines for KCS leaders, staff, students, & families. C&I provides initial guidelines, increase PL offerings, and individualized support to high-need areas.

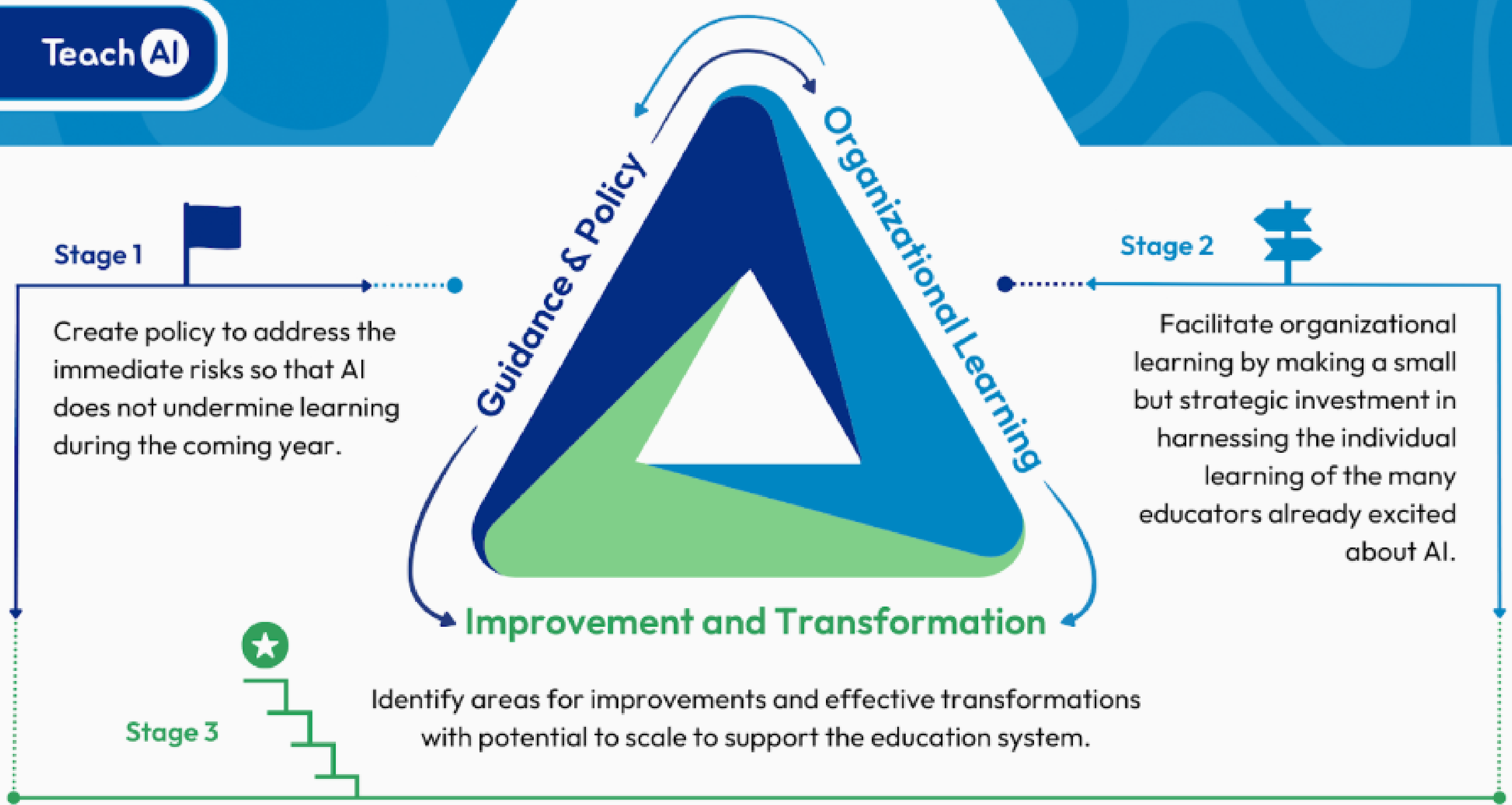
RESEARCH & EXPLORATION

We have attended multiple national and local conferences to learn and leverage best practices, as well as collaborated with other Tennessee district leaders.



GUIDING TENENTS

Teach AI



STEP 1: KCS POLICY ON AI USE

After review the KCS Board of Education approves the AI Policy.

Stage 1



Create policy to address the immediate risks so that AI does not undermine learning during the coming year.

01

INITIAL STEPS

Approval of district policy provided us with the guardrails needed to develop guidance for KCS leaders, teachers, and students.

STEP 2: COLLABORATIVE LEARNING

We developed the AI Innovation Team by selecting teachers and leaders who were interested in and excited about AI in education.

Stage 2



Facilitate organizational learning by making a small but strategic investment in harnessing the individual learning of the many educators already excited about AI.

02

LEARNING & DEVELOPMENT

The AI Innovation Team, including teachers and leaders, engaged in quarterly workshops to learn deeply about AI and best implementation practices, then began developing KCS-specific guidelines.

AI INNOVATION TEAM



Christian Horner
Innovative Learning Coor.



Dr. Shanna Hensley
DBE Principal



Dr. Kristen Davenport
DB Asst. Principal



Dr. Sam McCord
RNR Asst. Principal



Ali Mohler
John Adams



Cheree Osborne
Andrew Jackson



Karen Kitzmiller
Thomas Jefferson



Addison Hale
Andrew Johnson



Mackenzie Tate
John F. Kennedy



Melissa Rivers
Abraham Lincoln



Megan Edmiston
Theodore Roosevelt



Howard Dale
George Washinton



Kyley Stockley
Ross N. Robinson



Lauren Smith
Ross N. Robinson



Magdelene Mason
John Sevier



Jesse McCormick
John Sevier



Kaelin Toney
Dobyns Bennett



Megan Evans
Dobyns Bennett



Jana Engle
Dobyns Bennett



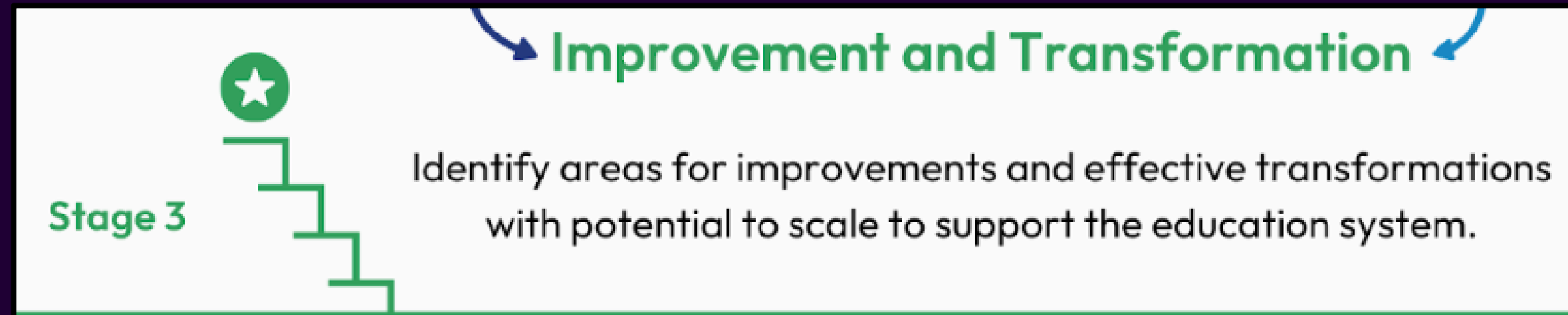
Katie Beth Boggan
Dobyns Bennett



Cody Helms
DB EXCEL

STEP 3: RESPONSIVE IMPLEMENTATION

Focus is placed on responsible use (AI Literacy) and enhancing learning.



03

RESPONSIVE & RESPONSIBLE

As a result of the work from the AI Innovation Team, we are developing a resource to guide KCS leaders, teachers, students, and families towards impactful and responsible use of AI. Throughout this implementation, we will continue to evaluate tools and strategies to ensure our practice sustains these goals.

KCS AI GUIDANCE & SUPPORT

Kingsport City Schools Guidance for Artificial Intelligence



Position Statement

In KCS, we have always looked for innovative approaches that improve student learning. Our position on Artificial Intelligence (AI) follows a path we created years ago and one that places students at the core. Our goal is to provide resources & opportunities for our leaders, educators, students, and community that encourage knowledge-building and responsible use of AI. Since we are in the beginning stages of this new technology, things are changing fast, so we must keep an open mind and be flexible in our thinking. Because of this, we will update the following resources regularly with the most up-to-date information and resources. Thanks for engaging in this conversation and come back often to see what's new!

The AI Innovation Team have developed KCS-specific guidelines, which will be available at the beginning of 2025-2026 school year. In addition to this resource, we are also planning targeted professional learning for leaders and teachers, as well as self-paced & facilitated AI Literacy content to all KCS users and families.

[Purpose & Scope](#)

[Understanding Artificial Intelligence \(AI\)](#)

[What is Artificial Intelligence?](#)

[Guiding Principles for AI Use in KCS](#)

[Responsible Use of AI Tools](#)

[Stakeholder Guidance](#)

INCORPORATING AI INTO COMMON PRACTICES

Since AI is changing rapidly, we have incorporated this into common practices that allow us to review, evaluate, and leverage new tools and practices as this technology advances or as we learn about innovative strategies.

01

RESOURCE APPROVAL PROCESS

All requests for new resources must go through our Resource Approval Process. This provides us opportunities to evaluate any new tool our users would like to use.

02

RESPONSIVE PL SUPPORT

Each year, we develop professional learning plans based on feedback from teachers and leaders. As we go through the year, we are constantly adjusting our plans to be relevant to those needs.

03

RESPONSIBLE USE OF TECHNOLOGY

AI is also being incorporated into our plan for preparing staff and students to use KCS technology responsibly. Each year, students receive Digital Citizenship instruction, which will now incorporate AI Literacy.

CONCLUSION

While AI presents both opportunities and challenges, by empowering users to use it responsibly, we can improve teaching and learning, mitigate risks, and better prepare our students for their future.

Kingsport City Schools

FY 2025-2026 Budget Presentation

To: City of Kingsport
Board of Education

April 22, 2025



FY 2025-26 BUDGET



- State Revenue

- Tennessee Investment in Student Achievement Funds (TISA)

- The March 2025 Estimate of TISA funds for FY 2026 for Kingsport City Schools is \$69,424,737. The final allocation amount for FY 2025 was \$66,970,138. This is an increase of **\$2,454,599**. This amount represents the total amount for Kingsport City Schools and includes the State amount and the required local contribution.
 - Local Education Agencies (LEAs) must fund 30% of the total state-wide TISA allocation for base and weighted funding.

FY 2025-26 BUDGET



- State Revenue

- Tennessee Investment in Student Achievement Funds (TISA)

- The base funding amount per student was increased from \$7,075 to \$7,295. This represents an increase of \$220 per student. The FY 2026 estimate is based on 7,372 students. 7,372 students at \$220 per students is \$1,621,840.

FY 2025-26 BUDGET

TISA Funds



	2026	2025	Change
Base	53,783,839.17	52,249,122.89	1,534,716.28
Weights			
Economically Disadvantaged	4,186,030.98	4,293,331.62	(107,300.64)
Concentrated Poverty	1,167,622.50	749,378.53	418,243.97
ULNs	6,755,741.45	6,246,543.40	509,198.05
Direct Funding			
K-# Literary	1,091,275.00	1,104,934.09	(13,659.09)
4th Grade Supports	142,500.00	142,500.00	-
CTE	2,247,595.64	2,075,671.52	171,924.12
Post-Secondary Tests	50,132.55	108,655.75	(58,523.20)
Total	69,424,737.29	66,970,137.80	2,454,599.49
Local	20,815,553.13	19,795,021.25	1,020,531.88
State	48,609,184.15	47,175,116.57	1,434,067.58
	70.02%	70.44%	

FY 2025-26 BUDGET



- State Revenue

- Tennessee Investment in Student Achievement Funds (TISA)

- The increase in TISA funds includes funding required to be spent on teacher salary improvements. The State budget includes \$125 M to transition the minimum teacher salary to \$50,000. While we have not been given the required amount to be spent by KCS for teacher salary improvements, the amount required to be spent in FY 2025 was \$953,000.

FY 2025-26 BUDGET



- State Revenue
 - Tennessee Investment in Student Achievement Funds (TISA)
 - The economically disadvantaged students funded in FY 2025 was 2,427. The number of students in FY 2026 is 1,899. This change had the potential to reduce State funding to KCS by \$429,200. This drop is due to a change in the way these students qualified after Covid qualifications were removed. This affected the majority of the school systems in Tennessee. As a result, the State implemented a hold harmless clause that funded 75% of this decrease.

FY 2025-26 BUDGET



- State Revenue

- Tennessee Investment in Student Achievement Funds (TISA)

- Due to the hold harmless provision KCS will be funded for 2,295 economically disadvantaged students. This represents a decrease in State funding of \$107,300.

FY 2025-26 BUDGET



- State Revenue

- Tennessee Investment in Student Achievement Funds (TISA)

- There has been a bill in the General Assembly to provide funding for Pre-K special education students. School systems are required to serve 3 and 4 year old special education students but there has been no State funding provided for this. If this bill were to be approved and funded, we have calculated that KCS could potentially see an increase in State funding in excess of a million dollars.

FY 2025-26 BUDGET



- State Revenue
 - Tennessee Investment in Student Achievement Funds (TISA)
 - The preliminary State share of the TISA allocation for Kingsport City Schools is \$48,609,184.
 - The amount included in the FY 2025 budget is \$46,983,700.
 - The increase from the FY 2025 budget to the FY 2026 March estimate is \$1,625,500.
 - An April estimate should be received prior to the approval of the FY2026 budget.

FY 2025-26 BUDGET



- County Revenue

- Property Taxes

- The FY 2026 estimate for Current Year Property Taxes is \$14,675,000.
 - This estimate is based on FY 2025 assessed value.
 - The estimate also includes a negative TIF (Tax Increment Financing) adjustment of \$325,000.
 - The FY 2026 estimate is \$25,000 more than the FY 2025 estimate.

FY 2025-26 BUDGET



- County Revenue

- Local Option Sales Tax

- The FY 2026 estimate for Local Option Sales Tax is \$15,800,000.
 - The FY 2026 estimate is \$300,000 greater than the FY 2025 estimate of \$15,500,000.
 - This estimate is based on an estimated actual FY 2025 collection amount of \$15,500,000, with a 2.0% increase in collections.

FY 2025-26 BUDGET



- Other Revenue

- Special Education High-Cost Funds

- There is revenue of \$52,000 included to fund the cost of a new deaf interpreter position.

- Tuition

- Due to the reduction in tuition rates, the estimated revenue for regular tuition is being decreased from \$420,000 to \$250,000. This is a decrease of \$170,000.

FY 2025-26 BUDGET



- Other Revenue

- Early Childhood Fees – At this time there is an increase of \$50 per month being considered for early childhood fees. The new rates would be:

Infants	\$880/month
Toddlers	\$860/month
Preschool	\$840/month
Registration Fee	\$175

FY 2025-26 BUDGET



Transfers from the City of Kingsport:

- For Operations: The FY 2025 estimated revenue includes \$11,245,300 for Transfers from the City for Operations. This amount has not changed since FY 2020.
- For Debt Service: The amount included for Transfers for Debt Service has decreased by \$1,750, for a new amount of \$4,441,400.

FY 2025-26 BUDGET



- Expenditures

- Personnel Expenditures

- To meet the required minimum expenditure for teacher salary improvements, KCS will need fund a teacher step increases and teachers 1% cost of living increase. In addition, classified employees will receive their step increases and a 1% cost of living increase.

FY 2025-26 BUDGET



- Expenditures

 - Certified

– Step Increases	\$ 639,000
– 1 % Cost of Living Increase	<u>546,000</u>
Total Funds for Certified Pay Increases	<u>\$1,185,000</u>

FY 2025-26 BUDGET



- Expenditures

- Classified Personnel

– Classified Step Increases (2% Steps)	\$243,000
– Classified Cost of Living Increase (1%)	<u>134,000</u>
Total Costs of Classified Pay Increases	<u>\$377,000</u>

FY 2025-26 BUDGET



- Expenditures

- Employee Pay Increases

- Certified Pay Increases \$1,185,000

- Classified Pay Increases 377,000

- Total Costs of Employee Pay

- Increases \$1,562,000

FY 2025-26 BUDGET



- Expenditures

- Personnel

- 1.0 Deaf Interpreter \$ 52,000

- 1.5 Innovative School Models (ISM)

- Grant Teaching Positions 144,400

- This represents 25% of the salary and benefits for 6 teaching positions for the fourth year of the ISM grant.

- Total Costs of New Positions \$ 196,400

FY 2025-26 BUDGET



- Expenditures

- Other Personnel Increases

– Health Insurance Increase (5.0%)	\$ 261,500
– Retiree Health Insurance	130,000
– Classified Retirement	60,000
– Substitutes	150,000
– Coaching Supplements/Stipends	57,800
– Voluntary Pre-K Grant	75,000

FY 2025-26 BUDGET



- Expenditures

- Other Increases

– Textbooks	\$ 90,000
– Technology Budget (e-rate)	75,000
– Pre-K Expenses	20,000
– Audit Services	17,500
– Liability Insurance	15,600
– Building Insurance	17,500
– Maintenance & Operations	63,000

FY 2025-26 BUDGET



- Capital Improvements
 - In FY 2025 the amount included in the operating budget for Capital Improvements was \$600,000.
 - In the final loan payment of \$146,647 for the 2010 EESI loan was made in FY 2025. This loan payment has come out of the regular operating budget. These funds will be redirected in the FY 2026 budget to the CIP account.
 - This CIP budget for FY 2026 will be \$750,000.