

Johnson City Board of Education Regular Meeting
February 6, 2023 6:00 PM
Central Office

1. CALL TO ORDER AND OPENING

- 1.A. Call to Order and Welcome
Mrs. Kathy Hall, Board Chair
- 1.B. Moment of Silence
Mrs. Kathy Hall, Board Chair
- 1.C. Pledge of allegiance to the flag
Students from Towne Acres
- 1.D. Opening
Students from Towne Acres
- 1.E. Art work on display
Students from Towne Acres
- 1.F. Update on Towne Acres
Dr. Josh Simmons, Principal

2. RECOGNITIONS

3. ADOPTION OF AGENDA

4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS

5. REPORTS FROM SUPERINTENDENT AND STAFF

- 5.A. Building Projects Update
Mr. Brian Ross
- 5.B. Financial Report Ending December 31, 2022
Ms. Leia Valley
- 5.C. Update on Sales Tax - PEP
Ms. Leia Valley

6. UNFINISHED BUSINESS

7. CONSENT AGENDA

- 7.A. Approval of Minutes
- 7.B. Proposed Fundraising Activities

- 7.C. Request to write checks over \$5,000
- 7.D. Overnight Fieldtrip Requests
- 7.E. Approval of the 2023-24 Science Hill High School Program of Studies
- 7.F. Request approval of Special Courses at Science Hill.
 - Organic Chemistry
 - Women in History
 - Sports Psychology
- 7.G.

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

- 8.A. SHHS, Grand Topper Restrooms Budget Recommendation
- 8.B. Recommendation for additional funding for the field and field event facilities at Indian Trail Middle School; shared cost with the City, up to \$350,000 if it goes over the budgeted amount of \$1.2 million.

9. NEW BUSINESS

- 9.A. Resolution Requesting General Assembly To Amend Tennessee Code Annotated § 49-6-3115; To Allow School Districts To Make Retention Decisions For Third And Fourth Grade Students
- 9.B. Current Meeting Communication Follow Up

10. INFORMATION ITEMS

- 10.A. BOE Calendar of Events
- 10.B. Personnel Items
- 10.C. Donations

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

13. MEETING DATES

14. ADJOURNMENT



BELIEFS

To be successful, Johnson City Schools must...

- Provide the highest quality public education to all students;
- Attract, develop, and retain the very best teachers and staff;
- Engage families, business, community, and government;
- Stay on the cutting edge of educational leadership and practice; and
- Foster a caring, safe, and inclusive environment.

MISSION

To enable all students to achieve excellence.

VISION

To be a progressive school system that is globally competitive in all areas. All students have an equal opportunity to learn and be successful while meeting high expectations and are provided the resources to be healthy, productive citizens and lifelong learners.

GOAL

Advance student achievement in all curricular and extra-curricular programs

GOAL

Pursue and efficiently manage internal and external school funding

GOAL

Promote physical and mental health and wellness in a safe and secure environment

GOAL

Improve communication, collaboration, and involvement

GOAL

Champion innovation and the effective use of technology



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968
Dr. Steve Barnett, Superintendent of Schools

Recognitions for the BOE February 6, 2023 Meeting

Students:

- Allie O’Neil: 2022 Civics Essay Contest- First Place
- Ela Bradshaw: 2022 Civics Essay Contest- Second Place
- Tybre Faw: National Student Ambassador of the 400 Years of African American History Commission.

Tenure Teachers:

Hadessah	Vaughan Mills	Cherokee
Chloe	Bales	Fairmont
Brooke	Peccia	Fairmont
Kristin	Stalcup	Fairmont
Kami	Preston	Lake Ridge
Jessica	Noel Gambino	Mountain View
Jadin	Graham Foster	North Side
Sarah	Shirley Adams	South Side
Alexandria	Moczygemba	South Side
Jacob	Street	South Side
Yolanda	Hernandez/ Miller	Towne Acres
Corey	Moser	Towne Acres
Ashley	Carlson	Woodland
Erin	Stamper	Woodland
Susan	Zaebst Johnston	Woodland
Ryan	Armstrong	Indian Trail
Garrett	McDonald	Indian Trail
Rachel	Denney	Liberty Bell
Stacey	Philbrick	Liberty Bell
Carmen	Bryant	SHHS
Kortney	Caldwell	SHHS
Hillary	Delgado	SHHS
Suzanne	Reaves	SHHS
Larry	Shively	SH
Charles	Corwin	SHHS CTE
George	Laoo	JCVA
Caroline	Bauguess	JCVA



BOARD OF EDUCATION

Kathy Hall, Chair Jonathan Kinnick, Vice Chair Paula Treece, Secretary
 Dr. Ginger Carter Herb Greenlee Thomas Hager, Jr Beth Simpson

The mission of the Johnson City Schools is to enable all students to achieve excellence.



JOHNSON CITY SCHOOLS

Building Projects Update

1/24/23

Lake Ridge Elementary – 8 Classroom Addition; HVAC Upgrade; Site Improvements (\$9.7m)

- Addition: Substantially complete as of 12/2/22; Flooring to be done over spring break
- HVAC Upgrades: Zone 3 complete; Zone 4 started 1/23/23 (Jan-Mar); Zone 2 (Apr-May); Zone 13(May-Jun); Zone 8 (Mar-Jun)
- Site: Binder installed; Final paving based on weather; Playground based on weather (to be fenced off for safety)
- Substantial Completion: Jun 2023

Science Hill High – Science Labs & CDC Rooms Renovation (\$6.1m)

- Phase 3 (Two science classrooms): Drywall and cabinet installation in progress; Complete mid-Feb
- Phase 4 (Four science classrooms): Mar-Jul
- Phase 5 (Three science classrooms): Jun-Sep
- Phase 6 (Three science classrooms): Sep-Jan
- Substantial Completion: Jan 2024

Towne Acres Elementary – Courtyard Screening (\$379k)

- Substantial Completion: End of Feb 2023

Indian Trail Middle School – Field House Renovation

- Improvements include enclosing existing patio to create two team meeting rooms, relocating concessions window, installing new exterior side entrances to restrooms
- Design is in progress

**SCHOOL BOARD AGENDA ITEM
FEBRUARY 2023 MEETING**

ACTION ITEM

TOPIC: Financial Report for the month ending December 31, 2022.

BACKGROUND INFORMATION:

The un-audited financial report for the month ending December 31, 2022 is attached for your review.

Revenues:

Revenues received the month of December totaled \$8,746,887 primarily consisting of the State BEP Payment, Local Option Sales Tax, Property Tax and the monthly appropriation from the City. Property Tax Revenues for the month was \$2,230,386. Local Option Sales Tax receipted for the month was \$1,800,032. Through December, Local Option Sales Tax collections has seen an increase of 15.3% above last year.

At the end of December, revenues totaled \$38,563,111 for the year. Total Revenues were up 5.7% from December 2021. Total revenues collected through December were at 46.3% of the budget. This is slightly improved from December 2021, which was at 45.5% of the budget.

Expenditures:

Expenditures for the month of December totaled \$7,820,768. Total expenditures for the year through December were \$39,044,527. Total expenditures were 9.8% above December 2021. The one-time bonus and benefits expenditures in December totaled approximately \$920,000. Total expenditures at the end of December were at 44.2% of the budget. That is increased slightly from December 2021 in which total expenditures were at 43% of the budget.

Fund Balance:

Total Fund Balance as December 31, 2022 was \$16,835,140. Fund balance exceeded the fund balance target by \$3,275,728.

Tax Rate Information:

Included are the updated tax rates for the surrounding systems for 2022. Unicoi County had a reappraisal year in 2022. Kingsport City had a \$0.12 increase in rates. Hawkins County increased \$0.15. Bulls Gap and Surgoinsville had minimal increases. A column has been added to the Tax Rate information to show what the combined City and County property tax rate is for each locality.

Please feel free to call me if you have questions. (434-5212)

Respectfully Submitted: *Leia Valley*

Johnson City Schools
Year To Date Comparisons
For the Month Ending December 31, 2022

	<u>Y-T-D</u> <u>12/31/21</u>	<u>Y-T-D</u> <u>12/31/22</u>	<u>Difference in</u> <u>Dollars</u>	<u>Difference in</u> <u>Percentage</u>	<u>FY22 Actual</u>	<u>FY23 Budget</u>
Revenues:						
County Property Tax - Current	\$ 2,161,795	\$ 2,781,796	\$ 620,001	28.68%	\$ 12,416,312	\$ 12,012,049
Local Option Sales Tax	9,204,230	10,608,961	1,404,731	15.26%	20,211,314	18,155,388
BEP	17,668,500	17,961,000	292,500	1.66%	35,352,280	35,883,000
Tuition	165,071	134,597	(30,474)	-18.46%	281,872	250,000
All Other Revenues	7,292,950	7,076,758	(216,192)	-2.96%	17,440,519	16,965,666
Total Revenues	<u>\$ 36,492,546</u>	<u>\$ 38,563,111</u>	<u>\$ 2,070,565</u>	<u>5.67%</u>	<u>\$ 85,702,297</u>	<u>\$ 83,266,103</u>
Percentage of Revenue Budget Collected to Date		46.31%				
Percentage/Dollar Amount of Revenue Budget left to be Collected		53.69%				<u>\$ 44,702,992</u>
Expenditures:						
Salaries	\$ 23,037,028	\$ 25,500,891	\$ 2,463,863	10.70%	\$ 49,682,919	\$ 53,955,377
Benefits	8,205,004	7,819,035	(385,969)	-4.70%	15,939,480	16,694,100
Electricity	748,049	845,576	97,527	13.04%	1,777,650	1,900,000
Water/Sewer	115,627	109,429	(6,198)	-5.36%	297,173	240,000
Natural Gas	57,078	88,261	31,183	54.63%	270,914	230,000
Disposal Fees	46,553	50,961	4,408	9.47%	125,095	125,000
Gasoline	19,070	8,635	(10,435)	-54.72%	54,689	40,000
Technology/Instructional Equipment	24,053	178,251	154,198	641.08%	102,134	1,003,713
Capital Outlay	50,776	432,896	382,120	752.56%	359,740	1,809,331
All Other Expenditures	3,270,956	4,010,593	739,637	22.61%	9,676,094	12,394,756
Total Expenditures	<u>\$ 35,574,194</u>	<u>\$ 39,044,527</u>	<u>\$ 3,470,333</u>	<u>9.76%</u>	<u>\$ 78,285,889</u>	<u>\$ 88,392,278</u>
Percentage of Expenditure Budget Spent to Date		44.17%				
Percentage/Dollar Amount of Expenditure Budget remaining		55.83%				<u>\$ 49,347,751</u>
Year-To-Date Revenues Over (Under) Expenditures	<u>\$ 918,351</u>	<u>\$ (481,415)</u>	<u>\$ (1,399,766)</u>	<u>-152.42%</u>	<u>\$ 7,416,408</u>	<u>\$ (5,126,175)</u>

% of Fiscal Year Complete **50.00%**
 % of Fiscal Year Remaining **50.00%**

BOE POLICY 2.100 RESERVE FUNDS

Total Expenditure Budget - FY23 Budget	\$	86,197,617
Less:		
Operating Transfers	\$	95,179
Debt Service	\$	2,825,197
Capital Outlay	\$	288,000
Early Childhood	\$	383,690
Educare	\$	1,249,079
Total to deduct	\$	<u>4,841,145</u>
 Total Operating Budget	 \$	 81,356,472
 16% of the General Purpose School Fund Operating Budget	 \$	 <u><u>13,559,683</u></u>
 Monthly Operating Expense:		
Annual Operating Expense Budget	\$	81,356,472
 Monthly Operating Expenses Budgeted	 \$	 6,779,706
2 Months Operating Expenses Budgeted	\$	<u><u>13,559,412</u></u>

<p>BOE Policy 2.100 as revised at the 5 o'clock 2-3-2014 BOE Meeting First reading April 2014 Second reading May 2014</p>
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Current Standing on Target Fund Balance		
*Target Unrestricted Fund Balance (as recommended at 2-3-2014 BOE Policy Meeting) 2 Months Operating Expenditures	\$	13,559,412
Current Fund Balance:		
3% Fund Balance	\$	2,449,334
Beginning of the Year Undesignated	\$	13,562,529
Current Revenues vs Expenditures	\$	(481,415)
Other Reserves	\$	1,304,692
Total Fund Balance	\$	<u>16,835,140</u>
 Target Overage as of 12/31/22	 \$	 <u><u>3,275,728</u></u>

Locality	2017 Rate	Increase	2018 Rate	Increase	2019 Rate	Increase	2020 Rate	Increase	2021 Rate	Increase	2022 Rate	Residents
												Combined Rate
Washington County	\$ 2.3798	\$ -	\$ 2.3798	\$ (0.2298)	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.7200
Jonesborough	\$ 1.3105	\$ -	\$ 1.3105	\$ (0.1105)	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ 3.3500
Johnson City	\$ 1.8900	\$ -	\$ 1.8900	\$ (0.1800)	\$ 1.7100	\$ -	\$ 1.7100	\$ 0.0200	\$ 1.7300	\$ -	\$ 1.7300	\$ 3.8800
Unicoi County	\$ 2.6838	\$ -	\$ 2.6838	\$ -	\$ 2.6838	\$ 0.1700	\$ 2.8538	\$ -	\$ 2.8538	\$ (0.5033)	\$ 2.3505	\$ 2.3505
Erwin	\$ 1.4470	\$ 0.0150	\$ 1.4620	\$ 0.4000	\$ 1.8620	\$ -	\$ 1.8620	\$ -	\$ 1.8620	\$ (0.3108)	\$ 1.5512	\$ 3.9017
Sullivan County	\$ 2.5500	\$ -	\$ 2.5500	\$ 0.0200	\$ 2.5700	\$ -	\$ 2.5700	\$ (0.1638)	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062
Bluff City	\$ 1.2800	\$ -	\$ 1.2800	\$ -	\$ 1.2800	\$ -	\$ 1.2800	\$ (0.1010)	\$ 1.1790	\$ -	\$ 1.1790	\$ 3.5852
Bristol	\$ 2.1612	\$ -	\$ 2.1612	\$ -	\$ 2.1612	\$ -	\$ 2.1612	\$ (0.1749)	\$ 1.9863	\$ -	\$ 1.9863	\$ 4.3925
Johnson City	\$ 1.8400	\$ -	\$ 1.8400	\$ 0.1100	\$ 1.9500	\$ -	\$ 1.9500	\$ (0.4000)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.9562
Kingsport	\$ 1.9750	\$ -	\$ 1.9750	\$ 0.0893	\$ 2.0643	\$ -	\$ 2.0643	\$ (0.1860)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.4045
Carter County	\$ 2.4700	\$ -	\$ 2.4700	\$ -	\$ 2.4700	\$ -	\$ 2.4700	\$ (0.4400)	\$ 2.0300	\$ -	\$ 2.0300	\$ 2.0300
Elizabethton	\$ 1.7900	\$ -	\$ 1.7900	\$ 0.0600	\$ 1.8500	\$ -	\$ 1.8500	\$ (0.2800)	\$ 1.5700	\$ -	\$ 1.5700	\$ 3.6000
Johnson City	\$ 1.8400	\$ -	\$ 1.8400	\$ (0.0100)	\$ 1.8300	\$ -	\$ 1.8300	\$ (0.2800)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.5800
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.6000
Greene County	\$ 1.9731	\$ 0.0414	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ 2.0145
Greene County for City Residents	\$ 1.7613	\$ 0.0938	\$ 1.8551	\$ 0.1294	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ 4.1620
Greeneville City	\$ 2.2153	\$ (0.0378)	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ 4.1620
Hawkins County	\$ 2.5323	\$ -	\$ 2.5323	\$ -	\$ 2.5323	\$ -	\$ 2.5323	\$ (0.3646)	\$ 2.1677	\$ 0.1500	\$ 2.3177	\$ 2.3177
Rogersville City	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.1835)	\$ 1.4865	\$ -	\$ 1.4865	\$ 3.8042
Bulls Gap	\$ 0.7000	\$ -	\$ 0.7000	\$ 0.0200	\$ 0.7200	\$ -	\$ 0.7200	\$ (0.0636)	\$ 0.6564	\$ 0.0036	\$ 0.6600	\$ 2.9777
Church Hill	\$ 1.1034	\$ -	\$ 1.1034	\$ -	\$ 1.1034	\$ -	\$ 1.1034	\$ (0.1418)	\$ 0.9616	\$ -	\$ 0.9616	\$ 3.2793
Kingsport	\$ 1.9750	\$ -	\$ 1.9750	\$ (0.0850)	\$ 1.8900	\$ -	\$ 1.8900	\$ (0.0117)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.3160
Mount Carmel	\$ 1.3800	\$ 0.2900	\$ 1.6700	\$ -	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.2803)	\$ 1.3897	\$ -	\$ 1.3897	\$ 3.7074
Surgoinsville	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ (0.2370)	\$ 0.9630	\$ 0.0033	\$ 0.9663	\$ 3.2840

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended December 31, 2022					
					50.00%
		Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
Revenues					
40110	Current Property Tax - Washington Co.	\$ 11,737,470	2,725,078	\$ 9,012,392	23.22%
40110	Current Property Tax - Sullivan Co.	\$ 188,284	31,176	\$ 157,108	16.56%
40110	Current Property Tax - Carter Co.	\$ 86,295	25,542	\$ 60,753	29.60%
40120	Trustee's Collections - Prior Year	\$ 395,150	145,630	\$ 249,520	36.85%
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$ 106,405	37,631	\$ 68,774	35.37%
40140	Interest & Penalty	\$ 188,000	27,109	\$ 160,891	14.42%
40150	Pick-Up Taxes	\$ -	103	\$ (103)	#DIV/0!
40162	Payments in Lieu of Taxes - Local Utilities	\$ 200,000	212,337	\$ (12,337)	106.17%
40163	Payments in Lieu of Taxes - Other	\$ 15,000	10,601	\$ 4,399	70.67%
40210	Local Option Sales Tax - Washington Co.	\$ 17,958,665	10,431,564	\$ 7,527,101	58.09%
40210	Local Option Sales Tax - Sullivan Co.	\$ 114,721	87,014	\$ 27,707	75.85%
40210	Local Option Sales Tax - Carter Co.	\$ 82,002	90,383	\$ (8,381)	110.22%
40270	Business Tax	\$ 385,000	144,610	\$ 240,390	37.56%
40275	Mixed Drink Tax	\$ -	3,196	\$ (3,196)	#DIV/0!
40320	Bank Excise Tax	\$ 80,000	202	\$ 79,798	0.25%
	Total County Taxes	\$ 31,536,992	\$ 13,972,174	\$ 17,564,818	44.30%
41110	Marriage Licenses	\$ 1,500	1,037	\$ 463	69.16%
	Total Licenses and Permits	\$ 1,500	\$ 1,037	\$ 463	69.16%
43511	Tuition - Regular Day Students	\$ 250,000	134,597	\$ 115,403	53.84%
43513	Tuition - Summer School	\$ -	-	\$ -	#DIV/0!
43517	Tuition - Online Learning	\$ -	150	\$ (150)	#DIV/0!
43581	Tuition - EDUCARE	\$ 1,062,100	467,206	\$ 594,894	43.99%
43581	Tuition - ECLC	\$ 302,560	96,193	\$ 206,367	31.79%
43990	Other Charges for Services - Fingerprints	\$ 21,000	8,152	\$ 12,848	38.82%
43990	Print Shop Enterprise Account	\$ 20,000	5,825	\$ 14,175	29.13%
	Total Charges for Current Services	\$ 1,655,660	\$ 712,123	\$ 943,537	43.01%
44120	Leases/Rentals	\$ -	-	\$ -	#DIV/0!
44120	Leases/Rentals - Chromebooks	\$ -	-	\$ -	#DIV/0!
44160	Retirees' Insurance Payments	\$ 15,000	6,915	\$ 8,085	46.10%
44170	Miscellaneous Refunds	\$ -	24,984	\$ (24,984)	#DIV/0!
44530	Sale of Equipment	\$ -	-	\$ -	#DIV/0!
44570	Contributions	\$ -	250	\$ (250)	#DIV/0!
44570	Contributions - Shoe Fund	\$ 10,000	8,346	\$ 1,654	83.46%
44570	Contributions - Homeless Fund	\$ -	3,275	\$ (3,275)	#DIV/0!
44990	Other Local Revenue (STEAM 536)	\$ 1,000	-	\$ 1,000	0.00%
44990	Other Local Revenue (Misc)	\$ -	271	\$ (271)	#DIV/0!
	Total Other Local Revenues	\$ 26,000	\$ 44,042	\$ (18,042)	169.39%
46511	Basic Education Program	\$ 35,883,000	17,961,000	\$ 17,922,000	50.05%
46550	Driver Education	\$ 9,000	-	\$ 9,000	0.00%
46610	Career Ladder	\$ 97,500	52,753	\$ 44,747	54.11%
	Total State Education Funds	\$ 35,989,500	\$ 18,013,753	\$ 17,975,747	50.05%
47640	ROTC Reimbursement	\$ -	6,523	\$ (6,523)	#DIV/0!
	Total Direct Federal Government	\$ -	\$ 6,523	\$ (6,523)	#DIV/0!
48610	Donations	\$ -	1	\$ (1)	#DIV/0!
49800	Operating Transfers	\$ -	-	\$ -	#DIV/0!
49810	City General Fund Transfer - Operations	\$ 11,626,736	5,813,458	\$ 5,813,278	50.00%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

						50.00%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
49810		City General Fund Transfer - Transportation	\$ 2,429,715	-	\$ 2,429,715	0.00%
		Total Other Sources	\$ 14,056,451	\$ 5,813,459	\$ 8,242,992	41.36%
		Total Revenues	\$ 83,266,103	\$ 38,563,111	\$ 44,702,992	46.31%
		APPROPRIATIONS (Expenditures)	Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
		INSTRUCTION				
71100	116	Teachers	\$ 30,372,750	13,847,800	\$ 16,524,950	45.59%
71100	116	Safety Net Program (1-031)	\$ 49,000	21,316	\$ 27,684	43.50%
71100	116	RTI (534)	\$ -	-	\$ -	#DIV/0!
71100	116	Four-Year Transition Plan (2-301)	\$ 5,500	-	\$ 5,500	0.00%
71100	116	Local Extended Contract (1-578)	\$ 147,095	31,002	\$ 116,093	21.08%
71100	116	Mountain View Orchestra (9-581)	\$ 8,825	-	\$ 8,825	0.00%
71100	116	Curriculum Development (538)	\$ 22,000	9,200	\$ 12,800	41.82%
71100	116	Teacher Stipends for Online Learning (555)	\$ 20,000	6,000	\$ 14,000	30.00%
71100	117	Career Ladder	\$ 53,000	22,500	\$ 30,500	42.45%
71100	163	Educational Assistants	\$ 874,600	398,024	\$ 476,576	45.51%
71100	188	Bonus	\$ -	548,438	\$ (548,438)	#DIV/0!
71100	189	Other Salaries & Wages	\$ -	39,410	\$ (39,410)	#DIV/0!
71100	195	Substitute Teachers Certified	\$ 150,000	72,195	\$ 77,805	48.13%
71100	198	Substitute Teachers - Non Certified	\$ 350,000	169,490	\$ 180,510	48.43%
71100	201	Social Security	\$ 1,948,072	886,253	\$ 1,061,819	45.49%
71100	204	Retirement	\$ 2,554,943	1,209,522	\$ 1,345,421	47.34%
71100	206	Life Insurance	\$ 75,579	31,942	\$ 43,637	42.26%
71100	207	Medical Insurance	\$ 3,735,057	1,912,708	\$ 1,822,349	51.21%
71100	208	Dental Insurance	\$ 176,240	89,327	\$ 86,913	50.68%
71100	210	Unemployment	\$ 50,000	13,683	\$ 36,317	27.37%
71100	211	Local Retirement	\$ 48,176	19,947	\$ 28,229	41.41%
71100	212	Medicare	\$ 463,875	208,817	\$ 255,058	45.02%
71100	216	Other Post Employment Benefits (Retiree Insurance)	\$ 606,000	287,419	\$ 318,581	47.43%
71100	217	Retirement-Hybrid Stabilization	\$ 80,252	45,913	\$ 34,339	57.21%
71100	336	Performing Music Maintenance and Repair Equipment	\$ 24,440	5,958	\$ 18,482	24.38%
71100	336	Mntc & Repair Equip - Reserved for Encumb	\$ 7,129	7,085	\$ 44	99.39%
71100	356	Tuition	\$ 3,000	-	\$ 3,000	0.00%
71100	399	Other Contracted Services (Site-Based check-copiers)	\$ 99,941	93,375	\$ 6,566	93.43%
71100	399	RTI (1-534)	\$ 20,000	19,950	\$ 50	99.75%
71100	399	Edmentum (Credit Recovery) 1-519	\$ 61,000	60,083	\$ 917	98.50%
71100	399	Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000	5,408	\$ 34,592	13.52%
71100	399	Subscription Renewal - Nearpod (1-536)	\$ 38,000	37,893	\$ 107	99.72%
71100	399	Subscription Renewal - Brain Pop (1-536)	\$ 25,000	26,929	\$ (1,929)	107.72%
71100	399	Subscription Renewal - Hapara	\$ 29,000	28,100	\$ 901	96.89%
71100	399	Subscription Renewal - Neptune Navigate	\$ 3,000	-	\$ 3,000	0.00%
71100	399	Subscription Renewal - Canvas	\$ 58,000	-	\$ 58,000	0.00%
71100	399	Subscription - Generation Genius	\$ 9,000	8,955	\$ 45	99.50%
71100	399	Subscription Renewal - Mystery Science	\$ 10,000	-	\$ 10,000	0.00%
71100	399	Subscription Renewal - Explore Learning	\$ 29,000	25,232	\$ 3,768	87.01%
71100	399	Subscription Renewal - Vocabulary.com	\$ -	27,120	\$ (27,120)	#DIV/0!
71100	399	Subscription Renewal - Study Island	\$ -	20,512	\$ (20,512)	#DIV/0!
71100	399	Other Contracted Services	\$ -	5,485	\$ (5,485)	#DIV/0!
71100	429	Instructional Supplies and Materials	\$ 215,233	217,979	\$ (2,746)	101.28%
71100	429	Forward Funding	\$ 55,014	55,014	\$ -	100.00%
71100	429	Summer School Supplies (1-033)	\$ 5,000	6	\$ 4,994	0.12%
71100	429	AP - Instructional Supplies (2-583)	\$ 5,500	1,628	\$ 3,872	29.60%
71100	429	RTI - (1-534)	\$ 12,000	3,121	\$ 8,879	26.01%
71100	429	Instructional Supplies - Science Materials	\$ 6,536	19,015	\$ (12,479)	290.93%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

						50.00%
						Percentage
						of Budget to Date
				Amended Budget	Actual Amounts	Budget Amount Remaining
71100	429	Instructional Supplies - STEAM (536) +1K Donation	\$ 25,000	9,672	\$ 15,328	38.69%
71100	429	Instructional Supplies - Rsrv for Encumb	\$ 1,846	1,904	\$ (58)	103.14%
71100	429	Instructional Supplies - Special Budget Request	\$ -	535	\$ (535)	#DIV/0!
71100	449	Textbooks	\$ 756,988	77,881	\$ 679,107	10.29%
71100	449	Reserved Textbook Funds	\$ 274,847	-	\$ 274,847	0.00%
71100	499	Other Supplies and Materials	\$ 1,000	7,915	\$ (6,915)	791.54%
71100	499	Other Supplies and Materials - Reserved for Encumbrances	\$ 338	-	\$ 338	0.00%
71100	535	Fee Waiver Student Fees	\$ 119,054	112,761	\$ 6,293	94.71%
71100	535	Fee Waiver Student Performing Music	\$ 3,155	3,155	\$ -	100.00%
71100	722	Regular Instruction Equipment	\$ 159,465	11,661	\$ 147,804	7.31%
71100	722	Performing Music Equipment	\$ 25,766	29,396	\$ (3,630)	114.09%
71100	722	Instruction Equipment - Special Budget Request	\$ 59,500	18,771	\$ 40,729	31.55%
71100	722	Technology - BOE Tech Plan (568)	\$ 700,000	64,455	\$ 635,546	9.21%
71100	722	Reserved for Encumbrances	\$ 58,982	53,969	\$ 5,013	91.50%
Total Instruction			\$ 44,732,698	\$ 20,931,829	\$ 23,800,869	46.79%
Alternative Instruction Program						
71150	116	Teachers	\$ 724,061	319,386	\$ 404,675	44.11%
71150	163	Educational Assistants	\$ 136,920	44,076	\$ 92,844	32.19%
71150	188	Bonus	\$ -	375	\$ (375)	#DIV/0!
71150	201	Social Security	\$ 52,520	21,366	\$ 31,154	40.68%
71150	204	Retirement	\$ 78,967	34,775	\$ 44,192	44.04%
71150	206	Life Insurance	\$ 2,066	796	\$ 1,270	38.53%
71150	207	Medical Insurance	\$ 111,173	53,424	\$ 57,750	48.05%
71150	208	Dental Insurance	\$ 3,612	1,612	\$ 2,000	44.63%
71150	211	Local Retirement	\$ 9,592	2,619	\$ 6,973	27.31%
71150	212	Medicare	\$ 12,484	4,997	\$ 7,487	40.03%
71150	217	Retirement-Hybrid Stabilization	\$ -	228	\$ (228)	#DIV/0!
71150	399	Other Contracted Services	\$ 5,028	5,028	\$ -	100.00%
71150	429	Instructional Supplies and Materials	\$ 14,769	14,769	\$ -	100.00%
71150	499	Other Supplies and Materials	\$ 2,886	2,887	\$ (1)	100.03%
71150	722	Regular Instruction Equipment	\$ 11,897	829	\$ 11,068	6.97%
Total Alternative Instruction			\$ 1,165,975	\$ 507,167	\$ 658,808	43.50%
SPECIAL EDUCATION						
71200	116	Teachers	\$ 2,965,602	1,294,887	\$ 1,670,715	43.66%
71200	117	Career Ladder	\$ 10,000	5,000	\$ 5,000	50.00%
71200	163	Educational Assistants	\$ 680,935	261,798	\$ 419,137	38.45%
71200	171	Speech Pathologist	\$ 478,384	230,062	\$ 248,322	48.09%
71200	188	Bonus	\$ -	375	\$ (375)	#DIV/0!
71200	189	Other Salaries & Wages	\$ 3,000	440	\$ 2,560	14.67%
71200	198	Non Certified Substitututes	\$ 18,200	6,513	\$ 11,687	35.78%
71200	201	Social Security	\$ 253,523	104,760	\$ 148,763	41.32%
71200	204	Retirement	\$ 321,202	137,033	\$ 184,169	42.66%
71200	206	Life Insurance	\$ 10,247	3,547	\$ 6,700	34.62%
71200	207	Medical Insurance	\$ 559,785	243,484	\$ 316,301	43.50%
71200	208	Dental Insurance	\$ 18,725	9,030	\$ 9,695	48.23%
71200	211	Local Retirement	\$ 21,734	8,552	\$ 13,182	39.35%
71200	212	Medicare	\$ 64,364	24,680	\$ 39,684	38.35%
71200	217	Retirement-Hybrid Stabilization	\$ 12,046	5,633	\$ 6,413	46.76%
71200	429	Instructional Supplies and Materials	\$ 17,650	8,306	\$ 9,344	47.06%
71200	725	Special Education Instruction Equipment	\$ -	2,696	\$ (2,696)	#DIV/0!
Total Special Education			\$ 5,435,397	\$ 2,346,796	\$ 3,088,601	43.18%
VOCATIONAL INSTRUCTION						
71300	116	Teachers	\$ 1,593,408	687,293	\$ 906,115	43.13%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

					50.00%			
					Amended	Actual	Budget Amount	Percentage
					Budget	Amounts	Remaining	of Budget to Date
71300	117	Career Ladder	\$	4,000	2,000	\$ 2,000	50.00%	
71300	163	Educational Assistants	\$	72,400	32,510	\$ 39,890	44.90%	
71300	201	Social Security	\$	101,859	42,271	\$ 59,588	41.50%	
71300	204	Retirement	\$	253,885	60,118	\$ 193,767	23.68%	
71300	206	Life Insurance	\$	4,008	1,564	\$ 2,444	39.02%	
71300	207	Medical Insurance	\$	227,210	98,013	\$ 129,197	43.14%	
71300	208	Dental Insurance	\$	6,858	3,263	\$ 3,595	47.58%	
71300	211	Local Retirement	\$	3,194	1,063	\$ 2,131	33.29%	
71300	212	Medicare	\$	24,212	9,886	\$ 14,326	40.83%	
71300	217	Retirement-Hybrid Stabilization	\$	2,115	2,023	\$ 92	95.66%	
71300	399	Other Contracted Services	\$	1,538	1,538	\$ -	100.00%	
71300	429	Instructional Supplies and Materials	\$	38,790	21,895	\$ 16,895	56.45%	
71300	429	Forward Funding	\$	1,538	1,538	\$ -	100.00%	
71300	499	Other Supplies and Materials	\$	-	15	\$ (15)	#DIV/0!	
71300	730	Vocational Equipment	\$	4,175	3,996	\$ 179	95.70%	
Total Vocational Instruction			\$	2,339,190	\$ 968,987	\$ 1,370,203	41.42%	
ATTENDANCE								
72110	189	Other Salaries and Wages	\$	30,000	13,676	\$ 16,324	45.59%	
72110	201	Social Security	\$	1,860	848	\$ 1,012	45.59%	
72110	206	Life Insurance	\$	36	14	\$ 23	37.50%	
72110	211	Local Retirement	\$	1,500	707	\$ 793	47.10%	
72110	212	Medicare	\$	435	198	\$ 237	45.58%	
72110	471	Software Maintenance	\$	46,000	-	\$ 46,000	0.00%	
Total Attendance			\$	79,831	\$ 15,442	\$ 64,389	19.34%	
HEALTH SERVICES								
72120	131	Medical Personnel	\$	521,677	222,639	\$ 299,038	42.68%	
72120	188	Bonus	\$	-	11,250	\$ (11,250)	#DIV/0!	
72120	201	Social Security	\$	31,821	13,243	\$ 18,578	41.62%	
72120	204	Retirement	\$	43,109	17,460	\$ 25,649	40.50%	
72120	206	Life Insurance	\$	1,252	340	\$ 912	27.16%	
72120	207	Medical Insurance	\$	142,152	41,371	\$ 100,782	29.10%	
72120	208	Dental Insurance	\$	7,636	1,256	\$ 6,380	16.45%	
72120	212	Medicare	\$	7,564	3,097	\$ 4,467	40.95%	
72120	217	Retirement-Hybrid Stabilization	\$	6,190	2,122	\$ 4,068	34.28%	
72120	355	Travel	\$	1,800	-	\$ 1,800	0.00%	
72120	399	Other Contracted Services	\$	8,320	375	\$ 7,945	4.51%	
72120	413	Drugs & Medical Supplies	\$	3,580	61	\$ 3,519	1.71%	
72120	499	Other Supplies & Materials	\$	15,700	6,999	\$ 8,701	44.58%	
72120	524	Staff Development	\$	1,000	204	\$ 796	20.40%	
72120	735	Health Equipment	\$	500	-	\$ 500	0.00%	
Total Health Services			\$	792,301	\$ 320,418	\$ 471,884	40.44%	
STUDENT SUPPORT								
72130	117	Career Ladder	\$	4,000	1,500	\$ 2,500	37.50%	
72130	123	Guidance Personnel	\$	1,451,998	642,125	\$ 809,873	44.22%	
72130	161	Secretary	\$	45,675	24,337	\$ 21,338	53.28%	
72130	188	Bonus	\$	-	12,750	\$ (12,750)	#DIV/0!	
72130	189	Other Salaries & Benefits	\$	63,857	29,268	\$ 34,589	45.83%	
72130	201	Social Security	\$	91,870	41,588	\$ 50,282	45.27%	
72130	204	Retirement	\$	163,476	65,084	\$ 98,392	39.81%	
72130	206	Life Insurance	\$	3,604	1,481	\$ 2,123	41.11%	
72130	207	Medical Insurance	\$	216,300	95,274	\$ 121,026	44.05%	
72130	208	Dental Insurance	\$	6,632	3,334	\$ 3,298	50.27%	
72130	212	Medicare	\$	21,774	9,727	\$ 12,048	44.67%	

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

							50.00%
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72130	217	Retirement-Hybrid Stabilization	\$	3,903	2,925	\$ 978	74.93%
72130	322	Evaluation & Testing	\$	30,000	-	\$ 30,000	0.00%
72130	322	AP Testing (2-583)	\$	105,000	-	\$ 105,000	0.00%
72130	399	Other Contracted Services - Pre-ACT Assessment	\$	8,000	-	\$ 8,000	0.00%
72130	790	Other Equipment (1-529)	\$	2,500	-	\$ 2,500	0.00%
Total Student Support			\$	2,218,589	\$ 929,394	\$ 1,289,195	41.89%
INSTRUCTION SUPPORT							
72210	105	Administration	\$	685,650	314,058	\$ 371,592	45.80%
72210	117	Career Ladder	\$	8,000	4,500	\$ 3,500	56.25%
72210	129	Librarians	\$	798,330	359,237	\$ 439,093	45.00%
72210	137	Educational Media Personnel	\$	290,850	137,326	\$ 153,524	47.22%
72210	161	Secretary	\$	113,400	52,041	\$ 61,359	45.89%
72210	188	Bonus	\$	-	80,625	\$ (80,625)	#DIV/0!
72210	189	Other Salaries and Wages	\$	42,000	261,196	\$ (219,196)	621.89%
72210	189	Other Salaries and Wages - Tech Teacher Leader	\$	20,500	-	\$ 20,500	0.00%
72210	201	Social Security	\$	118,231	73,709	\$ 44,522	62.34%
72210	204	Retirement	\$	176,788	106,089	\$ 70,699	60.01%
72210	206	Life Insurance	\$	4,652	2,407	\$ 2,245	51.75%
72210	207	Medical Insurance	\$	256,365	118,750	\$ 137,615	46.32%
72210	208	Dental Insurance	\$	8,820	4,392	\$ 4,428	49.80%
72210	211	Local Retirement	\$	13,811	5,325	\$ 8,486	38.55%
72210	212	Medicare	\$	28,104	17,266	\$ 10,838	61.44%
72210	217	Retirement-Hybrid Stabilization	\$	-	126	\$ (126)	#DIV/0!
72210	355	Travel	\$	11,000	3,011	\$ 7,989	27.37%
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-572)	\$	10,000	-	\$ 10,000	0.00%
72210	355	AP Travel	\$	500	-	\$ 500	0.00%
72210	399	Niswonger Class Fees (555)	\$	5,000	5,425	\$ (425)	108.50%
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$	15,000	15,168	\$ (168)	101.12%
72210	399	Other Contracted Services (5\$ Transact)	\$	9,000	8,916	\$ 84	99.07%
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$	41,000	-	\$ 41,000	0.00%
72210	399	Other Contracted Services - Frontline	\$	27,000	27,865	\$ (865)	103.20%
72210	399	Other Contracted Services - Robotics Team (16-572)	\$	1,000	667	\$ 333	66.66%
72210	399	Other Contracted Services - Bloomz	\$	16,500	16,121	\$ 379	97.70%
72210	399	Other Contracted Services - 504 Online System	\$	-	5,000	\$ (5,000)	#DIV/0!
72210	399	Other Contracted Services - Major Clarity	\$	6,000	6,900	\$ (900)	115.00%
72210	399	Other Contracted Services - Mystery Science	\$	-	10,600	\$ (10,600)	#DIV/0!
72210	399	At-Risk Services (1-964)	\$	1,000	-	\$ 1,000	0.00%
72210	399	Random Drug Testing (DOT Physicals)	\$	16,000	3,430	\$ 12,570	21.44%
72210	399	Mental Health Services (Prior HEROES) (964)	\$	480,000	215,043	\$ 264,957	44.80%
72210	399	Contracted Services - RC (1-030)	\$	2,400	892	\$ 1,508	37.17%
72210	399	Internal Assessment Platform - Illuminate	\$	55,000	53,433	\$ 1,567	97.15%
72210	399	Other Contracted Services (Misc)	\$	20,000	11,082	\$ 8,918	55.41%
72210	432	Library Books Media	\$	26,530	26,530	\$ -	100.00%
72210	471	Software Maintenance - Library Software	\$	15,000	14,894	\$ 106	99.30%
72210	499	Other Supplies & Materials	\$	10,000	359	\$ 9,641	3.59%
72210	499	Other Supplies & Materials - Reserved for Encumbrances	\$	4,553	2,707	\$ 1,846	59.45%
72210	499	Mclass Amplify Program (1-524)	\$	26,000	23,880	\$ 2,120	91.85%
72210	499	Other Supplies & Materials-RC (1-030)	\$	7,700	2,621	\$ 5,079	34.04%
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$	5,000	-	\$ 5,000	0.00%
72210	499	Shoe Fund (1-520)	\$	15,428	7,989	\$ 7,439	51.79%
72210	499	Raptor (964)	\$	2,400	-	\$ 2,400	0.00%
72210	499	Homeless Donations (701)	\$	12,234	3,651	\$ 8,583	29.84%
72210	524	Teacher Leadership Academy (537)	\$	34,500	18,043	\$ 16,457	52.30%
72210	524	In-service Staff Dev. System Wide/School Based	\$	148,208	95,474	\$ 52,734	64.42%
72210	524	AP Staff Development (2-583)	\$	10,000	-	\$ 10,000	0.00%
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$	35,000	6,173	\$ 28,827	17.64%
72210	599	Non Revenue Producing Sports Rsvd for Enc	\$	995	995	\$ -	100.00%
72210	599	Other Charges - Other	\$	883	-	\$ 883	0.00%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

						50.00%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72230	499	Print Shop Enterprise Account	\$ 10,000	1,213	\$ 8,787	12.13%
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000	63,533	\$ 36,467	63.53%
72230	524	In-Service/Staff Development	\$ -	200	\$ (200)	#DIV/0!
72230	790	Other Equipment	\$ -	1,345	\$ (1,345)	#DIV/0!
		Total Vocational Instruction Support	\$ 368,541	\$ 167,364	\$ 130,586	45.41%
		TECHNOLOGY				
72250	105	Administration	\$ 98,046	49,000	\$ 49,046	49.98%
72250	121	Technicians	\$ 994,683	466,533	\$ 528,150	46.90%
72250	188	Bonus	\$ -	16,500	\$ (16,500)	#DIV/0!
72250	201	Social Security	\$ 66,656	30,739	\$ 35,917	46.12%
72250	204	Retirement	\$ 125,016	63,461	\$ 61,555	50.76%
72250	206	Life Insurance	\$ 2,623	1,075	\$ 1,548	40.99%
72250	207	Medical Insurance	\$ 154,913	78,931	\$ 75,982	50.95%
72250	208	Dental Insurance	\$ 5,100	2,804	\$ 2,296	54.98%
72250	211	Local Retirement	\$ 33,304	13,033	\$ 20,271	39.13%
72250	212	Medicare	\$ 15,845	7,183	\$ 8,662	45.34%
72250	307	Technology Communications	\$ 5,000	1,308	\$ 3,692	26.15%
72250	320	Dues and Memberships	\$ -	865	\$ (865)	#DIV/0!
72250	350	Other Charges-Internet/ENA	\$ 180,000	81,882	\$ 98,118	45.49%
72250	355	Travel Technology	\$ 4,000	470	\$ 3,530	11.76%
72250	399	Contracted Services	\$ 44,200	2,247	\$ 41,953	5.08%
72250	411	Data Processing Supplies	\$ 11,500	4,477	\$ 7,023	38.93%
72250	435	Office Supplies Technology	\$ 1,700	2,909	\$ (1,209)	171.11%
72250	471	Software Maintenance - Content Filter	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Anti-virus	\$ 28,000	-	\$ 28,000	0.00%
72250	471	Subscription Renewal - ID Auto	\$ 28,000	-	\$ 28,000	0.00%
72250	471	Subscription Renewal - School Messenger	\$ 13,125	13,379	\$ (254)	101.93%
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000	-	\$ 5,000	0.00%
72250	471	Software Maintenance - KnowBe4	\$ 15,000	-	\$ 15,000	0.00%
72250	471	Software Maintenance - KnowBe4	\$ -	14,990	\$ (14,990)	#DIV/0!
72250	471	Software Maintenance - TeamViewer	\$ 2,500	2,423	\$ 77	96.93%
72250	471	Software Maintenance - VXRail	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Microsoft EES - OS and Office Licen	\$ 36,000	35,567	\$ 433	98.80%
72250	471	Software Maintenance - Cisco Prime & ISE - Wireless network	\$ 36,000	-	\$ 36,000	0.00%
72250	471	Software Maintenance - Veeam	\$ 6,200	5,383	\$ 817	86.82%
72250	471	Software Maintenance - Help Desk	\$ 16,500	22,806	\$ (6,306)	138.22%
72250	471	Software Maintenance - VMWare	\$ 12,000	-	\$ 12,000	0.00%
72250	471	Software Maintenance - MDM - Apple Devices	\$ 9,500	-	\$ 9,500	0.00%
72250	471	Software Maintenance - SonicWall - Firewall	\$ 10,000	-	\$ 10,000	0.00%
72250	471	Software Maintenance - KACE	\$ 1,200	-	\$ 1,200	0.00%
72250	471	Software Maintenance - Identity Automation Rapid	\$ 20,000	-	\$ 20,000	0.00%
72250	471	Software Maintenance - Trend Micro TippingPoint	\$ 200,000	196,759	\$ 3,241	98.38%
72250	471	Software Maintenance - iBoss Cloud Storage	\$ -	23,999	\$ (23,999)	#DIV/0!
72250	471	Hosting Services - Skyward & Powerschool	\$ -	15,476	\$ (15,476)	#DIV/0!
72250	471	Software Maintenance - Other	\$ -	5,864	\$ (5,864)	#DIV/0!
72250	499	Other Supplies & Materials Technology	\$ 10,500	629	\$ 9,871	5.99%
72250	499	Other Supplies & Materials Technology - Chromebooks	\$ 137,632	17,193	\$ 120,439	12.49%
72250	499	Other Supplies & Materials - Reserved for Encumbrances	\$ 1,499	1,499	\$ -	100.00%
72250	524	In-service Staff Development - Technology	\$ 10,000	1,776	\$ 8,224	17.76%
72250	709	Data Processing Equipment Technology	\$ 30,000	-	\$ 30,000	0.00%
		Total Technology	\$ 2,423,242	\$ 1,181,161	\$ 1,242,081	48.74%
		BOARD OF EDUCATION				
72310	206	Life Insurance	\$ 420	153	\$ 267	36.43%
72310	207	Medical Insurance	\$ -	7,290	\$ (7,290)	#DIV/0!
72310	305	Audit Service	\$ 20,000	18,900	\$ 1,100	94.50%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

						50.00%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72310	320	Dues and Memberships	\$ 15,600	8,582	\$ 7,018	55.01%
72310	331	Legal Services	\$ 10,000	-	\$ 10,000	0.00%
72310	355	Travel	\$ 2,000	-	\$ 2,000	0.00%
72310	399	Other Contracted Services	\$ 10,000	8,750	\$ 1,250	87.50%
72310	499	Other Supplies & Materials	\$ 2,000	193	\$ 1,807	9.65%
72310	506	Liability Insurance	\$ 87,103	-	\$ 87,103	0.00%
72310	506	*Athletic Liability Insurance	\$ 20,000	20,000	\$ -	100.00%
72310	508	Corporate Surety Bonds	\$ 150	144	\$ 6	96.00%
72310	510	Trustee's Commission	\$ 465,000	173,383	\$ 291,617	37.29%
72310	513	Workman's Compensation Insurance	\$ 395,584	-	\$ 395,584	0.00%
72310	524	In-service Staff Development	\$ 19,500	12,268	\$ 7,232	62.91%
72310	599	Other Charges	\$ 9,680	1,495	\$ 8,185	15.44%
72310	599	Athletics/Band Travel	\$ 80,000	20,691	\$ 59,309	25.86%
		Total Board of Education	\$ 1,137,037	\$ 271,849	\$ 865,188	23.91%
		Superintendent				
72320	101	Superintendent	\$ 174,327	87,164	\$ 87,163	50.00%
72320	117	Career Ladder	\$ 1,000	1,000	\$ -	100.00%
72320	161	Secretary	\$ 51,450	25,316	\$ 26,134	49.21%
72320	188	Bonus	\$ -	1,500	\$ (1,500)	#DIV/0!
72320	201	Social Security	\$ 15,011	4,990	\$ 10,021	33.24%
72320	204	Retirement	\$ 16,887	8,596	\$ 8,291	50.90%
72320	206	Life Insurance	\$ 544	239	\$ 305	43.86%
72320	207	Medical Insurance	\$ 28,783	14,213	\$ 14,570	49.38%
72320	208	Dental Insurance	\$ 820	410	\$ 410	49.99%
72320	211	Local Retirement	\$ 3,602	1,231	\$ 2,371	34.19%
72320	212	Medicare	\$ 3,404	1,731	\$ 1,673	50.86%
72320	299	Other Fringe Benefits	\$ 10,000	5,000	\$ 5,000	50.00%
72320	306	Bank Charges	\$ 5,000	756	\$ 4,244	15.12%
72320	307	Communications	\$ 79,457	20,305	\$ 59,152	25.56%
72320	320	Dues & Memberships	\$ 12,000	10,049	\$ 1,951	83.74%
72320	348	Postal Charges	\$ 10,000	6,408	\$ 3,592	64.08%
72320	355	Travel	\$ 1,000	-	\$ 1,000	0.00%
72320	399	Other Contracted Services	\$ 21,200	7,248	\$ 13,952	34.19%
72320	435	Office Supplies	\$ 7,000	1,129	\$ 5,871	16.13%
72320	524	Staff Development - Leadership Program	\$ 11,000	4,995	\$ 6,005	45.41%
72320	599	Other Charges	\$ 13,000	-	\$ 13,000	0.00%
72320	701	Administrative Equipment	\$ 2,000	959	\$ 1,041	47.95%
		Total Director of Schools	\$ 467,485	\$ 203,239	\$ 264,246	43.47%
		OFFICE OF THE PRINCIPAL				
72410	104	Principals	\$ 1,290,494	644,471	\$ 646,023	49.94%
72410	117	Career Ladder	\$ 3,000	1,000	\$ 2,000	33.33%
72410	119	Bookkeepers	\$ 426,930	206,561	\$ 220,369	48.38%
72410	121	Data Processing Personnel	\$ 62,580	31,290	\$ 31,290	50.00%
72410	139	Assistant Principals	\$ 1,398,531	690,810	\$ 707,721	49.40%
72410	161	Secretary	\$ 977,550	458,429	\$ 519,121	46.90%
72410	188	Bonus	\$ -	49,500	\$ (49,500)	#DIV/0!
72410	201	Social Security	\$ 253,704	122,000	\$ 131,704	48.09%
72410	204	Retirement	\$ 333,054	157,862	\$ 175,192	47.40%
72410	206	Life Insurance	\$ 9,982	4,116	\$ 5,866	41.23%
72410	207	Medical Insurance	\$ 472,635	242,395	\$ 230,240	51.29%
72410	208	Dental Insurance	\$ 15,600	7,937	\$ 7,663	50.88%
72410	211	Local Retirement	\$ 72,662	29,019	\$ 43,643	39.94%
72410	212	Medicare	\$ 60,307	28,532	\$ 31,775	47.31%
72410	217	Retirement - Hybrid Stabilization	\$ -	563	\$ (563)	#DIV/0!
72410	307	Communication	\$ 100,000	36,595	\$ 63,405	36.59%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended December 31, 2022							
						50.00%	
				Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
72410	320	Dues & Memberships	\$	2,908	2,908	\$ -	100.00%
72410	348	Postal Charges	\$	5,433	4,872	\$ 561	89.68%
72410	355	Travel	\$	3,751	3,604	\$ 147	96.08%
72410	399	Other Contracted Services	\$	-	700	\$ (700)	#DIV/0!
72410	435	Office Supplies	\$	7,506	5,134	\$ 2,372	68.40%
72410	471	Software Maintenance - Raptor	\$	14,500	-	\$ 14,500	0.00%
72410	524	In-service/Staff Development	\$	912	-	\$ 912	0.00%
72410	599	Other Charges - State Alert Arts	\$	-	-	\$ -	#DIV/0!
72410	701	Administration Equipment - Reserved for Encumbrances	\$	6,266	6,266	\$ -	100.00%
Total Office of the Principal				\$ 5,518,305	\$ 2,734,563	\$ 2,783,742	49.55%
FISCAL SERVICES							
72510	105	Administration	\$	109,036	53,715	\$ 55,321	49.26%
72510	119	Bookkeepers	\$	283,111	118,255	\$ 164,856	41.77%
72510	188	Bonus	\$	-	3,750	\$ (3,750)	#DIV/0!
72510	201	Social Security	\$	24,000	10,292	\$ 13,708	42.88%
72510	204	Retirement	\$	47,997	24,197	\$ 23,800	50.41%
72510	206	Life Insurance	\$	941	327	\$ 614	34.72%
72510	207	Medical Insurance	\$	49,590	16,861	\$ 32,729	34.00%
72510	208	Dental Insurance	\$	2,200	597	\$ 1,603	27.12%
72510	211	Local Retirement	\$	12,726	4,059	\$ 8,667	31.90%
72510	212	Medicare	\$	5,686	2,407	\$ 3,279	42.33%
72510	320	Dues & Memberships	\$	1,500	500	\$ 1,000	33.33%
72510	355	Travel	\$	100	-	\$ 100	0.00%
72510	399	Other Contracted Services	\$	47,750	998	\$ 46,752	2.09%
72510	411	Data Processing Supplies	\$	4,500	4,066	\$ 434	90.35%
72510	435	Office Supplies	\$	2,900	520	\$ 2,380	17.92%
72510	499	Other Supplies and Materials	\$	1,000	197	\$ 803	19.66%
72510	524	Staff Development	\$	4,500	3,738	\$ 762	83.07%
72510	599	Other Charges	\$	250	(1)	\$ 251	-0.22%
72510	701	Administrative Equipment	\$	3,000	1,745	\$ 1,255	58.18%
Total Fiscal Services				\$ 600,787	\$ 246,223	\$ 354,564	40.98%
HUMAN RESOURCES							
72520	105	Supervisor/Director	\$	101,455	50,728	\$ 50,728	50.00%
72520	161	Secretary	\$	80,325	36,186	\$ 44,139	45.05%
72520	188	Bonus	\$	-	1,875	\$ (1,875)	#DIV/0!
72520	201	Social Security	\$	11,089	5,371	\$ 5,718	48.43%
72520	204	State Retirement	\$	31,116	15,861	\$ 15,255	50.97%
72520	206	Life Insurance	\$	436	165	\$ 271	37.79%
72520	207	Medical Insurance	\$	18,252	7,241	\$ 11,011	39.67%
72520	208	Dental Insurance	\$	820	277	\$ 543	33.80%
72520	212	Medicare	\$	2,636	1,256	\$ 1,380	47.65%
72520	320	Dues and Memberships	\$	600	174	\$ 426	28.98%
72520	355	Travel	\$	1,000	-	\$ 1,000	0.00%
72520	399	Other Contracted Services	\$	300	-	\$ 300	0.00%
72520	435	Office Supplies	\$	1,000	1,074	\$ (74)	107.38%
72520	524	Staff Development	\$	1,000	1,083	\$ (83)	108.26%
72520	701	Administrative Equipment	\$	1,250	-	\$ 1,250	0.00%
Total Human Resources				\$ 251,279	\$ 121,290	\$ 129,989	48.27%
OPERATION OF PLANT							
72610	160	Guards	\$	78,141	26,460	\$ 51,681	33.86%
72610	166	Custodial Personnel	\$	1,757,700	749,018	\$ 1,008,682	42.61%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended December 31, 2022							
						50.00%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72610	166	Summer Worker (510)	\$	16,800	-	\$ 16,800	0.00%
72610	166	Custodian Overtime	\$	5,000	11,848	\$ (6,848)	236.96%
72610	188	Bonus	\$	-	34,125	\$ (34,125)	#DIV/0!
72610	201	Social Security	\$	113,316	46,933	\$ 66,383	41.42%
72610	204	Retirement	\$	154,658	77,650	\$ 77,008	50.21%
72610	206	Life Insurance	\$	4,458	1,396	\$ 3,062	31.31%
72610	207	Medical Insurance	\$	274,826	132,833	\$ 141,993	48.33%
72610	208	Dental Insurance	\$	8,943	4,634	\$ 4,309	51.81%
72610	211	Local Retirement	\$	60,130	17,950	\$ 42,180	29.85%
72610	212	Medicare	\$	26,936	10,976	\$ 15,960	40.75%
72610	217	Retirement - Hybrid Stabilization	\$	-	-	\$ -	#DIV/0!
72610	355	Travel	\$	-	94	\$ (94)	#DIV/0!
72610	359	Disposal Fees	\$	125,000	50,961	\$ 74,039	40.77%
72610	399	Other Contracted Services	\$	-	14,552	\$ (14,552)	#DIV/0!
72610	410	Custodial Supplies	\$	150,000	78,746	\$ 71,254	52.50%
72610	415	Electricity	\$	1,900,000	845,576	\$ 1,054,424	44.50%
72610	434	Natural Gas	\$	230,000	88,261	\$ 141,739	38.37%
72610	454	Water & Sewer	\$	240,000	109,429	\$ 130,571	45.60%
72610	499	Other Supplies & Materials	\$	5,000	4,562	\$ 438	91.24%
72610	720	Plant Operating Equipment	\$	-	12,426	\$ (12,426)	#DIV/0!
Total Operation of Plant			\$	5,150,908	\$ 2,318,429	\$ 2,832,479	45.01%
MAINTENANCE OF PLANT							
72620	105	Administration	\$	85,282	42,521	\$ 42,761	49.86%
72620	161	Secretary	\$	39,375	18,438	\$ 20,937	46.83%
72620	167	Maintenance Personnel	\$	1,071,781	478,822	\$ 592,959	44.68%
72620	188	Bonus	\$	-	15,750	\$ (15,750)	#DIV/0!
72620	201	Social Security	\$	72,983	31,481	\$ 41,502	43.13%
72620	204	Retirement	\$	165,340	70,801	\$ 94,539	42.82%
72620	206	Life Insurance	\$	2,871	1,130	\$ 1,741	39.38%
72620	207	Medical Insurance	\$	202,576	96,036	\$ 106,540	47.41%
72620	208	Dental Insurance	\$	6,393	3,153	\$ 3,240	49.32%
72620	211	Local Retirement	\$	26,886	10,251	\$ 16,635	38.13%
72620	212	Medicare	\$	17,348	7,363	\$ 9,985	42.44%
72620	307	Communications	\$	12,000	2,256	\$ 9,744	18.80%
72620	336	Maint & Repair Service - Equipment	\$	7,500	17,373	\$ (9,873)	231.64%
72620	399	Other Contracted Services	\$	101,000	44,375	\$ 56,625	43.94%
72620	399	ESG M& V Services	\$	16,390	-	\$ 16,390	0.00%
72620	399	ESG M& V Energy Manager	\$	23,635	-	\$ 23,635	0.00%
72620	399	Other Contracted Svcs - Rsvrd for Encmbrnc	\$	22,683	11,342	\$ 11,341	50.00%
72620	499	Other Supplies & Materials	\$	240,000	148,135	\$ 91,865	61.72%
72620	499	Other Supplies & Materials - Rsvrd for Enmn	\$	8,550	3,800	\$ 4,750	44.44%
72620	599	Other Charges-In-service/Staff Development.	\$	3,000	-	\$ 3,000	0.00%
72620	717	Plant Maintenance Equipment	\$	40,000	5,690	\$ 34,310	14.22%
Total Maintenance of Plant			\$	2,165,593	\$ 1,008,718	\$ 1,156,875	46.58%
TRANSPORTATION							
72710	189	Other Salaries & Wages - Bus Assistants	\$	30,000	13,040	\$ 16,960	43.47%
72710	201	Social Security	\$	1,860	769	\$ 1,091	41.34%
72710	204	Retirement	\$	3,500	1,740	\$ 1,760	49.72%
72710	211	Local Retirement	\$	300	10	\$ 290	3.47%
72710	212	Medicare	\$	435	180	\$ 255	41.34%
72710	217	Retirement - Hybrid Stabilization	\$	-	8	\$ (8)	#DIV/0!
72710	314	Contracts w/Public Carrier	\$	2,429,715	-	\$ 2,429,715	0.00%
72710	338	Maint & Repair Service	\$	15,000	336	\$ 14,664	2.24%
72710	425	Gasoline	\$	40,000	8,635	\$ 31,365	21.59%
72710	450	Tires & Tubes	\$	5,000	4,185	\$ 815	83.70%

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

							50.00%
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72710	453	Vehicle Parts	\$	9,000	1,430	\$ 7,570	15.89%
72710	729	Transportation Equipment	\$	140,000	-	\$ 140,000	0.00%
Total Transportation			\$	<u>2,674,810</u>	<u>\$ 30,334</u>	<u>\$ 2,644,476</u>	1.13%
PUBLIC RELATIONS							
72810	188	Bonus	\$	-	750	\$ (750)	#DIV/0!
72810	189	Other Salaries and Wages	\$	64,518	32,259	\$ 32,259	50.00%
72810	201	Social Security	\$	3,936	1,807	\$ 2,129	45.91%
72810	206	Life Insurance	\$	155	70	\$ 85	44.94%
72810	207	Medical Insurance	\$	14,390	7,106	\$ 7,284	49.38%
72810	208	Dental Insurance	\$	410	205	\$ 205	49.99%
72810	211	Local Retirement	\$	4,516	1,613	\$ 2,903	35.72%
72810	212	Medicare	\$	936	423	\$ 513	45.15%
72810	320	Dues and memberships	\$	-	50	\$ (50)	#DIV/0!
72810	355	Travel Public Relations	\$	2,000	-	\$ 2,000	0.00%
72810	399	Contracted Services Public Relations	\$	11,000	10,001	\$ 999	90.92%
72810	435	Office Supplies Public Relations	\$	1,500	-	\$ 1,500	0.00%
72810	499	Other Supplies & Materials-Public Relations	\$	4,200	1,961	\$ 2,239	46.69%
72810	524	In-service Staff Development - Public Relations	\$	4,200	-	\$ 4,200	0.00%
72810	524	Reserved for Encumbrances	\$	1,150	1,150	\$ -	100.00%
72810	599	Other Charges Public Relations	\$	2,000	740	\$ 1,260	37.02%
72810	709	Data Processing Equipment Public Relations	\$	3,000	3,373	\$ (373)	112.43%
Total Public Relations			\$	<u>117,911</u>	<u>\$ 61,508</u>	<u>\$ 56,403</u>	52.16%
COMMUNITY SERVICE							
73300	105	Supervisor/Director	\$	286,435	133,073	\$ 153,362	46.46%
73300	166	Custodial Personnel	\$	22,000	10,297	\$ 11,703	46.80%
73300	188	Bonus	\$	-	18,750	\$ (18,750)	#DIV/0!
73300	189	Other Salaries and Wages	\$	650,882	243,924	\$ 406,958	37.48%
73300	201	Social Security	\$	59,270	24,811	\$ 34,459	41.86%
73300	204	Retirement	\$	9,550	2,075	\$ 7,475	21.73%
73300	206	Life Insurance	\$	280	108	\$ 172	38.73%
73300	207	Medical Insurance	\$	8,480	9,953	\$ (1,473)	117.37%
73300	208	Dental Insurance	\$	280	388	\$ (108)	138.43%
73300	211	Local Retirement	\$	8,193	3,673	\$ 4,520	44.83%
73300	212	Medicare	\$	13,809	5,803	\$ 8,006	42.02%
73300	217	Hybrid Stabilization	\$	-	3	\$ (3)	#DIV/0!
73300	307	Communications	\$	3,800	744	\$ 3,056	19.58%
73300	355	Travel	\$	5,700	-	\$ 5,700	0.00%
73300	399	Other Contracted Services	\$	2,900	2,039	\$ 861	70.29%
73300	422	Food Supplies	\$	49,800	5,848	\$ 43,952	11.74%
73300	422	Food Supplies - Reserved for Encumbrances	\$	1,299	1,300	\$ (1)	100.06%
73300	499	Other Supplies	\$	53,600	28,172	\$ 25,429	52.56%
73300	499	Other Supplies-Rsrvd for Encumbrances	\$	700	106	\$ 594	15.11%
73300	509	Refunds	\$	1,300	926	\$ 375	71.19%
73300	524	Staff Development	\$	5,750	410	\$ 5,340	7.13%
73300	599	Other Charges	\$	27,050	5,109	\$ 21,941	18.89%
73300	790	Other Equipment	\$	40,000	11,966	\$ 28,034	29.92%
Total Community Services			\$	<u>1,251,078</u>	<u>\$ 509,475</u>	<u>\$ 741,603</u>	40.72%
EARLY CHILDHOOD EDUCATION							
73400	105	Supervisor/Director	\$	17,818	10,083	\$ 7,735	56.59%
73400	116	Teachers	\$	55,860	46,621	\$ 9,239	83.46%
73400	163	Educational Assistants	\$	17,115	6,983	\$ 10,132	40.80%
73400	188	Bonus	\$	-	3,938	\$ (3,938)	#DIV/0!

JOHNSON CITY SCHOOLS

**Statement of Revenues, Expenditures, and Changes in Fund Balance
For the Period Ended December 31, 2022**

					50.00%			
					Amended	Actual	Budget Amount	Percentage
					Budget	Amounts	Remaining	of Budget to Date
73400	189	Other Salaries & Wages	\$	224,614	87,377	\$	137,237	38.90%
73400	201	Social Security	\$	18,649	9,426	\$	9,223	50.54%
73400	204	Retirement	\$	4,396	3,558	\$	838	80.93%
73400	206	Life Insurance	\$	174	110	\$	64	63.45%
73400	207	Medical Insurance	\$	14,144	2,051	\$	12,093	14.50%
73400	208	Dental Insurance	\$	410	259	\$	151	63.20%
73400	211	Local Retirement	\$	425	20	\$	405	4.62%
73400	212	Medicare	\$	4,385	2,205	\$	2,180	50.28%
73400	217	Retirement - Hybrid Stabilization	\$	-	553	\$	(553)	#DIV/0!
73400	307	Communications	\$	-	20	\$	(20)	#DIV/0!
73400	356	Tuition	\$	-	-	\$	-	#DIV/0!
73400	399	Other Contracted Services	\$	1,000	-	\$	1,000	0.00%
73400	422	Food Supplies	\$	2,000	-	\$	2,000	0.00%
73400	499	Other Supplies & Materials	\$	11,000	1,022	\$	9,978	9.29%
73400	509	Refunds	\$	1,900	635	\$	1,265	33.42%
73400	524	Staff Development	\$	2,000	-	\$	2,000	0.00%
73400	599	Other Charges	\$	2,800	250	\$	2,550	8.93%
73400	790	Other Equipment	\$	5,000	-	\$	5,000	0.00%
Total Early Childhood Education			\$	383,690	175,110	\$	208,580	45.64%
CAPITAL OUTLAY								
76100	599	Summer Painting and Improvement (510)	\$	10,000	-	\$	10,000	0.00%
76100	599	Non-Capital Building Improvements	\$	60,000	720	\$	59,280	1.20%
76100	599	Reserved For Encumbrances	\$	290,545	290,545	\$	-	100.00%
76100	707	Building Improvements	\$	60,000	3,073	\$	56,927	5.12%
76100	707	Building Improvements - Special Budget Requests	\$	186,650	-	\$	186,650	0.00%
76100	707	Reserved For Capital Outlay	\$	75,242	-	\$	75,242	0.00%
76100	707	SHHS Classroom Renovation Project	\$	1,000,000	-	\$	1,000,000	0.00%
76100	707	Reserved for Encumbrances	\$	43,440	24,940	\$	18,500	57.41%
76100	707	Reserved for Boiler - Maintenance	\$	-	-	\$	-	#DIV/0!
76100	790	Other Equipment	\$	-	65,438	\$	(65,438)	#DIV/0!
76100	799	Other Capital Outlay	\$	28,000	-	\$	28,000	0.00%
76100	799	Other Capital Outlay - Reserved for Encumbrances	\$	55,454	48,180	\$	7,274	86.88%
Total Capital Outlay			\$	1,809,331	432,896	\$	1,376,434	23.93%
DEBT SERVICE								
82130	601	Sales Tax Trust Fund	\$	1,795,867	1,074,062	\$	721,805	59.81%
82130	601	ESG Bond Principal Payments	\$	454,000	-	\$	454,000	0.00%
82130	601	ESG Bond Principal Payments 2017 Issue	\$	370,000	-	\$	370,000	0.00%
82230	603	ESG Bond Interest Payments	\$	18,930	5,496	\$	13,434	29.03%
82230	603	ESG Bond Interest Payments - 2017 Issue	\$	177,400	-	\$	177,400	0.00%
82230	699	ESG Bond Other Services/Fees Payments	\$	9,000	1,985	\$	7,015	22.06%
Total Debt Service			\$	2,825,197	1,081,543	\$	1,743,654	38.28%
TRANSFERS								
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$	85,179	(944)	\$	86,123	-1.11%
99100	590	Operating Transfer - SRO Overtime	\$	10,000	-	\$	10,000	0.00%
Total Transfers			\$	95,179	(944)	\$	96,123	-0.99%
TOTAL EXPENDITURES			\$	88,392,277	39,044,527	\$	49,212,770	44.17%

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended December 31, 2022					
					50.00%
		Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
	NET CHANGE IN FUND BALANCE	\$ (5,126,174)	\$ (481,416)	\$ (4,509,778)	
	NET CHANGE IN FUND BALANCE BREAKDOWN				
	UNDESIGNATED				
	Professional Development/Textbooks/Football & Band				
	Travel/Nonrevenue Sports and Arts	\$ 2,760,981	\$ 383,113	\$ 2,377,868	
	21-22 Year-End Reserves	\$ 1,194,661	\$ 541,231	\$ 653,430	
	SHHS Classroom Renovation Project	\$ 1,000,000	\$ -	\$ 1,000,000	
	Total Undesignated Fund Balance	\$ 4,955,642	\$ 924,344	\$ 4,031,298	
	EDUCARE	\$ 170,533	\$ 53,602	\$ 116,931	
	Total Net Change in Fund Balance	\$ 5,126,175	\$ 977,946	\$ 4,148,229	

Acct	Acct	AMOUNT
A	Asset	
11130	CASH IN BANK	13,394,147.71
11131	FOOD SERVICE CASH	0.00
11133	RETAINAGE ESCROW ACCOUNT	0.00
11200	INVENTORIES	39,522.36
11300	INVESTMENTS	675,247.19
11410	ACCOUNTS RECEIVABLE	5,622.29
11420	DUE FROM WASHINGTON CO GASB 33	16,887,762.00
11430	DUE FROM OTHER GOVERNMENTS	6,066,693.78
11440	DUE FROM OTHER FUNDS	0.00
11460	DUE FROM CITY GENERAL FUND	0.00
48610	DONATIONS	0.00
71100	REGULAR INSTRUCTION PROGRAM	0.00
-----	Asset	37,068,995.33
		=====
L	Liability	
21100	ACCOUNTS PAYABLE	0.00
21200	ACCRUED PAYROLL	-1,635,945.90
21310	INCOME TAX WITHHELD AND UNPAID	0.01
21311	STATE INCOME TAX	0.00
21320	SOCIAL SECURITY TAX	-101,428.50
21325	EMPLOYEE MEDICARE DEDUCTION	-23,721.25
21330	RETIREMENT CONTRIBUTIONS	-113,157.66
21331	THE TRUST COMPANY	-6,674.65
21332	GREAT WEST DC PLAN	417.00
21340	FAMILY HEALTH INSURANCE	0.00
21341	MEDICAL INSURANCE	31,018.60
21342	SECTION 125	-90,118.23
21344	PAYROLL DEDUCTIONS	-595.36
21345	JCEA	0.00
21346	NTA	0.00
21347	NAS INC	0.00
21348	DENTAL INSURANCE	14,505.59
21350	TAX SHELTER ANNUITIES	0.00
21351	HEALTH SAVINGS ACCOUNT	0.00
21360	GARNISHMENTS AND LEVIES	0.00
21370	EXTENSION SERVICE PAYROLL DEDU	0.00
21390	OTHER PAYROLL DEDUCTIONS	-3,849.33
21500	DUE TO OTHER FUNDS	-0.10
21518	DEFERRED REVENUE	-16,891,417.02
21520	DUE TO FOOD SERVICE	-843,044.15
21521	REVTRAK CLEARING ACCOUNT	-90.50
21540	DUE TO DEBT SERVICE FUND 1/4 C	-563,011.83
21555	DUE TO OTHER GOVERNMENTS	-6,741.84
-----	Liability	-20,233,855.12
		=====

Acct	Acct	AMOUNT
Q	Equity	
34110	RESERVED FOR ENCUMBRANCES - CU	-511,732.63
34130	RESERVED FOR CHROMEBOOKS	-137,632.18
34141	RESERVED FOR SITE-BASED	0.00
34142	RESERVED FOR THE ARTS	0.00
34143	RESERVED FOR ADULT EDUCATION	0.00
34144	LOCAL EXTENDED CONTRACT	0.00
34145	RESERVED FOR BOILER - MAINTENA	0.00
34147	RESERVED FOR MAINTENANCE EQUIP	0.00
34150	RESERVED FOR INVENTORY	-51,847.62
34170	RESERVED FOR PROJECT SMILE	0.00
34179	LOCAL EXTENDED CONTRACTS	-61,395.36
34180	RESERVED FOR SUMMER SCHOOL	0.00
34181	RESERVED FOR LOCAL DONATIONS	-17,611.95
34379	RESERVED FOR EXTENDED CONTRACT	0.00
34380	RESERVED FOR CAREER LADDER PRO	8,799.06
34381	RESERVED FOR BEP CLASSROOM	0.00
34383	RESERVED FOR TECHNOLOGY	0.00
34384	RESERVED FOR TEXTBOOKS	-274,846.68
34385	RESERVED FOR STAFF DEVELOPMENT	0.00
34390	OTHER STATE EDUCATION RESERVES	0.00
34391	RESERVED FOR SUMMER YOUTH	0.00
34392	RESERVED FOR TECH CENTER AUCTI	0.00
34393	RESERVED FOR CAPITAL OUTLAY	-75,242.31
34394	RESERVE FOR HVAC	0.00
34395	RESERVE FOR SPECIAL BUDGET REQ	-116,149.91
34400	RESERVED FOR COMPENSATED ABSEN	-67,032.51
34450	RESERVED FOR GOLLONG	0.00
35110	DESIGNATED FOR 0.03 FUND BALAN	-2,449,334.16
35120	DESIGNATED FOR STIMULUS RECOVER	0.00
39000	UNDESIGNATED FUND BALANCE	-13,081,113.96
-----	Equity	-16,835,140.21
		=====
-----		0.00
	Grand Asset Totals	37,068,995.33
	Grand Liability Totals	-20,233,855.12
	Grand Equity Totals	-16,835,140.21
	Grand Totals	0.00

Number of Accounts: 408

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

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED	
40000							
141	40110	CURRENT PROPERTY TAX	12,012,049.00	2,230,386.08	2,781,795.54	9,230,253.46	23.16%
141	40120	TRUSTEE'S COLLECTIONS - PRIOR	395,150.00	24,738.13	145,629.53	249,520.47	36.85%
141	40130	CIRCUIT CLERK/CLERK & MASTER C	106,405.00	3,148.09	37,630.97	68,774.03	35.37%
141	40140	INTEREST AND PENALTY	188,000.00	4,613.74	27,108.71	160,891.29	14.42%
141	40150	PICK-UP TAXES	0.00	19.23	102.55	-102.55	0.00%
141	40162	PAYMENTS IN LIEU OF TAXES - LO	200,000.00	0.00	212,336.65	-12,336.65	106.17%
141	40163	PAYMENTS IN LIEU OF TAXES - OT	15,000.00	0.00	10,600.83	4,399.17	70.67%
141	40210	LOCAL OPTION SALES TAX	18,155,388.00	1,800,031.56	10,608,961.20	7,546,426.80	58.43%
141	40270	BUSINESS TAX	385,000.00	6,469.72	144,610.11	240,389.89	37.56%
141	40275	MIXED DRINK TAX	0.00	0.00	3,195.93	-3,195.93	0.00%
141	40320	BANK EXCISE TAX	80,000.00	0.00	201.64	79,798.36	0.25%
141	40350	INTERSTATE TELECOMMUNICATIONS	0.00	0.00	0.00	0.00	0.00%
141	40390	OTHER STATUTORY LOCAL TAXES	0.00	0.00	0.00	0.00	0.00%
141	40---		31,536,992.00	4,069,406.55	13,972,173.66	17,564,818.34	44.30%
41000							
141	41110	MARRIAGE LICENSE	1,500.00	192.21	1,037.33	462.67	69.16%
141	41---		1,500.00	192.21	1,037.33	462.67	69.16%
43000							
141	43511	TUITION - REGULAR DAY STUDENTS	250,000.00	10,510.45	134,596.82	115,403.18	53.84%
141	43512	TUITION - ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00%
141	43513	TUITION - SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00%
141	43517	TUITION - ONLINE LEARNING	0.00	0.00	150.00	-150.00	0.00%
141	43581	COMMUNITY SERVICE FEES-CHILDRE	1,364,660.00	101,397.05	563,398.89	801,261.11	41.28%
141	43990	OTHER CHARGES FOR SERVICES	41,000.00	0.00	13,977.05	27,022.95	34.09%
141	43---		1,655,660.00	111,907.50	712,122.76	943,537.24	43.01%
44000							
141	44110	INTEREST EARNED	0.00	0.00	0.00	0.00	0.00%
141	44120	LEASE / RENTALS	0.00	0.00	0.00	0.00	0.00%
141	44146	E-RATE FUNDING	0.00	0.00	0.00	0.00	0.00%
141	44160	RETIREEES' INSURANCE PAYMENTS	15,000.00	454.12	6,915.31	8,084.69	46.10%
141	44170	MISCELLANEOUS REFUNDS	0.00	503.23	24,984.37	-24,984.37	0.00%
141	44530	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00%
141	44570	CONTRIBUTIONS	10,000.00	50.00	11,871.32	-1,871.32	118.71%
141	44990	OTHER LOCAL REVENUES	1,000.00	17.15	271.48	728.52	27.15%
141	44---		26,000.00	1,024.50	44,042.48	-18,042.48	169.39%
46000							
141	46511	BASIC EDUCATION PROGRAM	35,883,000.00	3,592,200.00	17,961,000.00	17,922,000.00	50.05%
141	46512	BEP ARRA	0.00	0.00	0.00	0.00	0.00%
141	46530	ENGERY EFFICIENT SCHOOLS	0.00	0.00	0.00	0.00	0.00%

<u>Fnd</u>	<u>Acct</u>	<u>Acct</u>	<u>AMENDED</u> <u>BUDGET</u>	<u>MONTH-TO-DATE</u> <u>COLLECTIONS</u>	<u>YEAR-TO-DATE</u> <u>COLLECTIONS</u>	<u>UNCOLLECTED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>COLLECTED</u>
46000							
141	46550	DRIVER EDUCATION	9,000.00	0.00	0.00	9,000.00	0.00%
141	46590	OTHER STATE EDUCATION FUNDS	0.00	0.00	0.00	0.00	0.00%
141	46592	INTERNET CONNECTIVITY	0.00	0.00	0.00	0.00	0.00%
141	46610	CAREER LADDER PROGRAM	97,500.00	0.00	52,753.35	44,746.65	54.11%
141	46612	EXTENDED CONTRACT	0.00	0.00	0.00	0.00	0.00%
141	46615	EXTENDED CONTRACT ARRA	0.00	0.00	0.00	0.00	0.00%
141	46690	TEST FEE	0.00	0.00	0.00	0.00	0.00%
141	46850	MIXED DRINK TAX	0.00	0.00	0.00	0.00	0.00%
141	46980	OTHER STATE GRANTS	0.00	0.00	0.00	0.00	0.00%
141	46990	OTHER STATE REVENUES	0.00	0.00	0.00	0.00	0.00%
141	46---		35,989,500.00	3,592,200.00	18,013,753.35	17,975,746.65	50.05%
47000							
141	47304	REMOTE TECHNOLOGY GRANT	0.00	0.00	0.00	0.00	0.00%
141	47590	OTHER FEDERAL THROUGH STATE	0.00	0.00	0.00	0.00	0.00%
141	47640	ROTC REIMBURSEMENT	0.00	3,261.25	6,522.50	-6,522.50	0.00%
141	47---		0.00	3,261.25	6,522.50	-6,522.50	0.00%
48000							
141	48610	DONATIONS	0.00	0.00	1.10	-1.10	0.00%
141	48---		0.00	0.00	1.10	-1.10	0.00%
49000							
141	49800	OPERATING TRANSFERS	0.00	0.00	0.00	0.00	0.00%
141	49810	CITY GENERAL FUND TRANSFER	14,056,451.00	968,894.67	5,813,458.02	8,242,992.98	41.36%
141	49---		14,056,451.00	968,894.67	5,813,458.02	8,242,992.98	41.36%
Grand Revenue Totals			83,266,103.00	8,746,886.68	38,563,111.20	44,702,991.80	46.31%

Number of Accounts: 168

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

Fnd	Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE	YEAR-TO-DATE	OUTSTANDING	2022-23 FYTD	Percent of
			AMOUNT	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	Unencumbered Bal	Budget Remaining
141	71100	REGULAR INSTRUCTION PROGRAM	44,732,698.13	4,416,154.61	20,931,829.18	97,502.75	23,703,366.20	52.99
141	71150	ALTERNATIVE INSTRUCTION PROGRA	1,165,975.00	99,740.81	507,166.71	0.00	658,808.29	56.50
141	71200	SPECIAL EDUCATION PROGRAM	5,435,397.00	443,805.85	2,346,796.20	0.00	3,088,600.80	56.82
141	71300	VOCATION EDUCATION PROGRAM	2,339,190.00	184,543.32	968,986.60	250.00	1,369,953.40	58.57
141	71600	ADULT EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
141	72110	ATTENDANCE	79,831.00	3,078.30	15,441.77	0.00	64,389.23	80.66
141	72120	HEALTH SERVICES	792,301.00	72,770.17	320,418.11	0.00	471,882.89	59.56
141	72130	OTHER STUDENT SUPPORT	2,218,589.00	190,122.68	929,393.76	0.00	1,289,195.24	58.11
141	72210	REGULAR INSTRUCTION PROGRAM	3,680,752.35	438,923.79	2,138,190.94	26,898.02	1,515,663.39	41.18
141	72215	ALTERNATIVE INSTRUCTION PROGRA	63,095.00	-9,406.28	27,193.46	0.00	35,901.54	56.90
141	72220	SPECIAL EDUCATION PROGRAM	644,076.00	60,672.93	316,353.57	1,389.20	326,333.23	50.67
141	72230	VOCATION EDUCATION PROGRAM	368,541.00	24,888.43	167,363.61	55,217.17	145,960.22	39.60
141	72250	TECHNOLOGY	2,423,242.18	175,096.54	1,181,160.79	5,855.51	1,236,225.88	51.02
141	72260	ADULT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00
141	72310	BOARD OF EDUCATION	1,137,037.00	70,258.20	271,849.19	12,889.07	852,298.74	74.96
141	72320	OFFICE OF THE SUPERINTENDENT	467,485.00	36,506.64	203,238.90	4,684.88	259,561.22	55.52
141	72410	OFFICE OF THE PRINCIPAL	5,518,304.85	574,400.43	2,734,562.58	0.00	2,783,742.27	50.45
141	72510	FISCAL SERVICES	600,787.00	47,231.53	246,222.73	1,782.47	352,781.80	58.72
141	72520	HUMAN RESOURCES	251,279.00	21,808.77	121,289.85	0.00	129,989.15	51.73
141	72610	OPERATION OF PLANT	5,150,908.00	446,564.38	2,318,428.65	8,259.50	2,824,219.85	54.83
141	72620	MAINTENANCE OF PLANT	2,165,593.37	191,289.25	1,008,717.73	48,452.09	1,108,423.55	51.18
141	72710	TRANSPORTATION	2,674,810.00	5,958.02	30,333.60	0.00	2,644,476.40	98.87
141	72810	CENTRAL AND OTHER	117,911.00	10,071.36	61,507.96	3,469.55	52,933.49	44.89
141	73300	COMMUNITY SERVICES	1,251,077.98	103,730.79	509,474.93	9,362.89	732,240.16	58.53
141	73400	EARLY CHILDHOOD EDUCATION	383,690.00	32,127.78	175,109.94	682.61	207,897.45	54.18
141	76100	REGULAR CAPITAL OUTLAY	1,809,331.16	0.00	432,896.19	34,604.33	1,341,830.64	74.16
141	82130	PRINCIPAL	2,619,867.00	177,072.47	1,074,062.41	0.00	1,545,804.59	59.00
141	82230	INTEREST	205,330.00	3,357.35	7,481.01	0.00	197,848.99	96.36
141	99100	TRANSFERS TO OTHER FUNDS	95,179.00	0.00	-943.84	0.00	96,122.84	100.99
Grand Expense Totals			88,392,278.02	7,820,768.12	39,044,526.53	311,300.04	49,036,451.45	55.48

Number of Accounts: 5441

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

**SCHOOL BOARD AGENDA ITEM
FEBRUARY 2023 MEETING**

TOPIC: PEP – SALES TAX “Educational Facilities Trust Fund”

BACKGROUND INFORMATION:

PEP – Sales Tax Acct:

Sales Tax deposits for December consisted of \$269,536 for the City portion (October Sales) and \$177,072 for the School portion (September Sales). Collections received for the year are \$292,499 above 2021-2022. This is a 12.4% increase from December 2021 (this does not include the ADA adjustment for 21-22 received in July 2022).

Interest earnings for November were not transferred into the account in December.

No disbursements were made from the account in December.

As of December 31, 2022, the Educational Facilities account had a balance of \$8,200,395.

Please feel free to call me if you have questions (434-5212).

RESPECTFULLY SUBMITTED: *Leia Valley*

PEP Sales Tax Account (Educational Facilities Trust)
December 31, 2022

	FY23 Budget	December, 2022	November, 2022	October, 2022	1st Quarter	Current Year to Date	% of Budget	Previous Year to Date
Beginning Bank Balance		\$ 7,753,786.29	\$ 7,451,442.85	\$ 7,028,909.15	\$ 6,453,533.32	\$ 6,453,533.32		\$ 5,176,323.25
Revenues								
City Sales Tax	\$ 2,915,000.00	\$ 269,536.11	\$ 278,303.72	\$ 254,387.66	\$ 809,096.60	\$ 1,611,324.09	55.28%	\$ 1,444,781.33
School Sales Tax	1,700,000.00	177,072.47	165,832.07	168,146.04	520,774.53	\$ 1,031,825.11	60.70%	\$ 905,868.60
ADA Adjustment	-				42,237.30	\$ 42,237.30	#DIV/0!	\$ -
Interest	4,000.00		2,877.03		683.23	\$ 3,560.26	89.01%	\$ 1,882.13
Total Revenues	4,619,000.00	446,608.58	447,012.82	422,533.70	1,372,791.66	2,688,946.76	58.21%	2,352,532.06
Expenditures								
2010 Series VII-I-1 Principal	885,000.00			-	-	-	0.00%	-
2010 Series VII-I-1 Interest	731,700.00		135,919.38		94,844.59	230,763.97	31.54%	107,311.51
2019 GO Bond Library Roof- Principal	75,000.00				-	-	0.00%	-
2019 Library Roof GO Bond - Interest	3,750.00		1,875.00		-	1,875.00	50.00%	3,625.00
2019 GO Refunding Principal	275,000.00				-	-	0.00%	-
2019 GO Refunding Interest	13,750.00		6,875.00		-	6,875.00	50.00%	23,500.00
2020 Refunding Principal	390,822.00				-	-	0.00%	-
2020 GO Refunding Interest	31,875.00				41,528.91	41,528.91	130.29%	-
2020 GO - Elem Additions Principal	1,465,000.00				-	-	0.00%	-
2020 GO - Elem Additions Interest	596,800.00				631,675.00	631,675.00	105.84%	-
New Issue - Principal	75,000.00				-	-	0.00%	-
New Issue - Interest	72,600.00				28,600.00	28,600.00	39.39%	-
Bank Services Charges	3,000.00				767.33	767.33	25.58%	38.58
Total Expenditures	4,619,297.00	-	144,669.38	-	797,415.83	942,085.21	20.39%	134,475.09
Total Net	\$ (297.00)	\$ 446,608.58	\$ 302,343.44	\$ 422,533.70	\$ 575,375.83	\$ 1,746,861.55		\$ 2,218,056.97
Ending Balance		\$ 8,200,394.87	\$ 7,753,786.29	\$ 7,451,442.85	\$ 7,028,909.15	\$ 8,200,394.87		\$ 7,394,380.22
Statement Balance		\$ 8,200,394.87	\$ 7,753,786.29	\$ 7,451,442.85				
Difference		\$ -	\$ -	\$ -				



Johnson City Board of Education Regular Meeting

January 9, 2023

The Johnson City Board of Education met in regular session on January 9, 2023, at 6:00 PM in the Board Room at the Central Office.

Attendance Taken at 6:00 PM.

Dr. Ginger Carter: Present
Mr. Herb Greenlee: Present
Mr. Tom Hager: Present
Mrs. Kathy Hall: Present
Mr. Jonathan Kinnick: Present
Mrs. Beth Simpson: Present
Mrs. Paula Treece: Present

Present: 7.

1. CALL TO ORDER AND OPENING

- A. Call to Order and Welcome
- B. Moment of Silence
- C. Pledge of allegiance to the flag
- D. Opening
- E. Art work on display
- F. Update on Science Hill

2. RECOGNITIONS

3. ADOPTION OF AGENDA

- Motion to adopt the agenda. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Beth Simpson, the motion passed.

Dr. Ginger Carter: YES
Mr. Herb Greenlee: YES
Mr. Tom Hager: YES
Mrs. Kathy Hall: YES
Mr. Jonathan Kinnick: YES
Mrs. Beth Simpson: YES
Mrs. Paula Treece: YES

YES: 7, NO: 0

4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS

5. REPORTS FROM SUPERINTENDENT AND STAFF

A. Building Projects Update

B. Financial Report Ending November 30, 2022

- Motion to approve Financial Report Ending November 30, 2022 as submitted by Ms. Leia Valley. With a motion by Mrs. Beth Simpson and a second by Mr. Jonathan Kinnick, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

C. Update on Sales Tax - PEP

D. 21-22 Internal School Funds Audit

- Motion to approve 21-22 Internal School Funds Audit as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

E. State Report Card Data

Mrs. Paula Treece discussed the new legislation regarding Third Grade Retention. Both Mrs. Kathy Hall and Mrs. Treece agreed that a resolution was needed for the February BOE Meeting. Mrs. Hall also asked Mrs. Burd to schedule a meeting with local legislators at the TSBA conference in February.

6. UNFINISHED BUSINESS

7. CONSENT AGENDA

- Motion to approve Consent Agenda. With a motion by Mr. Tom Hager and a second by Mr. Jonathan Kinnick, the motion passed.

Dr. Ginger Carter: YES

Mr. Herb Greenlee: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Beth Simpson: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

A. Approval of Minutes

B. Request to write checks over \$5,000

C. Proposed Fundraising Activities

D. Overnight Field Trip Requests

E. Second Reading - Policies - Section 1 (School Board Operations), Section 3 (Support Services) & Section 4 (Instructional Programs)

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

9. NEW BUSINESS

A. Current Meeting Communication Follow Up

10. INFORMATION ITEMS

A. BOE Calendar of Events

B. Personnel Items

C. Donations

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

13. MEETING DATES

14. ADJOURNMENT

7:08 PM

Chairman

Board Secretary

PROPOSED FUNDRAISING ACTIVITY

School: Liberty Bell Middle School

Fund/Club/Class/Account Name: Patriot Players Drama Club

Proposed Fundraising Activity: Spring Play

Dates for Proposed Activity: 4/14 & 4/15 OR 4/21 & 4/22

Proposed Uses of Funds Raised: Support LBMS theatrical productions.

Expected Student Involvement (school-wide or specific school organization):

Produced by Patriot Players, an organization that is open to participation school-wide.

Method By Which School Will Receive Profit: Ticket Sales

Requested By: Rebecca Greasby, Theatre Teacher Date: 12/14/22
(Name & Title)

Approved By:  Date: 12/14/22
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

PROPOSED FUNDRAISING ACTIVITY

School: Mountain View Elementary

Fund/Club/Class/Account Name: Library

Proposed Fundraising Activity: Scholastic Book Fair

Dates for Proposed Activity: March 30th - April 7th 2023

Proposed Uses of Funds Raised: Purchase books and materials for the Mountain View Library.

Expected Student Involvement (school-wide or specific school organization):

This is a school-wide fundraiser.

Method By Which School Will Receive Profit: All profit will go towards books and materials for the library.

Requested By: Anna Armstrong Date: 1-17-23
(Name & Title)

Approved By: Melissa Stokes Date: 01-17-23
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Scholastic Book Fairs (SBF) Certificate of Agreement

Thank you for scheduling and hosting a Scholastic Book Fair! We're delighted to be your partner for your upcoming Book Fair. The following Agreement and guidelines will ensure an effective partnership, and we look forward to working with you. Please note that, effective in 2022, Scholastic Book Fairs will now be the retailer of books sold at your Fair. This change puts in place a nationwide policy meant to simplify the complex rules around sales tax causing confusion for many schools. Going forward, state and local sales tax must be collected on all purchases at your Fair (except for purchases made by the school with school funds for school use if the school is registered with Scholastic as tax-exempt).

As always, Scholastic will provide you with:

- Books and educational products
- A dedicated support and service team
- An online Toolkit full of planning resources & tools
- Quick and easy product restock*
- Setup Kit* & Planning Kit with promotional materials
- Access to online shopping through The Scholastic Store
- Convenient point-of-sale system that allows you to accept all major credit cards*

The school or organization listed agrees to:

- Use Scholastic Book Fairs as the exclusive provider and retailer of all books, merchandise, and promotional materials during the book fair event.
- Store and display all merchandise, cash, checks, credit card machines and sale slips in a locked and secure location when not in use at your book fair.*
- Make products available to all qualified event attendees at the listed price designated by Scholastic.*
- Collect sales tax on behalf of Scholastic Book Fairs as required by your state law.
- Repack all unsold products, supplies, and displays for pickup and/or return.*
- Return all credit card machines, sale slips, point-of-sale machines, unsold products, and merchandising materials/displays to Scholastic Book Fairs promptly at the conclusion of the book fair.
- Process the book fair financial forms and payment within two (2) working days after the fair has ended.
- Review the following Credit Card Security Procedures and comply with the following security procedures: (this section is not applicable to Online Fairs)
 - Do not share or distribute the credit card device or data taken on behalf of Scholastic Book Fairs (card numbers, card readers, etc.).
 - Do not write down or copy any data from a customer's credit card (i.e. card numbers, expiration date, or security codes.)
 - Credit Card terminals are not to be used for personal use/gain; devices are only to be used for transactions at Scholastic Book Fairs events.
 - If a credit card is found, please call the toll-free number on the back of the credit card, report the card lost, and request further directions from the credit card company.
 - All unattended devices or credit card receipts must be in a locked or secure location.
 - Do not connect the credit card device to any unauthorized networks.
 - Volunteers should use good and reasonable judgment in the event of any issues or contact the chairperson or the payment system hotline for guidance.
 - The book fair chairperson is responsible for informing all book fairs volunteers of this credit card security instructional awareness information provided by Scholastic. Acceptance of the Services Agreement acknowledges notice of and agreement to this credit card security instructional awareness information.

*Not applicable to Online Only Fairs

Effective for fairs beginning August 1, 2022

Profit

If your book fair sales are \$3,500 and above, you may opt to take profit in all Scholastic Dollars, all cash, or you may take a combination of Scholastic Dollars and cash. See the chart below for all other sales levels. Online Fairs are not eligible for cash profit.

- When you elect to take a combination, Scholastic Dollars is worth double the value in cash.
- The total profit amount cannot exceed 25% of sales at cash value.
- Use the Profit Split page in the Financial Form to automatically calculate and optimize your profit and reward elections.

Scholastic Dollars Profit & Rewards

Book Fair Sales (excluding tax)	Scholastic Dollars Value		Cash Value
\$3,500 and up	50% of Sales	and/or	25% of Sales
\$1,500 - \$3,499.99	40% of Sales		\$0
\$0 - \$1,499.99	30% of Sales		\$0
Online Book Fairs	25% of Online Sales*		\$0

*Excluding tax & shipping.

A submitted copy of this Agreement confirms and secures your Book Fair dates, reserving product for your Fair.

Chairperson Information

Anna Armstrong
armstronga@jcschools.org

Number of Fairs Organized: 2-3
Role at School: Librarian

School Information

MOUNTAIN VIEW ELEM SCHOOL
907 KING SPRINGS RD
JOHNSON CITY, TN 37601
Account #: 184616

Book Fair Consultant

ERIC KENDALL
8002411448
ekendall@scholasticbookfairs.com

Fair Information

Fair Dates: 03/30/2023 to 04/07/2023
Fair ID #: 5255334

Agreement Date: 01/17/2023
Accepted Online Electronically

Note: Changes to this Services Agreement may be made solely at the discretion of Scholastic Book Fairs as permissible by law and/or as business conditions deem appropriate. We will notify you of any such changes by posting the revised Services Agreement in the Chairperson's Toolkit. Under certain circumstances, we may also notify you of changes to this Services Agreement by additional means, including, but not limited to, posting a notice on the Scholastic Book Fairs homepage, sending you an email if we have your email address, or by contacting you through your Book Fair consultant. At that time, you will have the opportunity to review and accept a new Services Agreement.

PROPOSED FUNDRAISING ACTIVITY

School: Science Hill

Fund/Club/Class/Account Name: Topper Mentors L80135

Proposed Fundraising Activity: Alumni basketball game +
Fish Fry

Dates for Proposed Activity: March 23rd

Proposed Uses of Funds Raised: Incentives for elementary /
Middle school students / SHHS students

Expected Student Involvement (school-wide or specific school organization):
Topper Mentors

Method By Which School Will Receive Profit: Cash or Check

Requested By: Cody Ewing, Attend. Cord. Date: 1/30/23
(Name & Title)

Approved By: [Signature] Date: 1/30/23
Principal

Approved By: _____ Date: _____
Superintendent*

Approved By the Board of Education: _____
(Date of Meeting)**

*The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: Model United Nations Club

Proposed Fundraising Activity: acquire funding from local law firms, Rotary Club and local politicians through phone calls and door-to-door solicitation

Dates for Proposed Activity: February / March 2023

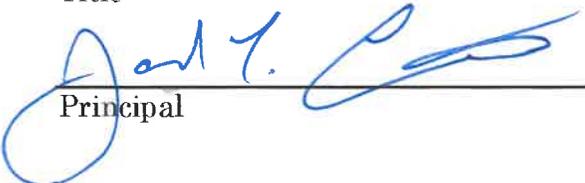
Proposed Uses of Funds Raised: pay for travel, lodging and entrance fees to future Model UN and/or Youth in Government events

Expected Student Involvement (school-wide or specific school organization):
Model UN members will call, then possibly visit the aforementioned local businesses to ask for donations

Method By Which School Will Receive Profit: check, cash

Requested By:  Date: 02/01/2023
Name

club sponsor Sean L. Samuel
Title

Approved By:  Date: 2/1/23
Principal

Approved By: _____ Date: _____
Superintendent of Schools *

Approved By the Board of Education: _____
Date of Meeting **

*NOTE: The Superintendent of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

**Fundraising must not occur prior to Board of Education approval.



School Request Form

Board Approval to issue Checks over \$5,000

School: Fairmont Elementary

From: Beth Baldurn

Date: 12-20-22

Check Amount: 8,372.00

Vendor: Johnson City Schools

Reason/Purpose: Educare Sweep December

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Lake Ridge Elementary

From: Dr. Renee' Wood

Date: 12/20/2022

Check Amount: \$ 33,884.88 Vendor: Johnson City Schools

Reason/Purpose: December Educare/ECLC sweep.

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Mountain View Elementary School

From: Dr. Melissa Stukes  Date: 01/19/2023

Check Amount: \$ 7,962.08 Vendor: Johnson City Schools
Reason/Purpose: Educare sweep for January 2023

Check Amount: _____ Vendor: _____
Reason/Purpose: _____

Check Amount: _____ Vendor: _____
Reason/Purpose: _____

Check Amount: _____ Vendor: _____
Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: North Side Elementary

From: LaQuata Lazenby

Date: 01/06/2022

Check Amount: \$ 8,660.00 Vendor: Johnson City Schools

Reason/Purpose: We request Board approval to cut check for February 2023 for an estimated amount of \$8660.00.

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: North Side Elementary

From: LaQuata Lazenby

Date: 12/15/2022

Check Amount: \$ 7,500.00 Vendor: Johnson City Schools

Reason/Purpose: Request Board approval to cut Educare sweep check for January 2023.

The estimated amount for the check is \$7500.00.

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: South Side School

From: Kaytee Jones/ Haley Clawson

Date: 01/19/2023

Check Amount: \$ 13,192.00 Vendor: Johnson City Schools

Reason/Purpose: December- January Educare Sweep

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: TOWNAC ACRES

From: DR JOSH SIMMONS /
BECKE BARNETT

Date: 12/15/22

Check Amount: \$ 14,889.09

Vendor: TOWNAC ACRES EDUCARE

Reason/Purpose: NOVEMBER EDUCARE SWEEP

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: TOWNAC ACRES

From: Dr Josh Simmons /
BENCE BARRETT

Date: 1/19/23

Check Amount: 8732.27 Vendor: JC Schools

Reason/Purpose: December Educare Sweep

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Woodland Elementary School

From: Mia Manire

Date: 1-5-23

Check #

13868

Check Amount: \$26,939.36

Vendor: Johnson City Schools

Reason/Purpose: Educare Sweep for October, November, December 2022

Check #

13869

Check Amount: \$34,438.00

Vendor: Johnson City Schools

Reason/Purpose: ECLC Sweep for October, November, December 2022

Check Amount: _____

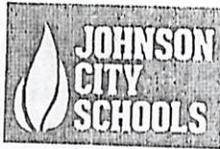
Vendor: _____

Reason/Purpose: _____

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



School Request Form

Board Approval to issue Checks over \$5,000

School: Science Hill

From: S. McIntuff

Date: 12-2022

Check Amount: \$ 7713.00

Vendor: Ontario INC O/A Sports

Reason/Purpose: Journey Key Tournament Hotel Rooms

Check Amount: 13,000.00

Vendor: hudl

Reason/Purpose: Hudl AD Package

Check Amount: 6,500.00

Vendor: Todlow Coach

Reason/Purpose: Charter bus to Daytona, FL

Check Amount: _____

Vendor: _____

Reason/Purpose: _____



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968

Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hill High School Teacher Anthony Jones (Coach)
 Grade/Class/Club Participating Track & Field (Girls, Boys Teams)
 Destination University of TN - Vol Classic, Knoxville, TN
 Purpose of Trip Track Meet - Varsity Competition
 Names of Chaperones All SH Coaching Staff

TRANSPORTATION INFORMATION

Number of students attending TBD Date of Trip 4/14-15/23 Day(s) of Week Friday, Saturday
 Cost per child \$50.00 Means of Transportation Athletic Activity Transit confirmation _____
 Expected Time of Departure 11:20am Expected time of return after conclusion of meet, evening of 4/15/23

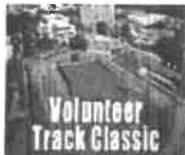
CURRICULUM

- To what subject area of the curriculum does this trip relate?
Track Meet, sporting Event
- What are pupils expected to gain from the trip? (Be specific)
Experience to be able to compete at a high caliber track meet
- What follow up activities will be used to evaluate and supplement the field trip?
Meet will prepare athletes for post season competition (sectionals, state meet).

APPROVAL

Teacher [Signature] Date 1-25-23 Principal Justin W. Vandromt Date 1/30/2023
 Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____



VOLUNTEER TRACK CLASSIC 2023

Registration Opens Soon!

Meet History Virtual Meet

Home Results Teams Entries

Meet Information

Online Registration Instructions

Back to Meet Coverage

MileSplit PR

The 55th VOLUNTEER TRACK CLASSIC hosted by the Knoxville Track Club

Friday / Saturday, April 14-15, 2023

Tom Black Track - University of Tennessee

Knoxville, Tennessee

Parking

Spectator Parking - G-17 Garage (enter from Lake Avenue or Terrace Avenue)

Bus Parking - SC40 located at the Kingston Pike Building (2309 Kingston Pike)

Gate Fee:

\$5 for adults. Children 6 and under are free. All athletes must present their jersey for free entry.

Meet Logo T-Shirts:

\$20 (limited quantities)

Entry Fee:

refunds or entry fee changes for scratched athletes or no-shows. Entry fees can be mailed to: KTC, PO Box 52266, Knoxville, TN 37950

Minimum Measurement Marks/Opening Heights:(Important) :

Listed minimum measurement marks for throws and horizontal jumps will be in effect after your athletes' first legal throw or jump. This will give athletes a chance to at least set a mark. Opening heights may be adjusted downward by officials after a survey of the jump and vault participants. Please note marks in meet schedule below.

Implements:

Implements will be inspected from 7:00am until 9:00am on Saturday morning in the equipment area near the main entrance.

Medical:

On site medical will be provided and will be located in the infield. Our on site staff will provide event injury and emergent assessment and care only. Medical will not provide taping prior to competition.

Live Results:

<https://live.knoxvilleyouthathletics.org/meets/14703>

Packet Pickup:

4/17/19 - PM Session 4-8 PM,

4/18/2019 - 7:00AM - Noon - Packet

Pickup will take place at the top of the stairs near the coaches' hospitality area.

Competition and Uniform Rules:

The Volunteer Track Classic will run according to the rules set forth in the 2018 National High School Federation Rules and Case Book. These rules will be strictly enforced. In addition to these rules, the following rules of competition will also be in effect:

1. The track and field competition areas are explicitly closed to all coaches, non-competing athletes and spectators. Failure to comply will result in disqualification and removal by security.
2. Hip numbers must be worn on the front both hips and on the front of the athlete's jersey. The Clerk of the Course will hand out hip numbers for timing purposes.
3. No running warm-ups will be allowed on the track. No field event warm-ups will be allowed at the field event venue without an event official present.
4. Lapped runners in the distance races will be moved to lane 2.
5. Minimum marks for measurement and opening heights in field events are listed in the Meet
6. A \$50 cash protest fee must be paid at the awards pick-up when a protest is filed. This fee will be refunded only if your protest is upheld.

Friday 4/15/2022

Field Events Event Minimum Measure Mark (MMM) Opening HT (OH)

4:00 PM High School Packet Pickup Opens for PM Session

5:00 PM Boys Triple Jump 40' MMM

6:00 PM Boys Tim Mack Pole Vault 10'6" OH

7:00 PM Girls Triple Jump 30'6" MMM

Running Events Event Entry Limits / Schedule is rolling. Listen for calls.

5:00 PM (Rolling Schedule)

Girls Sprint Relay (100/100/200/400)

Boys Sprint Relay (100/100/200/400)

Girls 2000 Steeple Final

Boys 2000 Steeple Final

Girls 4x200 Relay Sections Vs Time - Top 8 Entry Times in Fast Section

Boys 4x200 Relay Sections Vs Time - Top 8 Entry Times in Fast Section

Girls Distance Medley Sections Vs Time

Boys Distance Medley Sections Vs Time

Girls 2-Mile Section Vs Time - Top 16 Entry Times in Fast Section

Boys 2-Mile Section Vs Time - Top 16 Entry Times in Fast Section

Saturday 4/16/2022

Field Events Event Minimum Measure Mark (MMM) Opening HT (OH)

7:00 AM Packet Pick Up Opens for Saturday Events

9:00 AM Girls Shot Put Limited to top 42 - 29' MMM

Girls High Jump 4'5" OH

Boys Discus Limited to top 40 entries - 130' MMM

Girls Long Jump 15' MMM

12:00 PM Boys Shot Limited to top 42 entries - Put 44' MMM

Boys High Jump 5'7" OH

Girls Discus Limited to top 42 Entries - 90' MMM

Boys Long Jump 20'6" MMM

Girls Tim Mack Pole 7'6" OH

Running Events Event Entry Limits / Advancement

8:30 AM Girls 100H Prelims Random Seeded - Top 8 to Finals

Boys 110H Prelims Random Seeded - Top 8 to Finals

9:00 AM Girls 4x800

Relay Boys 4x800 relay

10:00 AM Girls 100 Dash Prelims Random Seeded - Top 8 to Finals

Boys 100 Dash Prelims Random Seeded - Top 8 to Finals

10:45 AM Girls 400 Dash Section v. Time Boys 400 Dash Section v. Time

11:20 AM Girls 300H Limited to top 40 entries

Boys 300H Limited to top 40 entries

11:50 AM Girls 200 Dash Prelims Random Seeded - Top 8 to Finals

Boys 200 Dash Prelims Random Seeded - Top 8 to Finals

1:00 PM (Rolling Schedule from this point):



Search



Login

[Boys 4x100 Relay Sections Vs Time - Top 8 Entry Times in Fast Section](#)

[Girls Mile Sections Vs Time - Top 12 Entry Times in Fast Section](#)

[Boys Mile Sections Vs Time - Top 12 Entry Times in Fast Section](#)

[Girls 100 Dash Final](#)

[Boys 100 Dash Final](#)

[Girls 800 Run Sections Vs Time - Top 12 Entry Times in Fast Section](#)

[Boys 800 Run Sections Vs Time - Top 12 Entry Times in Fast Section](#)

[Girls 200 Dash Final](#)

[Dash Final](#)

[Girls 4x400 Relay Sections Vs Time - Top 8 Entry Times in Fast Section](#)

[Boys 4x400 Relay Sections Vs Time - Top 8 Entry Times in Fast Section](#)

Awards:

Individual awards- Medals will be awarded to places 1-3. You must be present to accept your award - meet management will not mail awards to those who leave the meet early.

Meet Awards- Outstanding Girls and Boys performers (MVP) will be awarded.

Team Awards- Plaques will be awarded to the top 2 Boys and Girls Teams.

Meet Hotels:

[The Graduate \(on campus\)](#)

[Marriott Courtyard \(10 minutes away\)](#)

Contacts:

Don Madgett (don.madgett@knoxschools.org)

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MileSplit Tennessee Editor, Ben Thompson,

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Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student?

Zero percentage is self-funded. The SHHS Track Team Booster club has raised funds for this trip.

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

The students have participated in the SHHS Track Team Booster club fundraising activities. Each student-athlete solicited funds through a "Giving Calendar". The amount of money each students raised, however, does not determine their eligibility to participate in the trip.

Number of Eligible Students for Field Trip

Student-athletes become eligible for the trip based on their performance to QUALIFY for the meet. All student-athletes will have the opportunity to qualify for their events.

Number of Student Attending the Field Trip

Based on previous results, we estimate 30 student athletes will attend.

What measures are in place to enable all students to participate?

Each student-athlete is given the opportunity to qualify for his or her event through performance during regular season track meets.



JOHNSON CITY SCHOOLS

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Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

In compliance with Johnson City School Board Policy, curriculum related field trips shall be regulated in the following manner:

Each class may participate in curriculum related field trips. There must be definite correlation between subject matter and the field trip. The timing of the two must also coincide.

This request form must be approved by the principal. Out-of-state and overnight trips must have prior approval by the director of schools. Trips which are both overnight and out-of-state must also have prior approval by the School Board.

GENERAL INFORMATION:

School Science Hill Teacher M. June Oaks
 Grade/Class/Club Participating 5th - Julie Chamber
 Destination Atlanta, Georgia
 Purpose of Trip Choral Competition
 Names of Chaperones June Oaks, Lisa Pappas, John Mc Baker

TRANSPORTATION INFORMATION

Number of students attending 36 Date of Trip 4/28-30 Day(s) of Week Friday-Sunday
 Cost per child \$300⁰⁰ Means of Transportation Charter Transit confirmation OK
 Expected Time of Departure 8:00 AM Expected time of return 9:00 PM

CURRICULUM

- To what subject area of the curriculum does this trip relate?
June Oaks - Choral Competition
Science - Georgia Aquarium
- What are pupils expected to gain from the trip? (Be specific)
Sing in an adjudicated event, feedback from a college professor
- What follow up activities will be used to evaluate and supplement the field trip?
Music will be used in Spring Concerts

APPROVAL

Teacher June Oaks Date 4/20/23 Principal Timothy W. Vantournout Date 1-23-2023
 Superintendent (If required) _____ Date _____
 Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

What percentage of the activity is self-funded from student?

Approximately Half

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

Funds are already available

Number of Eligible Students for Field Trip

50

Number of Student Attending the Field Trip

36*

What measures are in place to enable all students to participate?

*Scholarships and fundraisers
for anyone expressing a need
or interest.*

** Some students have poor grades/
excessive absences and parents
will not allow them to go.*



JOHNSON CITY SCHOOLS

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Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

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GENERAL INFORMATION:

School SCIENCE HILL HIGH SCHOOL Teacher KELLY LANE
 Grade/Class/Club Participating BOYS AND GIRLS TENNIS TEAMS
 Destination CHATTANOOGA, TN
 Purpose of Trip ROTARY TENNIS TOURNAMENT
 Names of Chaperones KELLY LANE, ERIN WILLIAMS

TRANSPORTATION INFORMATION

Number of students attending 16 Date of Trip 3/23-3/25 ⁽²⁰²³⁾ Day(s) of Week THURSDAY - SATURDAY
 Cost per child ~~\$100~~ 0 Means of Transportation SH ACTIVITY BUS Transit confirmation KEITH TURNER
 Expected Time of Departure 3/23 @ 12:00pm Expected time of return 3/25 @ 6:00pm

CURRICULUM

- To what subject area of the curriculum does this trip relate?
SCIENCE HILL ATHLETICS
- What are pupils expected to gain from the trip? (Be specific)
COMPLETE AGAINST ELITE COMPETITION
- What follow up activities will be used to evaluate and supplement the field trip?
EVALUATE OUR TEAM AND SEE WHERE WE CAN IMPROVE AS WE HEAD INTO THE REMAINDER OF OUR SCHEDULE

APPROVAL

Teacher Kelly Lane Date 1/11/23 Principal Timothy W. Vanthorn Date 1/12/23
 Superintendent (if required) _____ Date _____
 Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

***Science Hill Tennis: Rotary tournament (3/23-3/25, 2023)**

What percentage of the activity is self-funded from student?

0%

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

Yes, there was a fundraiser completed by the boys and girls tennis team from Science Hill. We had a "Pay the Date" fundraiser for the month of November (2022). Every student athlete participated and did their best to fill out the calendars fully.

Number of Eligible Students for Field Trip __ 8 __

Number of Student Attending the Field Trip __ 8 __

What measures are in place to enable all students to participate?

Pre-season workouts, challenge ladder, practice and match play



JOHNSON CITY SCHOOLS

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Dr. Steve Barnett, Superintendent of Schools

Field Trip Request Form 4.302

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GENERAL INFORMATION:

School SCIENCE HILL HIGH SCHOOL Teacher KELLY LANE
 Grade/Class/Club Participating JV BOYS TENNIS TEAM
 Destination HENDERSONVILLE, TN
 Purpose of Trip HENDERSONVILLE INVITATIONAL TENNIS TOURNAMENT
 Names of Chaperones KELLY LANE

TRANSPORTATION INFORMATION

Number of students attending 8 Date of Trip 4/13-4/15 (2023) Day(s) of Week TUESDAY - SATURDAY
 Cost per child ~~\$100~~ 0 Means of Transportation SM ACTIVITY BUS Transit confirmation KELLY TURNER
 Expected Time of Departure 4/13 3:00 pm Expected time of return 4/15 10:00 pm

CURRICULUM

- To what subject area of the curriculum does this trip relate?
SCIENCE HILL ATHLETICS
- What are pupils expected to gain from the trip? (Be specific)
ALLOW THE JV BOYS TO EXPERIENCE TOURNAMENT PLAY
- What follow up activities will be used to evaluate and supplement the field trip?
EVALUATE OUR TEAM AND FIND OPPORTUNITIES FOR GROWTH

APPROVAL

Teacher [Signature] Date 1/11/23 Principal [Signature] Date 1/12/23
 Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Addendum
Overnight Field Trip Request Form 4.302
(Please complete the following on an as needed basis for each request.)

***Science Hill Tennis: Boys JV Hendersonville Invitational tournament (4/13-4/15, 2023)**

What percentage of the activity is self-funded from student?

0%

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity?

Yes, there was a fundraiser completed by the boys tennis team from Science Hill. We had a "Pay the Date" fundraiser for the month of November (2022). Every student athlete participated and did their best to fill out the calendars fully.

Number of Eligible Students for Field Trip __ 8 __

Number of Student Attending the Field Trip __ 8 __

What measures are in place to enable all students to participate?

Pre-season workouts, challenge ladder, practice and match play



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 218-4968
Dr. Steve Barnett, Superintendent of Schools

To: Johnson City Board of Education
From: David J. Timbs, Ed.D., Supervisor of Secondary and Instructional Technology
Date: January 9, 2023
Re: Approval of 2023-24 Science Hill High School “Program of Studies”

Please approve the attached “Program of Studies” for Science Hill High School. This will provide approval for all courses offered at SHHS and JCVA (as applicable) for the 2023-24 school year.

Changes for 2023-24 are included on the pages preceding the tentative “Program of Studies” and include page number references for easy identification.

The approved “Program of Studies” will be posted on the SHHS website and will be made available to parents and students as they begin the registration process for the upcoming school year.



BOARD OF EDUCATION

Kathy Hall, Chair Jonathan Kinnick, Vice Chair Paula Treece, Secretary
Dr. Ginger Carter Herb Greenlee Thomas Hager, Jr Beth Simpson

The mission of the Johnson City Schools is to enable all students to achieve excellence.



SY2023-2024 SHHS POS Changes

General Changes

- **Added**
 - **High School Classes for Credit at the Middle School, pg. 7**
 - Students who have successfully completed high school courses for credit prior to ninth grade can receive credit(s) toward graduation. The course content must be based on the appropriate state curriculum standards. With principal approval, a student may repeat a course taken prior to ninth grade. If a course is repeated, there will be no record of the course taken prior to the ninth grade on the high school transcript. For grade level cohorts beginning with the class of 2027, courses taken for high school credit prior to ninth grade will be included in the calculation of the GPA.
- **Updated**
 - **World Language/Fine Arts Waiver, pg. 8**, rephrased for clarity
 - The credit requirement for foreign language and/or fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.
 - **Credit Recovery grading policy based on new grading scale, pg. 8**
 - Until the 2022-23 school year, students passing credit recovery courses shall receive a grade of seventy percent (70%) under the state uniform grading system. For grades issued in the 2022-23 school year and thereafter, students passing credit recovery courses shall receive a grade of sixty (60%) percent under the state uniform grading system. If the LEA also utilizes a locally-adopted grading scale that differs from the uniform grading system, students passing credit recovery shall receive a D under the locally-adopted grading scale.
 - **Science Hill Grading Scale, pg. 9**
 - Grade Percentage Range
 - A 90 - 100
 - B 80 - 89
 - C 70 - 79
 - D 60 - 69
 - F 0 - 59
 - **ROTC substitutions, pg. 6**, rephrased for clarity
 - Three JROTC classes taken that do not already count for other substitutions. 2 credits can be substituted for Wellness requirement and ½ PE credit, 3rd JROTC credit can be substituted for US Government and Finance

Math

- **Removed**
 - Dual Enrollment Statistics @ SHHS, pg. 38
 - SDC Precalculus I/honors, pg. 38-39
 - Precalculus II/honors, pg. 39
- **Added**
 - Back to regular Precalculus I/Honors, pg. 38-39
 - AP Precalculus, pg. 39
 - AP Precalculus +, pg. 39
- **Updated**
 - Geometry Honors, pg. 38
 - Changed grade level to 9-11

Science

- **Added**
 - Organic Chemistry Honors (pending board approval and special courses application), pg. 44

Social Studies

- **Added**
 - course description for regular Psychology because we offer it online, pg. 47
 - special courses pending board approval and special courses application
 - Women in US History, pg. 48
 - Sports Psychology, pg. 48
- **Updated**
 - Changed grade level
 - African American History to 10-12, pg. 46
 - Ancient History to 9-12, pg. 47
 - AP Human to 9-12, pg. 44
 - The Holocaust to 11-12, pg. 48
 - US History through Film to 10-12, pg. 48

World Language

- **Removed**
 - Latin
- **Added**
 - German 1, pg. 53
 - German 2, pg. 53
 - German 3 Honors, pg. 53

Fine Art

- **Updated**
 - Topper Chorus removed “there is no fee for this class.”, pg. 58

CTE

- **Added**
 - CPR to list of industry certifications for Health Sci Cluster
 - MLR 4 rotating in next year
 - Emergency Services POS, pg. 68
 - Emergency Medical Services, pg. 69
 - Culinary Arts IV, pg. 71
 - Networking Systems POS, pg. 74
 - Computer Science Foundations
 - Computer Systems
 - Networking
 - Cabling & Internetworking
- **Updated**
 - Changed prerequisite
 - Welding I & II – added minimum grade of C, pg. 60
 - SDC Plant Science – added Bio 1, pg. 61
 - Pharmacological Sciences – A&P changed from B to C, pg. 70
 - Lifespan Development & Family Studies – changed B avg to C avg, pg. 73
 - STEM, pg. 77
 - Changed name to remove leveling (1,2,3)
 - non-sequential cluster but Robotics not open to freshmen

SCIENCE

HILL

HIGH

SCHOOL



Program of Studies

Science Hill High School reserves the right to change curriculum and class offerings as needed. This book is a guide to help students during the registration process, it is not a guarantee that individual courses will be offered. If changes occur in the Program of Studies, students will be informed during registration or at the beginning of the next school year. Changes in staff and final budget approval may limit or change course offerings. A course also may be dropped if too few students request the class.

**School Year
2023-2024**

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Graduation Requirements

To graduate from Science Hill High School, students must meet the graduation course requirements established for the year they first entered the 9th grade. Students should plan to exceed these requirements to prepare adequately for post-secondary success.

Please note that on the block schedule, students have 32 opportunities in four years to earn the required 28 credits for graduation. Students and parents are strongly urged to work closely with the student's counselor to ensure requirements for graduation are being met. Only students who have completed all requirements for graduation will be allowed to participate in the graduation ceremony.

Students need 28 credits to graduate with a Science Hill diploma. The state of Tennessee designates 22 of those credits, which leave students 6 credits to take as electives. Any student who attends a Tennessee Public High School their junior year is required to take the ACT to graduate and receive a regular high school diploma. Students must have a satisfactory record of attendance and discipline. All students must also take and pass a United States Civics Test and complete a project-based civics assessment administered in the Government course to graduate and receive a regular high school diploma.

ENGLISH	4 credits	English 1, English 2, English 3, English 4
MATH	4 credits	Algebra 1, Geometry, Algebra 2, and a fourth higher level math course above Algebra 1 <i>(Students must be enrolled in a math every year.)</i> *Math credits earned prior to entering ninth grade may meet specific diploma requirements but four additional math credits must be earned while in high school and students must be enrolled in a math every year.
SCIENCE	3 credits	Biology, Chemistry or Physics, and a third science lab course
SOCIAL STUDIES	3 credits	World History & Geography, US History & Geography, US Government & Civics, Economics
WELLNESS	1 credit	
PERSONAL FITNESS	0.5 credit	
PERSONAL FINANCE	0.5 credit	
WORLD LANGUAGE	2 credits	Two credits must be the same language
FINE ART	1 credit	
ELECTIVE FOCUS	3 credits	Includes three credits in any one of the following: Advanced Placement/Dual Enrollment, Career and Technical Education program, Fine Arts, Human Performance & Exercise Science, Humanities, JROTC, Math & Science
OTHER ELECTIVES	6 credits	
40 Hours of Community Service Required		

Total credits required by TN: 22 Total credits required by Science Hill High School: 28

Allowable Substitutions for Required Courses

Required Course	Allowed Substitution
Economics	Marketing & Management I
English 3 and 4	AP English Language & Composition AP English Literature & Composition Dual Enrollment English Language Arts Dual Enrollment English Composition I Dual Enrollment English Composition II Dual Enrollment Survey of American Literature Dual Enrollment Survey of British Literature Dual Enrollment Survey of World Literature Dual Enrollment Survey of Literature of the Western World
Fine Arts	Landscaping & Turf Science
Fourth Year Math	Advanced Placement Mathematics Program Bridge Math Calculus Dual Enrollment Mathematics Program Precalculus Statewide Dual Credit Pre-Calculus Statewide Dual Credit Statistics Statistics <i>Students having met ACT College Readiness Benchmark for mathematics or SAT College and Career Readiness Benchmark for math may use these courses as a 4th math course:</i> Physics AP Physics I: Algebra-Based AP Physics II: Algebra-Based AP Computer Science Principles AP Computer Science A
Personal Finance	3 rd Semester JROTC
Physical Education	JROTC I Fall & Spring
Third Year Lab Science	AP Biology AP Chemistry AP Environmental Science AP Physics I: Algebra- Based AP Physics II: Algebra- Based Biology II Chemistry II Dual Enrollment Human Anatomy Physiology I Dual Enrollment Human Anatomy Physiology II Dual Enrollment Biology II Dual Enrollment General Chemistry II Dual Enrollment Non- Calculus Based Physics II Dual Enrollment Calculus Based Physics II Dual Enrollment Science Earth & Space Science Ecology Human Anatomy & Physiology

Third Year Lab Science (cont'd)	Physical Science Physics SDC: Introduction to Plant Science STEM I: Foundation STEM II: Applications STEM III
U.S. Government	3 rd Semester JROTC
Wellness	JROTC I Fall & Spring

Area of Focus

Students will complete an area of focus earning no less than **three** credits in a program of study focusing on a particular concentration made up of three focused electives beyond the graduation requirements.

Advanced Placement/Dual Enrollment	Any three AP/DE classes including those required for graduation. Students may count an AP/DE class towards both a graduation requirement and an area of focus requirement at the same time
CTE	Three classes in the same CTE Program of Study
Fine Art	Any additional three performing or visual art classes beyond the graduation requirement
Human Performance & Exercise Science	Any additional two PE classes beyond the graduation requirement and Human Anatomy & Physiology
Humanities	Any combination of additional three English, Social Studies and/or World Language classes beyond the graduation requirement
JROTC	Three JROTC classes taken that do not already count for other substitutions. 2 credits can be substituted for Wellness requirement and ½ PE credit, 3 rd JROTC credit can be substituted for US Government and Finance
Math & Science	Any additional three math and/or science classes that are above the graduation requirement

Mandatory ACT

The Tennessee Department of Education requires that all students must take the ACT if enrolled in a Tennessee Public School during their junior year of high school. All juniors will take the ACT on the state testing date in the spring semester.

Civics Exam

Every student must pass a Civics Exam before graduation to earn a regular diploma. This exam will be administered through Canvas in Government classes. Any student enrolled in AP Government, dual enrollment social studies or transfers in with a Government credit must still take the Civics exam. Students must also complete the project-based civics assessment, which is completed through the Government classes.

Community Service

Students attending SHHS must complete 40 hours of community service as a requirement for graduation. The community service hours must be completed outside of the regular school day. As hours are completed, students need to submit a signed verification form to the Registrar so hours can be logged. A verification form of hours may be picked up from any of the offices. The form can also be found on the school web site under Course Study on the homepage. Any organization of the student or guardian's choice may be used to acquire hours. If a student needs help finding ways to volunteer, the Registrar's office has a list of possible youth organizations. For additional information, consult the student handbook for Science Hill High School.

End of Course Exams and Final Exams

All students will be required to take the state End of Course examinations (Algebra 1, Geometry, Algebra 2, English 1, English 2, Biology 1) and the EOC results will be 15% of the semester grade. Students who do not take the EOC exam will receive a grade of zero for the EOC. EOC courses may also have a final exam, which will count as a test grade in the last quarter of the semester.

Final Grades and GPA

Credits are awarded based on the final grades at the end of each semester for semester long courses and at the end of the year for yearlong courses. The final grade for the course is what is recorded on the student's transcript. The cumulative GPA is calculated from final grades. Graduation GPA is calculated after the Fall Semester of the senior year.

Credit for High School Courses Completed in Middle School

Students who have successfully completed high school courses for credit prior to ninth grade can receive credit(s) toward graduation. The course content must be based on the appropriate state curriculum standards. With principal approval, a student may repeat a course taken prior to ninth grade. If a course is repeated, there will be no record of the course taken prior to the ninth grade on the high school transcript. For grade level cohorts beginning with the class of 2027, courses taken for high school credit prior to ninth grade will be included in the calculation of the GPA. Math credits earned in middle school may meet specific diploma requirements but four additional math credits must be earned while in high school and students must be enrolled in a math every year.

Transfer Credits

Students who transfer into Science Hill High School from non-block schedule schools will be awarded credits for which they have earned. Students who have not completed a full-credit in core academic courses will be registered, schedule permitting, for the same full-credit course at Science Hill. The original $\frac{1}{2}$ credit will still be awarded to the student and appear on the transcript. For students who transfer in with $\frac{1}{2}$ credit in non-core courses, counselors will analyze the transfer transcript and award credit and may also recommend an alternate route via our online offerings to complete the full credit. The student may pre-test and then complete work based on the pre-test and the resulting credit will appear on the Science Hill transcript as a regular course fulfilling the credit requirement.

Topper Academy

As a "school within a school", Topper Academy provides an educational setting that provides both face-to-face and blended instruction to enable students to complete academic requirements in a self-paced, personalized environment. All courses offered at Topper Academy meet the graduation requirements for both a State of Tennessee diploma (22 credits) and a Science Hill High School diploma (28 credits). Topper Academy staff will analyze the transcripts of incoming students and plan a personalized pathway for each student.

Grade Classification

Students are classified as freshmen (cohort) at the beginning of their first year in high school. Students roll up to the next grade regardless of number of credits earned but must earn the required credits to graduate. Students have 4 years to graduate with their entering freshman class. **Ninth graders who earn fewer than four credits may begin their sophomore year at the Topper Academy to recover credits.**

World Language/Fine Arts Waiver

Most four-year universities require two high school credits in a world language and one fine art to be eligible for enrollment. The credit requirement for world language and/or fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus. Students choosing this option must meet with their counselor and return a completed World Language/Fine Arts Waiver form.

Repeating a Course/Improving Grade

Students who fail a course required for graduation must earn the credit in one of the following ways:

- Repeat the full course in a SHHS traditional setting in the school year
- Repeat the full course in a SHHS online course in the summer or school year
- Complete the course in a SHHS credit recovery setting in the summer or school year

For students who repeat the course in either the SHHS traditional or online setting, on the student's transcript, "NC" for non-credit will be issued for the failed course, and the failing grade will be removed from the student's cumulative GPA. The student's transcript and cumulative GPA will reflect the grade earned in the repeated course.

Students must receive approval by their counselor to complete the failed course through SHHS credit recovery. Administrative guidelines establish the process for earning credit through this program. For students who repeat the course in credit recovery, on the student's transcript, "NC" for non-credit will be issued for the failed course, and the failing grade will be removed from the student's cumulative GPA. Until the 2022-23 school year, students passing credit recovery courses received a grade of seventy percent (70%) under the state uniform grading system. For grades issued in the 2022-23 school year and thereafter, students passing credit recovery courses shall receive a grade of sixty (60%) percent under the state uniform grading system. If the LEA also utilizes a locally-adopted grading scale that differs from the uniform grading system, students passing credit recovery shall receive a D under the locally-adopted grading scale and "CR" will be listed by the course name to indicate the course was completed through Credit Recovery. The NCAA does not recognize credits earned through a credit recovery program.

Students who desire to improve their grade in a course taken at Science Hill must do so in one of the following ways:

- Repeat the full course in a SHHS traditional setting in the regular school year
- Repeat the full course in a SHHS online course in the summer or school year
- In extenuating circumstances, the counseling staff and administration of Science Hill may approve a student to repeat the full course in a Niswonger Foundation online course, which requires the student to pay a class access fee of \$145 or the current rate for the Niswonger course

Students must receive approval by their counselor and a SH administrator to improve a grade in a course for which they already have credit. Generally, students are not permitted to repeat a course to improve a grade if they have already passed the next course in the sequence. On the student's transcript, "NC" for non-credit will be issued for the original course, and the original grade will be removed from the student's cumulative GPA. The student's transcript and cumulative GPA will reflect the grade earned in the repeated course.

Science Hill High School Grading Scale

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

- All high school courses are weighted on the above percentage scale.
- Honors courses will have three (3) points added to the calculated average at the end of the semester.
- Statewide Dual Credit courses will have four (4) points added to the calculated average at the end of the semester if the student took the State Dual Credit Challenge Exam.
- Local Dual Credit courses will have four (4) points added to the calculated average at the end of the semester if the student took the local dual credit challenge exam.
- Industry Certification-aligned courses will have four (4) points added to the calculated average at the end of the semester if the student took the industry certification exam.
- Advanced Placement courses will have five (5) points added to the calculated average at the end of the semester. Student must take the AP exam in May to receive the extra points. (see AP Policy)

Calculating GPA

Each student will be assigned two Grade Point Averages (GPA's). One GPA will follow the State of Tennessee's Uniform Grading Policy and will be used to determine Hope Scholarship eligibility. This GPA will be labeled as "Hope Scholarship GPA". GPA calculation shall be on a 4.0 scale by assigning the following grade points: A = 4, B = 3, C = 2, D = 1 and F = 0. The GPA is the official method for calculating HOPE Scholarship eligibility, and shall be calculated by multiplying the quality points assigned to each course grade by the credit available for each course and dividing by the total number of credits available. This calculation shall be based on grades at the end of each qualifying course. Students will also be assigned a "Weighted GPA". The weighted GPA **WILL NOT** be used for the purposes of determining eligibility for Hope Scholarship. The following point scales are applicable for the weighted GPA:

AP Courses (must complete course and take AP Exam): A = 5, B = 4, C = 3, D = 2, F = 1

Industry Certification Courses (must earn Industry Cert), **Dual Enrollment Courses, Local Dual Credit Courses** (must complete course and take challenge exam), **Statewide Dual Credit Courses** (must complete course and take challenge exam): A = 4.75, B = 3.75, C = 2.75, D = 1.75, F = 0.75

Honors Courses (must complete the course) A = 4.5, B = 3.5, C = 2.5, D = 1.5, F = 0.5

Athletic Eligibility

Meeting the academic requirements for athletic eligibility is the responsibility of the student. The TSSAA requires students to earn at least 6 credits during the preceding school year to participate in athletics. Students whose 19th birthday is on or before August 1st may not participate in athletics. To be eligible as 9th graders, students must be **academically** promoted to the next grade.

Students interested in competing in athletics during their initial year of college must meet the eligibility requirements set by the NCAA. These requirements include specific high school coursework, along with a minimum Grade Point Average and ACT/SAT score. Students should register with the NCAA Eligibility Center during their junior year and complete registration at www.eligibilitycenter.org. To view requirements, you should visit the website below.

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Certain courses will not count for NCAA core course requirements. Bridge Math, for example, is not an approved fourth year math course. Credit Recovery courses are not approved for core courses by the NCAA Eligibility Center. Please remember that the NCAA only considers grades in core classes for eligibility purposes.

NCAA Clearinghouse - www.eligibilitycenter.org

NAIA – www.playnaia.org

Diplomas for Graduation

ALTERNATE ACADEMIC DIPLOMA

An alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high schools who have:

1. Participated in the high school alternate assessments;
2. Earned the prescribed 22 credit minimum;
3. Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
4. Maintained satisfactory records of attendance and conduct; and
5. Completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, and independent living, and community involvement.

Students who earn an AAD shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns 22 years of age.

AP CAPSTONE DIPLOMA

Earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma from the College Board.

AP CAPSTONE CERTIFICATE

Earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate, signifying successful performance in those courses.

Graduation Distinctions

A variety of honors and distinctions may be awarded to graduating students meeting state or locally specified criteria. All diplomas must include 28 credits and 40 hours community service requirement. Determination of “Graduating with Honors” and “Graduating with Distinction” is made at the end of the students’ seventh semester. All documentation for distinctions must be submitted by the student to the counselor to be considered for graduation.

For the purposes of honors recognition, Johnson City Schools will use the following Latin System based on the weighted GPA:

Summa Cum Laude	4.25 and above
Magna Cum Laude	4.00-4.25
Cum Laude	3.75-3.99

STATE HONORS

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with state honors.

ACT College Readiness Benchmark Scores*:

English – 18
 Math – 22
 Reading – 22
 Science – 23

*subject to change as determined by ACT

DISTRICT DISTINCTION

Students shall be recognized as graduating with district distinction if they have met the graduation requirements, have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale, and have earned an industry certification in his or her career interest category or a regionally-recognized industry certification.

TENNESSEE TRI-STAR SCHOLAR

A student who earns a composite score of nineteen (19) or higher on the ACT, or an equivalent score on the SAT, and earns a capstone industry certification as promoted by the Department of Education, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma, or other credential, or by providing a ribbon or cord to be worn with graduation regalia. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

STATE DISTINCTION

Students will be recognized as graduating with “state distinction” by attaining a B or better average and completing one (1) of the following:

- Earn a national and/or state recognized industry certification;
- Participate in at least one (1) of the Governor’s Schools;
- Participate in one (1) of the state’s ALL State musical organizations;
- Earn 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;
- Be selected as a National Merit Finalist or Semi-Finalist;

- Attain a score of thirty-one (31) or higher composite score on the ACT or SAT equivalent;
- Attain a score of three (3) or higher on at least two advanced placement exams;
- Earn twelve (12) or more semester hours of postsecondary credit.

SEAL OF BILITERACY

LEAs shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet the following criteria:

- Complete all English language arts (ELA) requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
- (Demonstrate English proficiency through one (1) of the following:
 - Score at the on-track or mastered level on each ELA end-of-course assessment taken;
 - Score three (3) or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or four (4) or higher on an International Baccalaureate English exam;
 - Score 22 or higher on the ACT Reading subtest or 480 or higher on the SAT evidence-based reading and writing subtest; or
 - Score 4.5 or higher on the WIDA Access, if the student is an English learner; and
- Demonstrate proficiency in a world language through one (1) of the following:
 - Score Intermediate-Mid or higher in all three (3) communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages (ACTFL);
 - Score three (3) or higher on an Advanced Placement world language exam; B1 or higher on a Cambridge International world language exam; or four (4) or higher on an International Baccalaureate world language exam;
 - Score at the Intermediate level or higher on the Sign Language Proficiency Interview (SLPI: ASL);
 - Pass a foreign government's approved non-English language exam, or score at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale on another country's secondary level standardized exam in the country's non-English native language; or
 - Score at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale on an LEA developed alternate model. Alternate models may only be used if the identified world language does not have an associated nationally recognized assessment and must address communication, cultures, connections, comparisons, and communities.

Each school shall document and track students' progress toward the Seal of Biliteracy. Each local board shall affix an appropriate insignia to the diploma of the qualifying student indicating that the student has been awarded a Tennessee Seal of Biliteracy.

Advanced Placement Courses

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Advanced Placement courses provide challenging learning opportunities that parallel the expectations of college level courses. These courses prepare students to take the Advanced Placement examinations administered in May of each year. Students may earn college credit by performing at an exemplary level on these end-of-course examinations. Each college/university establishes their own AP policy and will require different scores in order to earn college credit. Please note that some colleges/programs do not grant credit for AP courses regardless of the score achieved. We encourage students to go to the college website and conduct a search on "AP Policy" for each school they are considering in order to learn more.

All students taking Advanced Placement (AP) courses are required to take the respective AP exam for each course. The Johnson City Board of Education pays for the AP exam for every student who completes the course in which they are enrolled. Any student who does not complete the AP curriculum and/or does not take the AP exam is at risk of losing the AP designation on their transcript, losing the additional 5 percentage points, reimbursing the district of AP exam cost, and/or loss of future opportunities to take AP courses.

ADVANCED PLACEMENT CAPSTONE™

In winter 2018, Science Hill High School was chosen by the College Board to offer the AP Capstone™ program. AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges and workplaces. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. AP Seminar may also be taken as a stand-alone option without taking AP Research.

Advanced Placement Capstone Recognitions

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

AP Capstone Diploma™

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma from the College Board.

AP SEMINAR (Year 1)

Team Project & Presentation
Individual Research-Based Essay & Presentation
End-of-Course Exam

AP RESEARCH (Year 2)

Academic Thesis Paper
Presentation & Oral Defense

4 AP COURSES & EXAMS

(Taken at any point throughout high school)

AP Seminar and Research Certificate™

Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate, signifying successful performance in those courses.

ADVANCED PLACEMENT SEMINAR | One Credit | Year-Long | Grade 11

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar may be taken as a stand-alone option without progressing to AP Research.

ADVANCED PLACEMENT RESEARCH | One Credit | Year-Long | Grade 12

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

AP COURSES OFFERED AT SCIENCE HILL*			
CAPSTONE	AP Seminar AP Research	ARTS	AP Music Theory AP 2-D Art and Design AP 3-D Art and Design AP Drawing
WORLD LANGUAGES & CULTURES	AP French Language and Culture AP Spanish Language and Culture	HISTORY & SOCIAL SCIENCES	AP European History AP Human Geography AP Macroeconomics AP Microeconomics AP Psychology AP United States Government & Politics AP United States History AP World History
MATH & COMPUTER SCIENCE	AP Calculus AB AP Calculus BC AP Computer Science A AP Computer Science Principles AP Precalculus AP Statistics	SCIENCES	AP Biology AP Chemistry AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Environmental Science
ENGLISH	AP English Language & Composition AP English Literature & Composition		

*All AP course offerings in the school schedule are dependent on yearly student requests.

Keep *EXCELLING*...The Advanced Placement® Program at SHHS

With AP®, students can pursue academic *EXCELLENCE* by taking college-level course work in high school. When you take an AP course, you tackle challenging and engaging topics and delve deeper into subjects that interest you. You will also have the unique opportunity to discuss and debate your perspectives with your AP teacher and classmates. Give one or more AP courses a consideration and keep *EXCELLING*!

AP MYTHS	AP REALITIES
AP courses are for students who always get good grades.	AP courses are for any students who are academically prepared and motivated to take college-level courses.
AP courses are too stressful.	It's no secret that AP courses are challenging, but the support you receive from your classmates and teachers can help you manage the work load.
I don't think I will score high enough on the AP Exam to get college credit.	You don't need to score a 5. Many colleges grant credit and placement based on a 3 or higher on an AP Exam.
Taking AP courses could hurt my GPA.	Taking AP courses shows colleges that you're willing to challenge yourself academically. Plus, AP courses receive an additional 5 percentage points to the grades used to calculate the semester average.
I can't take AP because no one has recommended me.	If you think you're ready to take an AP course, then you're ready to advocate for yourself — just talk to a teacher or counselor.

What is AP? AP programs:

- Promote educational excellence in high schools
- Enable willing and academically motivated students to pursue college-level studies with the support of teachers and peers
- Offer internationally recognized exams
- Meet high school graduation credit requirements
- Provide opportunities to take one or multiple courses in the AP program

Why take AP? AP enables you to:

- Stand out in college admission
- Receive AP Scholar Awards—academic distinctions that you may cite among your credentials on applications and résumés
- Receive an AP designated diploma—The AP Capstone Diploma
- Earn college credit with a qualifying AP exam score
- Skip introductory college classes
- Build college skills and confidence
- Explore potential majors based on your interests
- Turn subjects you love into fulfilling career paths

Who should take AP? At SHHS, we believe in:

- Equitable access to our AP programs by giving all willing and academically prepared students the opportunity to participate
- Elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented
- Reflection of the diversity of our student population in AP courses
- Access to academically challenging course work in the years before students enroll in AP classes (honors courses), which can prepare students for AP success
- Commitment to equitable preparation and access so that true equity and excellence can be achieved for all students

How is AP different from other courses? AP courses will:

- Challenge students to work and participate at a higher level
- Offer opportunities to explore topics in greater depth through critical thinking, analysis, synthesis, evidence, multiple perspectives, and clear written and verbal communications
- Set bigger goals for yourself and do things you never thought possible
- Require more time in and out of the classroom to complete assignments and projects
- Conclude with a **REQUIRED** College Board AP exam
 - Most two- and four-year colleges and universities worldwide recognize AP in the admission process and accept successful exam scores for credit, advanced course placement, or both.
 - Each college and university establish their own AP policy and will require school specific exam scores.
 - Please note that some colleges and universities do not grant credit for AP courses regardless of the AP exam score achieved.
- Use the AP grading scale that shall include the addition of 5 percentage points to the grades used to calculate the semester average (Tennessee State Board of Education Policy 3.301)

What are the financial benefits? With AP you could:

- Save money on tuition. The average cost of one college class at a 4-year public school is \$1250.00.
 - However, an AP course and AP exam at SHHS are FREE
- Graduate from college sooner than your peers. Students who take five years or more to graduate can spend \$21,500 for each additional year in college to cover tuition, fees, living expenses, and transportation.
 - However, students who take AP courses and exams in high school are much more likely to graduate from college in four years instead of five

Visit the College Board's online resources for more information:

- apstudent.collegeboard.org
 - A website expressly for prospective and current AP students
- bigfuture.org
 - Step-by-step advice and interactive tools to help students navigate the college planning process and explore majors and careers
- apstudent.collegeboard.org/exploreap/ap-and-your-future
 - Use the career area and college major tool to see what AP courses prepare you for future paths in which you have an interest
- apstudent.collegeboard.org/apcourse
 - Explore AP course content
- apstudent.collegeboard.org/creditandplacement/search-credit-policies
 - Find colleges and universities that offer credit or placement for AP scores
 - For the most up-to-date AP credit policy information, be sure to check the college/university website
- apcentral.collegeboard.org/score-reports-data/awards Find qualifications for the College Board scholars and diplomas that honor students for academic excellence and achievement

SUGGESTED AP COURSE SEQUENCES

As of 2023-24, students have 29 AP course options. This can be overwhelming for rising freshmen during the four-year planning process as well as for upperclassmen considering taking AP for the first time. Whether you are a student striving to attain an AP Capstone Diploma or a student with an interest in a specific topic of study (such as science), below are OPTIONS to consider as you plan your course selections for the academic year. One of the best ways to work AP courses into your schedule is to take AP courses that fulfill graduation requirements. Talking with your family, teachers, and counselor will help you make the best choice of AP courses to meet your future goals. Another resource for exploring AP courses that are right for you is [Find your Future](#) from College Board. **Remember, any student at any grade may take an AP course if he/she has met the prerequisites (see course description).**

AP Program of Interest	9 th Grade*	10 th Grade	11 th Grade	12 th Grade
Capstone Diploma	AP Human Geography	2 nd AP Course of choice from any content area	AP Seminar 3 rd AP Course of choice from any content area	AP Research 4 th AP Course of choice from any content area
STEM	AP Human Geography	AP Science and/or AP Psychology	AP Science and/or AP Math	AP Math and/or AP Science and/or AP Computer Science A
Humanities	AP Human Geography	AP European History and/or AP World History and/or AP Environmental Science	AP English and/or AP Psychology and/or AP US History	AP English and/or AP Gov and/or AP Economics
World Language	AP Human Geography	AP Psychology	AP Government and/or AP Economics	AP World Language of choice
Arts	AP Human Geography	AP Psychology	AP English and/or AP History	AP Music Theory and/or AP Art and Design

* AP Human Geography is an entry level AP course recommended for all 9th graders interested in any AP track. AP Human Geography may also be offered to upperclassmen.

AP AWARDS RECOGNIZED AT SCIENCE HILL			
AP SCHOLAR AWARDS			
AP SCHOLAR	Granted to students who receive scores of 3 or higher on three or more AP Exams	AP SCHOLAR WITH HONOR	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams
AP SCHOLAR WITH DISTINCTION	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams	STATE AP SCHOLAR	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken
NATIONAL AP SCHOLAR	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams	FOR MORE INFO	apcentral.collegeboard.org/score-reports-data/awards/scholar-awards
AP CAPSTONE DIPLOMA & CERTIFICATE			
See the "Advanced Placement Capstone" section for details			
AP CAPSTONE DIPLOMA	Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing	AP SEMINAR & RESEARCH CERTIFICATE	Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research
FOR MORE INFO	apcentral.collegeboard.org/score-reports-data/awards/capstone-awards		

Early Postsecondary Opportunities (EPSOs)

Early postsecondary opportunities (EPSOs) include a course and/or exam that give students a chance to obtain postsecondary credit while still in high school. Research has shown that students who participate in early postsecondary courses are more likely to enroll and persist in postsecondary environments. Early postsecondary opportunities allow students to:

- earn postsecondary credits while in high school.
- become familiar with postsecondary rigor and expectations.
- develop confidence and skills for success in postsecondary learning.
- make informed postsecondary and career decisions.
- decrease the time and cost of completing a certificate or degree.

SHHS offers several types of EPSOs. See the chart below or your counselor for more information.

SHHS EPSOs					
Early Post-Secondary Opportunities					
	AP ADVANCED PLACEMENT	DE DUAL ENROLLMENT	LDC LOCAL DUAL CREDIT	SDC STATEWIDE DUAL CREDIT	IC INDUSTRY CERTIFICATION
DESCRIPTION	College-level high school courses and nationally recognized exams offered in multiple subjects and taught by SH instructors	Postsecondary course taught at the postsecondary institution, online, or at SH	High school course aligned to standards of a local postsecondary institution	High school course aligned to statewide postsecondary standards	Assessment by an independent certifying entity based on standards for knowledge, skills, and competencies
STRUCTURE	Course and exam	Course	Course and exam	Course and exam	Exam
PROVIDER	The College Board	Individual TN Postsecondary Institutions	Individual TN Postsecondary Institutions	Tennessee Department of Education	Industry
STUDENT FEES	None; Exam fees paid by JCS Board of Education	Course tuition, fees, and books; DE Grant for qualifying students	Exam fees	None	Exam fees
HIGH SCHOOL CREDIT AND GRADUATION REQUIREMENTS	AP courses meet graduation requirements and/or electives	DE courses meet graduation requirements and/or electives	LDC course fulfills the same requirements as aligned high school course	SDC course fulfills the same requirements as aligned high school course	IC is a program of study and does not meet graduation requirements
POSTSECONDARY CREDIT DETERMINANT	Score on AP exam	Successful dual enrollment course completion	Score on challenge exam at or above the established cut score	Score on challenge exam at or above the established cut score	Score on industry certification exam
POSTSECONDARY CREDIT AWARDED	Determined by postsecondary institutions	Credit awarded on the postsecondary transcript; Could be transferrable to other postsecondary institutions	Credit accepted at the partnering postsecondary institution	Credit accepted at all TN postsecondary institutions	Determined by postsecondary institutions

Keep EMPOWERING.....Digital Learning Environments at SHHS Online Courses

With online courses, students are *EMPOWERING* themselves with flexibility in the traditional school schedule. Science Hill offers online courses to any rising 9th – 12th grade student. Online courses may be used to take one extra class per semester, free up an elective spot in the regular school day schedule, or make-up credit for a failed class. Students complete online courses OUTSIDE THE REGULAR SCHOOL DAY using Canvas, and the course is facilitated by a certified SHHS teacher. Students may receive additional face-to-face support through a student requested appointment or through a teacher required meeting. With school administrator approval, if an online course for first-time credit is not offered at SHHS, we are able to provide a limited number of online course opportunities through our partnership with the Niswonger Foundation for a class access fee of \$145 or the current rate for the Niswonger course. Please see a SHHS counselor with questions about the enrollment process, registration deadlines, and procedure/policy for online courses. Give online courses consideration!

How do I know if online courses are for me? To be the most successful in online courses you should be comfortable with:

- Scheduling time outside of the school day to complete the requirements of your online work, even when life gets busy
- Organizing your work so that you are responsible in meeting deadlines for online assignments
- Asking questions in Canvas and/or seeking face-to-face support of your teacher when you have concerns or misunderstandings

How do I register for an online course?

- Print and complete the Online Course Registration Form and return to your counselor
 - Blank forms are available from your counselor and Main Office.
 - This form will not be approved by your counselor without your parent/guardian signature
- Pay the \$50 course registration fee if applicable
- Once approved for the online course(s), your counselor will enroll you in the course(s) and notify you that you are enrolled
- You will receive a welcome email from your online course teacher through your JCS student email account/Canvas for SHHS Online Courses or from your Niswonger online course instructor
 - The student is responsible for monitoring your JCS student email/Canvas for communications from the online teacher

What are the online course procedures/policies I should know?

- Cost is \$50 per course
- Students may take no more than:
 - Two online courses in the summer term
 - One online course in the fall term
 - One online course in the spring term
 - One online course in the-year long term
- From Summer through Spring, students may take no more than THREE total online courses
- Consideration of any exception, to the online course procedures/policies may be directed to the school principal, Dr. Carter, or his designee

ONLINE COURSES OFFERED AT SCIENCE HILL*

Summer (SU) 2023, Fall (F) 2023, and Spring (SP) 2024

Student athletes should consult with Mr. Turner, SHHS Athletic Director, about eligibility of online courses with the NCAA. Meeting the academic requirements for athletic eligibility is the responsibility of the student.

PHYSICAL EDUCATION & WELLNESS	Lifetime Wellness (1 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP Personal Fitness (0.5 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP • Typically paired with online Personal Finance (0.5 credit) 	BUSINESS, MARKETING, & FINANCE	Computer Applications (1 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP Personal Finance (0.5 credit) <ul style="list-style-type: none"> • Offered in SU, F, and SP • Typically paired with online Personal Fitness (0.5 credit)
SOCIAL STUDIES	US Government (0.5 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP Economics (0.5 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP General Psychology (1 credit) <ul style="list-style-type: none"> • Offered in SU, F, SP 		

*All online course offerings in the school schedule are dependent on number of student requests.

ONLINE COURSES—IMPORTANT DATES							
1.0 CREDIT COURSES							
SUMMER 2023	REGISTRATION DEADLINE 5/1/23	FALL 2023	REGISTRATION DEADLINE 5/19/23	SPRING 2024	REGISTRATION DEADLINE 12/11/23		
	COURSE START DATE 6/1/23		COURSE START DATE 8/9/23		COURSE START DATE 1/4/24		
	DROP WITHOUT PENALTY 6/9/23		DROP WITHOUT PENALTY 8/16/23		DROP WITHOUT PENALTY 1/12/24		
	COURSE END DATE 6/30/23		COURSE END DATE 12/8/23		COURSE END DATE 5/10/24		
0.5 CREDIT COURSES							
SUMMER 2023	REGISTRATION DEADLINE 5/1/23	FALL 2023 (2 Terms)	TERM ONE REGISTRATION DEADLINE 5/19/23	TERM TWO REGISTRATION DEADLINE 5/19/23	SPRING 2024 (2 Terms)	TERM ONE REGISTRATION DEADLINE 12/11/23	TERM TWO REGISTRATION 12/11/23
	COURSE START DATE 6/1/23		COURSE START DATE 8/9/23	COURSE START DATE 10/16/23		COURSE START DATE 1/4/24	COURSE START DATE 3/18/24
	DROP WITHOUT PENALTY 6/9/23		DROP WITHOUT PENALTY 8/16/23	DROP WITHOUT PENALTY 10/20/23		DROP WITHOUT PENALTY 1/12/24	DROP WITHOUT PENALTY 3/27/24
	COURSE END DATE 6/30/23		COURSE END DATE 10/6/23	COURSE END DATE 12/8/23		COURSE END DATE 3/8/24	COURSE END DATE 5/10/24

Dual Enrollment

Opportunities exist for high achieving students to earn both college credit and high school credit while still in high school. Students that meet ACT and GPA requirements (which vary by college) may be eligible to enroll in college courses at a discounted tuition rate.

Students must see their counselor to obtain a dual enrollment packet. All the area colleges offer some type of dual enrollment classes, but the individual requirements will vary. The dual enrollment process will proceed as follows:

- Packets are available from your counselor
- The student will return the completed packet to their counselor for approval.
- The counselor will sign permission form. The student must request that their ACT score and transcript be sent to the college through Parchment.
- Packet must be turned into the college admissions office and student must complete the dual enrollment grant information online.
- Once the student is contacted by the university that they have been accepted as a dual enrollment student, they will be able to register for the college class they choose.
- Once the student is enrolled in the college class, they **must print a copy of their college schedule and turn it in to their counselor. Your counselor must receive your college schedule before school begins (both fall and spring semesters).**
- **Failure to return concise schedule of college course registered for will result in the student being placed in an alternate class at Science Hill.**

High school credit will be awarded for the successful completion of work from an accredited college or university per the following: 3 hours of college credit shall equate to 1 high school credit. Less than 3 hours of college credit will equate to .5 high school credit.

Dual Enrollment (DE) Eligibility Requirements:

- Student must have junior or senior standing in high school
- NES: Students enrolling in general education courses or in courses requiring English or reading as prerequisites must have an ACT sub-score of 18 in English and 19 reading. Students enrolling in selected math courses must have a minimum ACT sub-score of 19. Students completing the SAT must have a SAT composite score of 920 with minimum scores of 460 in math and 460 verbal.
- ETSU: Students must have an ACT minimum composite score of 19 with no sub-score below 19 or equivalent SAT & a 3.2 cumulative GPA
- See College website for more information about dual credit requirements – vary by college

Dual Enrollment Grant Program (Tennessee Lottery)

Students may be eligible for the Tennessee Lottery Dual Enrollment Grant. For eligibility requirements, rules, award amounts and application deadline go to <https://www.tn.gov/collegepays/money-for-college/tn-education-lottery-programs/dual-enrollment-grant.html> for more information.

Parchment Transcript Services

Parchment is used for the secure online transmission of student transcripts to colleges, universities, NCAA Clearinghouse, dual enrollment classes, etc. All students are required to create an account at Parchment.com. Students will access their account to request transcripts and monitor the status of their requests. Allow up to one week for processing of each request. Refer to the Student Handbook, support.parchment.com, your counselor or the registrar for additional information and assistance.

Schedule Change Policy

A great deal of time is invested in preparing the master schedule. Course offerings are selected to meet student interest and state requirements. Sometimes course requests exceed the number of sections possible, therefore, not everyone will receive the classes they choose. Students must select alternate classes. Alternate courses are considered first before placing students in non-requested courses. Please take your time and make wise choices while picking your course requests. **You will be held to the decisions you make during the registration process.** Students are expected to follow the schedule for classes which will be generated from the courses chosen during registration. This includes class levels such as AP or Honors. Make sure you meet the prerequisite course work and the academic grade recommendations before choosing a higher-level course. Students may **not** request teachers. **Parents, registration in the spring is your time to have input into what courses your child selects.**

Schedule change requests for the entire school year will be accepted through the first 5 days of school only. All schedule change requests must be made in writing and submitted on the schedule change request form. Counselors will consider requests for schedule changes only for the following reasons:

1. A student has failed the preceding class in the course sequence.
2. A student does not meet the required Prerequisite or co-requisite.
3. Summer school attendance results in a need for a new course request.
4. A senior not registered for a required course for graduation.
5. Does not have a class every period.
6. An Administrator deems the move beneficial for balancing courses or for balancing student schedules.
7. Student wishes to try a more challenging course in English, math, science or social studies.
8. Teacher recommendation

The following are **not acceptable** for requesting a course change:

1. Teacher preference
2. Fear of low grade or course difficulty (keep this in mind when registering for AP/Honors courses)
3. Summer reading or packet not completed
4. Changed mind

Students who would like to change course requests will have until the last day of school to do so before summer break. Students will need to meet with their counselor before they leave for summer break to make the changes to their requests. Students need to look at their course requests on their gradebook portal to make sure they were signed up for the correct classes. Once school breaks for summer, students will be held to their requests.

Alternate Courses

We recommend all students select 3 alternates during registration. Often open seats in popular classes are extremely scarce. Because of this, the below classes cannot be selected as alternate courses due to typical over enrollment.

Principles of Manufacturing
Culinary Arts 1

Maintenance & Light Repair 1

Ceramics

How to be ready for registration

Rising freshman are required to attend a 4-year plan meeting. Information about the parent meeting and plans are sent home with the 8th grade students in February. Parents and rising 9th graders are encouraged to attend the freshman parent meeting to learn more about graduation requirements and school information. Parents and students are encouraged to look over the Program of Studies on available ninth grade offerings before coming to a 4-year plan meeting. Students who do not attend a 4-year plan meeting will have their 9th grade classes automatically picked for them.

Rising sophomores, juniors and seniors will complete registration in February/March. Students will receive packets in their third period classroom. Students should share this information with their parents/guardians and review the information in the packet. Included in packet are online registration portal instructions, course list sheet, graduation status report with counselor recommendations, and current transcript.

Important to Remember...

Selecting courses for next year should be a thoughtful process. There are some important things to keep in mind when selecting courses:

- Choose courses that keep you on track for meeting graduation requirements.
- Remember you need to balance homework time with sports, extracurricular activities, and personal time with friends and family.
- Look at the Program of Studies online. Read the course descriptions to find offerings that fit your needs or meet your interests.
- Talk with your parents/guardians and show them the courses you plan to take. If needed, talk with your counselor to ask questions or get information about courses, college requirements, etc.
- Think about and select alternate courses to take in case any of your main choices are full. Students need to select 3 alternate courses and number them 1, 2, 3.
- When selecting high level classes, remember there is usually summer work associated with these classes. Be sure to get your reading list, Canvas work, and/or packets before leaving for summer break.
- You are required to take the AP exam in the spring if you request an AP course.

Advancing Through Sequential Courses

Many of the courses offered at SHHS have a co-requisite or prerequisite. These are courses that must be taken at the same time or before the next sequential course. Please read the course descriptions carefully when selecting your classes.

English Recommended Path ENGLISH: 4 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 1 CP or English 1 Honors	English 2 CP or English 2 Honors	English 3 CP English 3 CP & AP Seminar AP English Lang & AP Seminar AP English Lit	English 4 CP AP English Lit &/or AP Research AP English Lang or Dual Enrollment

Math Recommended Path MATH: 4 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Algebra 1A & 1B	Geometry	Algebra 2	<i>All of the following meet 4th Math grad requirement when taken senior year:</i>
Algebra 1 Honors	Geometry (Reg or H) &/OR Algebra 2 (Reg or H)	Algebra 2 (Reg or H) OR Any math listed under Grade 12	AP Calculus AB AP Calculus BC AP Computer Sci A* AP Computer Sci Principles*
Geometry Honors	Algebra 2 (Reg or H)	<i>Required:</i> Any math listed under Grade 12	AP Precalculus AP Statistics Bridge Math Dual Enrollment
Geometry Honors & Algebra 2 Honors	Precalculus 1 & AP Precalculus OR Precalculus 1 H & AP Precalculus +	<i>Required:</i> Any math listed under Grade 12	Physics* Precalculus 1 Statistics

* Students having met ACT College Readiness Benchmark for mathematics or SAT College and Career Readiness Benchmark for math may use these courses as a 4th math course

Science Recommended Path

SCIENCE: 3 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Ecology	Biology	Chemistry OR Physics	<u>Lab sciences taken after completing Biology & Chemistry/Physics for additional credits:</u> AP Biology AP Chemistry AP Computer Sci A* AP Computer Sci Principles* AP Environmental Sci AP Physics I AP Physics II Biology 2 H Chemistry 2 H Earth & Space Science Human Anatomy & Phys Organic Chemistry Hon
Biology Honors	Chemistry (Reg or H) OR Physics	<i>Required:</i> Any science listed under Grade 12	
Biology	Physical Science	Chemistry (Reg or H) OR Physics	
Biology H & Chemistry H	Bio 2 H & AP Biology OR Chem 2 H & AP Chem OR AP Physics I & II	<i>For Additional credits:</i> Any lab science listed under Grade 12	

* Students having met ACT College Readiness Benchmark for mathematics or SAT College and Career Readiness Benchmark for math may use these courses as a 4th math course

Social Studies Recommended Path

SOCIAL STUDIES: 3 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
World History & Geography OR AP Human Geography		U.S. History OR AP U.S. History & Geography	Government & Economics OR AP U.S. Government & AP Economics
	World History & Geography OR AP Human Geography OR AP European History	U.S. History OR AP U.S. History & Geography	Government & Economics OR AP U.S. Government & AP Economics

CAREER CLUSTER FOCUS AREAS

ADVANCED MANUFACTURING

Welding – Principles of Manufacturing, Welding I, Welding II

AGRICULTURAL, FOOD, AND NATURAL RESOURCES

Horticulture Science – Principles of Plant Science & Hydroculture, SDC Intro to Plant Science, Landscaping and Turf Science

ARCHITECTURE & CONSTRUCTION

Residential & Commercial Construction – Fundamentals of Construction, Residential & Commercial Construction I, Residential & Commercial Construction II, Construction Practicum

Architectural & Engineering Design – Architectural & Engineering Design I, Architectural & Engineering Design II, Architectural & Engineering Design III

Mechanical, Electrical, & Plumbing (MEP) Systems – Fundamentals of Construction, MEP Systems, Electrical Systems, Construction Practicum

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Audio/Visual Production – AV Production I, AV Production II, AV Production III, Applied Arts Practicum

BUSINESS MANAGEMENT & ADMINISTRATION

Office Management - Computer Applications, Business Communications, Advanced Computer Apps

EDUCATION & TRAINING

Teaching as a Profession K-12 – Introduction to Teaching as a Profession, Teaching as a Profession I, Teaching as a Profession II, Teaching as a Profession Practicum

HEALTH SCIENCE

Emergency Services – Health Science Edu, Medical Therapeutics, Anatomy and Physiology, Emergency Medical Services

Nursing Services – Health Science Edu, Medical Therapeutics, Anatomy and Physiology, Honors Nursing Education

Therapeutic Services – Health Science Education, Medical Therapeutics, Anatomy and Physiology or Medical Therapeutics, Honors Clinical Internship or Honors Pharmacological Science

Sports and Human Performance – Health Science Education, Rehabilitation Careers, Anatomy and Physiology, Honors Clinical Internship

HOSPITALITY AND TOURISM

Culinary Arts - Culinary Arts I, Culinary Arts II, Culinary Arts III, Culinary IV

HUMAN SERVICES

Human and Social Sciences – Intro to Human Studies, Lifespan Development, Family Studies

Cosmetology - Principles of Cosmetology, Design Principles of Cosmetology, Chemistry of Cosmetology

Information Technology

Networking Systems – Computer Science Foundations, Computer Systems, Networking, Cabling & Networking

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Criminal Justice & Corrections Services – Criminal Justice I, Criminal Justice II, Criminal Justice III, SDC Criminal Justice

MARKETING

Marketing Management – Intro to Business & Marketing, Marketing and Management I: Principles, Advertising and Public Relations

STEM

Technology – Principles of Engineering & Technology, Digital Electronics, Robotics & Automated Systems

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Automotive Maintenance and Light Repair – Maintenance and Light Repair I, Maintenance and Light Repair II, Maintenance and Light Repair III, Maintenance and Light Repair IV

English Department

To satisfy graduation requirements, each student must earn four credits of English:
English 1, English 2, English 3, and English 4

ENGLISH 1 (IEP ONLY)

One Semester	1 credit	EOC: YES	Grade 9
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English 1 addresses four strands of literacy: reading (both literary and informational texts), writing, listening and speaking, and language. Students read a variety of fiction and nonfiction books, short stories, poetry, drama, and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing evidence to support a claim. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to appropriately write and speak to the purpose and audience.

ENGLISH 1 COLLEGE PREP

One Semester	1 credit	EOC: YES	Grade 9
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English 1 addresses four strands of literacy: reading (both literary and informational texts), writing, listening and speaking, and language. Students read a variety of fiction and nonfiction books, short stories, poetry, drama, and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing evidence to support a claim. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to appropriately write and speak to the purpose and audience.

ENGLISH 1 HONORS

One Semester	1 credit	EOC: YES	Grade 9
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Recommendation: *B in 8th grade English*

Students in English 1 Honors have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English 1 CP, students read a variety of increasingly complex texts and write in various modes, with the additional expectation of extended reading, writing, and research. Students must successfully complete at least one or more extended reading and writing assignments related to each unit of content.

ENGLISH 2 (IEP ONLY)

One Semester	1 credit	EOC: YES	Grade 10
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English 2 builds upon the skills developed in English 1 and continues to address four strands of literacy: reading (both literary and informational texts), writing, listening and speaking, and language. Students complete a survey of World Literature, including a variety of fiction and nonfiction books, short stories, poetry, drama, and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing evidence to support a claim while using increasingly sophisticated structures. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to appropriately write and speak to the purpose and audience.

ENGLISH 2 COLLEGE PREP

One Semester	1 credit	EOC: YES	Grade 10
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Prerequisite: English 1 CP/Honors

English 2 builds upon the skills developed in English 1 and continues to address four strands of literacy: reading (both literary and informational texts), writing, listening and speaking, and language. Students complete a survey of World Literature, including a variety of fiction and nonfiction books, short stories, poetry, drama, and informational texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on providing evidence to support a claim while using increasingly sophisticated structures. Students have regular opportunities to conduct both limited and extended research and to share their findings in a variety of ways, including technology-based presentations, whole and small group discussions, and written products. This course continues to develop language knowledge and skills, enabling students to appropriately write and speak to the purpose and audience.

ENGLISH 2 HONORS

One Semester	1 credit	EOC: YES	Grade 10
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English 1 CP/Honors with a recommended minimum grade of B or Teacher Recommendation

Students in English 2 Honors have demonstrated above grade level skills in reading and writing and an ability to work independently and collaboratively. As in English 2 CP, students read a variety of increasingly complex texts and write in a variety of modes, with the additional expectation of extended reading, writing, and research. Students must successfully complete at least one or more extended reading and writing assignments related to each unit of content. Students are expected to demonstrate mastery of grammar and language mechanics in both writing and speaking by the end of the year.

ENGLISH 3 (IEP ONLY)

One Semester	1 credit	EOC: YES	Grade 11
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English 3 continues to develop skills in the four strands of reading, writing, listening and speaking, and language through a survey of American Literature. Students are expected to read and analyze complex expository works of literary nonfiction, as well as various genres of American literature, in order to produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on the analysis of text, including research with appropriate citations. Writing will also focus on revising for specific purposes and audiences and editing to demonstrate command of language and mechanics.

ENGLISH 3 COLLEGE PREP

One Semester	1 credit	EOC: NO	Grade 11
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Prerequisite: English 2 CP/Honors

English 3 continues to develop skills in the four strands of reading, writing, listening and speaking, and language through a survey of American Literature. Students are expected to read and analyze complex expository works of literary nonfiction, as well as various genres of American literature, in order to produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing involves the modes of narrative, informative/explanatory, and argument with an emphasis on the analysis of text, including research with appropriate citations. Writing will also focus on revising for specific purposes and audiences and editing to demonstrate command of language and mechanics.

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

One Semester	1 credit	ESPO	EOC: NO	Grade 11-12
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Prerequisite: *English 2 CP/Honors; summer reading required*

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

One Semester	1 credit	EPPO	EOC: NO	Grade 11-12
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Prerequisite: *English 2 CP / Honors; summer reading required*

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

ENGLISH 4 COLLEGE PREP

One Semester	1 credit		EOC: NO	Grade 12
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Prerequisite: *English 3 CP or AP English Language & Composition or AP English Literature & Composition*

English 4 continues to develop and refine skills in the four strands of reading, writing, listening and speaking, and language through a survey of British Literature. Students are expected to read and analyze complex expository works of literary nonfiction, as well as various genres of British literature, in order to produce ample evidence to support inferences. Students will determine themes across multiple texts and express their thinking in writing and speaking supported by ample and relevant evidence from the texts. Writing will emphasize analysis of text, including research with appropriate citations. Writing will focus on developing increasingly sophisticated structures, blending modes of narrative, informative/explanatory, and argument, revising for specific purposes and audiences, and editing to demonstrate command of language and mechanics.

DUAL ENROLLMENT ENGLISH 1010: CRITICAL READING AND EXPOSITORY WRITING @ SHHS

One Semester	1 credit	EPPO	EOC: NO	Grade 12
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Required: *Must meet ETSU eligibility requirements*

College level writing course with focus on solid, comprehensive paragraphs; and development of clear, grammatically correct expository prose and essays based on close readings of various texts. This entry-level writing course will benefit students majoring in any discipline. Students will be able to earn 3 college credits from ETSU with successful completion of this course. This course will count as the English 12 requirement for graduation. Please see your counselor for further details.

DUAL ENROLLMENT ENGLISH 1020: CRITICAL THINKING AND ARGUMENTATION @ SHHS

One Semester	1 credit	EPPO	EOC: NO	Grade 12
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Required: *Grade of C or above in ENGL 1010 or equivalent with appropriate GPA*

Writing essays based on critical analyses of various literary texts with emphasis on sound argumentative techniques. Course requires documented research paper. Students must earn a grade of "C" or above to pass this course. Students will be able to earn 3 college credits from ETSU with successful completion of this course. Please see your counselor for further details.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 9, 10, 11, 12, NEWCOMER, SUPPORT

One Semester	1 credit each semester	EOC: NO	Grade 9-12
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These classes address the needs of students whose native language is not English. ELD 9 and ELD 10 will count as required English credits.

English Elective Courses**ACT SUCCESS**

One Semester	1 credit	EOC: NO	Grade 10-12
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This course is by counselor/administration recommendation only and is based on students ACT composite score.

ACT Success course is designed to assist students in understanding what the ACT is, why it is important for their postsecondary readiness, and how to interpret their progress/results. The course will assist students in understanding how academic skills connect to career pathways and postsecondary opportunities. ACT preparation will include content instruction as well as practice and familiarity with the structure and format of the ACT exam. Students will learn ways to maximize their own scores.

CREATIVE WRITING

One Semester	1 credit	EOC: NO	Grade 9-12
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This class will introduce students to the process and techniques of creative writing. Students will experiment with various types of writing including the writing of fiction, poetry, and non-fiction. Class readings and media will expose students to various writing styles and provide examples of the successes and strategies of other writers. Class time will be spent discussing the writing process, the assigned readings & media, and student writing.

CREATIVE WRITING 2

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Creative Writing 1

In Creative Writing II, the student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. Creative Writing allows self-expression, exploration of various writing styles, and use of variety in diction, sentence structure, and format. Students will concentrate especially on poetry, short stories, non-fiction, and screenwriting. Works of great authors are examined and modeled, with a view to enhance the students' own work. The class is conducted as a workshop with both teacher and peer conferencing. The end result of this course is a significant portfolio of original student written work.

DUAL CREDIT SPEECH

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: English 1 & 2

In addition to gaining confidence in public speaking situations, students in this class will learn about many communication scenarios, including interpersonal communication, intercultural communication, listening, negotiating, and resolving conflict. Specifically geared to help students overcome public speaking anxiety, this class combines lecture and activities to provide a rich and positive learning environment for everyone.

FANTASY LITERATURE AND COMPOSITION

One Semester	1 credit	EOC: NO	Grade 9-12
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This elective will undertake a reading and study of a broad spectrum of Fantasy Literature. Focus will begin with pivotal works of classic fantasy literature, dark fantasy, and urban fantasy. Attention will be paid to standard fantasy archetypes and world building. Objective will be a survey of a broad spectrum of the genre and the techniques writers use to develop character and setting.

READING INTERVENTION (IEP ONLY)

One Semester	1 credit each semester	EOC: NO	Grade 9-12
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Reading Intervention is designed for students with IEPs to work on remedial English/Reading skills. It utilizes a combination of specific learning programs for skill development, instruction in basic reading, and reading comprehension to build foundational skills needed for success in high school coursework.

WATAUGAN 1 & 2 (JOURNALISM)

One Semester	1 credit each semester	EOC: NO	Grade 9-12
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Application required; may be taken multiple times. Students must take both semesters

This class produces the yearbook. Students will learn layout design, copywriting, photography, graphics, and advertising sales. Production deadlines may require work beyond the school day.

Required Courses for AP Diploma & AP Certificate

ADVANCED PLACEMENT SEMINAR

One Year	1 credit	EPSO	EOC: NO	Grade 11
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AP Seminar will be paired with AP or CP English

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ADVANCED PLACEMENT RESEARCH

One Year	1 credit	EPSO	EOC: NO	Grade 12
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AP Research will be paired with AP or CP English

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Math Department

IMPORTANT THINGS TO REMEMBER ABOUT SELECTING A MATH COURSE

- ❖ Any 9th grade student who took Algebra 1 in middle school may start in Geometry or Geometry Honors.
- ❖ All other 9th grade students will be enrolled in either Algebra 1A in the fall and Algebra 1B in the spring or in Honors Algebra for a semester.
- ❖ Any 9th grade student who has a goal of taking AP Calculus AB or BC must take Geometry and Algebra 2 by their sophomore year (for Calculus BC the student needs to be in the honors sequence of courses).
- ❖ Any student who takes regular Algebra 2 and wishes to take Honors Precalculus 1 and AP Precalculus + must have a teacher recommendation from their Algebra 2 teacher in order to take the honors/+ course rather than the regular course.
- ❖ AP Calculus AB can be taken after completing Precalculus 1 with a grade of A or B with a recommendation of also taking AP Precalculus.
- ❖ AP Calculus AB and AP Calculus BC are two distinct courses, both of which are a yearlong.

To satisfy graduation requirements, each student must earn four credits of Math and attempt a new math each year: Algebra 1, Geometry, Algebra 2 and one more math above Algebra 1

ALGEBRA 1A

One Semester <i>Math Elective Credit</i>	1 credit	EOC: NO	Grade 9
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This course is the foundation of algebra. Essential topics include solving, graphing, and writing linear equations and inequalities. Other important topics include solving and graphing absolute value equations, absolute value inequalities and linear systems.

ALGEBRA 1A (IEP ONLY)

Two Semesters	1 credit each semester		Grade 9
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This course is designed to introduce Algebra 1 and to improve Algebra skills while preparing for EOC exams.

ALGEBRA 1B

One Semester <i>Prerequisite: Algebra 1A; Algebra 1 is a required course for graduation</i>	1 credit	EOC: YES	Grade 9-10
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This course will continue the study of algebra with an in-depth look at properties of exponents, exponential functions, and quadratic functions. Other topics of interest include radical expressions, rational expressions, and general statistics.

ALGEBRA 1B (IEP ONLY)

Two Semesters	1 credit each semester	Grade 10
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This course is designed to continue building Algebra 1 concepts and to improve Algebra skills while preparing for EOC exams.

ALGEBRA 1 HONORS

One Semester	1 credit	EOC: YES	Grade 9
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Required: An A in 8th grade math or passing grade on Algebra Readiness Test; required course for graduation

This course will cover the same topics as the regular Algebra 1A & 1B courses but in one semester. A greater emphasis will be placed on concept development and completing investigative tasks. This a fast-paced course.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

1 Semester	1 credit	EPSO	EOC: NO	Grade 9-12
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Prerequisite: Algebra 1; counts as third lab science or meets 4th Math requirement if taken senior year

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

ADVANCED PLACEMENT COMPUTER SCIENCE A

1 Semester	1 credit	EPSO	EOC: NO	Grade 9-12
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Prerequisite: Algebra 1; counts as third lab science or meets 4th Math requirement if taken senior year

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

GEOMETRY

One Semester	1 credit	EOC: YES	Grade 10-11
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Prerequisite: Algebra 1B; Geometry is a required course for graduation

In this course, students will strengthen their logical and mathematical reasoning as they study the formal structure of geometric concepts. In addition, students will develop problem solving skills through applying geometric concepts in real world situations.

GEOMETRY 1A (IEP ONLY)

One Semester	1 credit	Grade 11
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This course is designed to introduce Geometry and to improve Algebra & Geometry skills.

GEOMETRY 1B (IEP ONLY)

One Semester	1 credit	Grade 12
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This course is designed to continue building on Geometry to improve Algebra & Geometry skills.

GEOMETRY HONORS

One Semester	1 credit	EOC: YES	Grade 9-11
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Recommended: A or B in Honors Algebra 1 or an A for each term in Algebra 1A and 1B with teacher recommendation; Geometry is a required course for graduation

This course will cover topics similar to those in Geometry with a greater emphasis on the subject as an axiomatic system. A much greater emphasis will be placed on the development of mathematical proofs and the completion of investigative tasks.

ALGEBRA 2

One Semester	1 credit	EOC: YES	Grade 10-12
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Recommended: Geometry; Algebra 2 is a required course for graduation

As students continue their study of algebra, they will begin a look at transformations of functions and revisit quadratics as they are introduced to complex numbers. They will also learn concepts of exponential and logarithmic functions, polynomial and rational functions, the conic sections, sequences and series, and an introduction to trigonometric functions. Additional topics in statistics and probability will also be presented.

ALGEBRA 2 HONORS

One Semester	1 credit	EOC: YES	Grade 10-12
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Recommended: A or B in Geometry Honors or an A in Geometry; Algebra 2 is a required course for graduation

This course will cover essentially the same topics as the regular Algebra 2 course with much greater depth and emphasis on investigative type tasks.

ADVANCED PLACEMENT STATISTICS

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: Algebra 2 with a recommended grade of B or better or teacher recommendation

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding

STATISTICS

One Semester	1 credit	EOC: NO	Grade 11-12
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Prerequisite: Algebra 2

This course develops techniques for organizing data, using graphs and numerical measurements. Probability is used with statistical tests to make statistical inferences

PRE-CALCULUS I

One Semester	1 credit	EOC: NO	Grade 11-12
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Prerequisite: Algebra 2 with grade of B or better or teacher recommendation

This course will begin building on the concepts of functions that were introduced in Algebra 2, including absolute value, greatest integer, polynomial, rational, exponential, and logarithmic functions. In addition, students will begin their study of trigonometry including the Unit Circle, the graphs of the trigonometric and inverse trigonometric functions, basic trigonometric identities and application of these identities to solve equations and inequalities, and triangle trigonometry.

PRE-CALCULUS I HONORS

One Semester	1 credit		EOC: NO	Grade 11-12
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Prerequisite: Algebra 2 Honors with minimum grade of B or teacher recommendation

This course has similar content as regular Pre-Calculus I, but with more emphasis on the development of concepts.

ADVANCED PLACEMENT PRECALCULUS

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: Pre-Calculus I or Pre-Calculus I Honors

AP Precalculus is a continuation of the curriculum covered in Precalculus 1. The class will focus on maintaining and further developing the ideas taught previously while simultaneously introducing new topics. These topics will include Polar Functions, Parametric Functions, Vectors, Matrices, and Sequences and Series. An introduction of early Calculus topics such as Limits and Derivatives will be explored if time permits. Students will develop AP level problem solving skills and writing throughout the course.

ADVANCED PLACEMENT PRECALCULUS +

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: Pre-Calculus I Honors or Teacher Recommendation

In addition to the material covered in AP Precalculus, this course will aim at a more rigorous understanding of the concepts. Students will derive important theorems in the curriculum and be held to a higher standard of understanding in order to prepare students for AP Calculus BC.

BRIDGE MATH

One Semester	1 credit		EOC: NO	Grade 12
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Prerequisite: Algebra 2 AND below 19 on the ACT/910 on the SAT; not approved course for NCAA

This course is designed for the student who scores below 19 on the ACT Test (or an equivalent score on the SAT) to bridge the gaps in the student's understanding of mathematical content to allow them to be successful on the ACT/SAT. The primary goal is to prepare the student to be better prepared for the workplace or to enter directly into college-level mathematics courses, avoiding having to take developmental mathematics courses when they enter college or community college.

ADVANCED PLACEMENT CALCULUS AB

Two Semesters	1 credit each	EPSO	EOC: NO	Grade 12
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Prerequisite: Pre-Calculus I with a recommendation of also taking AP Precalculus; Math elective credit earned for Part 1, AP credit earned for Part 2

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

ADVANCED PLACEMENT CALCULUS BC

Two Semesters	1 credit each	EPSO	EOC: NO	Grade 12
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Prerequisite: AP Precalculus +

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

MATH INTERVENTION

One Semester	1 credit	EOC: NO	Grade 9-12
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Math Intervention is designed for students with IEPs to work on remedial Mathematics skills. It utilizes a combination of specific learning programs for skill development, instruction in basic reading, reading comprehension, mathematics calculation and math problem solving to build foundational skills needed for success in high school coursework.

Science Department

To satisfy graduation requirements, each student must earn three credits of science: Biology 1, Chemistry 1 or Physics, plus one more lab science

ECOLOGY

One Semester	1 credit	EOC: NO	Grade 9
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Ecology is the study of interactions between organisms and their environment. This course provides students with an overview of the relationship between humans and their environment as well as organisms and their environment. Specifically, this course will introduce students to the environmental problems, loss of biological diversity and energy usage. We also introduce students to interdependence of organisms, the relationship of matter, energy and organization in living systems, ecological conditions, and biological change.

PHYSICAL SCIENCE

One Semester	1 credit	EOC: NO	Grade 10-12
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This course is an introduction to Physics and Chemistry. Students learn proper scientific investigation methods and reporting through experimentation, data collection, graphing, and analysis. Physics topics include Newton's Laws, acceleration, universal forces, waves, momentum, lenses, magnetism, and electricity. Chemistry topics include the periodic table of elements, chemical reactions, atomic structure, chemical bonding, nuclear and organic chemistry, and electron configuration. This is a lab course. Learning methods include online interaction, class and online discussions, labs, simulations, demonstrations, unit tests and departmental benchmark exams. Basic algebra is needed.

BIOLOGY 1

One Semester	1 credit	EOC: YES	Grade 9-12
<i>Biology is a required course for graduation</i>			

This course is a laboratory science course that investigates the relationship between the structure and function of molecules, organisms, and systems. Students discover biological concepts through inquiry approach. Standards for Scientific Inquiry, Technology and Engineering, and Mathematics are taught in the context of the content standards: From Molecules to Organisms: Structures and Processes, Ecosystems, Heredity, and Biological Change. Learning methods include online interaction, class and online discussions, labs, simulations, demonstrations, unit tests and departmental benchmark exams. This course prepares students for the End of Course exam.

BIOLOGY HONORS

One Semester	1 credit	EOC: YES	Grade 9-10
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Biology is a required course for graduation

This course is a laboratory science course that investigates the relationship between the structure and function of molecules, organisms, and systems. Students discover biological concepts through inquiry approach. Standards for Scientific Inquiry, Technology and Engineering, and Mathematics are taught in the context of the content standards: From Molecules to Organisms: Structures and Processes, Heredity, Ecosystems, and Biological Change. Learning methods include online interaction, class and online discussions, labs, simulations, demonstrations, unit tests and departmental benchmark exams. This course prepares students for the End of Course exam. Students enrolling in the course should have strong academic standing and possess good study and homework completion habits, as well as the ability to work independently. This is a fast-paced, challenging course.

CHEMISTRY 1

One Semester	1 credit	EOC: NO	Grade 9-12
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Prerequisite: Biology 1; completed or concurrently taking Algebra 1A & 1B; Chemistry or Physics is a required course for graduation

Based on the seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and, stability and change). Topics covered include classification of matter, atomic theory, electron arrangement, chemical bonding, formulas and IUPAC nomenclature, chemical equations, stoichiometry, properties of gases, liquids, and solids, and nuclear chemistry. These topics and core concepts will be explored through laboratory techniques, manipulation of chemical quantities and advanced problem-solving techniques. Scientific and engineering practices are embedded as a means to learn about specific topics identified for the course. Engaging in these practices will help students become scientifically literate and astute consumers of scientific information.

CHEMISTRY HONORS

One Semester	1 credit	EOC: NO	Grade 9-12
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Prerequisite: Biology 1 or Biology Honors; completed or concurrently taking Algebra 1A & 1B; regular or honors Chemistry or Physics is a required course for graduation

Based on the seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and, stability and change). Topics covered include classification of matter, atomic theory, electron arrangement, chemical bonding, formulas and IUPAC nomenclature, chemical equations, stoichiometry, properties of gases, liquids, and solids, and nuclear chemistry. These topics and core concepts will be explored through laboratory techniques, manipulation of chemical quantities and advanced problem-solving techniques. Scientific and engineering practices are embedded as a means to learn about specific topics identified for the course. Engaging in these practices will help students become scientifically literate and astute consumers of scientific information. Coursework requires high competency with Algebra I skills. This course is fast-paced, challenging, and requires higher math skills than for Chemistry I.

HUMAN ANATOMY & PHYSIOLOGY

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Biology 1 & Chemistry 1

Human Anatomy and Physiology is a laboratory science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth, and Development.

HUMAN ANATOMY & PHYSIOLOGY HONORS

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Biology 1 & Chemistry 1

Human Anatomy and Physiology Honors is a laboratory science course that includes a more rigorous and in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth, and Development. This course is recommended for students planning on pursuing a career in the medical field.

EARTH AND SPACE SCIENCE

One Semester	1 credit	EOC: NO	Grade 11-12
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Prerequisite: Biology 1 & Chemistry 1

The Earth and Space Science course examines the role of Earth's place in the universe, the interplay of Earth's systems, and the interrelationships between Earth's systems and human activity. Inherent in this course is a look at how Earth has changed over time and the dynamics that continue to affect it. As events have impacts on the hydrosphere, biosphere, atmosphere, and geosphere, there are also sphere-to-sphere dynamics taking place in the short, medium, and long-term. This course includes introduction to multiple interdisciplinary fields such as geology, astronomy, atmospheric science, and marine science. This is a lab course, with an emphasis on important 21st century critical thinking skills.

BIOLOGY 2 HONORS

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Biology 1 & Chemistry 1

Biology 2 Honors is a science course with prerequisites of both Biology 1 and Chemistry 1. This class is open to students who have met these requirements and is required for all students enrolling in AP Biology. This course will encompass a more in-depth study of cell biology and associated biochemistry, energy processes, biodiversity and change, and comparison of form and function of plant and animal processes. This course will meet the Tennessee Standards for Biology 2 as well as those for related topics in AP Biology.

CHEMISTRY 2 HONORS

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Biology 1 & Chemistry 1

Chemistry 2 provides students with a college-level foundation to support future advanced course work in chemistry. This class is **required** for all students enrolling in AP Chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: elemental analysis, properties of solutions, electrochemistry, molecular geometry and intermolecular forces, thermodynamics, and properties of gases. Laboratory experiments are designed to reinforce lecture topics and the math calculations applied to chemical principles. Students enrolling in the course should have strong academic standing and possess good study and homework completion habits, as well as the ability to work independently.

PHYSICS

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Biology 1; completed Algebra 1 and/or Geometry; Chemistry or Physics is a required course for graduation

Physics is the study of the physical world with an emphasis on the relationship between matter and energy. This course is a survey designed to prepare students for further study at the college level and is also beneficial for those students who are interested in careers in technology, engineering, or other related fields. Areas of study will include linear motion and its causes, fluid mechanics, sound, vibrations and waves, electricity and circuits and possibly other areas as time permits. Students will use algebra I, geometry & some trigonometry in all areas of study (although the trigonometry skills needed can be gained in the course itself). Inquiry-based laboratory experiences and hands-on projects are major components of the class.

ADVANCED PLACEMENT BIOLOGY

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: *Biology 2 Hon*

AP Biology is an introductory college level biology course and is suggested for students pursuing a career in the sciences or a related field such as healthcare or engineering. This course focuses on educational standards set forth by the College Board with specific learning objectives that stem from the four big ideas of evolution, cellular processes, genetics, and biological systems interactions. Students develop their understanding of biology through inquiry-based investigations. This course is an in-depth course of study that includes cell structure and function, bioenergetics, biochemistry, bioinformatics, biotechnology, genetics, evolution, and cell communication.

ADVANCED PLACEMENT CHEMISTRY

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: *Chemistry 2 Hon and concurrently taking Algebra 2 or higher level math course*

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, bond theory, kinetics, equilibrium (general, acid-base, buffers, and solubility product), and organic chemistry. Laboratory experiments are designed to reinforce lecture topics and the math calculations applied to chemical principles. Students enrolling in the course should have strong academic standing and possess good study and homework completion habits, as well as the ability to work independently.

ADVANCED PLACEMENT PHYSICS I – ALGEBRA BASED

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: *No prior course work in physics is necessary. Students should have completed Algebra 1 and Geometry and be concurrently taking Algebra 2 or a higher-level math course. Although the Physics I and II courses include basic use of trigonometric functions, this understanding can be gained in the concurrent math course.*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. LABORATORY REQUIREMENT—this course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 1 course by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

ADVANCED PLACEMENT PHYSICS II – ALGEBRA BASED

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: *AP Physics I; students should have completed Algebra 2*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. LABORATORY REQUIREMENT—this course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. Inquiry-based laboratory experiences support the AP Physics 2 course by providing opportunities for students to engage in the seven science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work.

AP ENVIRONMENTAL SCIENCE

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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Prerequisite: Biology & Chemistry

AP Environmental Science is an interdisciplinary course that focuses on ecological processes, human impacts on the Earth, and how to resolve or prevent natural and human-made environmental problems. This course is designed to allow students to explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. In addition, students will have opportunities to perform hands-on experiments and analyses involving the study of air, water, and soil qualities as a part of the lab component of this course with an emphasis on current global and local environmental issues.

ORGANIC CHEMISTRY HONORS (pending board and state approval in spring '23)

One Semester	1 credit		EOC: NO	Grade 11-12
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Prerequisite: Chemistry 2; does not count as third lab science

Organic Chemistry is an advanced-level honors course in which students study the chemistry of carbon-containing compounds. Course topics include the nomenclature, characteristics, molecular bonding, stereochemistry, reactions, and synthesis of most classes of organic compounds. There is a major concentration in the laboratory on the synthesis, purification, and verification of the structure of organic compounds using spectroscopy and other classical and instrumental means. The course culminates with a major student-directed laboratory analysis of an unknown compound. The intent of the course is to prepare students to take college-level organic chemistry.

Social Studies Department

To satisfy graduation requirements, each student must earn three credits of social studies: **World History & Geography, U.S. History & Geography, U.S. Government & Civics (1/2 credit) and Economics (1/2 credit). All students must take the Civics exam to graduate.**

WORLD HISTORY & GEOGRAPHY

One Semester	1 credit		EOC: NO	Grade 9-12
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Required course for graduation

This course provides students with knowledge of our global history beginning in 1500 to the present; focusing on the eras of the Renaissance, Exploration, Absolutism, Enlightenment, Revolution, Industrial Revolution, Democracy, WWI, Nationalism, WWII, Cold War, and Globalization. Emphasis is placed on geographic influences on history and connections will be made with relevant Tennessee and U.S. History connections. Students will analyze and interpret primary source documents and the course will emphasize development of history writing skills.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

One Semester	1 credit	EPSO	EOC: NO	Grade 9-12
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This course satisfies the World History & Geography credit for graduation

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

ADVANCED PLACEMENT WORLD HISTORY

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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This course satisfies the World History & Geography credit for graduation

AP World History is designed to be the equivalent of an introductory college or university World history course. In AP World History students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 c.e. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides nine unit themes that students explore throughout the course in order to make connections among historical developments in different times and places: The Global Tapestry, Networks of Exchange, Land Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrializations, Global Conflict, Cold War and Decolonization and Globalization.

ADVANCED PLACEMENT EUROPEAN HISTORY

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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This course satisfies the World History & Geography credit for graduation

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

ADVANCED PLACEMENT U.S. HISTORY

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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This course meets the graduation requirement for the U.S. History credit. Available to take online as a full-year class (grades 10-12).

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

U.S. HISTORY & GEOGRAPHY

One Semester	1 credit		EOC: YES	Grade 10-12
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Required for graduation

The U.S. History course is designed to explore the major historical events from the Industrial Revolution to Present. Students will be expected to use historical analysis to determine how social, cultural, economic, and political events shaped our nation's history to present day. During the semester course students will explore the major historical themes of the Industrial Revolution, Populism and Progressivism, Imperialism through World War I, 1920's and Great Depression, World War II, Cold War, Civil Rights movements, 1960's- 1970's political and social movements and the 1980's to the Obama administration. The course is a state required course for graduation and has a required End of Course exam.

U.S. GOVERNMENT & CIVICS

Half Semester	1/2 credit	EOC: NO	Grade 11-12
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Required for graduation; must take Civics test to graduate. Available to take online (grades 10-12).

Students will study the purposes, principles, and practices of American government as established by the Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will learn the structure and processes of the government of the state of Tennessee and various local governments. The reading of primary source documents is a key feature of United States Government and Civics standards.

ECONOMICS

Half Semester	1/2 credit	EOC: NO	Grade 11-12
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Required for graduation. Available to take online (grades 10-12).

Students will examine the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Key elements of the course include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the key economic philosophies and economists who have influenced the economies around the world in the past and present. Informational text and primary sources will play an instrumental part of the study of economics where it is appropriate.

ADVANCED PLACEMENT MICRO/MACROECONOMICS

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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This course satisfies the Economics credit for graduation; emphasis is on preparation for the AP Microeconomics and AP Macroeconomics exams

AP Microeconomics/Macroeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers and to an economic system as a whole. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

ADVANCED PLACEMENT U.S. GOVERNMENT

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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This course satisfies the Government credit for graduation; must take Civics test to graduate

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Social Studies Elective Courses

AFRICAN AMERICAN HISTORY

One Semester	1 credit	EOC: NO	Grade 10-12
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Students will examine the life and contributions of African Americans from the early 1600's through modern America and explore the influence of geography on slavery and the growth of slavery on the American continent. Students will consider urban and rural African American communities and institutions in the North and South leading up to and during the Civil War. Students will investigate the rise and effects of Jim Crow and trace the impact of African American migration through the early twentieth century. Students will explore the impact of the Harlem Renaissance and the conditions and contributions of African Americans during the Great Depression and World War II. Students will examine the successes and failures of the Civil Rights Movement and consider the contemporary issues confronting African Americans.

ADVANCED PLACEMENT PSYCHOLOGY

One Semester	1 credit	EPSO	EOC: NO	Grade 10-12
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The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

ANCIENT HISTORY

One Semester	1 credit	EOC: NO	Grade 9-12
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Students will examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire.

APPALACHIAN HISTORY

One Semester	1 credit	EOC: NO	Grade 10-12
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This course is recommended to students who have a genuine interest in Appalachian Studies. The course will include early Native Americans, Explorers, and Settlers of East Tennessee. This course will enhance students in regard to State EOC with chapters on Perfect 36, State and National leaders and heroes such as York, Hull, and Senator Baker. Also include chapters on the 1920s in Johnson City and other areas in regard to Prohibition, Monkey Trials, and Depression. The course will be designed to develop critical thinking skills by using various independent research methods. It will also be document based and writing intensive.

CONTEMPORARY ISSUES

One Semester	1 credit	EOC: NO	Grade 10-12
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Students will use inquiry skills to examine the issues that impact the contemporary world. Included in the course will be analysis of the historical, cultural, economic, and geographic factors that have raised certain issues to levels of concern in our nation and around the globe. Students will engage in research and problem solving in order to better understand and assess significant current issues.

PSYCHOLOGY

One Semester	1 credit	EOC: NO	Grade 10-12
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Available online only

Students will be introduced to the study of psychology. Students will examine the processes and systems affecting human thought and behavior. Some of the topics covered include the structure and function of the nervous system in humans, the processes of sensation and perception, life span development, and memory, abnormal behavior, psychological disorders and their treatment, etc. Students will examine social and cultural diversity as well as diversity among individuals. Throughout the course, students will examine connections between content areas within psychology and relate psychological knowledge to everyday life while exploring the variety of careers available to those who study psychology.

SOCIOLOGY

One Semester	1 credit	EOC: NO	Grade 10-12
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Students will explore the ways sociologists view society, and also how they study the social world. In addition, students will examine culture, socialization, deviance and the structure and impact of institutions and organizations. Also, students will study selected social problems and how change impacts individuals and societies.

SPORTS PSYCHOLOGY (pending board and state approval in spring '23)

One Semester	1 credit	EOC: NO	Grade 9-12
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Psychology is a scientific study of human behavior. In the Sports Psychology course, we will focus primarily on how we can influence our behavior in a performance setting. We will not only study what happens during athletic performance, but we will discover and practice ways to implement strategies to improve individual performances! Topics of study may include growth/success, motivation, confidence, relaxation/visualization, positive self-talk, goal setting, mental toughness, focus, society and sport.

THE HOLOCAUST

One Semester	1 credit	EOC: NO	Grade 11-12
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This writing and reading intensive course will delve into the history of the Jewish people, the rise of Adolf Hitler and the Nazi Party, the growing persecution during the 1930s, and the perpetration of the Holocaust. Students will wrestle with the roots of the Holocaust in ideology, culture, and prejudice. In addition, time will be spent focusing on other mass genocides that have occurred during the 20th century.

U.S. HISTORY THROUGH FILM (20TH CENTURY)

One Semester	1 credit	EOC: NO	Grade 10-12
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This course DOES NOT meet the graduation requirement for U.S. History credit; permission slip required

U.S. History through Film is designed to be an elective class to enhance the state mandated U.S. History course usually taken in the 11th grade year. Students are encouraged to take the class to explore how recorded historical events are portrayed in film. Students will be expected to write at length on a weekly basis analyzing the historical accuracy of the films. All films are directly correlated to the Tennessee U.S. History standards covering the major historical eras in U.S. History. A parent-signed "Rated-R Film" permission slip is required for this class.

WAR AND AMERICAN SOCIETY

One Semester	1 credit	EOC: NO	Grade 10-12
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This course will examine the impact of war on American society from colonial times to the Cold War. The class will focus on political, social, cultural, and military themes. Special emphasis is placed on the American Civil War and World War II. Connections will be made with Tennessee history and US History standards.

WOMEN IN U.S. HISTORY (pending board and state approval in spring '23)

One Semester	1 credit	EOC: NO	Grade 10-12
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The main focus of this course will be women and their societal advancement through American History. Discussion of the status of women in a more global perspective will occur. Women in US History examines the experiences and contributions of diverse groups of women in American society. This course will provide knowledge about the social role of women and their involvement in areas such as health, history, and political activism.

Physical Education

To satisfy graduation requirements, each student must earn one credit in Wellness and half credit in a Personal Fitness course. Since Science Hill High School operates on a semester block schedule, to obtain the half credit in Personal Fitness, this class is typically paired up with Personal Finance. Two credits in JROTC may be substituted for the Wellness credit & half credit of PE. As of SY 2019-2020, the 0.5 credit Personal Fitness requirement may be met by substituting a documented and equivalent time of physical activity in SHHS Marching Band, any TSSAA activity or sport, Unity, or Swim & Dive Team.

LIFETIME WELLNESS

One Semester	1 credit	Grade 9
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This is a required course for all students (two semesters of JROTC meets this requirement). Available to take online.

This course is required for graduation and is recommended for all students to take in grade 9. Lifetime Wellness is a course that develops positive concepts towards an active, healthy lifestyle. Students will explore growth, aging, emotional health, nutrition, disease prevention, substance abuse, and fitness through classroom work as well as gym participation.

LIFETIME AND SPORTS EDUCATION

One Semester	1 credit	Grade 10-12
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Prerequisite: Lifetime Wellness

The class is a daily physical activity class where the student will learn and play a variety of sports. The class will participate in the "sports education model" where students will be involved in the playing, coaching, and refereeing the different sports offered. Activities will usually be a minimum of a 2-week unit. Examples of sports played are volleyball, football, basketball, soccer.

MEN'S WEIGHTLIFTING

One Semester	1 credit	Grade 10-12
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Prerequisite: Lifetime Wellness

This class will be involved in the following activities: power cleans, dead lifts, squats, bench press, explosion lifts, form running, agility training, and speed training. This is a sports specific class. Students participating in fall sports are recommended to take this class in the spring. Students participating in spring sports are recommended to take this class in the fall.

WOMEN'S WEIGHTLIFTING

One Semester	1 credit	Grade 10-12
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Prerequisite: Lifetime Wellness

Women's Weightlifting is a daily physical activity class where each student will learn and perform a variety of weightlifting movements. Proper form and technique will be the most important part of participating in this class. Out of the five components of fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition), this class will focus mainly on muscular strength and endurance. Activities include but are not limited to basic weight training (squat, bench press, overhead press, deadlift), calisthenics (push-ups, sit-ups), stretching (flexibility), and circuit training. The class will learn how to properly warm-up before exercise, proper form on basic weightlifting movements and calisthenics, and how to cool down/stretch after exercise. This is a sports specific class. Students participating in fall sports are recommended to take this class in the spring. Students participating in spring sports are recommended to take this class in the fall.

DRIVER'S EDUCATION AND PHYSICAL EDUCATION

One Semester **1/2 credit in each class** **Grade 10**
Prerequisite: Lifetime Wellness; Must be age 15 or older with acceptable attendance and on track to graduate

Our Driver Education program is designed to help young drivers develop the knowledge, skills, and attitudes necessary to become safe, low-risk, responsible drivers – and to DRIVE RIGHT! Classroom preparation, which occurs during the first 5 weeks of the term (30 hours of safety/classroom instruction), prepares the student to handle the diverse aspects of the driving task. The class will be combined with Physical Education where the students will begin driving task. Students will receive 6 hours of Behind the Wheel training as well as a minimum of 30 hours safety instruction. Schedules will be determined and given to each student at the beginning of the driving experience. Each student will receive a certificate of completion after requirements are completed.

PERSONAL FITNESS

Half Semester **1/2 credit** **Grade 11-12**
Prerequisite: Lifetime Wellness. Class is typically paired with Personal Finance. Available to take online (grades 10-12). Required for graduation; See full list of allowable substitutions for activities or other courses that meet requirement. If student uses PE waiver, student must take Finance online.

Personal Fitness is a daily physical activity class where the student will learn and participate in a variety of activities addressing the five components of fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition). Activities include but are not limited to basic weight training (muscular strength/endurance), calisthenics (push-ups, sit-ups), running (cardiovascular endurance), stretching (flexibility), and circuit training (muscular strength/endurance and cardiovascular endurance). The class will learn how to properly warm-up before exercise, proper form on basic weight lifting movements and calisthenics, and how to cool down/stretch after exercise. Personal Fitness is a 9-week course that is usually paired with Personal Finance.

OFFICIATING TEAM SPORTS

One Semester **1 credit** **Grade 10-12**
Prerequisite: Lifetime Sports or equivalent, and be age 16 or older, or turn age 16 during academic year

Course is designed to provide students the knowledge and skills necessary for students who wish to become a registered official with the Tennessee secondary schools athletic association (TSSAA). The course will cover officiating volleyball, football, wrestling, basketball, soccer, baseball, softball, and track and field. Upon completion of the course students will be afforded the option of taking certification exams for any sports components.

Finance

To satisfy graduation requirements, each student must earn a half credit in Personal Finance. Since Science Hill High School operates on a semester block schedule, to obtain the half credit in Personal Fitness, this class is typically paired up with Personal Finance. Two credits in JROTC may be substituted for the Wellness credit. One additional credit in JROTC may be substituted for the Personal Finance and US Government credits.

PERSONAL FINANCE

Half Semester **1/2 credit** **Grade 11-12**
Prerequisite: Lifetime Wellness. Available to take online (grades 10-12); class is typically paired with Personal Fitness

Personal Finance is a course designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as savings and investment. Students will design personal and household budgets; simulate the use of checking and savings accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.

JROTC Department

Army Junior Reserve Officer Training Corps (JROTC)

Mission "Motivating Young People to Be Better Citizens"

Leadership, Respect, Attitude!!! A Winning Tradition that is the cornerstone of our program.

Junior ROTC is designed to teach high school students the value of citizenship, leadership service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self-discipline. On average, the total number of community service hours this program volunteers are over 2,000 - 3,000 hours. In addition, these hours help our students earn college scholarships. The program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. JROTC is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. Simply stated, the program prepares our cadets for life after high school.

The JROTC program is not set up to recruit and instructors do not request or expect a military commitment of any kind. There is no service obligation. Nonetheless, many cadets find they enjoy military discipline and structure; it brings out their best and allows them to excel. Some students earn appointments to one of the military academies or earn a commission as a Second Lieutenant through college ROTC.

JROTC is much more than wearing a uniform and learning to march. Our program of instruction also includes:

- Leadership Theory and Application
- Communication Skills
- Conflict Resolution
- Social and Community Responsibility
- Financial Planning
- Citizenship and History
- Wellness, Fitness and First Aid
- Substance Abuse Awareness
- Geography
- Land Navigation
- Air Rifle Safety and Marksmanship
- Career Planning

Extra-Curricular Activities

Male & Female Drill Competitions
Color Guard
Drill and Staff Summer Camp
Washington DC Field Trips
Escorts and Charity Events
Parades
Academic Competitions

Community Service
Fitness Competitions
Formal Military Ball
Change of Command & Promotion Banquet
Awards Night
Annual Inspections
Marksmanship Matches

JROTC 1, 2, 3, 4

One Semester

1 credit

Grade 9-12

Two semesters of JROTC fulfills the Wellness and half credit of PE requirement. Third semester of JROTC meets the graduation requirement for ½ credit for Government and ½ credit Personal Finance. JROTC can also meet the Elective Focus requirement for graduation.

Citizenship, leadership, teamwork, and physical fitness are emphasized along with proper response to authority, and respect for the Army's role in support of our country. Topics include personal finance, map reading, marksmanship, drill and ceremonies, rappelling, and communication. Students also compete in Cadet Challenge and the National Presidential Fitness Awards. All uniforms are provided, free-of-charge, and must be returned clean and in good condition at the end of the semester/year. Students are required to wear the uniform all day one day per week.

World Language Department

To satisfy graduation requirements, each student must earn two credits in the same world language. Students not planning to attend a four-year university have the option of waiving this requirement, but must complete 3 additional Focus credits. Students choosing this option must return a completed World Language/Fine Art waiver form to their counselor.

Track for Taking AP

If you are beginning a language, you will need 3 years to complete the track – Starting in 9th or 10th grade, you will need to take level 1 & 2. The second year, you will need to take level 3. The third year, you will need to take level 4 and AP.

FRENCH 1

One Semester	1 credit	Grade 9-12
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French 1 will introduce French-speaking areas of the world. It will also include numbers, time, basic phrases, weather, alphabet, clothing, colors, foods, and holidays. Students will be required to speak aloud in class and will make presentations both in French and English.

FRENCH 2

One Semester	1 credit	Grade 9-12
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Prerequisite: French 1

Students will continue to learn French vocabulary and grammar along with cultural events, social, political, and economic issues. Activities include: skits, songs, and games. Students will give oral responses and presentations in French in class.

FRENCH 3 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: French 2 with a recommended minimum grade of B

Much of this class will be taught in French. Time will be spent on vocabulary and grammar and will focus on conversational skills and expanding their writing abilities. Topics include geography of France, body parts, and current events in France.

FRENCH 4 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: French 3 with a recommended minimum grade of B

Much of this class will be taught in French. Students will study grammar forms and explore French culture through reading French texts. Students will speak and write in French including creating and presenting a play in French.

ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: French 4 with a recommended minimum grade of B

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP course engages students in an exploration of cultural products (books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

GERMAN 1

One Semester	1 credit	Grade 9-12
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Students will use vocabulary quizzes and skits to practice grammar, vocabulary, and cultural skills needed to survive in a German-speaking country. Speaking and understanding spoken German is emphasized.

GERMAN 2

One Semester	1 credit	Grade 9-12
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Prerequisite: German 1

Students will learn vocabulary necessary to understand, converse, and write about sports, holidays, travel, occupations, and eating in a restaurant.

GERMAN 3 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: German 2

Students continue to develop their proficiency in speaking, listening, writing, and reading by interacting with other speakers of German. Students will understand oral and written messages in the target language and will make level-appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

HERITAGE SPANISH 1 & 2

Two Semesters	1 credit each semester	Grade 9-12
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Prerequisite: Fluent in Spanish

This course is designed for the specific needs of Native Spanish Speakers to improve reading and writing in Spanish. The course will also include class discussion, group projects and essay writing.

SPANISH 1

One Semester	1 credit	Grade 9-12
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The overall objectives of this course are to develop the students' listening, speaking, reading, and writing skills with the goal of communication on a basic level in Spanish and to acquaint students with cultural aspects of the Spanish speaking world. Speaking aloud is required.

SPANISH 2

One Semester	1 credit	Grade 9-12
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Prerequisite: Spanish 1

This course builds on the skill set acquired from Spanish 1 with a concentration on new vocabulary words as well as new verb tenses. Students will improve listening, speaking, reading, and writing skills. Speaking aloud is required.

SPANISH 3 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: Spanish 2 with a recommended minimum grade of B; speaking aloud is required!

This course is an expansion of Spanish 1 and Spanish 2 and strives to further listening, speaking, reading and writing skills. Emphasis is placed on reading comprehension and the analysis of original texts. Oral and written self-expression in the target language is a major objective. Speaking aloud is required.

SPANISH 4 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: Spanish 3 with a recommended minimum grade of B; speaking aloud is required!

This course builds on the skill set acquired from Spanish 1, 2 and 3. Emphasis in Spanish 4 is placed on listening and reading comprehension, oral fluency and written proficiency.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Spanish 4 with a recommended minimum grade of B; speaking aloud is required!

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP course engages students in an exploration of cultural products (books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Fine Art Department

To satisfy graduation requirements, each student must earn one credit in a fine art. Students not planning to attend a four-year university have the option of waiving this requirement, but must complete 3 additional Focus credits. Students choosing this option must return a completed World Language/Fine Art waiver form to their counselor.

ART

VISUAL ART I

One Semester	1 credit	Grade 9-12
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Art 1 focuses on art history, art criticism, and art production. This course will cover all the elements and principles of design. Students will use pencil, pen and ink, paint, charcoal, pastels, and various other media. 10-12 students are required to keep a sketchbook.

VISUAL ART II

One Semester	1 credit	Grade 10-12
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Prerequisite: Art I with a required grade of a B or better

This course is a more in-depth study of Art History, Art Criticism, and Art Production. Students should be interested in an art career. The course will explore Art Elements & Principles of Design at a higher level. The students are required to keep a sketchbook and will be expected to perform at a more advanced level.

CERAMICS

One Semester	1 credit	Grade 10-12
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Basic hand-building techniques will be used to construct containers in pinch, coil, and slab configurations. Combinations of methods will be used to make complex shapes. An introduction to wheel-thrown pottery will be presented. Glaze applications and firing methods will be shown using the electric kiln model.

CERAMICS II

One Semester	1 credit	Grade 11-12
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Prerequisite: Pottery/Ceramics I with a required grade of B or better

Advanced hand-building and wheel throwing techniques will be used to create complex pottery shapes. An in-depth study of Pottery, Ceramics and Ceramic History will be explored as well as complex glazing techniques. Students should be interested in an art career. Students will be required to keep a sketchbook and to perform at a more advanced level.

AP ART AND DESIGN

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Art II or Ceramics II with a grade of B or better or teacher recommendation. This course requires teacher approval prior to registration

In AP Art and Design students will creatively and systematically investigate formal and conceptual issues, make art as an ongoing process that involves students in informed and critical decision making, develop technical skills and familiarize themselves with the functions of visual elements, and become independent thinkers contributing inventively and critically to their culture through artmaking. The AP Art and Design course is designed for students who are seriously interested in the practical experience of art. AP Art and Design is not based on a written exam; instead, students submit portfolios for evaluation near the end of the school year. Students select from one of the following modes: 2-D Art and Design, 3-D Art and Design, or Drawing.

THEATRE

THEATRE ARTS 1

One Semester	1 credit	Grade 9-12
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This course introduces students to the art of stage performance. Students taking this course will be required to perform frequently on stage in a supportive environment. Students will learn and refine performance skills such as characterization, improvisation, script analysis, and public speaking. Students will also understand the history of drama, realistic acting techniques, forensics competition, and the process of play production. The course is oral intensive, and the ability to self-direct is essential. No prior acting experience is required.

THEATRE ARTS 2

One Semester	1 credit	Grade 10-12
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Prerequisite: Theatre Arts 1

This course focuses on the development of a full-length production that the students will develop for performance. Students will take on auditioned roles as well as production staff positions. Students experience the entire process of a production, including selection of the play, auditions, direction, memorization, technical development, business management, and performance. The course is oral intensive, and the ability to self-direct is essential.

THEATRE ARTS 3: SHOWSTOPPERS 1 & 2

One Semester	1 credit each semester	Grade 10-12
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Audition or Director Recommendation ONLY; prerequisite: Theatre Arts 1; class can be taken multiple times

This course requires an audition or director recommendation. Students on the Showstopper team must participate in forensics events - Interpretation, Speaking, Limited Preparation, and Acting – to perform at regional competitions throughout the semester. Student must be in fall semester to participate in spring semester.

INSTRUMENTAL MUSIC

ORCHESTRA

One Semester	1 credit each semester	Grade 9-12
<i>Class can be taken multiple times</i>		

Orchestra is for students who have participated in the orchestra programs at Indian Trail Intermediate and Liberty Bell Middle School who play violin, viola, cello, or bass. Students who have taken private lessons for a minimum of three years or students who transfer from another school that were a member of their orchestra program can also participate. Students will perform four formal concerts per year plus a competition trip each spring.

MARCHING BAND

~ COLORGUARD ~ 9 CONCERT BAND ~ BRASS CLASS ~ WOODWIND ~ PERCUSSION

One Semester	1 credit	Fall Semester	Grade 9-12
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The Marching Band is the largest and most visible part of our band program. With over 150 performing members, the marching band has represented our school and state in front of over 500 million people on national television. With past performances in the Macy's, Tournament of Roses, Philadelphia, Chicago, and Hollywood Parades, many marching band championships, and the NBC Today Show, membership in this group has many opportunities to offer each member. Practices are scheduled beginning with band camp and continuing on Tuesday and Thursday afternoons through October. Performances at 12 football games and three marching contests are scheduled each fall in addition to any community parades. Each member of the marching band must be a member of a band class at Science Hill High School (colorguard members must also register for Marching Band). An exception to the marching band requirement can be considered for those involved in another school activity that conflicts with the marching band schedule. This exemption is at the director's discretion.

9 CONCERT BAND

One Semester	1 credit each semester	Grade 9
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This is the ninth-grade level band course for wind instruments and assigned by audition the previous spring. This group rehearses marching band music through October and high school concert band literature for the rest of the year. Marching band is required of all members. An exception to the marching band requirement can be considered for those involved in another school activity that conflicts with the marching band schedule. This exemption is at the director's discretion. Four concerts are scheduled each year along with a concert festival. Opportunities for several band clinics, leadership clinics, and solo and ensemble are offered each year. Students are encouraged to participate in the ETSBOA clinic in February. Students are tested on their mastery of concert music, technical exercises, and common terminology. Private lessons are highly encouraged but not required. Concert attire is black and white: ladies are to wear a white top that conforms to the school dress code and black pants; men are to wear black pants and a white collared shirt, black shoes and black socks.

WIND ENSEMBLE

One Semester	1 credit	Spring Semester	Grade 9-12
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This is premiere musical group of the SHHS band program. This group performs the highest level of wind band music available. Recognized as one of the finest ensembles in the state, past performances include our state music convention and the Grand National Adjudicator's Invitational. **Membership is determined by an audition during the previous spring.** Two concerts are scheduled on campus each year with one or two concert festivals off campus. **Marching band is required for all members.** An exception to the marching band requirement can be considered for those involved in another school activity that conflicts with the marching band schedule. This exemption is at the director's discretion. Participation in the ETSBOA clinic in February is highly recommended. Students are tested on their mastery of concert music, technical exercises, and common terminology. Private lessons are highly encouraged due to the high level of difficulty of the music performed. Concert attire for ladies is a black conservative dress that must be below the knee when seated; men are provided a tuxedo jacket and pants from the school. **Men are to provide a tuxedo shirt, black bowtie, and cummerbund.**

SYMPHONIC BAND

One Semester	1 credit	Spring Semester	Grade 9-12
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This ensemble consists of 9th-12th grade students and assigned by audition the previous spring. This group rehearses marching band music through October and high school concert band literature for the rest of the year.

Marching band is required of all members. An exception to the marching band requirement can be considered for those involved in another school activity that conflicts with the marching band schedule. This exemption is at the director's discretion. Four concerts are scheduled each year along with a concert festival. Opportunities for several band clinics, leadership clinics, and solo and ensemble are offered each year. Students are encouraged to participate in the ETSBOA clinic in February. Students are tested on their mastery of concert music, technical exercises, and common terminology. Private lessons are highly encouraged but not required. Concert attire is black and white: ladies are to wear a white top that conforms to the school dress code and black pants; men are to wear black pants and a white collared shirt, black shoes and black socks.

PERCUSSION ENSEMBLE

One Semester	1 credit	Spring Semester	Grade 9-12
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These ensembles are for percussionists in our program grades 10-12. Emphasis is placed on building effective percussion performance techniques through both a large and small ensemble. Focus in the fall is on marching percussion with a transition to concert percussion in the winter and spring. Each spring students are split into either the large or small ensemble periods. Students will audition each spring for placement in next year's ensembles. Select members will be chosen to perform with the wind groups when needed to complete instrumentation.

CHAMBER PERCUSSION ENSEMBLE

One Semester	1 credit	Spring Semester	Grade 9-12
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Consisting of the top members of the Science Hill High School Percussion section, this group performs at various events each year, with performances including the Percussive Arts Society International Convention, the Tennessee Statewide Day of Percussion, and other events across the Southeast. Membership is determined by audition the previous Spring.

VOCAL MUSIC

TOPPER CHORUS

One Semester	1 credit	Grade 9
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Class is only offered in the fall semester

This is a mixed performance chorus class that teaches the basics of vocal production. Students in this class will be required to participate in Fall Fest (2 nights), the Fall Concert, and the Holiday Concert. This class is available only during the fall Semester, and only to new students of the choral department. The class may not be retaken for credit. Students are responsible for the basic uniform of black dress pants, white button-front long-sleeve shirt, and black, closed-toe shoes.

TREBLE CHOIR 1 AND 2

One Semester	1 credit each semester	Grade 9-12
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Enrollment by AUDITION ONLY; class can be taken multiple times

This is an advanced performance choir for treble voices with prior vocal experience. Emphasis will be placed on vocal production techniques as well as music reading skills. The repertoire will include Level V and VI SSA and SSAA music of various styles and forms. Students in this class will be required to participate in ALL mandatory choral productions.

CHAMBER CHOIR 1 AND 2

One Semester	1 credit each semester	Grade 9-12
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Enrollment by AUDITION ONLY; class can be taken multiple times

This is an advanced choir for Soprano, Alto, Tenor, and Bass voices with prior vocal experience. Emphasis will be placed on vocal production techniques as well as music reading skills. The repertoire will include level V and VI music of SATB & divisi. Students may be added or removed from this chorus at the discretion of the director to sustain vocal blend necessary for this level of music. As the Chamber Choir is often called upon to represent Science Hill in the community, only students who are truly dedicated to performance will be allowed to remain in this choir.

MUSIC THEORY

ADVANCED PLACEMENT MUSIC THEORY

One Semester	1 credit	EPSO	Spring Class	Grade 10-12
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Recommended: Strongly advised that students have at least one year of band, choir, or orchestra

The AP Music Theory course is comparable to the first year of college music theory. Through the course, students develop skills in the areas of written and aural music, as well as music composition. Specific skills include music dictation, sight-singing, score analysis, and ear training. Primary emphasis is placed on tonal music from each period of music history.

Career and Technical Education (CTE)

The Career and Technical Department offers a wide variety of technical courses for collaboration with academic courses. Our teachers are dedicated in the preparation of students to further their education in the post-secondary level of technical skills education, as well as preparing students to enter the job market with a positive influence.

Science Hill High School offers 14 career clusters. Within each career cluster, programs of study (also called career pathways) have been developed, which outline sequences of academic, career, and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher-skilled positions in specific industries or occupations. Some of the career clusters that we offer here at Science Hill contain several programs of study or career pathways.

Each CTE Program of Study (POS) sponsors a CTE Student Organization (CTSO). These organizations, which are designed to enhance career and technical education programs, provide career and leadership development through peer interactions, adult mentoring, and contests and competitions based on knowledge and skills learned in the classroom. Students have the opportunity to participate on a local, regional, state, and national levels.

Students must have 3 credits in an elective focus to graduate. These credits can be in academics, fine arts, JROTC or a CTE cluster program. To complete the elective focus credits in a CTE program, all 3 credits must be in the same program of study. **Class fee possibly required for some classes. Check fee list in student handbook.

The CTE career clusters offered at Science Hill High School are

- **Advanced Manufacturing**
- **Agricultural, Food, and Natural Resources**
- **Architecture & Construction**
- **Arts, A/V Technology and Communications**
- **Business Management & Administration**
- **Education & Training**
- **Health Science**
- **Hospitality and Tourism**
- **Human Services**
- **Information Technology**
- **Law, Public Safety, Corrections & Security**
- **Marketing**
- **STEM (Science, Technology, Engineering, & Mathematics)**
- **Transportation, Distribution, and Logistics**

Advanced Manufacturing

Welding is a critical skill needed for many jobs ranging from construction and manufacturing to metal art. Highly skilled welders are always in demand and those willing to travel, the possibilities are endless. Novice welders can expect to find many different opportunities in a wide range of fields including pipe welding and ironworking to just name a few. Experienced welders can find work in these areas as well as many other industries including agriculture, transportation, construction, shipbuilding, nuclear energy, aviation, and aerospace. A welder's career opportunities expand by earning a degree from a technical school or college, and by their degree of knowledge and experience. Skills that make a good welder include: excellent hand-to-eye coordination, good fine motor skills, an inquisitive mind as to how things work and go together, patience and good communication skills.

Program of Study

Welding	Principles of Manufacturing	Welding I	Welding II
<i>CTE Student Organization: Skills USA EPSO: OSHA 10</i>			

PRINCIPLES OF MANUFACTURING

One Semester	1 credit	Grade 10-12
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Principles of Manufacturing is designed to provide students with exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Machining Technology, Electromechanical Technology, Mechatronics, and Welding. In order to gain a holistic view of the advanced manufacturing industry, students will complete all core standards, as well as standards in two focus areas. Throughout the course, they will develop an understanding of the general steps involved in the manufacturing process and master the essential skills to be an effective team member in a manufacturing production setting.

WELDING I

One Semester	1 credit	Grade 10-12
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Prerequisite: Principles of Manufacturing with minimum grade of C

A course in which students will learn basics skills and knowledge related to cutting and welding applications. Course content includes safe practices, career research, leadership development, and basic arc welding and thermal cutting skills. Combined with the second- and third-year courses, Basic Principles of Welding and Welding Applications and Certification, the student should be prepared for Entry Level Welder Certification, as defined by American Welding Society QC10.

WELDING II

One Semester	1 credit	Grade 11-12
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Prerequisite: Welding I with minimum grade of C

A course designed to follow Introduction to Welding, in which students will learn more advanced skills and knowledge related to cutting and welding applications. Development of welding and cutting skills will be continued in the context of a series of projects. Combined with the third-year course, Advanced Welding Applications and Certification, the student should be prepared for Entry Level Welder Certification, as defined by American Welding Society QC10.

Agriculture, Food, & Natural Resources

Horticulturalists work with plants, applying their knowledge to fruits, vegetables, ornamentals, and non-food crops to maximize their health and growth. Careers include plant pathologists, farmers, biochemists, irrigation specialists, horticulture specialists, landscape designer, and turf managers to just name a few.

Program of Study

Horticulture Science	Principles of Plant Science and Hydroculture	SDC Intro to Plant Science	Landscaping and Turf Management
<i>CTE Student Organization: National FFA Organization (FFA) EPSO: OSHA 10, Statewide Dual Credit</i>			

PRINCIPLES OF PLANT SCIENCE AND HYDROCULTURE

One Semester	1 credit	Grade 9-12
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This course introduces students to the vast areas of the horticulture industry. Topics include leadership, greenhouse management, garden center operations, floriculture, nursery operations, landscaping, and turfgrass management. An introduction to plant and soil science is included as a necessary foundation to the success of today's horticulturist.

SDC INTRO TO PLANT SCIENCE

One Semester	1 credit	Grade 10-12
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Prerequisite: *Principles of Plant Science and Hydroculture & Biology 1; can count as a 3rd lab science course*

This course is to prepare students with interests in higher-level, science-based plant agriculture. Students enrolled in this course will study rigorous standards related to the principles of plant growth, cell structure and functions, heredity and genetics (molecular biology), plant breeding and improvement, hormones and growth regulations, chemical nature of plant life, flower structure and function, seed formation and germination, DNA and biotechnology, and emerging technologies. Students will use scientific investigation to determine a plant problem. Today's agriculture students are preparing to meet the needs of a growing world.

LANDSCAPING AND TURF MANAGEMENT

One Semester	1 credit	Grade 10-12
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Prerequisite: *SDC Intro to Plant Science*

This course includes standards to prepare students for creating beautiful environments for homes and businesses. This includes site analysis and preparation, landscape drawing, plant selection, and installation. Maintenance of healthy attractive landscapes and turf areas will be emphasized. With the increase of urban sprawl these career opportunities are increasing daily. Plant science and leadership skills taught in this class will prepare students to meet the demands of this exciting industry.

Architecture & Construction

Individuals pursuing a career in the Architecture and Construction cluster work on new structures, restorations, additions, alterations, and repairs. Careers include architectural and civil drafter or engineer, residential or commercial carpenter, construction worker, electrician, plumber, and painter to just name a few.

Program of Studies

Architectural & Engineering Design	Architectural & Engineering Design I	Architectural & Engineering Design II	Architectural & Engineering Design II	
	<p><i>CTE Student Organization: Skills USA, TSA</i></p> <p><i>EPSOs: Students enrolled in Architecture & Engineering Design II and III will have the opportunity to earn college credit at Northeast State Community College by taking the following Dual Credit Exams: DRAF1210 Computer Aided Drafting I and ENGR 1110 Engineering Graphics. These credits may be transferable to other institutions.</i></p> <p><i>Students enrolled in Architecture & Engineering Design III will be given the opportunity to attain the CSWA (Certified Solidworks Associate) certification or the ACU (AutoCAD Certified User) certification.</i></p>			
Residential & Commercial Construction	Fundamentals of Construction	Residential & Commercial Construction I	Residential & Commercial Construction II	Construction Practicum
	<p><i>CTE Student Organization: Skills USA</i></p> <p><i>ESPO: OSHA 10</i></p>			
Mechanical, Electrical, & Plumbing (MEP) Systems	Fundamentals of Construction	MEP Systems	Electrical Systems	Construction Practicum
	<p><i>CTE Student Organization: Skills USA</i></p> <p><i>ESPOs: OSHA 10, Dual Enrollment Credit through NeSCC for ENST 1350 – Industrial Safety and ELEC 1010 – Introduction to Electricity</i></p>			

ARCHITECTURAL & ENGINEERING DESIGN I

One Semester

1 credit

Grade 9-12

Prerequisite: Credit in Algebra 1

Architectural & Engineering Design I is a foundational course in the Architecture and Construction cluster for students interested in a variety of engineering and design professions. Upon completion of the course, proficient students will be able to create technical and architectural drawings of increasing complexity. Students will build foundational skills in sketching, manual drawing, computer aided drawing, and visualization of three-dimensional objects in a two-dimensional environment. Students will perfect drawing skills using both manual drafting equipment and AutoCAD. Students will conduct a research project to become informed about engineering and architectural career opportunities that peak students' individual interests. Students will compile evidence of skills learned in a portfolio which will be continued in future Architectural and Engineering Design Classes.

ARCHITECTURAL & ENGINEERING DESIGN II

One Semester **1 credit** **EPSO** **Grade 10-12**

Prerequisite: Architectural & Engineering Design I; minimum grade of B

Architectural & Engineering Design II is a continuation of Architectural & Engineering Design I. Students will continue to learn technical drawing standards in dimensioning, sectioning, auxiliary view, architectural floor plan design, bridge design as well as other design projects. Students will create 3D models of a bridge design or an architectural structure. Students will take field measurements of a structure and in turn create a working drawing for that structure. This course includes an engineering research project that will increase student knowledge of careers and practices in engineering and architecture related fields of employment. Students will continue to compile artifacts for inclusion in a portfolio which they will carry with them throughout the full sequence of courses in this program of study.

ARCHITECTURAL & ENGINEERING DESIGN III

One Semester **1 credit** **EPSO** **Grade 11-12**

Prerequisite: Architectural & Engineering Design II, minimum grade of B

Architectural & Engineering Design III is the third course in the Architectural and Engineering Design program of study. In this advanced course, students will apply technical drawing and design skills developed in the previous courses. This course uses online training to introduce leading industrial 3D software such as Solidworks and Revit. Students will initiate and complete a design project that reflects their engineering/architecture/design interests. Students develop a project management guide, create 3D models, and standard working drawings for their project. Students will work in teams to complete class projects of increasing difficulty. In this process, students will expand their problem-solving and critical thinking skills by assessing the requirements of a project alongside the available resources in order to accomplish realistic planning. Upon completion, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs. Students will be able to utilize industry-specific technology to create visual representations of individual projects including 3D modeling software and 3D printing. Students will continue to compile artifacts for inclusion in a personal portfolio that will reflect their skill proficiency in the Architectural & Engineering Design Program of Study.

FUNDAMENTALS OF CONSTRUCTION

One Semester **1 credit** **EPSO** **Grade 9-12**

This course will introduce students to basic skills and knowledge applicable to all construction trades. Topics covered include safety, construction drawings, site layout, hand and power tools, linear and angular measurements, and application of algebraic and geometric principles to construction problems.

RESIDENTIAL & COMMERCIAL CONSTRUCTION I

One Semester **1 credit** **EPSO** **Grade 10-12**

Prerequisite: Fundamentals of Construction

A course that will introduce students to basic skills and knowledge related to residential and commercial carpentry. Topics covered include wood, metal, and concrete building materials; fasteners; hand and power tools; fabrication based on construction plans; and framing of platform and post-and-beam structures, in both wood and metal. This course gives students an introduction to the skill and knowledge base typically required for apprentice carpenters.

RESIDENTIAL & COMMERCIAL CONSTRUCTION II

One Semester **1 credit** **EPSO** **Grade 10-12**

Prerequisite: Residential & Commercial Construction I

A course in which students will extend their skills and knowledge related to residential and commercial carpentry. Topics covered include stairs, installation and trim of windows and doors, installation and repair of gypsum wallboard, advanced site layout, exterior finish work, thermal and moisture protection, and an introduction to welding. This course gives students a substantial skill and knowledge foundation typically required for apprentice carpenters.

MEP SYSTEMS

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Fundamentals of Construction

Mechanical, Electrical, & Plumbing Systems prepares students for electrical, plumbing, and HVAC careers by introducing students to the physical principles of these systems and the fundamental skills needed to work with them. Upon completion of this course, proficient students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits, as well as demonstrate understanding in fundamental concepts of electricity theory (i.e., Ohm's Law). Students will be able to apply proper tools and procedures to perform basic operations with plastic piping, including measuring, cutting, and joining pipe. Furthermore, students will be able to apply mathematics concepts to solve HVAC, electrical, and plumbing problems.

ELECTRICAL SYSTEMS

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: MEP Systems; optional NeSCC dual enrollment credits for ENST 1350 – Industrial Safety and ELEC 1010 – Introduction to Electricity

This course prepares students for careers as electricians across a variety of residential and commercial environments. Upon completion of this course, proficient students will be able to implement safety procedures and tools to perform operations with device boxes, conduit, raceway systems conductors, and cable. Students will read and interpret the National Electrical Code, drawings, specifications, and diagrams to determine materials and procedures needed to complete a project.

CONSTRUCTION PRACTICUM

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Completion of Residential and Commercial Construction and/or MEP elective focus with at least a B in each class. Student must be a Junior or Senior and be approved by teacher(s) to sign-up.

Construction Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. Students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of on-site and off-site construction projects. A principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well.

Arts, A/V Technology & Communications

Broadly, individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate, and repair the equipment of audiovisual communications. They are involved in the presentation of sound, video, and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums, and museums. The major activity sectors in the AV communications industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products, and large end-users.

Program of Study

Audio/Visual Production	A/V Production I	A/V Production II	A/V Production III	Applied Arts Practicum
<i>CTE Student Organization: Future Business Leaders of American (FBLA)</i>				

A/V PRODUCTION I

One Semester	1 credit	Grade 9-10
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A/V Production I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in A/V (audio/visual) production occupations. Proficient students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish basic skills in Page 2 operating cameras, basic audio equipment, and other production equipment.

A/V PRODUCTION II

One Semester	1 credit	Grade 10-12
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Prerequisite: A/V Production I

This course advances technical skill in utilizing industry equipment related to lighting and audio, and it places special emphasis on the research and technical writing involved in planning Page 2 productions. Proficient students will be able to plan, capture, and edit research-based productions of increasing complexity, individually and through collaboration in teams. In addition to more robust career preparation, standards in this course include an investigation of concerns affecting A/V production businesses, such as ethical and legal issues, technology, funding, and the organization of professional roles in various industries.

A/V PRODUCTION III

One Semester	1 credit	Grade 11-12
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Prerequisite: A/V Production II with a minimum grade of C

Students in this course will apply knowledge and skills from previous courses in the program of study to create productions both independently and in teams, with the option of participating in a work-based learning experience for additional Page 2 credit. Students will use industry equipment and technology to complete all phases of the production process, including planning, coordinating, capturing, editing, and distributing productions. Standards in this course include policies and regulations, independent and collaborative productions, distribution of media, and the production of live events.

APPLIED ARTS PRACTICUM

One Semester	1 credit	Grade 12
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This is a capstone course where students apply the skills and knowledge learned in previous courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by professionals in these careers, students learn to refine their skills in problem solving, research, communication, teamwork, and project management through the completion of a course-long project.

Business, Management & Administration

The business, management and administration career cluster can give you the business skills essential to efficient, productive operations for any company. Professional offices, law firms, and corporate headquarters require bookkeepers, administrative assistants, and office specialists to keep their operations running smoothly. As technology becomes more advanced and businesses grow, the need for staff with expertise in office administration and software is a valuable asset. People with great computer skills will be in demand.

Program of Study

Office Management	Computer Applications	Business Communications	Advanced Computer Applications
	<i>CTE Student Organization: Future Business Leaders of American (FBLA) EPSOs: Local Dual Credit NeSCC & ETSU, Industry Certification: Microsoft Office Specialist</i>		

COMPUTER APPLICATIONS

One Semester	1 credit	EPSO	Grade 9-12
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Students will use a variety of computer software and hardware tools; explore the social, business, and ethical issues of using computer technology; and develop skills in word processing, spreadsheet, database, and presentation applications. Students who complete this course have the opportunity to take an articulation exam for college credit.

BUSINESS COMMUNICATIONS

One Semester	1 credit		Grade 10-12
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Prerequisite: Computer Applications with minimum grade of C or had Advanced Computer Applications

Students will practice choosing and using appropriate tools for business communications with particular emphasis on electronic media. Though communications activities will have a business focus, all students who intend to continue in post-secondary education will benefit from practice in finding and validating electronic resources, using review and developer tools in Microsoft Word, and using electronic means of communication like email and blogs for professional purposes. Students also use Adobe Illustrator and InDesign to design infographics and illustrations.

ADVANCED COMPUTER APPLICATIONS

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Computer Applications with minimum grade of C

Through project-based learning activities students will practice problem solving, leadership, and communication skills using integrated technologies and advanced Microsoft Office skills. Students may choose areas of specialization and pursue industry certification in Microsoft Office. Additionally, students can earn up to 6 hours college credit at Northeast State and 3 hours at ETSU.

Education & Training

Teaching as a Profession is designed for students interested in becoming an educator. In this program of study, course content covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, educational technology, classroom management, lesson planning, professionalism, and more. Upon completion of this POS, students will have participated in an internship placement and built a professional portfolio in preparation for advanced training as future educators at the postsecondary level.

Program of Studies

Teaching as a Profession K-12	Introduction to Teaching as a Profession	Teaching as a Profession I	Teaching as a Profession II	Teaching as a Profession Practicum
	<i>CTE Student Organization: Family, Career and Community Leaders of America (FCCLA)</i>			

INTRODUCTION TO TEACHING AS A PROFESSION

One Semester	1 credit	Grade 9-11
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Introduction to Teaching as a Profession is a foundational course in the Teaching as a Profession program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

TEACHING AS A PROFESSION I

One Semester	1 credit	Grade 10-12
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Prerequisite: *Introduction to Teaching as a Profession*

This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator.

TEACHING AS A PROFESSION II

One Semester	1 credit	Grade 10-12
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Prerequisite: *Teaching as a Profession I*

This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study.

TEACHING AS A PROFESSION PRACTICUM

One Semester	1 credit	Grade 11-12
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Prerequisite: *Teaching as a Profession II*

Teaching as a Profession (TAP) Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Health Science

According to US News and World Report Top 100 Jobs, 52 of the top 100 careers are in healthcare or healthcare support. With over 250 careers in the Health Science field, the possibilities are endless. The Health Science Career Cluster is divided into three different pathways: Nursing Services, Therapeutic Services, and Sport and Human Performance.

Health Science Education is the foundation course for the Health Science Cluster and is a prerequisite for all additional courses. Anatomy & Physiology is a required upper level course for all pathways. A & P is designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology.

With many healthcare careers expected to experience a significant shortage of trained staff, students can prepare to enter the job market or pursue continuing education in a healthcare field during their high school experience.

Program of Studies

Emergency Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Emergency Medical Services
Nursing Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Honors Nursing Education
Sports and Human Performance	Health Science Education	Rehabilitative Careers	Human Anatomy and Physiology	Honors Clinical Internship OR (as an elective only-will not count toward cluster) Medical Terminology
Therapeutic Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Honors Clinical Internship OR Honors Pharmacological Science
<p><i>CTE Student Organization: Future Health Professionals (HOSA)</i> <i>EPSOs: Industry Certification – CNA & Pharmacy Tech, OSHA 10, CPR; Local Dual Credit NeSCC – Medical Terminology, Clinical Internship</i></p>				

Hospitality and Tourism

The Hospitality and Tourism cluster offers the Culinary Arts pathway to give students the employment skills required in the food service industry. Students will learn customer service, sanitation and safety, use of commercial food service equipment, and food preparation.

Program of Studies

Culinary Arts	Culinary Arts I	Culinary Arts II	Culinary Arts III
<i>CTE Student Organization: Family, Career & Community Leaders of America (FCCLA) EPSO: ServSafe Manger National Certification</i>			

CULINARY ARTS I

One Semester	1 credit	Grade 9-11
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Culinary Arts I equips students with the foundational knowledge and skills to pursue careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have knowledge in the components of commercial kitchen safety and sanitation, history of the foodservice industry, careers, nutrition, recipe basics, proper kitchen tools and equipment, and kitchen staples.

CULINARY ARTS II

One Semester	1 credit	Grade 10-12
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Prerequisite: Culinary Arts I with a minimum grade of B

Culinary Arts II is an applied-knowledge course to prepare students for careers in the culinary field as a personal chef, caterer, executive chef, and food and beverage manager. Upon completion of this course, proficient students will have an understating of commercial kitchen safety and sanitation, menu planning, food presentation, purchasing and inventory, preparation skills, cooking principles, and food preparation. Pro Start Certification available to those who qualify.

CULINARY ARTS III

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Culinary Arts II with a minimum grade of B

Culinary Arts III is an advanced course intended to further equip students with the skills and knowledge needed to pursue a variety of careers in the culinary field. Upon completion of the course, students will be proficient in components of commercial kitchen safety and sanitation, dining room service, food preparation and presentation, bakeshop preparation skills and equipment, and advanced cooking principles. Students will gain experience in commercial food production and service operations, while preparing for further training at the postsecondary level.

CULINARY ARTS IV

One Semester	1 credit	Grade 11-12
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Prerequisite: Culinary Arts III with a minimum grade of B

Culinary Arts IV is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as banquet cook, catering assistant, event planning assistant, and many other entry-level food and beverage industry career paths. Course content reinforces the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities.

Human Services

This cluster prepares students for careers that improve quality of life of others and promotes safe, healthy communities. Workers in human services better our lives by tending to our psychological, social, and physical needs. Careers include hairstylists or cosmetologists, child and family social workers, child care provider, health educators, and marriage and family therapists just to name a few. The Human Services cluster offers 2 different pathways.

Human and Social Science workers deal with family and individual needs. They help those who are unable to help themselves. Social health workers may work in homeless shelters, help with relief and counseling for victims of natural disasters, care for elderly, among many others. Students enrolled in this course work directly with our Topper Tots program.

Cosmetology workers assist individuals with their personal appearance, including shampooing, cutting, coloring, and styling hair; giving manicures, pedicures, and facial treatments.

If you have a strong desire to help others and want to make a difference in someone's life, then a career in Human Services may be for you. Individuals who show patience, understanding, and caring in their dealing with others are highly valued by employers.

Program of Studies

Human and Social Sciences	Introduction to Human Studies	Lifespan Development	Family Studies
	<i>CTE Student Organization: Family, Career & Community Leaders of America (FCCLA) EPSO: Local Dual Credit NeSCC and Tennessee Specific Industry Certification (TSIC) for Human & Social Sciences</i>		

Cosmetology	Cosmetology 1	Cosmetology 2	Cosmetology 3
	<i>CTE Student Organization: SkillsUSA EPSO: OSHA 10</i>		

INTRODUCTION TO HUMAN STUDIES

One Semester
1 credit
Grade 9-10

A foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. This course covers the human needs, overview of social services, career investigation, mental health, and communications. Lab component required in the course that includes: training and hands on experience working with children in the SHHS Topper Tots childcare program.

LIFESPAN DEVELOPMENT

One Semester	1 credit	Grade 10-11
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Prerequisite: Introduction to Human Studies with minimum of C; can also count as a social studies elective towards a humanities focus

Lifespan Development builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Lab component required in the course that includes: training and hands on experience working with children in the SHHS Topper Tots childcare program.

FAMILY STUDIES

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Lifespan Development with minimum of C

Family Studies is an applied knowledge course that examines the diversity and evolving structure of the modern family. Course standards focus on the demographic, historical, and social changes of interpersonal relationships, as well as parenting, and the effect of stressors on the family. Lab component required in the course that includes: training and hands on experience working with children in the SHHS Topper Tots childcare program.

COSMETOLOGY 1

One Semester	1 credit	Grade 9-11
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Prerequisite: None – Due to limited class enrollment, seniors may not register for this class. Supply kit required

The first level of cosmetology that prepares students with work-related skills for advancement into the Design Principles of Cosmetology course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of hair design, nail structure, and cosmetic procedures. Laboratory facilities and experiences simulate those found in the cosmetology industry.

COSMETOLOGY 2

One Semester	1 credit	Grade 10-12
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Prerequisite: Cosmetology 1 & Teacher approval. Students must maintain a B average; supply kit required.

The second level of cosmetology prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee Board of Cosmetology Shampoo examination for a Tennessee Shampoo Technician License.

COSMETOLOGY 3

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Cosmetology 2 & Teacher approval. Students must maintain a B average

The advanced level of cosmetology prepares students to perform work-related services using chemicals in the cosmetology industry. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Laboratory facilities and experiences will be used to simulate cosmetology work experiences. Students completing this portion of the course of cosmetology will acquire the necessary hours to transfer to a post-secondary course of study to complete the hours needed to be eligible to take the Tennessee State Board of Cosmetology examination for the Tennessee Cosmetology License. Upon completion and acquisition of 300 hours, students are eligible to take the Tennessee State Board of Cosmetology Shampooing examination for a Shampoo Technician License.

Information Technology

Information Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy - from Financial Services to Medical Services, Business to Engineering and Environmental Services. Anyone preparing for an IT career should have a solid grounding in math and science.

Program of Study

Networking Systems	Computer Science Foundations	Computer Systems	Networking	Cabling and Internetworking
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COMPUTER SCIENCE FOUNDATIONS

One Semester	1 credit	Grade 9-11
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A course that exposes students to various information technology occupations. Proficient students will be able to describe various information technology (IT) occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession.

COMPUTER SYSTEMS

One Semester	1 credit	Grade 10-12
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Prerequisite: Computer Science Foundations and Algebra 1

An intermediate course that provides students the opportunity to acquire knowledge in both theory and practical applications pertaining to hardware, operating systems, safe mode, command prompt, security, networking, printers, peripheral devices, laptops, mobile devices, troubleshooting, and customer service management. Proficient students will have acquired skills and knowledge to install, configure, and maintain computer systems. Proficient students will be eligible to pursue the IT industry-standard credential, CompTIA's A+ certification.

NETWORKING

One Semester	1 credit	Grade 10-12
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Prerequisite: Computer Systems

An advanced course designed to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. Proficient students will identify types of networks, understand the layers of the open systems interconnection (OSI) model, prevent security risks, and apply troubleshooting theory to the successful execution of networking tasks. Preparation is for the CompTIA Network+ exam.

CABLING AND INTERNETWORKING

One Semester	1 credit	Grade 11-12
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Prerequisite: Networking

An advanced course that equips students with the conceptual and practical skills necessary to install voice and data network cabling. Emphasizing industry standards, types of media and cabling, physical and logical networks, and signal transmission, proficient students will have skills in cable termination, reading network design documentation, pulling and mounting cable, setting up telecommunications rooms, basic cable testing and troubleshooting.

Marketing

Marketing, sales, and service workers help businesses sell products. Managers oversee and direct all the advertising, marketing, sales, and public relations responsibilities. This cluster will prepare students for careers in planning, managing, and performing marketing activities to reach organizational objectives. Individuals with great communication and computer skills are highly valued by employers.

Program of Study

Marketing Management	Introduction to Business & Marketing	Marketing & Management I: Principles	Advertising & Public Relations
	<i>CTE Student Organization: Future Business Leaders of America (FBLA)</i>		

INTRODUCTION TO BUSINESS & MARKETING

One Semester	1 credit	Grade 9-10
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Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

MARKETING AND MANAGEMENT I: PRINCIPLES

One Semester	1 credit	Grade 10-12
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Prerequisite: Introduction to Business & Marketing; this course satisfies the economics credit for graduation

Principles focuses on the study of marketing concepts and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter includes economics, marketing foundations/functions, and human resource leadership development. Skills in communication, mathematics, economics and psychology are reinforced in this course.

ADVERTISING AND PUBLIC RELATIONS

One Semester	1 credit	Grade 10-12
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Prerequisite: Marketing and Management I: Principles

This course emphasizes concepts and strategies associated with the dynamic and changing means of communication in order to promote products, services, ideas and/or images. Students will be encouraged to examine this field from the viewpoints of the creative staff, business person and consumer.

STEM (Science, Technology, Engineering & Mathematics)

Program of Study

STEM	Principles of Engineering and Technology	Digital Electronics	Robotics & Automated Systems
	<i>CTE Student Organization: Skills USA</i>		

PRINCIPLES OF ENGINEERING & TECHNOLOGY

One Semester	1 credit	Grade 9-12
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Principles of Engineering and Technology is a foundational course in the STEM cluster for students interested in learning more about careers in engineering and technology. This course covers basic skills required for engineering and technology fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in the engineering design process. They can evaluate an existing engineering design, use fundamental sketching and engineering drawing techniques, complete simple design projects using the engineering design process, and effectively communicate design solutions to others.

DIGITAL ELECTRONICS

One Semester	1 credit	Grade 9-12
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Digital Electronics is intended to provide students with an introduction to the basic components of digital electronic systems and equip them with the ability to use these components to design more complex digital systems. Proficient students will be able to (1) describe basic functions of digital components (including gates, flip flops, counters, and other devices upon which larger systems are designed), (2) use these devices as building blocks to design larger, more complex circuits, (3) implement these circuits using programmable devices, and (4) effectively communicate designs and systems. Students develop additional skill in technical documentation when operating and troubleshooting circuits. Upon completion of the Digital Electronics course, proficient students will be able to design a complex digital system and communicate their designs through a variety of media.

ROBOTICS & AUTOMATED SYSTEMS

One Semester	1 credit	Grade 10-12
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Robotics & Automated Systems is an applied course for students who wish to explore how robots and automated systems are used in industry. Upon completion of this course, proficient students will understand the historical and current uses of robots and automated systems; programmable circuits, interfacing both inputs and outputs; ethical standards for engineering and technology professions; and testing and maintenance of robots and automated systems. Note: Standards in this course are presented sequentially for students' learning progression; however, instructors may tailor the order of course standards to their specifications. Students are expected to use engineering notebooks to document procedures, design ideas, and other notes for all projects throughout the course. Students will also be able to compete in MATE ROV Competition and FRC

Transportation, Distribution, & Logistics

Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will learn automotive preventative maintenance and servicing, electrical system diagnosis, replacing brakes, and steering and suspension components. Hours earned in the Maintenance and Light Repair courses may be used toward meeting National Automotive Technicians Education Foundation (NATEF) standards and Tennessee Department of Education standards. Upon completing all the Maintenance and Light Repair courses, students may enter automotive service industry as an ASE Certified MLR Technician. Advanced auto classes will alternate each school year to allow students to take all the areas. Classes prepare students for the A.S.E. test.

Program of Study

Automotive Maintenance and Light Repair	Maintenance & Light Repair I	Maintenance & Light Repair II	Maintenance & Light Repair III	Maintenance & Light Repair IV
<i>CTE Student Organization: Skills USA</i> <i>EPSO: Industry Certification: Automotive Service Excellence Student Certification</i> <i>ASE Entry-Level Certification Program</i>				

MAINTENANCE AND LIGHT REPAIR I

One Semester	1 credit	EPSO	Grade 9-11
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The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

MAINTENANCE AND LIGHT REPAIR II

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Maintenance & Light Repair I

The Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III. Students study automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories.

MAINTENANCE AND LIGHT REPAIR III

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: Maintenance & Light Repair I

The Maintenance and Light Repair III (MLR III) course prepares students for entry into Maintenance and Light Repair IV. Students study and service suspension and steering systems and brake systems.

MAINTENANCE AND LIGHT REPAIR IV

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Maintenance & Light Repair I, II & III & Teacher Approval

The Maintenance and Light Repair IV (MLR IV) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, and practice workplace soft skills.

Special Programs

PEER TUTORING

One Semester	1 credit	Grade 11-12
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Must submit application with three teacher recommendations. Must have a minimum GPA of 3.0, attendance rate of 90% the previous term and acceptable discipline record

Peer tutoring is an opportunity for students who are excited and willing to help other students. Students who are interested in peer tutoring will be assigned to working in one of the following settings: CDC (comprehensive developmental class) classroom, 1:1 in the general education setting (academic class), 1:1 or small group in an elective or CTE class (Culinary, PE, Visual Arts, Theater, etc.). Student preferences as to what setting they would like to be placed will be taken into consideration. A reflective journal will be completed and turned into supervising teacher each 9 weeks.

STUDENT WORKER

One Semester	No credit	Grade 12
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Principal and teacher approval required; must submit application and have a minimum GPA of 3.0, attendance rate of 90% the previous term and acceptable discipline record; student must be on track to graduate

Student will be assigned to high need areas in the school to assist with office staff. Applications are available in main office or counselor.

TOPPER SUMMIT

One Semester	1 credit	Grade 11-12
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Topper Summit course focuses on cross-age mentoring in which High school students are matched with elementary and middle school students to form a mentoring relationship for the purpose of guiding and supporting the younger student. Reflective journal entries will be completed each week. Students in the course will also develop a post-secondary plan to prepare them for life after high school.

TOPPER TECH TEAM (T³)

One Semester	1 credit	Grade 11-12
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Must submit online application and have a minimum GPA of 3.0, acceptable attendance and discipline record. Students will be interviewed by teacher before being accepted

Students will assist daily with tech team responsibilities, including, but not limited to, Chromebook issues, Canvas, Google Docs, and instructional opportunities. Reflective journal entry to be completed and submitted to supervising teacher.

WORK-BASED LEARNING

One Semester	1 credit	Grade 11-12
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Requirements: Work-Based Learning Coordinator's approval (application)

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

4/6 Year Plan Checklist

Please indicate if you plan to seek an AP Diploma _____

	GRADE 9	CR
1	English 1	
2	Math	
3	Science	
4		
5		
6		
7		
8		
	TOTAL CREDITS	

	GRADE 10	CR
1	English 2	
2	Math	
3	Science	
4		
5		
6		
7		
8		
	TOTAL CREDITS	

	GRADE 11	CR
1	English 3	
2	Math	
3	Science	
4	U. S. History	
5		
6		
7		
8		
	TOTAL CREDITS	

	GRADE 12	CR
1	English 4	
2	Math	
3	U. S. Government/Economics	
4		
5		
6		
7		
8		
	TOTAL CREDITS	

Graduation Requirements			
English	4 credits		
Math (At Least 1 Per Yr) - Algebra 1, Geometry, Algebra 2, & one other higher math	4 credits		
Science - Biology, Chemistry or Physics, & one other Lab Science	3 credits		
U. S. History	1 credit		
U. S. Government	.5 credit		
Economics	.5 credit		
World History & Geography (9 TH -10 TH)	1 credit		
Lifetime Wellness	1 credit		
Physical Education	.5 credit		
Personal Finance	.5 credit		
			1 credit
			3 credits
			2 credits
			6 credits
			28 credits
			40 hours

Post-Secondary Plans: 5th year _____ 6th year _____

SCIENCE HILL HIGH SCHOOL GRADUATION STATUS CHECK SHEET

Use this form to check off the credits you have earned and the credits you are working on now. This will help you when selecting your courses for the next year. If you have any questions about graduation requirements or how to use this chart, please see your counselor.

Science Hill High School Graduation Requirements – 28 Credits

English – 4 credits	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> English 4	2 credits of same World Language	<input type="checkbox"/> <input type="checkbox"/>
Math – 4 credits Algebra 1, Algebra 2, Geometry, & Higher Math (Must enroll in math course every year)	<input type="checkbox"/> Algebra 1 (grade taken ___) <input type="checkbox"/> Geometry (grade taken ___) <input type="checkbox"/> Algebra 2 (grade taken ___) <input type="checkbox"/> (grade taken ___)	Elective Focus: 3 from the following 3 CTE credits in a POS, 3 add. Science & Math credits (above req), 3 humanities credits, 3 add. fine arts, 3 AP/DE credits, 3 add. JROTC, 2 add. PE credits + Human A&P	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science – 3 credits Biology, Chemistry or Physics, & 1 Lab Science	<input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Other Lab Science	World Language/Fine Arts Waiver <input type="checkbox"/>	Must complete additional 3 credit elective focus below
Social Studies – 3 credits	<input type="checkbox"/> World History & Geog. <input type="checkbox"/> US History & Geog. <input type="checkbox"/> Government (.5 credit) <input type="checkbox"/> Economics (.5 credit)	Waiver: 3 CTE credits in a POS, 3 add. Science & Math credits (above req), 3 humanities credits, 3 add. fine arts, 3 AP/DE credits, 3 add. JROTC, 2 add. PE credits + Human A&P	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Wellness – 1 credit	<input type="checkbox"/>	Electives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
P.E. – 1/2 credit PE Waiver	<input type="checkbox"/> PE ½ credit <input type="checkbox"/> PE Waiver	Minimum of 6 additional elective credits required for graduation	
Finance – 1/2 credit	<input type="checkbox"/>		
Fine Art – 1 credit (Visual Art, Theatre, Ceramics, Chorus, Band, or Orchestra)	<input type="checkbox"/>		
JROTC – 2 credits 1 additional credit	<input type="checkbox"/> Wellness & PE sub <input type="checkbox"/> Government & Finance sub		
Sr. Form/Fee _____ FAFSA _____ Resume _____ Parchment _____		40 Hours Community Service	<input type="checkbox"/> Completed
		Civics Test	<input type="checkbox"/> Completed
		ACT/SAT	<input type="checkbox"/> Completed

Course Name: Organic Chemistry Honors

Course Justification (8000 character limit) (Respond to why this course should be offered to your students. Be thorough and specific. Your responses will be read by the state board members pending approval.

College-level organic chemistry is notorious for being considered a “weed-out” course for pre-med, pre-nursing, pre-dentistry, and pre-pharmacy students, and is also a required course for chemistry, biology, and biochemistry majors. Reviewing online statistics reveals that somewhere between 40% and 60% of students fail organic chemistry their first time taking it (Mooring et al., 2016). It is a challenging course because the material covered is not taught in first year chemistry or even AP chemistry in high school. By offering this course to our students, we will better prepare students who plan on majoring in biology, chemistry, or biochemistry and students who plan on attending medical, nursing, dental, or pharmacy school succeed in this challenging course. Further, by providing this course as a non-dual credit course through Science Hill, it will be more accessible to a wider variety of students.

In addition to preparing them for the above majors, organic chemistry has many real-life applications that will help students better connect with science and chemistry and can help inspire students to consider alternate careers they might not have previously considered. Organic chemistry impacts so many industries, including pharmaceuticals, petrochemical fuels and biofuels, clothing, paints, food additives, touch screens, plant science, detergents, plastics, agriculture, and cosmetics.

Finally, the laboratory portion of the course covers skills that most organic chemistry lab courses will expect students to know. Techniques like distillation, recrystallization, synthesis, separation via separatory funnel, vacuum filtration, chemical extraction, purification, and solubility testing will be conducted. Each lab will require a written lab report from students to give them experience writing technical, expository reports with the purpose of informing the reader of the results of the lab.

Source: Mooring, S. R., Mitchell, C.E., Burrows, N. L. (2016) Evaluation of a flipped, large-enrollment organic chemistry course on student attitude and achievement. *Journal of Chemical Education*, 93(12), 1972-1983 <http://dx.doi.org/10.1021/acs.jchemed.6b00367>

Course Description (8000 character limit) Describe the course content and overview of the material to be taught. Be thorough and specific. Your responses will be read by the state board members pending approval.

Recommended Textbook:

Organic Chemistry, 4th Ed, David R. Klein, ISBN (<https://www.wiley.com/en-us/Organic+Chemistry%2C+4th+Edition-p-9781119659594>)

Organic Chemistry is an advanced-level honors course in which students study the chemistry of carbon-containing compounds. Course topics include the nomenclature, characteristics, molecular bonding, stereochemistry, reactions, and synthesis of most classes of organic compounds. There is a major

concentration in the laboratory on the synthesis, purification, and verification of the structure of organic compounds using spectroscopy and other classical and instrumental means. The course culminates with a major student-directed laboratory analysis of an unknown compound. The intent of the course is to prepare students to take college-level organic chemistry.

All major functional groups are covered, including alkanes, alkenes, alkynes, alcohols, amines, amides, aldehydes, aromatics, acyl chlorides, carboxylic acids, conjugated dienes, esters, ethers, and ketones. Their nomenclature, properties, synthesis, reactions, and applications of each functional group class are discussed. The final unit will cover spectroscopy and other identification techniques to allow students to complete a final extended group project involving the identification of an unknown substance. Students will collect the melting or boiling point, solubility, reaction results, spectral data, and other observations in order to determine the identity of their unknown. Students will then create an investigative report and presentation about what their substance is and how they know, citing specific evidence that supports the structure they drew. In addition to this final project, there will be 2-3 additional research projects throughout the semester. One is on an organic chemist; the purpose of this project is to see how their findings/discoveries have impacted consumers and science today and see how science has evolved over time. Another project is on an FDA-approved pharmaceutical; the purpose of this project is to determine how the drug was discovered/created, what its use is, how it functions in the body, what its side effects are, and overall if the benefits outweigh the risks. A third project involves researching a food or cosmetic additive. This one is similar to the pharmaceutical project, involving researching how the additive was discovered/created, what its use is, where/how it is used, and if it is generally safe for consumption or if we should consider stopping its use.

For the laboratory component, the focus will be on practicing common laboratory techniques properly and to synthesize, purify, or analyze specific classes of compounds. Labs will include, but are not limited to, the following:

- Micro boiling point determination
- Micro melting point determination
- Distillation of impure acetone
- Extraction and purification of aspirin (from tablets)
- Synthesis of aspirin
- Synthesis and analysis of esters used as food/cosmetic additives
- Dehydration of an alcohol
- Decaffeination of coffee
- Determining the identity of an unknown substance

Unit 1: Intro to Alkanes and Bonding

Unit 2: Isomers and Conformers

Unit 3: Stereochemistry

Unit 4: Reactions of Alkenes and Alkynes

Unit 5: Substitution and Elimination Reactions

Unit 6: Alcohols, Amines, Ethers, and Epoxides

Unit 7: Aromatics

Unit 8: Carbonyls I (Carboxylic Acid Derivatives)

Unit 9: Carbonyls II (Aldehydes and Ketones)

Unit 10: Spectroscopy

Unit 11: Unknown Identification Project

Required teacher endorsement(s): Chemistry Endorsement Grades 7-12

Pre-requisite course(s): AP Chemistry (which includes the pre-reqs for AP Chem)

List the names and titles of individuals who developed this course: Alex Kinder, Teacher

ACADEMIC STANDARDS

Name of Course	Sports Psychology
Course Level	Introduction
District Name	Johnson City Schools
Subject Area	Psychology

List all academic standards that apply to this single course.

Code	Content Standard
P.10	Identify and describe the major structures of the brain
P.11	Identify and describe the methodology, including the tools, used to study the brain.
P.12	Identify and discuss the functions of the central nervous system.
P.14	Identify and describe the structure and function of the endocrine system and its impact on human behavior, including hormonal effects on the immune system.
P.27	Describe the use of hypnosis, meditation, and relaxation techniques, including the effects of each
P.38	Describe the relationship between attitudes (implicit and explicit) and behavior, including attributes associated with different types of behavior
P.39	Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms
P.40	Examine the nature and effects of stereotyping, prejudice, and discrimination.
P.41	Identify influences on aggression and conflict
P.47	Interpret psychological research to examine differences in individual, cognitive, and physical abilities
P.48	Explain the process of learning, including principles of operant and classical conditioning as well as methods of observation

P.49	Describe the differences between learning, reflexes, and fixed-action patterns.
P.50	Describe the processes of memory, including encoding, storage, and retrieval.
P.51	Identify the types of memory, and describe memory disorders, including amnesias and dementias
P.52	Describe the factors that influence how memories are retrieved and strategies for improving the retrieval of memories
P.53	Describe the cognitive processes involved in understanding information.
P.54	Define processes involved in problem solving and decision making.
P.58	Describe and discuss psychologically abnormal behavior, and examine how the stigma impacts relationships.
P.60	Analyze the impact of psychological disorders on the individual, family, and society.
P.61	Describe the availability of treatment for psychological disorders and the impact of treatment options on society.
HS.PW.7	Construct fitness goals (i.e., S.M.A.R.T.)
HS.MESH.1	Identify emotions and their effects on the mind and body.
HS.MESH.2	Recognize stressors and formulate personal stress management techniques
HS.MESH.6	Identify positive ways of resolving interpersonal conflict
PSR.1	Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).
PSR.2	Explain the role of the leader and follower within a group.
PSR.3	Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.
VPA.2	Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management)
AP PSYCH 7.1	Theories of Motivation
AP PSYCH 7.5	Introduction to Personality

Johnson City Schools

Women in US History Course (SY 2023-24)

Developed by: Jessica Connor, Kayla Edwards, Kortney Caldwell

Course Description

The main focus of *Women in US History* will be to highlight the important roles that women have played throughout American History. Instead of women appearing only now and then in familiar and predictable high points of a traditional US History course, this course will discuss how women, despite legal and cultural barriers, have been actively engaged in every phase of the nation's history. Women in US History will examine the experiences and contributions of diverse groups of women in American society and, specifically, Tennessee history. This course will provide knowledge about the social, historical and political roles of women. It will be reading and writing intensive.

Course Objectives

1. Students will be able to understand the historical significance of the contributions of women in US History.
2. Students will be able to analyze the economic, social, and political contributions of women in US History.
3. Students will be able to evaluate the changing roles of women in American society from the 18th century to present day.
4. Students will be able to explain the role of women in major historical events that shaped America.
5. Students will be able to evaluate the continuing impact of women's contributions to American society.

Alignment to State Standards

Social Studies Practice Standards

SSP.0-Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork)
- Media and technology sources

SSP.02-Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

SSP.03-Synthesize data from a variety of sources in order to:

- Establish accuracy and validity by comparing sources to each other
- Recognize disparities among multiple accounts

- Frame appropriate questions for further investigation

SSP.04-Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.05-Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to the present

US History Standards

US. 05 Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of:

- Alexander Graham Bell •John D. Rockefeller •Henry Bessemer •Nikola Tesla
- Andrew Carnegie •Cornelius Vanderbilt •Thomas Edison •Madam C.J. Walker
- J.P. Morgan

US. 07 Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including: • Angel Island • Competition for jobs • Ellis Island • Rise of nativism • Push and pull factors • Jacob Riis • Ethnic clusters • Chinese Exclusion Act and Gentleman’s Agreement • Jane Addams

US.13 Describe working conditions in industries during this era, including the use of labor by women and children. C, E, H

US.14 Explain the roles played by muckrakers and progressive idealists, including: • Robert M. La Follette, Sr. • Lincoln Steffens • President Theodore Roosevelt • Ida Tarbell • Upton Sinclair
C, H, P

US.18 Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the “Perfect 36.” C, H, P, T

US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including: • Role played by women and minorities • Voluntary rationing • Committee on Public Information • Opposition by conscientious objectors • Schenck v. United States decision C, E, H, P

US.30 Examine the growth and popularity of country and blues music, including the rise of: the Grand Ole Opry, W.C. Handy, and Bessie Smith. (T.C.A. § 49-6-1006) C, H, T, TCA

US.33 Describe the Harlem Renaissance, its impact, and important figures, including (T.C.A. § 49-6-1006): • Louis Armstrong • Duke Ellington • Langston Hughes • Zora Neale Hurston C, H, TCA

US.34 Describe changes in the social and economic status of women during this era, including: flappers, birth control, clerical and office jobs, and the rise of women's colleges. C, E, H

US.35 Examine challenges related to civil liberties and racial/ethnic tensions during this era, including (T.C.A. § 49-6-1006): • First Red Scare • Efforts of Ida B. Wells • Immigration Quota Acts of the 1920s • Emergence of Garveyism • Resurgence of the Ku Klux Klan • Rise of the NAACP C, E, G, H, P, T, TCA

US.52 Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society. C, E, H

US.79 Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other. (T.C.A. § 49-6-1006) C, E, G, H, P, T, TCA

US.93 Describe the increasing role of women and minorities in the American military, politics, and economy, including (T.C.A. § 49-6-1006): • Hillary Clinton • Colin Powell • Sandra Day O'Connor • Condoleezza Rice • Nancy Pelosi C, E, H, P, TCA

Tennessee History Standards

TN.31 Describe how the Civil War impacted various populations in Tennessee (e.g., African Americans, American Indians, and women). C, E, G, H, P, T

TN.45 Summarize the influence of and reactions to the temperance movement in Tennessee, including the murder of Senator Edward Carmack. C, H, P, T

TN.46 Describe Tennessee's impact on the suffrage movement, including the following: "Perfect 36," Harry Burn, Anne Dallas Dudley, and A.H. Roberts. C, H, P, T

TN.50 Describe major developments in country music (e.g., Grand Ole Opry, WSM, and the Carter family) and blues music (e.g., W.C. Handy and Bessie Smith) in Tennessee during this era. C, G, H, T

TN.56 Describe Tennessee's role in the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve). (T.C.A. § 49-6-1006) C, H, P, T, TCA

TN.61 Identify the contributions of influential Tennesseans of the era, including: • Lamar Alexander • Alex Haley • Pat Summitt • Howard Baker • Dolly Parton • Fred Thompson • Al Gore, Jr. • Wilma Rudolph • Oprah Winfrey C, E, H, P, T

Course Name: **Sports Psychology**

Course Justification (8000 character limit) (Respond to why this course should be offered to your students. Be thorough and specific. Your responses will be read by the state board members pending approval.

With the pandemic, mental health has been put in the spotlight. Sport has had its own unique challenges with regard to this environment which has put into focus the importance of the mental side of sport. The pandemic has highlighted the pressures sports people go through with regard to performing at a peak level day in and day out. During this time of bio-bubbles and being away from families the reliance on mental coaches has been brought into focus. This course will seek to address how psychology can address some of the problems athletes face and how they can leverage psychology to increase their teams or individual performance. Students who are also athletes could readily use the techniques and methods discussed in class and apply it to their own sport. This is a unique example for students to be able to put theory into practice. However, this course will be available to all students. Sports Psychology is a stand-alone elective that is accessible, novel and relevant for a great many high school students. Within the course, students will explore the science behind how athletes can enhance their performance through psychology, as well as why we love sports so much as a society. This course offers the opportunity for high-interest, high-level learning for all students, while also providing a potential segway for taking AP Psychology later on in their high school career.

Course Description (8000 character limit) Describe the course content and overview of the material to be taught. Be thorough and specific. Your responses will be read by the state board members pending approval.

Psychology is a scientific study of human behavior. In Sports Psychology, students will focus primarily on how we can influence our behavior in a performance setting. Students will not only study what happens during athletic performance, but will discover and practice ways to implement strategies to improve individual performance. Students will examine individual elements which are within their control that may influence their performance. Examining a growth vs fixed mindset, students will evaluate the way in which they may limit their abilities through their thinking such as viewing a task as impossible, something that is not achievable, or insurmountable. Rather, using a growth mindset, students will view themselves as capable, full of potential, and able to accomplish something new. One way to avoid the pitfalls of a fixed mindset is to set goals. Students will learn to set goals, how goals are important and the way we set goals leads to a more positive way in which we face challenges. This would be done through setting (S.M.A.R.T) goals. The importance of having specific goals which are measurable, realistic and timely- have a deadline are the most effective way in which students can set themselves up for success and believe in what they are doing. When thinking about what they are doing, students will also examine how they talk to themselves and how this influences their performance. Research has shown that we broadly, fall into two categories when we talk to ourselves, we can engage in positive or negative self-talk. Negative self-talk can lead to self-doubt and avoidance when approaching a task, whereas positive-self talk can lead to more self-confidence and

self-belief which can lead to an increase in our performance. Sport is full of stress, and performing in the moment. How can we manage our anxiety and stress? Sport psychology will also seek to address this through stress reduction and management techniques, in order that athletes can still perform successfully and not be overcome by anxiety. Within the course theories of motivation will be discussed as related to sport. As humans we are not all driven by the same wants. We will examine specific theories of motivation as they relate to the sports context, such as achievement motivation, being able to compete or chasing records. Arousal theory would discuss the excitement around competing, the thrill of victory. Self-determination theory would examine if athletes believe they have the necessary skills to compete. When performances don't go our way, when we lose, how do we deal with loss and how do we bounce back to compete again, and want to compete again. Mental resilience, will examine how athletes, bounce back, keep their confidence up, change their thinking and keep competing. Students will also examine case studies of athletes to showcase these skills in action.

Through the lens of sports, students will examine social-psychological concepts and topics such as:

- Growth mindset and success, motivation and confidence
- Relaxation through visualization, and positive self-talk
- Goal setting, focus, and mental resilience

Sport is not only about the individual, but about the team and society as a whole. Throughout the course students will examine the impact sport has in teamwork and working together, building friendship, working in groups. Students will also examine sports impact on society through a social identity framework.

Students will also address questions including:

- "Why might sports performance increase in front of an audience?"
- "Why do we become happy or sad when our sports team wins or loses?"
- "What causes people to form loyalty towards a sports team?"

Required teacher endorsement(s): **Psychology**

Pre-requisite course(s): **None**

List the names and titles of individuals who developed this course. **Jared Forbes**

ACADEMIC STANDARDS

Name of Course	Sports Psychology
Course Level	Introduction
District Name	Johnson City Schools
Subject Area	Psychology

List all academic standards that apply to this single course.

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PSR.3	Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.
VPA.2	Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management)
AP PSYCH 7.1	Theories of Motivation
AP PSYCH 7.5	Introduction to Personality



Building with Integrity Since 1967

Contract Modification Request – Budget Proposal

Date: January 18, 2022

To: Thomas Weems Architect
3203 Hanover Road
Johnson City, TN 37604

Re: **Grand Topper Hall Restroom Renovations
Interior Renovations - Science Hill High School**

We appreciate the opportunity to submit this budgetary proposal to furnish all labor, materials, and supervision to complete the requested changes in scope of work as follows:

1. This proposal is based on the preliminary plans for Option 1 including (4) single user ADA restrooms + (3) single user restrooms as shown in the attached documents. In addition, this proposal is based on the following additional documents.
 - a. Preliminary Architectural Narrative
 - b. Narrative for the Plumbing and Mechanical Toilet Renovations for New Topper Hall
 - c. Electrical Design Narrative
2. This estimate is based on additional information contained in the original plans, specifications, including fixtures and finishes used for the 400 Wing Restrooms and Cafeteria Restroom renovations.
3. Schedule is based on completing work during the summer break of 2023 in conjunction with the continuing renovations in progress. Lead times for doors, hardware, plumbing fixtures, mechanical, electrical, and communications devices, are expected to be at least twelve weeks. Approval of plans, final cost, and material submittals would be required at least twelve weeks prior to the anticipated start of work to complete the work during the summer break.
4. The following schedule of values on page 2, is submitted as a budgetary not to exceed amount, which is to be verified following review of final plans provided by the architect.

Contract Sum Adjustment: Add Deduct NTE \$364,227.00
Contract Time Adjustment: Add Deduct None

Please feel free to call if you have any questions.

Respectfully,

A handwritten signature in blue ink, appearing to read "Rodney Conduff", is written over a large, faint blue watermark of the Preston Construction Company logo.

Rodney Conduff, Project Manager
rodney@prestonconstructioncompany.com

**SHHS Grand Topper Restrooms
Schedule of Values**

1	Mobilization	\$	-
2	Bonds, Insurance, & Permits	\$	11,072.00
3	General Requirements	\$	24,050.00
4	Contractor O&P	\$	36,702.00
5	Demolition/Abatement	\$	27,390.00
6	Temporary Partitions /Containment	\$	2,500.00
7	Concrete	\$	6,363.00
8	Masonry	\$	3,599.00
9	Steel & Misc Metals	\$	4,542.00
10	Carpentry & Specialties	\$	5,409.00
11	Roofing/Patching	\$	1,200.00
12	Doors/Frames/Hardware	\$	17,395.00
13	Framing/Insulation/Drywall	\$	26,735.00
14	Acoustical Ceiling	\$	3,225.00
15	Tile Walls & Floors	\$	43,920.00
16	Painting	\$	3,120.00
17	Fire Sprinkler	\$	9,735.00
18	HVAC	\$	16,210.00
19	Plumbing	\$	64,930.00
20	Electrical & Communications	\$	56,130.00

Estimated Total	\$	364,227.00
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PRELIMINARY ARCHITECTURAL NARRATIVE

Project: Science Hill High School – Topper Hall Toilet Room Renovation

Date: November 28, 2022

1.1 BUILDING PROGRAM

Program	Area (ft ²)	Load Factor	Occ.
Single User Restroom (ADA) x 4	220		
Single User Restroom x 3	115		
Restroom Entrance	220		
Total Area:	555	Total Occ:	

Restroom Entrance

ADA Bi-level water cooler with bottle station

[4] Single User ADA Restrooms

ADA plumbing fixtures

Stainless steel manual toilet accessories

ADA Bi-level water cooler with bottle station

[3] Single User Restrooms

Plumbing fixtures

Stainless steel manual toilet accessories

1.2 BUILDING ENVELOPE

1.2.1 Floor

Cut and patch existing concrete slab on grade as required to install new plumbing.

Reinforced poured concrete slab on vapor barrier and compacted fill. 4 inches thick with welded wire fabric. Finish exposed concrete with sealer.

1.2.2 Structure

Provide steel lintel beam with plate at new opening in existing CMU wall. Span = 12 feet 8 inches.



3203 Hanover Road
Johnson City, TN 37604



P: (423) 952-2700
F: (423) 952-2702



thomasweemsarchitect.com

1.2.3 Roof

Existing roof system: EPDM over tectum deck. Cut and patch to install new plumbing waste vents. Patch and seal membrane to comply with existing Roof Total System warranty requirements.

1.3 BUILDING INTERIOR

1.3.1 Interior Wall Assemblies

Standard interior wall assembly shall be 3 5/8" 20 ga. light gauge metal studs with 5/8" gypsum board both sides. Assume all walls extend to deck with sound attenuating insulation except for small closets, janitor closets, etc.

All gypsum board to be impact resistant.

Water resistant gypsum board in restrooms.

1.3.2 Interior Doors/Windows

Doors: Flush 1-3/4" laminated plastic wood doors. Assume traceless laminate.

Frames: Hollow metal frames.

Hardware: Commercial Grade door hardware.

1.3.3 Finishes

Floor: CT at Restroom Entrance and Restrooms.

Base & Trim: 4" CT base

Walls: Epoxy paint on gypsum board at Restroom Entrance. CT at Restrooms.

Ceiling: Restrooms and Restroom Entrance to be 2x2 Armstrong School Zone in Prelude grid or similar.

1.3.4 Specialty Items / FF&E

Interior Panel Signs: As required by code at each Restroom.

Toilet Accessories: Stainless steel manual accessories. grab bars, toilet tissue dispenser, paper towel dispenser, soap dispenser

Corner Guards: Provide at outside corners in Restroom Vestibule. Stainless-steel.

1.4 Equipment & Furnishing

All Equipment and Furnishing to be provided by the Owner.

1.5 MEP

See Plumbing, Mechanical, and Electrical Narratives.



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Johnson City, TN 37604



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thomasweemsarchitect.com



Mechanical Design Services

P.O. Box 10025
Knoxville, Tn. 37919
P: 865.617.3181

NARRATIVE FOR THE PLUMBING AND MECHANICAL TOILET RENOVATIONS FOR NEW TOPPER HALL

PLUMBING:

DEMOLISH THE EXISTING TOILET PLUMBING FIXTURES, PIPING, ETC. TO ALLOW FOR THE INSTALLATION OF THE NEW FACILITY AS DESIGNED. INSTALL NEW UNDERGROUND SCHEDULE 40 PVC SANITARY SEWER PIPING TO EACH OF THE NEW FIXTURES. PROVIDE A FLOOR DRAIN IN EACH OF THE SEVEN INDIVIDUAL TOILETS PLUS ONE FLOOR DRAIN IN THE CENTRAL AREA OUTSIDE OF THE TOILET ROOMS. EXTEND THE SEWER PIPING UP IN THE WALLS FOR EACH OF THE WALL HUNG LAVATORIES. PROVIDE VENT PIPING FROM EACH LAV AND COLLECT TOGETHER ABOVE THE CEILING AND INSTALL A NEW 3" VTR. CONNECT TO THE EXISTING DOMESTIC COLD AND HOT WATER PIPING AND SERVE EACH FIXTURE AS REQUIRED. PROVIDE ISOLATION VALVES AT THE POINT OF CONNECTION TO THE EXISTING PIPING. INSULATE THE WATER PIPING AS REQUIRED BELOW. PROVIDE A MINIMUM OF TWO INDOOR HOSE BIBBS INSIDE A WALL BOX WITH KEY LOCK FOR USE IN CLEANING THE AREA IF NEEDED. LOCATE THE HOSE BIBBS ON EACH SIDE OF THE OPEN AREA. PROVIDE ONE SPLIT LEVEL ADA COMPLIANT DRINKING FOUNTAIN WITH BOTTLE FILLER LOCATED IN THE CENTRAL RESTROOM ENTRANCE AREA.

MATERIALS:

1. SANITARY SEWER WASTE AND VENT PIPING: SCHEUDULE 40 PVC MEETING ASTM 2665 STANDARDS
2. DOMESTIC COLD AND HOT WATER PIPING: TYPE L COPPER ABOVE GRADE AND TYPE K COPPER BELOW GRADE.
3. PIPING INSULATION: GLASS FIBER WITH ALL SERVICE JACKET, 1" THICK FOR HOT WATER AND 3/4" THICK FOR COLD WATER.
4. PLUMBING FIXTURES:
 - a. WATER CLOSETS: VITREOUS CHINA CLOSET WITH BATTERY OPERATED FLUSH VALVE . ALL WATER CLOSETS TO BE ADA HEIGHT.
 - b. LAVATORY: VITREOUS CHINA WALL HUNG LAV WITH BATTERY OPERATED FAUCET. INSULATE UNDER THE LAVS IN THE FOUR ADA TOILETS AS REQUIRED TO MEET ADA REQUIREMENTS. PROVIDE EACH LAV WITH AN IN WALL FLOOR MOUNTED CARRIER.
 - c. ADA BI-LEVEL DRINKING FOUNTAIN WITH BOTTLE FILLER: ELKAY MODEL LZSTL8WSSP OR APPROVED SUBSTITUTE.

MECHANICAL:

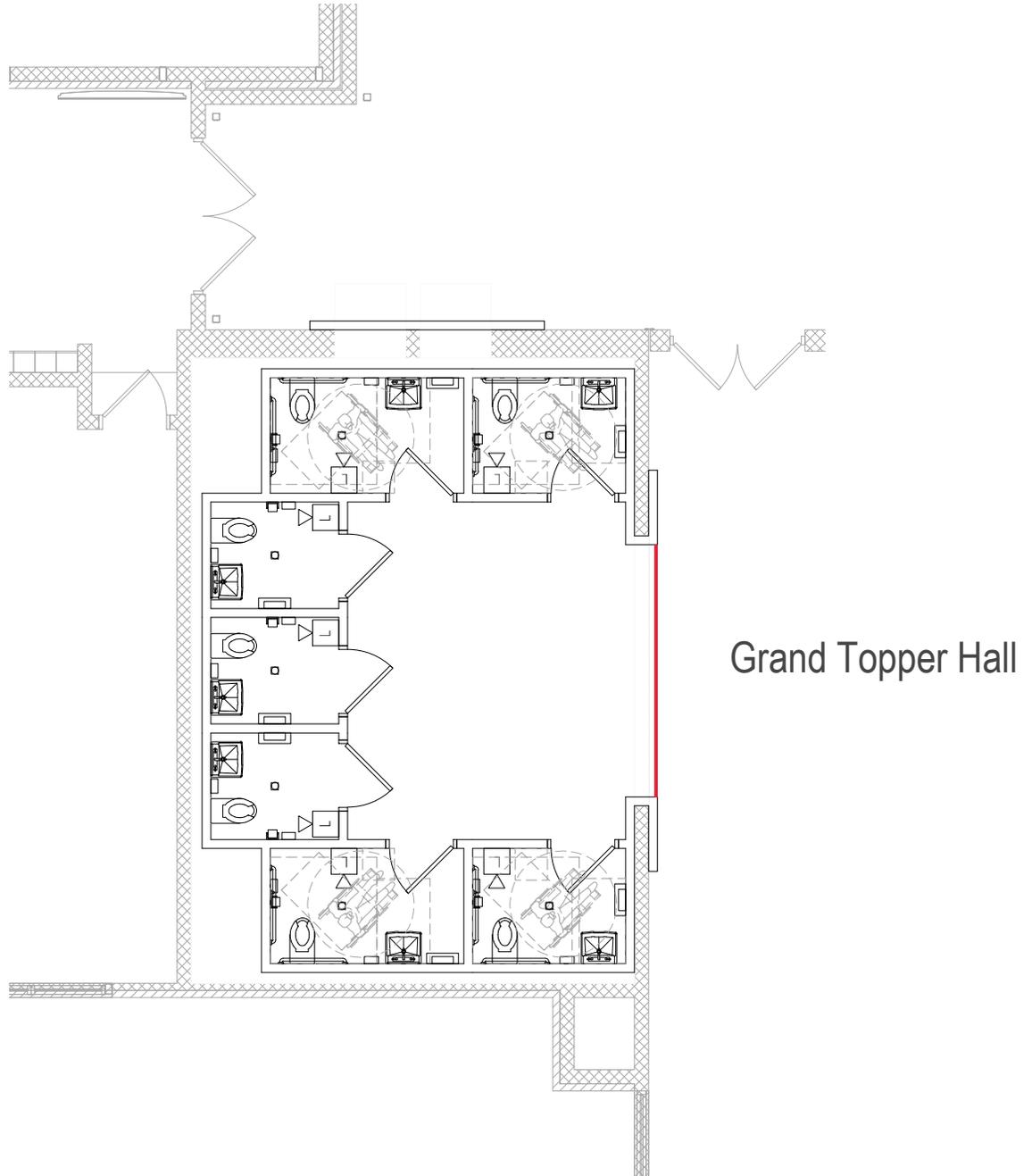
DEMOLISH THE EXISTING HVAC DUCTWORK, EXHAUST DUCTWORK, AND ROOF EXHAUST FAN SERVING THE EXISTING TOILETS. INSTALL A NEW METAL EXHAUST DUCTWORK SYSTEM FROM EACH TOILET AND COLLECT TO A NEW ROOF MOUNTED EXHAUST FAN. EACH TOILET SHALL HAVE 75 CFM OF EXHAUST AIR REMOVED THROUGH A CEILING MOUNTED GRILLE. PROVIDE A NEW ROOF EXHAUST FAN AND CURB WITH THE CAPACITY OF 525 CFM AT 0.375 ESP. CONNECT THE NEW EXHAUST FAN TO THE EXISTING TRANE CONTROL SYSTEM TO ALLOW THE FAN TO BE SCHEDULED ON DURING OCCUPIED HOURS AND OFF DURING UNOCCUPIED HOURS.

CONNECT TO THE EXISTING HVAC DUCT HEATING AND COOLING SYSTEM AND PROVIDE TWO NEW SUPPLY GRILLES IN THE OPEN AREA OUTSIDE THE SEVEN TOILETS. THE NEW SYSTEM SHALL BE TWO 10" DIA GRILLES EACH SUPPLYING APPROXIMATELY 300 CFM TO THE SPACE.

ELECTRICAL DESIGN NARRATIVE
SCIENCE HILL HIGH SCHOOL – TOPPER GRAND HALL TOILET RENOVATION
City of Johnson City Schools
December 6, 2022

- I. Electrical Scope:
 - A. Lighting: Provide new lighting fixtures and lighting controls in renovated toilets. All new lighting fixtures shall utilize LED lamping. Lighting fixture basis of design shall be the Kenall Rough Service 4'0" wrap, catalog No. MLHA5-48-F-MW-PP-45L35K-DCC-1-DV. Total number of fixtures will be as required to provide average of 50 fc in each renovated toilet. Equip each toilet room with at least one fixture with built-in battery backup for emergency egress purposes. New lighting controls in each toilet shall consist of a power pack, ceiling mounted occupancy sensor(s), and interface with wall controls, similar and equal to Lutron Power Pack, Lutron LRF2 sensors, and Lutron wireless Pico switch controls. New lighting fixtures shall be connected to existing local branch circuit wiring serving lighting in the renovation vicinity.
 - B. Power Distribution: Each renovated toilet space shall be provided with a 120-volt, 20-ampere GFCI duplex convenience receptacle for housekeeping purposes. These receptacles shall either be connected to local existing receptacle circuits that are in this area, or served with new circuit from a 20/1 circuit breaker in existing 120/208-volt panel. New branch wiring will also be provided to serve any new HVAC/Plumbing equipment that is being added on this project. Refer to Mechanical/Plumbing narrative for additional information. Necessary new circuits shall be served from existing panels as required.
 - C. Communications: Each renovated toilet shall be equipped with a new fire alarm visual strobe unit connected to building fire alarm system. Each renovated toilet shall also be provided with a new ceiling mounted intercom system paging speaker connected to receive "all call" paging announcements for building.

VREELAND ENGINEERS, INC.



SHHS - RESTROOMS @ GRAND TOPPER HALL
LAYOUT OPTION 1
SCALE: 1/8" = 1'-0"



INDIAN TRAIL
MIDDLE SCHOOL

JOHNSON CITY,
TENNESSEE

SYNTHETIC TURF
CONVERSION

AT INDIAN TRAIL MIDDLE
SCHOOL

307 CAR-MOL DR.
JOHNSON CITY, TN 37601

IT IS A VIOLATION OF LAW FOR ANY PERSON UNLESS THEY ARE ACTING UNDER THE DIRECTION OF A LICENSED PROFESSIONAL ENGINEER, ARCHITECT, LANDSCAPE ARCHITECT OR LAND SURVEYOR TO ALTER ANY ITEM OR ITEM IN AN EXISTING PLAN. THE SEAL OF A LICENSED PROFESSIONAL IS ALTERED. THE ALTERING ENGINEER, ARCHITECT, LANDSCAPE ARCHITECT OR LAND SURVEYOR SHALL STAMP THE DOCUMENT AND INCLUDE THE WORDS "ALTERED BY" FOLLOWED BY THEIR SIGNATURE, THE DATE OF SUCH ALTERATION, AND A SPECIFIC DESCRIPTION OF THE ALTERATION.

No. Submittal / Revision App'd. By Date

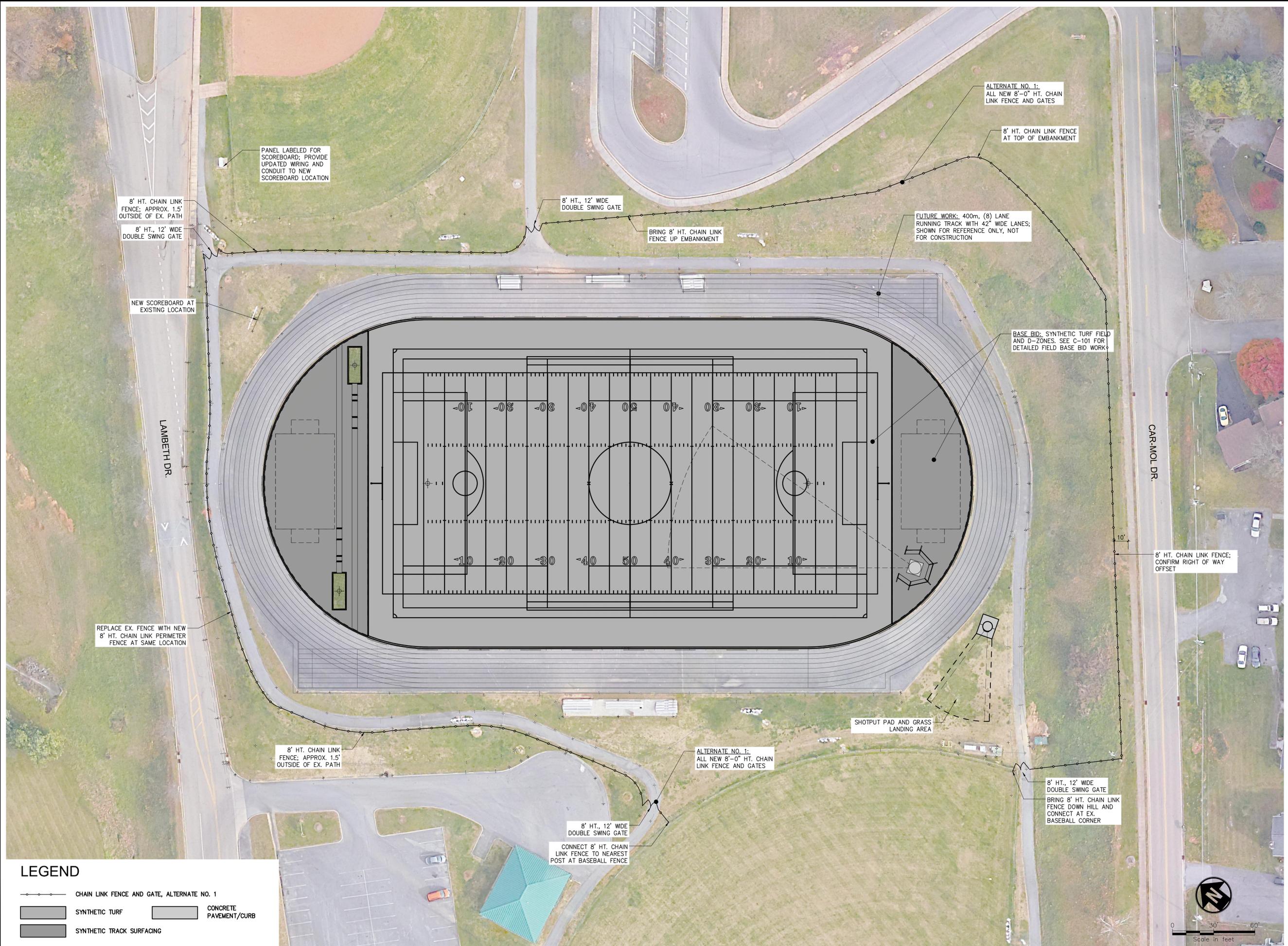
No.	Submittal / Revision	App'd. By	Date

OVERALL LAYOUT
PLAN

Designed By: TM	Drawn By: TM	Checked By: DD
Issue Date: 01/??/2023	Project No: 080051	Scale: AS SHOWN

Drawing No.:

C-100



PANEL LABELED FOR SCOREBOARD; PROVIDE UPDATED WIRING AND CONDUIT TO NEW SCOREBOARD LOCATION

8' HT. CHAIN LINK FENCE; APPROX. 1.5' OUTSIDE OF EX. PATH

8' HT., 12' WIDE DOUBLE SWING GATE

NEW SCOREBOARD AT EXISTING LOCATION

LAMBETH DR.

REPLACE EX. FENCE WITH NEW 8' HT. CHAIN LINK PERIMETER FENCE AT SAME LOCATION

8' HT. CHAIN LINK FENCE; APPROX. 1.5' OUTSIDE OF EX. PATH

8' HT., 12' WIDE DOUBLE SWING GATE

BRING 8' HT. CHAIN LINK FENCE UP EMBANKMENT

8' HT., 12' WIDE DOUBLE SWING GATE

CONNECT 8' HT. CHAIN LINK FENCE TO NEAREST POST AT BASEBALL FENCE

ALTERNATE NO. 1: ALL NEW 8'-0" HT. CHAIN LINK FENCE AND GATES

ALTERNATE NO. 1: ALL NEW 8'-0" HT. CHAIN LINK FENCE AND GATES

8' HT. CHAIN LINK FENCE AT TOP OF EMBANKMENT

FUTURE WORK: 400m, (8) LANE RUNNING TRACK WITH 42" WIDE LANES; SHOWN FOR REFERENCE ONLY, NOT FOR CONSTRUCTION

BASE BID: SYNTHETIC TURF FIELD AND D-ZONES. SEE C-101 FOR DETAILED FIELD BASE BID WORK

8' HT. CHAIN LINK FENCE; CONFIRM RIGHT OF WAY OFFSET

CAR-MOL DR.

SHOTPUT PAD AND GRASS LANDING AREA

8' HT., 12' WIDE DOUBLE SWING GATE
BRING 8' HT. CHAIN LINK FENCE DOWN HILL AND CONNECT AT EX. BASEBALL CORNER

LEGEND

- CHAIN LINK FENCE AND GATE, ALTERNATE NO. 1
- SYNTHETIC TURF
- CONCRETE PAVEMENT/CURB
- SYNTHETIC TRACK SURFACING



INDIAN TRAIL
MIDDLE SCHOOL

JOHNSON CITY,
TENNESSEE

IT IS A VIOLATION OF LAW FOR ANY PERSON, UNLESS THEY ARE ACTING UNDER THE DIRECTION OF A LICENSED PROFESSIONAL ENGINEER, ARCHITECT, LANDSCAPE ARCHITECT OR LAND SURVEYOR, TO ALTER AN LDR OR ANY MAP IF AN LDR BEARING THE STAMP OF A LICENSED PROFESSIONAL IS ALTERED. THE ALTERING ENGINEER, ARCHITECT, LANDSCAPE ARCHITECT OR LAND SURVEYOR SHALL STAMP THE DOCUMENT AND INCLUDE THE NOTATION "ALTERED BY" FOLLOWED BY THEIR SIGNATURE, THE DATE OF SUCH ALTERATION, AND A SPECIFIC DESCRIPTION OF THE ALTERATION.

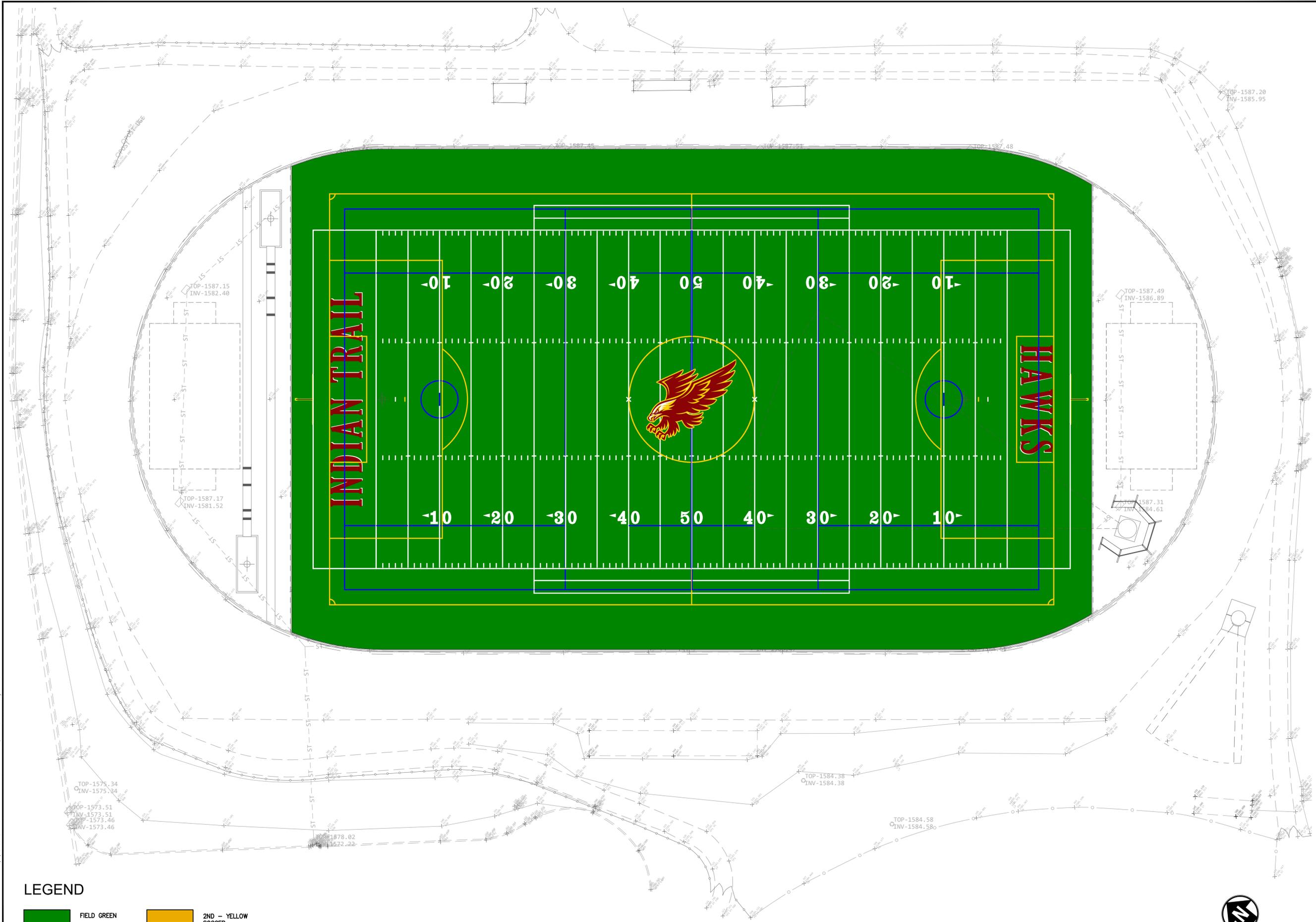
SYNTHETIC TURF
CONVERSION
AT INDIAN TRAIL MIDDLE
SCHOOL
307 CAR-MOL DR.
JOHNSON CITY, TN 37601

No.	Submittal / Revision	App'd.	By	Date

**FIELD STRIPING
PLAN**

Designed By: TM	Drawn By: TM	Checked By: DD
Issue Date: 01/??/2023	Project No: 080051	Scale: AS SHOWN

Drawing No.:
C-102



LEGEND

	FIELD GREEN		2ND - YELLOW SOCCER
	1ST - WHITE FOOTBALL		3RD - BLUE UNIFIED LACROSSE



0 20' 40'
Scale in feet

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RESOLUTION REQUESTING GENERAL ASSEMBLY TO AMEND TENNESSEE CODE ANNOTATED § 49-6-3115 TO ALLOW SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS FOR THIRD AND FOURTH GRADE STUDENTS

WHEREAS, the role of the Johnson City Board of Education is defined in Board Policy 1.101, which includes striving to provide the best educational opportunities for all children; and,

WHEREAS, the Johnson City Board of Education believes that retention decisions regarding students should be research-based, informed by multiple data sources, and include parental input; and,

WHEREAS, the Tennessee State Board of Education's Promotion and Retention Policy 3.300 lists a minimum of factors to be considered when identifying students for retention, including:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and,
7. The student's social and emotional maturity; and,

WHEREAS, the same Tennessee State Board of Education policy notes that, "Retention shall be considered only when it is in the best interests of the student;" and,

WHEREAS, retention may have adverse effects on students, including those with disabilities and at-risk students; and,

WHEREAS, other states that have adopted legislation regarding retention of third grade students have included a provision allowing school districts to promote students not proficient in ELA as measured by standardized tests based on school district data demonstrating an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, on this 6th day of February, 2023, that the Johnson City Board of Education urges the General Assembly to amend Tennessee Code Annotated § 49-6-3115 to allow school districts to make retention decisions for all students based upon the totality of data, discussion among stakeholders, and the expertise of education professionals regarding the best interests of each student.

ADOPTED by the Johnson City Schools Board of Education this, the 6th day of February 2023.

Kathy Hall, Board Chair

Jonathan Kinnick, Board Vice-Chair

Paula Treece, Board Secretary

Dr. Ginger Carter, Board Member

Herb Greenlee, Board Member

Thomas B. Hager, Jr., Board Member

Beth Simpson, Board Member

BOARD OF EDUCATION CALENDAR OF EVENTS

FEBRUARY 2023

February 6, 2023 Special Session to Review Policy, 5 p.m., Maple Room
February 6, 2023 Regular Board Meeting, 6 p.m., Board Room
February 13, 2023 Built In Snow Day
February 16-17, 2023 TSBA Legislative and Legal Institute

MARCH 2023

March 6, 2023 Regular Board Meeting, 6 p.m., Board Room
March 13-17, 2023 Spring Break
March 27, 2023 (TBD) SHHS Awards Program (hosted by BOE), 6 p.m., SH Auditorium
March 30 – April 3, 2023 COSSBA

April 2023

April 3, 2023 Regular Board Meeting, 6 p.m., Board Room
April 7, 2023 Vacation for students
April 10, 2023 Built-in Snow Day

May 2023

May 1, 2023 Regular Board Meeting, 6 p.m., Board Room
May 25, 2023 Last Day of School for 19-20 SY – ½ day for students
May 27, 2023 Administrative Day
May 27, 2023 SHHS Graduation, 10 a.m., Freedom Hall
May 29, 2023 Holiday for All Schools and All 12-month employees

June 2023

June 5, 2023 Regular Board Meeting, 6 p.m., Board Room

July 2023

July 3, 2022 (TBD) Regular Board Meeting, 6 p.m., Board Room (Subject to change)
July 4, 2023 Independence Day Holiday for all 12-month employees

<i>February 2, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>February 14, 2023</i>	<i>Valentine's Day</i>
<i>February 16, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>February 21, 2023</i>	<i>President's Day</i>
<i>March 2, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>March 13-17, 2023</i>	<i>Johnson City Schools Spring Break</i>
<i>March 12, 2023</i>	<i>Daylight Savings Time Begins</i>
<i>March 16, 2022</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>March 17, 2023</i>	<i>St. Patrick's Day</i>
<i>April 6, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>April 7, 2023</i>	<i>Good Friday</i>
<i>April 16, 2023</i>	<i>Easter Sunday</i>
<i>April 20, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>May 4, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>May 5, 2023</i>	<i>Cinco de Mayo</i>
<i>May 14, 2023</i>	<i>Mother's Day</i>
<i>May 18, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>May 29, 2023</i>	<i>Memorial Day</i>
<i>June 1, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>June 15, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>June 18, 2023</i>	<i>Fathers' Day</i>
<i>July 6, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>
<i>July 4, 2023</i>	<i>Independence Day</i>
<i>July 20, 2023</i>	<i>City Commission Meeting, 6 p.m., City Hall</i>

CERTIFIED LEAVE

Gambino, Jessica	5 th Grade ELA Teacher Mtn. View Elementary 1/4---3/30/2023
Brown, James	Social Studies Teacher Science Hill 10/12 12/2---3/20/2023
Adams, Anna	Kindergarten Teacher Cherokee Elementary 1/27---ESY 2022-2023
Tyree, Millie	3 rd Grade Teacher Towne Acres Elementary 2/14---4/14/2023
Brewer, Kimberly	5 th Grade Math Teacher Mtn. View Elementary 1/25---3/12/2023
Rupard, Benta	PreK Teacher Fairmont Elementary 2/20---5/1/2023
Casey, Pamela	1 st Grade Teacher Fairmont Elementary 1/12---1/30/2023
O'neal, Amy	PreK Teacher Fairmont Elementary 1/18---2/6/2023
Grindstaff, Cynthia	ESL Teacher South Side Elementary 1/9---1/24/2023
Williams, Allison	Multi-age Teacher Lake Ridge Elementary 1/4---2/5/2023

Gentry, Bradley	Science Teacher Science Hill-CTE 4/14---4/28/2023
Roop, Megan	Resource Teacher Liberty Bell Middle 3/14---5/1/2023
Gillis, Shannon	2 nd Grade Teacher Mtn. View Elementary 2/14---2/27/2023
Johnson, Lynne	Social Studies Teacher Liberty Bell Middle 12/12---12/20/2022
Moore, Kelsie	PE Teacher Liberty Bell Middle 1/4---ESY 2022-2023
Watts, Dusty	RTI Coordinator Cherokee Elementary 12/15---1/2/2023
Willis, Rachel	1 st Grade Teacher Towne Aces Elementary 1/4---2/14/2023

CERTIFIED INTERIMS

Hughes, Katherine	5 th Grade ELA Teacher Mtn. View Elementary For: J. Gambino 1/4/---3/30/23
Ward, Zachary	Science Teacher Science Hill 10/12 For: S. Khadem-Astaneh Thru ESY 2022-2023

May, Jeremy

Social Studies
Science Hill 10/12
For: J. Brown
Thru ESY 2022-2023

Carter, Maria

Kindergarten Teacher
Cherokee Elementary
For: A. Adams
1/27---ESY 2022-2023

Sargent, Kathleen

5th Grade Math Teacher
Fairmont Elementary
1/25---3/12/2023

CERTIFIED RESIGNATIONS

Patterson, Erika

Kindergarten Teacher
Cherokee Elementary
Transfer to Math Coach

Lee, Chelsea

Math Coach
North Side Elementary
Transfer to Asst Principal

CERTIFIED TEMPORARIES

Vermillion, Joshua

Hawks Academy
Indian Trail Middle
Replace. M. Romero

Martin, Ashlea

3rd Grade ELA Teacher
Lake Ridge Elementary
Replace: S. Byler

Gregg, Rebecca

CDC Teacher
Liberty Bell Middle
Replace: K. Shelton

Mayes, Laura

2nd Grade Teacher
Fairmont Elementary
Replace: L. Francis

Patterson, Erika

Math Coach
Systemwide
Replace: C. Lee

CLASSIFIED RESIGNATIONS

Loyd, Marti

Permanent Substitute Teacher
Part Time
Science Hill 10/12
1/25/2023

Watts, Amanda

Instructional Assistant
Part Time
Fairmont Elementary
1/20/2023

Kostrzewa, Amy

Clinic Nurse
Full Time
Indian Trail Middle
2/3/2023

Morel, Michael

Permanent Substitute Teacher
Full Time
Liberty Bell Middle
1/20/2023

Balcinovic, Haris

Systems Analyst-Tech II
Full Time
Systemwide
1/27/2023

Deadrick, Lori

Food Service Manager
Part Time
North Side Elementary
1/11/2023

Byrd, Rachelle

Clinic Nurse
Full Time
Science Hill 10/12
1/12/2023

Carpenter, Jaden	Special Education Assistant Full Time Woodland Elementary 1/20/2023
Rowe, Jennifer	Clinic Nurse Full Time North Side Elementary 1/13/2023
Walker, Kera	RTI Assistant Part Time Woodland Elementary 1/4/2023
Hudson, Michael	Special Education Assistant Full Time Science Hill 10/12 1/2/2023
Whelan, Michael	Workplace Readiness Specialist Full Time Science Hill 10/12 1/11/2023
Rutledge, Faye	ISS Instructor Full Time Liberty Bell Middle 1/4/2023
Dauksch, Monica	Library Media Assistant Part Time Fairmont Elementary 1/9/2023
Gumbs, Charisse	Custodian Part Time Towne Acres Elementary 12/23/2022

Barry, Samuel	Permanent Substitute Teacher Full Time Liberty Bell Middle 12/20/2022
Deitel, Anna	ECLC Instructor Part Time Lake Ridge Elementary 12/20/2022
Helton, Lauren	Special Education Assistant Full Time Indian Trail Middle 12/5/2022
Leveau, Hunter	Special Education Assistant Full Time Liberty Bell Middle 12/20/2022
De Long, Teresa	ECLC Assistant Part Time Woodland Elementary 12/8/2022
Chocron, Rebecca	PreK Assistant Part Time South Side Elementary 12/7/2022
Campbell, Christine	RTI Assistant Part Time Lake Ridge Elementary 12/9/2022
King, Hillary	Instructional Assistant Part Time South Side Elementary 12/1/2022

Philips, Kady

Food Service Worker
Part Time
Lake Ridge Elementary
12/2/2022

CLASSIFIED LEAVE

Lombardi, Jamie

ECLC Assistant
Part Time
Lake Ridge Elementary
2/23---4/6/2023

Estep, Cynthia

Special Education Assistant
Full Time
Towne Acres Elementary
1/31---2/14/2023

Saults, Jeffery

Custodian
Full Time
Liberty Bell Middle
1/13---1/30/23

Booher, Matthew

Special Education Assistant
Full Time
Science Hill 10/12
10/31---12/20/22

Goodman, Alice Anne

Bookkeeper
Full Time
Indian Trail Middle
12/5---1/8/2023

Vols, Mary

RTI Assistant
Part Time
South Side Elementary
11/30---1/16/2023

CLASSIFIED HIRES

Lyons, Sabrina

Truancy Assistant
Part Time
Woodland Elementary

Booher, Nathaniel	Truancy Assistant Part Time Liberty Bell Middle
Boyle, Emillie	ECLC Assistant: Infant/Toddler Program Part Time Woodland Elementary
Nicely, Patricia	ECLC Assistant: Infant/Toddler Program Part Time Woodland Elementary
Campbell, Christine	Instructional Assistant Full Time Lake Ridge Elementary Replace: R. Glenn
Schuppan, Audra	ECLC Instructor Part Time Lake Ridge Elementary Replace: K. Dempsey
Scheffler, Dawn	ECLC Instructor Part Time Lake Ridge Elementary Replace: A. Deital
Nickles, Martina	Instructional assistant Part Time North Side Elementary
Chocron, Rebeca	Special Education PreK Assistant Full Time North Side Elementary
Lazenby, Laquata	Bookkeeper Full Time Central Office
McCall, Tammy	Custodian Full Time Liberty Bell Middle Replace: A. Mazoff

Madison, Katherine	Permanent Substitute Teacher Full Time Liberty Bell Middle Replace: L. Woodman
McDougall, Marni	Special Education CDC Assistant Full Time Liberty Bell Middle
Morel, Michael	Special Education Assistant Full Time Liberty Bell Middle Replace: H. Leveau
Black, Grace	ECLC Assistant Part Time Lake Ridge Elementary Replace: M. Campbell
Hodge, Jannee	Instructional Assistant Part Time South Side Elementary Replace: H. King
Richards, Sarah	Instructional PreK Assistant Part Time South Side Elementary Replace: R. Chocron
Watts, Amanda	Library Media Assistant Part Time Fairmont Elementary Replace: M. Dauksch
Long, Kayden	Assistant 7 th Grade Basketball Coach Liberty Bell Middle
Wellesley, Kalyn	Special Education PreK Assistant Part Time North Side Elementary Replace: R. Aldridge

Loyd, Marti	Special Education Assistant Full Time Science Hill 10/12 Replace: M. Hudson
Adkins, Lori	Special Education Full Time Fairmont Elementary
English, Amanda	Special Education Full Time Fairmont Elementary
Jackson, Nathaniel	Special Education Full Time North Side Elementary
Booher, Matthew	Workplace Readiness Specialist Full Time Science Hill 10/12 Replace: M. Whelan
Hale, Monte	Head Golf Coach Indian Trail Middle
Wooten, Josh	Assistant Baseball Coach Indian Trail Middle

**Substitute Teacher Training
Central Office Learning Center
1/17/2023**

Sommer Byler
Susan Koos
Audra Schuppan
Qama Raza
Aubren Flanary
Nakyla Brady
Kristen Pope Hicks
Susan Maclellan
Kathleen Pendleton
Monica Dauksch
Kalyn Wellesley

Seth Waldron
Tim McCravey
Hailey Roberts



Donation Submittal to BOE Form

School/Program: Cherokee Elementary

From: Cherokee PTA

Date: 12/7/22

Amount: \$930⁰⁰

Donor: Cherokee PTA

Donation Stipulation/Restriction:

For Camp Explore trip payment / Bus



Donation Submittal to BOE Form

School/Program: Fairmont

From: Sherry Grubb

Date: 1-18-2023

Photography

Amount: \$2668.96

Donor: picture sells

Donation Stipulation/Restriction:



Donation Submittal to BOE Form

School/Program: TOWN & ACRES

From: JOSH SIMMONS
BENE & BARNETT

Date: 1/13/23

Amount: 143.90

Donor: BOX TOPS FOR EDUCATION

Donation Stipulation/Restriction:

GENERAL DONATION



Donation Submittal to BOE Form

School/Program: Life Expressions Photography

From: Dr Josh Simmons
Renee Barnett

Date: 1/4/23

Amount: 2,468.22

Donor: Wendy Wilson

Donation Stipulation/Restriction:
Picture Commission - Fall pictures



Donation Submittal to BOE Form

School/Program: Kroger School Bucks

From: Dr Josh Simmons
Renee Barnett

Date: 1/14/23

Amount: 599.98

Donor: The Kroger Co.

Donation Stipulation/Restriction:

Donation based on percent sales.



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Melissa Stukes MS Date: 1/19/23

Amount: \$ 2,000.00 Donor: A & L RV Sales

Donation Stipulation/Restriction:

Donation to be used for Christmas gifts for students. Donation was
placed in Donations #2



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Melissa Stukes  **Date:** 1/19/23

Amount: \$ 400.00

Donor: First United Methodist Church

Donation Stipulation/Restriction:

Donation to be used for 5th grade transportation to Camp Explore Field Trip in 2023.

Donation was placed in Field Trip Donation



Donation Submittal to BOE Form

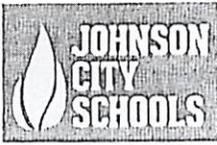
School/Program: Mountain View Elementary School

From: Dr. Melissa Stukes MS Date: 1/19/23

Amount: \$ 1,000.00 Donor: Rotary Club of JC

Donation Stipulation/Restriction:

Donation to be used for Christmas gifts for students. Donation was
placed in Donations #2



Donation Submittal to BOE Form

School/Program: Science Hill High School

From: S. McIntire

Date: 12-14-2022

Amount: 200.00

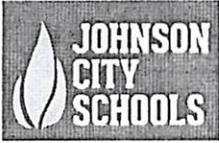
Donor: Raymond James Charitable
Cooper Family

Donation Stipulation/Restriction:

\$ 100.00 Legacy # 90002

\$ 100.00 Jopper AC # 90002

E-MAILED
12-14-22



Donation Submittal to BOE Form

School/Program: SHHS / Topper Mentors Attendance
L 80135

From: Sandy McIntyre

Date: 12-7-22

Amount: \$ 1000.00

Donor: SHHS PTSA

Donation Stipulation/Restriction:

Attendance Incentives

E-MAILED
12-13-22



Donation Submittal to BOE Form

School/Program: SHHS - Football

From: Sandy McIntyre

Date: 12-5-22

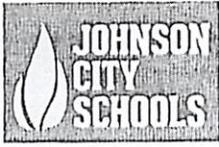
Amount: 4,300⁰⁰

Donor: SH Gridiron Club

Donation Stipulation/Restriction:

FOR HUDL INVOICE

E-MAILED
12-13-22



Donation Submittal to BOE Form

School/Program: SHHS - Girls Soccer
(L95008)

From: [Signature]

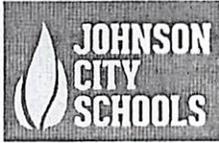
Date: 1-13-2023

Amount: 10500.00

Donor: Varsity Girls Soccer
Booster Club

Donation Stipulation/Restriction:

items for girls soccer.



Donation Submittal to BOE Form

School/Program: SHHS Swim + Dive

From: J. McIntyre Date: 1-3-23

SHHS Swim + Dive Booster Club

Amount: \$ 1120.00

Donor: Booster Club

Donation Stipulation/Restriction:

Hoodies



Donation Submittal to BOE Form

School/Program: Science Hill Golf

From: SHHS Golf Booster
club

Date: 12-1-22

Amount: \$1340.25

Donor: SHHS Golf Booster
club

Donation Stipulation/Restriction:

General golf expenses , gifts , embroidery/screening



Donation Submittal to BOE Form

School/Program: _____

From: _____

Date: _____

Amount: _____

Donor: _____

Donation Stipulation/Restriction:



Donation Submittal to BOE Form

School/Program: Woodland Elementary School

From: Mia Manire

Date: 11-21-22

Amount: \$440.00

Donor: Anonymous

Donation Stipulation/Restriction:

Anonymous donation of Food
City Gift cards. These gift cards were put in
Thanksgiving food boxes to help out families in
need for the holidays.

2023 Board Committee Reports

1. Athletic Committee – Herb Greenlee, Jonathan Kinnick and Paula Treece
2. Communications Committee – Kathy Hall and Beth Simpson
3. Curriculum Council: (Usually the 4th Tuesday of every month from 4-6 p.m. but dates are subject to change - no meeting in June, July, or December)
 - January 31, 2023 – Beth Simpson
 - February 28, 2023 – Dr. Ginger Carter
 - March 28, 2023 – Herb Greenlee
 - April 25, 2023 – Kathy Hall
 - May 16, 2023 – Paula Treece
 - August 22, 2023 – Jonathan Kinnick
 - September 26, 2023 – Tom Hager
 - October 24, 2023 – Beth Simpson
 - November 21, 2023 – Kathy Hall
4. Facilities/Capital Improvements/Site Selection Committee – Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick
5. Finance Committee – Tom Hager, Kathy Hall, Jonathan Kinnick, and Paula Treece
6. Foundation Board – Kathy Hall and Beth Simpson
7. Policy Committee – Kathy Hall, plus one other Board Member:

<u>Section</u>	<u>Committee Meets</u>	<u>Board Review 5:00 p.m.</u>	<u>Board Member</u>
Five – Personnel	January	February	Beth Simpson
One – School Board Operations	August	November	Herb Greenlee
Three – Support Services	September	November	Dr. Ginger Carter
Four – Instructional Services	October	November	Tom Hager
Two – Fiscal Management	November	February	Paula Treece
Six – Students	December	February	Jonathan Kinnick

8. School Zone Assignment Advisory Committee – Tom Hager and Paula Treece
9. Sick Leave Bank Trustee (Second year of a three-year term) – Tom Hager
10. Superintendent’s Compensation Committee – Jonathan Kinnick (Chair) and Kathy Hall
11. Tennessee Legislative Network (TLN) – Beth Simpson
12. Safety Security Committee - Dr. Ginger Carter, Herb Greenlee, Kathy Hall and Jonathan Kinnick

***JOHNSON CITY
BOARD OF EDUCATION
UPCOMING MEETINGS***

- **March 6, 2023 Regular Board Meeting, 6 p.m., Board Room**
- **April 3, 2023 Regular Board Meeting, 6 p.m., Board Room**
- **May 1, 2023 Regular Board Meeting, 6 p.m., Board Room**
- **June 5, 2023 Regular Board Meeting, 6 p.m., Board Room**
- **July 3, 2022 (TBD) Regular Board Meeting, 6 p.m., Board Room
(Subject to change)**