

Johnson City Board of Education Regular Meeting
January 6, 2025 6:00 PM
Central Office

1. CALL TO ORDER AND OPENING

- 1.A. Call to Order and Welcome
Mr. Jonathan Kinnick, Board Chair
- 1.B. Moment of Silence
Mr. Jonathan Kinnick, Board Chair
- 1.C. Pledge of allegiance to the flag
Students from Science Hill
- 1.D. Opening
Students from Science Hill
- 1.E. Art work on display
Students from Science Hill
- 1.F. Update on Science Hill
Dr. Josh Carter, 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 November 30, 2024
Ms. Leia Valley
- 5.C. Update on Sales Tax - PEP
Ms. Leia Valley
- 5.D. Five-Year Plan Update
Dr. Allecia Frizzell

6. UNFINISHED BUSINESS

- 6.A. Collaborative Conferencing Special Questions Ballots

7. CONSENT AGENDA

- 7.A. Approval of Minutes
- 7.B. Request to write checks over \$5,000
- 7.C. Proposed Fundraising Activities
- 7.D. Overnight Field Trip Requests
- 7.E. Second Reading - Policies, Sections One, Three and Four
- 7.F. Requests to Transfer Funds

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

- 8.A. First & Second Reading - Policy 5.802
- 8.B. Approval of 2025-26 SHHS Program of Studies
- 8.C. 2025 Collaborative Conferencing Management Team

9. NEW BUSINESS

- 9.A. Current Meeting Communication Follow Up

10. INFORMATION ITEMS

- 10.A. BOE Calendar of Events
- 10.B. Personnel Items
- 10.C. Donations
- 10.D. Professional Development November - January 2024

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

Recommendations for Recognitions for JCBOE School Board Meeting January 6, 2025

Holiday Card Artwork:

- Chunru Hu, Fourth Grade student at Towne Acres School.

Teachers of the Year (schools and district level)

The following schools were awarded a \$5,000 TVA STEM Grant: Mountain View, North Side, and South Side.

TVAAS Level 5 schools and Reward schools

- 2023-2024 Reward Schools (five total): Lake Ridge Elementary School, North Side Elementary School, South Side Elementary School, Towne Acres Elementary School, and Woodland Elementary School
- TVAAS Level 5 Schools (five total): Lake Ridge Elementary School, North Side Elementary School, South Side Elementary School, Woodland Elementary School, and Science Hill High School.
- In addition, for the fourth consecutive year, Johnson City Schools earned a Level 5 composite score as well.

Cherokee Elementary - National ESEA Distinction



BOARD OF EDUCATION

Jonathan Kinnick, Chair Paula Treece, Vice Chair Rick Smith, Secretary
Dr. Ginger Carter Thomas Hager, Jr Kathy Hall Celia Martin

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



Towne Acres Elementary – New School

- Cost estimate is \$45m including FF&E
- Joint BOE/BOC update session was conducted on 11/21

Secure Foyer Improvements – Cherokee, North Side, Mountain View, Topper Academy, Columbus Powell

- Construction drawings are in progress
- Estimated construction bidding in Jan/Feb 2025

Security Film – Selected locations at all 12 school facilities

- Contract has committed to begin in January pending issuance of purchase order

South Side HVAC Improvements

- Duct cleaning, sanitizing, and filter changes are complete
- New equipment is being delivered for installation during school breaks

The Gate House:

Completed

LBMS Steps:

The bid was awarded to a contractor, they plan to start after all the paperwork is completed.

Mountain View:

Brian Ross has received quotes from a contractor and has turned over the information to Risk Management for their evaluation.

SCHOOL BOARD AGENDA ITEM
January 6, 2025 Meeting

ACTION ITEM

TOPIC: Financial Report for the month ending November 30, 2024.

BACKGROUND INFORMATION:

The un-audited financial report for the month ending November 30, 2024 is attached for your review.

Revenues:

Revenues received the month of November totaled \$8,560,825, primarily consisting of the State of TN TISA payment, Local Option Sales Tax, Property Tax and the monthly appropriation from the City.

Local Option Sales Tax receipted for the month was \$1,718,620. Through the month of November, Local Option Sales Tax collections has seen a decrease of 1.2% compared to November 30, 2023. The July and August 2023 receipts still included the additional 50% funding from Washington County. Adjusted for the Washington County Funding percentage change, Local Option Sales Tax receipts have seen a 2.6% increase compared to November 30, 2023.

At the end of November, revenues totaled \$34,783,671 for the year. Total Revenues are up .7% from November 2023. Total revenues received through November 30, 2024 were at 36% of the budget. In comparison, last year total revenues received through November 30, 2023 were at 36.6% of the budget.

Expenditures:

Expenditures for the month of November totaled \$8,232,611. Legal services paid in the month of November totaled \$1,238 for services received in the month of September. Capital Outlay expenditures in November included payment of \$80,271 for special budget request SHHS weight room equipment.

Total expenditures for the year through November were \$36,577,373. Total expenditures as of November 30, 2024 were at 35.9% of the budget. This is comparable to November 30, 2023 in which total expenditures were at 36.5% of the budget.

Fund Balance:

The General Purpose School Fund Balance had a net decrease through November 30, 2024 of \$1,793,671. For the year, total Fund Balance is budgeted to decrease \$1,970,663. Total Fund Balance at the end of November was \$16,350,620. Fund balance exceeded the fund balance target by \$624,811.

Tax Rate Information:

Included is the tax rates for the surrounding systems. These are the updated rates for 2024. Washington County had a tax increase, however due to the county also experiencing a reappraisal year, the property tax rate is less than the previous year. Other localities with increases include Sullivan County, Hawkins County, Bristol, and a number of municipalities in Hawkins County. Sullivan County is scheduled for reappraisals in 2025.

School Support Organizations:

Johnson City School Support Organizations are required annually before the start of the regular school year to submit any changes to the principal contact and officers of the school support organization or verify information is still the same. These are to be submitted to the Finance Department. As of December 16, 2024, the Finance Department has not heard from the following organizations:

- North Side PTA
- SHHS Girls Basketball
- SHHS PTSA
- SHHS Volleyball Booster
- SHHS Wrestling

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 November 30, 2024

	<u>Y-T-D</u> <u>11/30/23</u>	<u>Y-T-D</u> <u>11/30/24</u>	<u>Difference in</u> <u>Dollars</u>	<u>Difference in</u> <u>Percentage</u>	<u>FY24 Actual</u>	<u>FY25 Budget</u>
Revenues:						
County Property Tax - Current	\$ 1,779,701	\$ 1,613,600	\$ (166,101)	-9.33%	\$ 13,025,608	\$ 12,587,095
Local Option Sales Tax	8,713,866	8,610,239	(103,627)	-1.19%	20,452,380	20,285,391
TISA (Previously BEP)	17,913,912	18,289,948	376,036	2.10%	45,600,346	45,733,085
Tuition	118,767	138,529	19,762	16.64%	232,881	250,000
All Other Revenues	6,020,203	6,131,386	111,183	1.85%	17,816,473	17,866,922
Total Revenues	<u>\$ 34,546,448</u>	<u>\$ 34,783,701</u>	<u>\$ 237,252</u>	<u>0.69%</u>	<u>\$ 97,127,687</u>	<u>\$ 96,722,493</u>
Percentage of Revenue Budget Collected to Date		35.96%				
Percentage/Dollar Amount of Revenue Budget left to be Collected		64.04%				<u>\$ 61,938,792</u>
Expenditures:						
Salaries	\$ 23,052,397	\$ 23,805,255	\$ 752,858	3.27%	\$ 62,469,259	\$ 64,159,474
Benefits	6,931,076	7,239,405	308,329	4.45%	17,464,091	19,186,766
Electricity	679,220	674,353	(4,867)	-0.72%	1,842,362	1,900,000
Water/Sewer	109,723	92,938	(16,785)	-15.30%	278,093	300,000
Natural Gas	30,452	31,331	879	2.89%	217,563	275,000
Disposal Fees	47,651	41,351	(6,300)	-13.22%	146,187	130,000
Gasoline	15,947	16,152	205	1.28%	52,714	51,000
Technology/Instructional Equipment	1,229,520	61,559	(1,167,962)	-94.99%	2,192,616	195,895
Capital Outlay	889,225	869,775	(19,450)	-2.19%	2,469,449	3,263,374
All Other Expenditures	4,219,726	3,745,254	(474,472)	-11.24%	12,511,636	12,414,092
Total Expenditures	<u>\$ 37,204,935</u>	<u>\$ 36,577,373</u>	<u>\$ (627,562)</u>	<u>-1.69%</u>	<u>\$ 99,643,971</u>	<u>\$ 101,875,602</u>
Percentage of Expenditure Budget Spent to Date		35.90%				
Percentage/Dollar Amount of Expenditure Budget remaining		64.10%				<u>\$ 65,298,229</u>
Year-To-Date Revenues Over (Under) Expenditures	<u>\$ (2,658,487)</u>	<u>\$ (1,793,671)</u>	<u>\$ 864,816</u>	<u>-32.53%</u>	<u>\$ (2,516,284)</u>	<u>\$ (5,153,109)</u>

% of Fiscal Year Complete **41.67%**
 % of Fiscal Year Remaining **58.33%**

BOE POLICY 2.100 RESERVE FUNDS

Total Expenditure Budget - FY25 Budget	\$	101,875,602
Less:		
Operating Transfers	\$	62,739
Debt Service	\$	2,273,910
Capital Outlay	\$	3,263,374
Early Childhood	\$	554,091
Educare	\$	1,366,632
Total to deduct	\$	<u>7,520,746</u>
 Total Operating Budget	 \$	 94,354,856
 16% of the General Purpose School Fund Operating Budget	 \$	 <u><u>15,726,124</u></u>
 Monthly Operating Expense:		
Annual Operating Expense Budget	\$	94,354,856
Monthly Operating Expenses Budgeted	\$	7,862,905
2 Months Operating Expenses Budgeted	\$	<u><u>15,725,809</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	\$	15,725,809
Current Fund Balance:		
3% Fund Balance	\$	2,808,843
Beginning of the Year Undesignated	\$	11,925,839
Current Revenues vs Expenditures	\$	(1,793,671)
Other Reserves	\$	3,409,610
Total Fund Balance	\$	<u>16,350,620</u>
 Target Overage as of 11/30/24	 \$	 <u>624,811</u>

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended November 30, 2024					
					41.67%
		Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
Revenues					
40110	Current Property Tax - Washington Co.	\$ 12,243,386	1,612,219	\$ 10,631,167	13.17%
40110	Current Property Tax - Sullivan Co.	\$ 238,036	459	\$ 237,577	0.19%
40110	Current Property Tax - Carter Co.	\$ 105,673	922	\$ 104,751	0.87%
40120	Trustee's Collections - Prior Year	\$ 280,555	80,696	\$ 199,859	28.76%
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$ 100,000	31,130	\$ 68,870	31.13%
40140	Interest & Penalty	\$ 135,000	18,430	\$ 116,570	13.65%
40150	Pick-Up Taxes	\$ 5,500	4	\$ 5,496	0.07%
40162	Payments in Lieu of Taxes - Local Utilities	\$ 215,000	204,353	\$ 10,647	95.05%
40163	Payments in Lieu of Taxes - Other	\$ 18,000	11,457	\$ 6,543	63.65%
40210	Local Option Sales Tax - Washington Co.	\$ 19,980,455	8,454,462	\$ 11,525,993	42.31%
40210	Local Option Sales Tax - Sullivan Co.	\$ 176,648	82,681	\$ 93,967	46.81%
40210	Local Option Sales Tax - Carter Co.	\$ 128,288	73,095	\$ 55,193	56.98%
40270	Business Tax	\$ 517,000	150,666	\$ 366,334	29.14%
40275	Mixed Drink Tax	\$ 3,500	42	\$ 3,458	1.19%
40320	Bank Excise Tax	\$ 95,000	-	\$ 95,000	0.00%
	Total County Taxes	\$ 34,242,041	\$ 10,720,617	\$ 23,521,424	31.31%
41110	Marriage Licenses	\$ 1,700	713	\$ 987	41.93%
	Total Licenses and Permits	\$ 1,700	\$ 713	\$ 987	41.93%
43511	Tuition - Regular Day Students	\$ 250,000	138,529	\$ 111,471	55.41%
43517	Tuition - Online Learning	\$ 5,500	370	\$ 5,130	6.73%
43581	Tuition - EDUCARE	\$ 1,198,679	507,156	\$ 691,523	42.31%
43581	Tuition - ECLC	\$ 275,000	142,004	\$ 132,996	51.64%
43990	Other Charges for Services - Fingerprints	\$ 21,000	5,728	\$ 15,273	27.27%
43990	Print Shop Enterprise Account	\$ 40,000	10,816	\$ 29,184	27.04%
	Total Charges for Current Services	\$ 1,790,179	\$ 804,603	\$ 985,576	44.95%
44120	Leases/Rentals	\$ -	1,900	\$ (1,900)	#DIV/0!
44160	Retirees' Insurance Payments	\$ 18,000	47,809	\$ (29,809)	265.60%
44170	Miscellaneous Refunds	\$ -	26,753	\$ (26,753)	#DIV/0!
44570	Contributions	\$ 19,135	19,735	\$ (600)	103.14%
44570	Contributions - Shoe Fund	\$ 10,000	-	\$ 10,000	0.00%
44570	Contributions - Homeless Fund	\$ -	2,658	\$ (2,658)	#DIV/0!
44570	Contributions - TVA South Side Grant	\$ 25,000	-	\$ 25,000	0.00%
44990	Other Local Revenue (STEAM 536)	\$ 1,000	-	\$ 1,000	0.00%
44990	Other Local Revenue (Misc)	\$ -	183	\$ (183)	#DIV/0!
	Total Other Local Revenues	\$ 73,135	\$ 99,038	\$ (25,903)	135.42%
46510	Tennessee Investment in Student Achievement (TISA)	\$ 45,394,947	18,289,948	\$ 27,104,999	40.29%
46510	TISA Outcomes	\$ 338,138	-	\$ 338,138	0.00%
46550	Driver Education	\$ 11,000	-	\$ 11,000	0.00%
46590	Other State Educational Funds	\$ -	-	\$ -	#DIV/0!
46610	Career Ladder	\$ 70,686	-	\$ 70,686	0.00%
46596	Paid Parental Leave	\$ 55,500	-	\$ 55,500	0.00%
	Total State Education Funds	\$ 45,870,271	\$ 18,289,948	\$ 27,580,323	39.87%
47640	ROTC Reimbursement	\$ 75,000	24,309	\$ 50,691	32.41%
	Total Direct Federal Government	\$ 75,000	\$ 24,309	\$ 50,691	32.41%
48610	Donations	\$ -	1	\$ (1)	#DIV/0!
49800	Operating Transfers	\$ -	-	\$ -	#DIV/0!

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
49810		City General Fund Transfer - Operations	\$ 11,626,736	4,844,473	\$ 6,782,263	41.67%
49810		City General Fund Transfer - Transportation	\$ 3,043,431	-	\$ 3,043,431	0.00%
		Total Other Sources	\$ 14,670,167	\$ 4,844,475	\$ 9,825,692	33.02%
		Total Revenues	\$ 96,722,493	\$ 34,783,701	\$ 61,938,792	35.96%
APPROPRIATIONS (Expenditures)						
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
INSTRUCTION						
71100	116	Teachers	\$ 33,211,628	12,262,035	\$ 20,949,593	36.92%
71100	116	Safety Net Program (1-031)	\$ 49,000	1,335	\$ 47,665	2.72%
71100	116	RTI (534)	\$ 601,172	182,630	\$ 418,542	30.38%
71100	116	Four-Year Transition Plan (2-301)	\$ 6,120	-	\$ 6,120	0.00%
71100	116	Local Extended Contract (1-578)	\$ 258,055	9,135	\$ 248,920	3.54%
71100	116	Mountain View Orchestra (9-581)	\$ 8,825	-	\$ 8,825	0.00%
71100	116	Curriculum Development (538)	\$ 22,000	5,500	\$ 16,500	25.00%
71100	116	Teacher Stipends for Online Learning (555)	\$ 20,000	45,520	\$ (25,520)	227.60%
71100	117	Career Ladder	\$ 37,000	15,500	\$ 21,500	41.89%
71100	163	Educational Assistants	\$ 1,238,510	446,485	\$ 792,025	36.05%
71100	189	Other Salaries & Wages	\$ -	8,883	\$ (8,883)	#DIV/0!
71100	195	Substitute Teachers Certified	\$ 150,000	32,524	\$ 117,476	21.68%
71100	198	Substitute Teachers - Non Certified	\$ 554,120	180,191	\$ 373,929	32.52%
71100	201	Social Security	\$ 2,199,872	765,225	\$ 1,434,647	34.78%
71100	204	Retirement	\$ 2,439,854	888,777	\$ 1,551,077	36.43%
71100	206	Life Insurance	\$ 84,775	28,287	\$ 56,488	33.37%
71100	207	Medical Insurance	\$ 4,557,738	1,781,385	\$ 2,776,354	39.08%
71100	208	Dental Insurance	\$ 176,875	73,417	\$ 103,458	41.51%
71100	210	Unemployment	\$ 25,000	9,144	\$ 15,856	36.58%
71100	211	Local Retirement	\$ 8,874	3,201	\$ 5,673	36.07%
71100	212	Medicare	\$ 522,915	180,197	\$ 342,718	34.46%
71100	215	Other Post Employment Benefits (Retiree Insurance)	\$ 625,000	288,298	\$ 336,702	46.13%
71100	217	Retirement-Hybrid Stabilization	\$ 129,666	51,999	\$ 77,667	40.10%
71100	336	Performing Music Maintenance and Repair Equipment	\$ 21,246	6,329	\$ 14,917	29.79%
71100	356	Tuition	\$ 3,000	-	\$ 3,000	0.00%
71100	399	Other Contracted Services (Site-Based check-copiers)	\$ 91,798	91,798	\$ -	100.00%
71100	399	RTI (1-534)	\$ -	-	\$ -	#DIV/0!
71100	399	Edmentum (Credit Recovery) 1-519	\$ 61,000	60,562	\$ 439	99.28%
71100	399	Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000	1,575	\$ 38,425	3.94%
71100	399	Subscription Renewal - Brain Pop (1-536)	\$ 27,000	32,997	\$ (5,997)	122.21%
71100	399	Subscription Renewal - Hapara	\$ 29,000	-	\$ 29,000	0.00%
71100	399	Subscription Renewal - Neptune Navigate	\$ 3,000	2,750	\$ 250	91.67%
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	11,960	\$ (1,960)	119.60%
71100	399	Subscription Renewal - Explore Learning	\$ 29,000	32,403	\$ (3,403)	111.73%
71100	399	Subscription Renewal - Study Island	\$ 21,000	15,625	\$ 5,375	74.40%
71100	399	Subscription Renewal - My Reading Academy	\$ 60,000	60,000	\$ -	100.00%
71100	399	Subscription - Quizizz	\$ 20,000	20,000	\$ -	100.00%
71100	399	Subscription - Vocabulary.com	\$ -	9,250	\$ (9,250)	#DIV/0!
71100	399	Subscription - Nearpod - Flocabulary	\$ -	20,007	\$ (20,007)	#DIV/0!
71100	399	Virtual Program Instruction	\$ -	219,564	\$ (219,564)	#DIV/0!
71100	399	Other Contracted Services	\$ -	1,726	\$ (1,726)	#DIV/0!
71100	429	Instructional Supplies and Materials	\$ 222,745	224,490	\$ (1,745)	100.78%
71100	429	Forward Funding	\$ 55,297	55,297	\$ -	100.00%
71100	429	Summer School Supplies (1-033)	\$ 5,000	-	\$ 5,000	0.00%
71100	429	AP - Instructional Supplies (2-583)	\$ 7,500	1,201	\$ 6,299	16.01%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
71100	429	RTI - (1-534)	\$ 12,000	2,069	\$ 9,931	17.24%
71100	429	Instructional Supplies - Science Materials	\$ 19,261	19,261	\$ -	100.00%
71100	429	Instructional Supplies - STEAM (536) +1K Donation	\$ 17,001	3,767	\$ 13,234	22.16%
71100	429	Instructional Supplies - Special Budget Request	\$ 5,000	3,823	\$ 1,177	76.47%
71100	429	Instructional Supplies - TISA Outcomes	\$ -	23,437	\$ (23,437)	#DIV/0!
71100	429	Instructional Supplies - South Side TVA Grant	\$ 12,098	10,862	\$ 1,236	89.78%
71100	449	Textbooks	\$ 939,035	55,777	\$ 883,258	5.94%
71100	449	Textbooks - Reserved for Encumbrances	\$ 6,675	6,675	\$ -	100.00%
71100	471	Software Maintenance	\$ -	47,991	\$ (47,991)	#DIV/0!
71100	535	Fee Waiver Student Fees	\$ 141,102	141,102	\$ -	100.00%
71100	535	Fee Waiver Student Performing Music	\$ 8,725	8,725	\$ -	100.00%
71100	595	TISA - On-Behalf Payments	\$ 110,354	-	\$ 110,354	0.00%
71100	722	Regular Instruction Equipment	\$ 106,962	34,947	\$ 72,015	32.67%
71100	722	Performing Music Equipment	\$ 45,870	8,951	\$ 36,919	19.51%
71100	722	Instruction Equipment - South Side TVA Grant	\$ 11,663	11,663	\$ -	100.00%
71100	722	Instruction Equipment - Special Budget Request	\$ 31,400	5,997	\$ 25,403	19.10%
		Total Instruction	\$ 49,167,730	\$ 18,521,205	\$ 30,646,526	37.67%
		Alternative Instruction Program				
71150	116	Teachers	\$ 1,007,784	354,816	\$ 652,968	35.21%
71150	163	Educational Assistants	\$ 129,540	57,125	\$ 72,415	44.10%
71150	201	Social Security	\$ 69,377	23,877	\$ 45,500	34.42%
71150	204	Retirement	\$ 102,564	32,706	\$ 69,858	31.89%
71150	206	Life Insurance	\$ 2,730	858	\$ 1,872	31.44%
71150	207	Medical Insurance	\$ 149,939	62,538	\$ 87,401	41.71%
71150	208	Dental Insurance	\$ 3,163	2,223	\$ 940	70.27%
71150	211	Local Retirement	\$ -	1,410	\$ (1,410)	#DIV/0!
71150	212	Medicare	\$ 16,491	5,584	\$ 10,907	33.86%
71150	217	Retirement-Hybrid Stabilization	\$ 1,672	689	\$ 983	41.18%
71150	399	Other Contracted Services	\$ 5,362	5,362	\$ -	100.00%
71150	429	Instructional Supplies and Materials	\$ 15,978	15,978	\$ -	100.00%
71150	499	Other Supplies and Materials	\$ 3,028	3,028	\$ -	100.00%
71150	790	Other Equipment	\$ 12,446	1,288	\$ 11,158	10.35%
		Total Alternative Instruction	\$ 1,520,074	\$ 567,482	\$ 952,592	37.33%
		SPECIAL EDUCATION				
71200	116	Teachers	\$ 2,895,507	1,152,627	\$ 1,742,880	39.81%
71200	117	Career Ladder	\$ 8,000	4,425	\$ 3,575	55.31%
71200	163	Educational Assistants	\$ 903,948	237,817	\$ 666,131	26.31%
71200	171	Speech Pathologist	\$ 469,798	183,044	\$ 286,754	38.96%
71200	189	Other Salaries & Wages - Sign Language Interpreters	\$ 90,270	22,645	\$ 67,625	25.09%
71200	201	Social Security	\$ 266,367	93,196	\$ 173,171	34.99%
71200	204	Retirement	\$ 313,650	112,829	\$ 200,821	35.97%
71200	206	Life Insurance	\$ 10,482	3,473	\$ 7,009	33.13%
71200	207	Medical Insurance	\$ 585,876	229,010	\$ 356,866	39.09%
71200	208	Dental Insurance	\$ 18,016	6,782	\$ 11,234	37.65%
71200	211	Local Retirement	\$ 4,957	2,746	\$ 2,211	55.40%
71200	212	Medicare	\$ 63,329	21,886	\$ 41,443	34.56%
71200	217	Retirement-Hybrid Stabilization	\$ 21,453	8,811	\$ 12,642	41.07%
71200	336	Equipment Repairs and Maintenance	\$ 500	130	\$ 370	26.00%
71200	429	Instructional Supplies and Materials	\$ 25,150	6,792	\$ 18,358	27.01%
71200	499	Other Supplies and Materials	\$ 3,000	552	\$ 2,448	18.40%
71200	725	Special Education Instruction Equipment	\$ 2,000	-	\$ 2,000	0.00%
		Total Special Education	\$ 5,682,303	\$ 2,086,764	\$ 3,595,539	36.72%
		VOCATIONAL INSTRUCTION				

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
71300	116	Teachers	\$ 1,749,168	640,778	\$ 1,108,390	36.63%
71300	117	Career Ladder	\$ 4,000	2,000	\$ 2,000	50.00%
71300	163	Educational Assistants	\$ 82,620	29,836	\$ 52,784	36.11%
71300	201	Social Security	\$ 111,978	39,113	\$ 72,865	34.93%
71300	204	Retirement	\$ 130,874	47,799	\$ 83,075	36.52%
71300	206	Life Insurance	\$ 4,404	1,513	\$ 2,891	34.36%
71300	207	Medical Insurance	\$ 259,173	99,853	\$ 159,321	38.53%
71300	208	Dental Insurance	\$ 6,632	3,012	\$ 3,620	45.42%
71300	212	Medicare	\$ 26,618	9,147	\$ 17,471	34.37%
71300	217	Retirement-Hybrid Stabilization	\$ 6,806	2,727	\$ 4,079	40.07%
71300	399	Other Contracted Services	\$ 1,696	1,696	\$ -	100.00%
71300	429	Instructional Supplies and Materials	\$ 39,690	17,203	\$ 22,487	43.34%
71300	429	Forward Funding	\$ 1,696	1,696	\$ -	100.00%
71300	730	Vocational Equipment	\$ 4,603	-	\$ 4,603	0.00%
		Total Vocational Instruction	\$ 2,429,958	\$ 896,373	\$ 1,533,585	36.89%
		ATTENDANCE				
72110	189	Other Salaries and Wages	\$ 241,740	85,346	\$ 156,394	35.30%
72110	201	Social Security	\$ 14,746	4,765	\$ 9,981	32.31%
72110	204	State Retirement	\$ 16,369	5,770	\$ 10,599	35.25%
72110	206	Life Insurance	\$ 580	113	\$ 467	19.52%
72110	207	Medical Insurance	\$ 57,004	22,411	\$ 34,593	39.32%
72110	208	Dental Insurance	\$ 1,910	643	\$ 1,267	33.64%
72110	211	Local Retirement	\$ 1,250	456	\$ 794	36.52%
72110	212	Medicare	\$ 3,505	1,114	\$ 2,391	31.79%
72110	217	Retirement - Hybrid Stabilization	\$ 3,092	1,229	\$ 1,863	39.74%
72110	471	Software Maintenance	\$ 48,500	54,580	\$ (6,080)	112.54%
		Total Attendance	\$ 388,696	\$ 176,427	\$ 212,269	45.39%
		HEALTH SERVICES				
72120	131	Medical Personnel	\$ 770,556	276,484	\$ 494,072	35.88%
72120	201	Social Security	\$ 47,004	15,915	\$ 31,089	33.86%
72120	204	Retirement	\$ 61,259	22,544	\$ 38,715	36.80%
72120	206	Life Insurance	\$ 1,849	549	\$ 1,300	29.68%
72120	207	Medical Insurance	\$ 118,434	46,514	\$ 71,920	39.27%
72120	208	Dental Insurance	\$ 3,000	1,535	\$ 1,465	51.16%
72120	212	Medicare	\$ 11,173	3,722	\$ 7,451	33.31%
72120	217	Retirement-Hybrid Stabilization	\$ 8,091	3,240	\$ 4,851	40.04%
72120	355	Travel	\$ 500	34	\$ 466	6.86%
72120	399	Other Contracted Services	\$ 8,000	-	\$ 8,000	0.00%
72120	399	Other Contracted Services - Coordinated School Health	\$ 26,000	165	\$ 25,835	0.63%
72120	413	Drugs & Medical Supplies	\$ 4,000	-	\$ 4,000	0.00%
72120	499	Other Supplies & Materials	\$ 15,000	4,097	\$ 10,903	27.31%
72120	499	Other Supplies & Materials - Coordinated School Health	\$ 28,500	4,749	\$ 23,751	16.66%
72120	524	Staff Development	\$ 2,900	-	\$ 2,900	0.00%
72120	524	Staff Development - Coordinated School Health	\$ 4,000	2,244	\$ 1,756	56.09%
72120	735	Health Equipment	\$ 500	-	\$ 500	0.00%
		Total Health Services	\$ 1,110,766	\$ 381,791	\$ 728,976	34.37%
		STUDENT SUPPORT				
72130	117	Career Ladder	\$ 2,000	1,000	\$ 1,000	50.00%
72130	123	Guidance Personnel	\$ 1,716,756	635,576	\$ 1,081,180	37.02%
72130	161	Secretary	\$ 40,800	22,447	\$ 18,353	55.02%
72130	189	Other Salaries & Benefits	\$ 854,443	305,342	\$ 549,101	35.74%
72130	201	Social Security	\$ 159,448	55,565	\$ 103,883	34.85%
72130	204	Retirement	\$ 194,775	71,231	\$ 123,544	36.57%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72130	206	Life Insurance	\$ 6,271	1,798	\$ 4,473	28.67%
72130	207	Medical Insurance	\$ 339,348	144,442	\$ 194,906	42.56%
72130	208	Dental Insurance	\$ 12,193	4,257	\$ 7,936	34.91%
72130	211	Local Retirement	\$ -	812	\$ (812)	#DIV/0!
72130	212	Medicare	\$ 37,901	13,101	\$ 24,800	34.57%
72130	217	Retirement-Hybrid Stabilization	\$ 17,887	7,024	\$ 10,863	39.27%
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	499	Other Supplies & Materials - Safe Schools	\$ 6,000	1,254	\$ 4,746	20.90%
72130	499	Other Supplies & Materials - TVA South Side Grant	\$ 1,239	1,239	\$ -	100.00%
72130	790	Other Equipment (1-529)	\$ 2,500	-	\$ 2,500	0.00%
		Total Student Support	\$ 3,534,561	\$ 1,265,089	\$ 2,269,473	35.79%
		INSTRUCTION SUPPORT				
72210	105	Administration	\$ 770,864	307,501	\$ 463,363	39.89%
72210	117	Career Ladder	\$ 7,000	3,000	\$ 4,000	42.86%
72210	129	Librarians	\$ 866,234	308,302	\$ 557,932	35.59%
72210	137	Educational Media Personnel	\$ 332,520	127,331	\$ 205,189	38.29%
72210	161	Secretary	\$ 135,660	60,452	\$ 75,208	44.56%
72210	172	Instructional Coaches	\$ 1,253,274	469,405	\$ 783,869	37.45%
72210	189	Other Salaries and Wages	\$ 76,500	88,386	\$ (11,886)	115.54%
72210	189	Other Salaries and Wages - Tech Teacher Leader	\$ 30,500	-	\$ 30,500	0.00%
72210	201	Social Security	\$ 211,825	78,645	\$ 133,180	37.13%
72210	204	Retirement	\$ 252,448	96,980	\$ 155,468	38.42%
72210	206	Life Insurance	\$ 8,334	2,871	\$ 5,463	34.44%
72210	207	Medical Insurance	\$ 371,183	159,257	\$ 211,926	42.91%
72210	208	Dental Insurance	\$ 10,183	5,041	\$ 5,142	49.50%
72210	211	Local Retirement	\$ 2,200	1,333	\$ 867	60.58%
72210	212	Medicare	\$ 50,352	18,391	\$ 31,961	36.53%
72210	217	Retirement-Hybrid Stabilization	\$ 6,063	1,981	\$ 4,082	32.68%
72210	336	Maintenance and Repair Service	\$ -	103	\$ (103)	#DIV/0!
72210	355	Travel	\$ 11,500	1,311	\$ 10,189	11.40%
72210	355	Travel - Safe Schools	\$ 1,500	123	\$ 1,377	8.17%
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-57	\$ 10,000	2,450	\$ 7,550	24.50%
72210	399	Niswonger Class Fees (555)	\$ 5,000	5,300	\$ (300)	106.00%
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$ 15,200	15,234	\$ (34)	100.22%
72210	399	Other Contracted Services (5\$ Transact)	\$ 9,000	-	\$ 9,000	0.00%
72210	399	Other Contracted Services-Safety Net Program (1-031)	\$ 41,000	-	\$ 41,000	0.00%
72210	399	Other Contracted Services - Frontline	\$ 28,000	30,864	\$ (2,864)	110.23%
72210	399	Other Contracted Services - Robotics Team (16-572)	\$ 1,000	-	\$ 1,000	0.00%
72210	399	Other Contracted Services - Parent Square	\$ 16,500	31,200	\$ (14,700)	189.09%
72210	399	Other Contracted Services - 504 Online System	\$ 5,000	-	\$ 5,000	0.00%
72210	399	Other Contracted Services - Major Clarity	\$ 7,000	-	\$ 7,000	0.00%
72210	399	At-Risk Services (1-964)	\$ 1,000	-	\$ 1,000	0.00%
72210	399	Random Drug Testing (DOT Physicals)	\$ 16,000	1,375	\$ 14,625	8.59%
72210	399	Other Contracted Services - Renaissance Learning	\$ -	41,708	\$ (41,708)	#DIV/0!
72210	399	Contracted Services - RC (1-030)	\$ 2,400	496	\$ 1,904	20.65%
72210	399	Internal Assessment Platform - Illuminate	\$ 55,000	-	\$ 55,000	0.00%
72210	399	Other Contracted Services -Safe Schools	\$ 20,000	4,147	\$ 15,853	20.73%
72210	399	Other Contracted Services (Misc)	\$ 20,000	9,926	\$ 10,074	49.63%
72210	432	Library Books Media	\$ 37,288	37,288	\$ -	100.00%
72210	471	Software Maintenance - Hapara	\$ -	62,855	\$ (62,855)	#DIV/0!
72210	471	Software Maintenance - Library Software	\$ 35,703	20,702	\$ 15,001	57.99%
72210	471	Software Maintenance - Renaissance Learning Item Bank	\$ -	3,696	\$ (3,696)	#DIV/0!
72210	499	Other Supplies & Materials	\$ 10,000	7,245	\$ 2,755	72.45%
72210	499	Other Supplies & Materials - Special Budget Requests	\$ 1,000	87	\$ 913	8.73%
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	819	\$ 6,881	10.64%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$ 5,000	-	\$ 5,000	0.00%
72210	499	Shoe Fund (1-520)	\$ 25,362	5,637	\$ 19,725	22.22%
72210	499	Centegix Supplies (964)	\$ 2,400	510	\$ 1,890	21.25%
72210	499	Homeless Donations (701)	\$ 11,132	4,247	\$ 6,885	38.15%
72210	499	Other Supplies & Materials - Safe Schools	\$ 2,000	2,327	\$ (327)	116.37%
72210	524	Teacher Leadership Academy (537)	\$ 44,500	15,588	\$ 28,912	35.03%
72210	524	In-service Staff Dev. System Wide/School Based	\$ 148,709	52,702	\$ 96,007	35.44%
72210	524	Staff Development - Safe Schools	\$ 55,000	4,587	\$ 50,413	8.34%
72210	524	Staff Development - Coordinated School Health	\$ 1,500	1,428	\$ 72	95.22%
72210	524	AP Staff Development (2-583)	\$ 10,000	-	\$ 10,000	0.00%
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$ 85,270	16,806	\$ 68,464	19.71%
72210	599	Non Revenue Producing Sports - Reserved for Encumbrance	\$ 1,075	1,075	\$ 0	99.99%
72210	599	Other Charges - MS Competition Fees	\$ 3,000	480	\$ 2,520	16.00%
72210	599	Other Charges - Safe Schools	\$ 12,200	500	\$ 11,700	4.10%
72210	599	Other Charges	\$ 4,000	69	\$ 3,931	1.73%
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 24,730	5,959	\$ 18,771	24.09%
72210	790	Other Equipment - Safe Schools	\$ 35,000	363	\$ 34,637	1.04%
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000	-	\$ 5,000	0.00%
72210	790	Other Equipment	\$ 5,000	-	\$ 5,000	0.00%
		Total Instruction Support	\$ 5,248,809	\$ 2,141,962	\$ 3,106,847	40.81%
		ALTERNATIVE INSTRUCTIONAL SUPPORT				
72215	161	Secretaries	\$ 40,800	14,291	\$ 26,509	35.03%
72215	201	Social Security	\$ 2,489	748	\$ 1,741	30.05%
72215	204	Retirement	\$ 3,089	1,082	\$ 2,007	35.02%
72215	206	Life Insurance	\$ 98	32	\$ 66	32.47%
72215	207	Medical Insurance	\$ 14,066	5,688	\$ 8,379	40.43%
72215	208	Dental Insurance	\$ 145	171	\$ (26)	117.79%
72215	212	Medicare	\$ 592	175	\$ 417	29.55%
72215	217	Retirement - Hybrid Stabilization	\$ 583	233	\$ 350	39.99%
72215	435	Office Supplies	\$ 2,431	2,431	\$ -	100.00%
72215	524	In-Service/Staff Development	\$ 2,000	-	\$ 2,000	0.00%
		Total Alternative Instruction Support	\$ 66,293	\$ 24,850	\$ 41,443	37.49%
		SPECIAL EDUCATION SUPPORT				
72220	105	Administration	\$ 114,651	47,771	\$ 66,880	41.67%
72220	124	Psychological Personnel	\$ 79,890	29,051	\$ 50,839	36.36%
72220	131	Physical Therapist	\$ 219,326	101,514	\$ 117,812	46.28%
72220	135	Diagnostics	\$ 369,332	41,611	\$ 327,721	11.27%
72220	161	Secretary	\$ 111,180	44,421	\$ 66,759	39.95%
72220	189	Other Salaries & Wages	\$ 54,898	19,944	\$ 34,954	36.33%
72220	201	Social Security	\$ 57,906	16,464	\$ 41,442	28.43%
72220	204	Retirement	\$ 54,558	23,865	\$ 30,693	43.74%
72220	206	Life Insurance	\$ 2,278	569	\$ 1,709	24.96%
72220	207	Medical Insurance	\$ 88,770	41,539	\$ 47,231	46.79%
72220	208	Dental Insurance	\$ 2,424	1,217	\$ 1,207	50.19%
72220	212	Medicare	\$ 13,765	3,850	\$ 9,915	27.97%
72220	217	Retirement-Hybrid Stabilization	\$ 4,701	1,653	\$ 3,048	35.16%
72220	312	Contracts with Private Agencies	\$ 29,969	21,123	\$ 8,846	70.48%
72220	322	Testing Materials	\$ 5,000	3,202	\$ 1,798	64.03%
72220	336	Maintenance & Repair Services - Equipment	\$ 1,300	1,170	\$ 130	90.00%
72220	355	Travel	\$ 6,000	1,461	\$ 4,539	24.36%
72220	499	Other Supplies & Materials	\$ 2,000	1,523	\$ 477	76.14%
72220	524	In Service/Staff Development	\$ 4,000	3,334	\$ 666	83.35%
		Total Special Education Support	\$ 1,221,948	\$ 405,283	\$ 816,665	33.17%
		VOCATIONAL INSTRUCTION SUPPORT				

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72230	105	Administration	\$ 130,218	53,281	\$ 76,937	40.92%
72230	117	Career Ladder	\$ 3,000	1,500	\$ 1,500	50.00%
72230	161	Secretary	\$ 39,780	13,873	\$ 25,907	34.87%
72230	201	Social Security	\$ 10,553	3,977	\$ 6,576	37.69%
72230	204	Retirement	\$ 11,484	4,534	\$ 6,950	39.48%
72230	206	Life Insurance	\$ 415	148	\$ 267	35.72%
72230	207	Medical Insurance	\$ 21,012	8,514	\$ 12,498	40.52%
72230	208	Dental Insurance	\$ 558	231	\$ 327	41.38%
72230	212	Medicare	\$ 2,508	930	\$ 1,578	37.08%
72230	217	Retirement - Hybrid Stabilization	\$ 569	226	\$ 343	39.72%
72230	355	Travel	\$ 162	162	\$ -	100.00%
72230	399	Other Contracted Services	\$ 41,000	13,757	\$ 27,243	33.55%
72230	435	Office Supplies	\$ 162	162	\$ -	100.00%
72230	499	Print Shop Enterprise Account	\$ 10,000	-	\$ 10,000	0.00%
72230	499	Other Supplies & Materials PRINT SHOP	\$ 100,000	45,216	\$ 54,784	45.22%
72230	524	In-Service/Staff Development	\$ -	476	\$ (476)	#DIV/0!
		Total Vocational Instruction Support	\$ 371,421	\$ 146,987	\$ 147,497	39.57%
		TECHNOLOGY				
72250	105	Administration	\$ 105,902	44,118	\$ 61,784	41.66%
72250	121	Technicians	\$ 1,094,737	442,837	\$ 651,900	40.45%
72250	201	Social Security	\$ 73,239	27,903	\$ 45,336	38.10%
72250	204	Retirement	\$ 159,408	63,529	\$ 95,879	39.85%
72250	206	Life Insurance	\$ 2,882	999	\$ 1,883	34.67%
72250	207	Medical Insurance	\$ 174,004	72,240	\$ 101,764	41.52%
72250	208	Dental Insurance	\$ 5,809	2,293	\$ 3,516	39.48%
72250	211	Local Retirement	\$ -	3,276	\$ (3,276)	#DIV/0!
72250	212	Medicare	\$ 17,409	6,526	\$ 10,883	37.48%
72250	217	Retirement - Hybrid Stabilization	\$ 7,528	2,851	\$ 4,677	37.87%
72250	307	Technology Communications	\$ 6,300	1,432	\$ 4,868	22.73%
72250	320	Dues and Memberships	\$ 900	567	\$ 333	62.99%
72250	336	Maintenance and Repair Services	\$ -	360	\$ (360)	#DIV/0!
72250	350	Other Charges-Internet/ENA	\$ 235,000	40,516	\$ 194,485	17.24%
72250	355	Travel Technology	\$ 3,000	-	\$ 3,000	0.00%
72250	399	Contracted Services	\$ 26,573	3,850	\$ 22,723	14.49%
72250	411	Data Processing Supplies	\$ 11,500	556	\$ 10,944	4.84%
72250	435	Office Supplies Technology	\$ 1,700	63	\$ 1,637	3.68%
72250	471	Software Maintenance - Content Filter	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Endpoint Protection - Trend	\$ 60,000	-	\$ 60,000	0.00%
72250	471	Subscription Renewal - School Messenger	\$ 14,000	-	\$ 14,000	0.00%
72250	471	Software Maintenance - Jatheon/Email Archive	\$ 5,000	-	\$ 5,000	0.00%
72250	471	Software Maintenance - KnowBe4	\$ 24,000	7,352	\$ 16,648	30.63%
72250	471	Software Maintenance - TeamViewer	\$ 11,000	-	\$ 11,000	0.00%
72250	471	Software Maintenance - VXRail	\$ 26,000	-	\$ 26,000	0.00%
72250	471	Software Maintenance - Microsoft EES - OS and Office L	\$ 39,000	43,662	\$ (4,662)	111.95%
72250	471	Software Maintenance - Cisco Smartnet	\$ 20,000	7,737	\$ 12,263	38.68%
72250	471	Software Maintenance - Veeam	\$ 6,200	6,270	\$ (70)	101.13%
72250	471	Software Maintenance - Help Desk	\$ 25,000	26,587	\$ (1,587)	106.35%
72250	471	Software Maintenance - VMWare	\$ 12,000	-	\$ 12,000	0.00%
72250	471	Software Maintenance - MDM - Apple Devices Mosyle	\$ 15,000	-	\$ 15,000	0.00%
72250	471	Software Maintenance - SonicWall - Firewall	\$ 10,000	-	\$ 10,000	0.00%
72250	471	Software Maintenance - KACE	\$ 1,500	-	\$ 1,500	0.00%
72250	471	Software Maintenance - Identity Automation Rapid	\$ 58,000	-	\$ 58,000	0.00%
72250	471	Software Maintenance - Tipping Point	\$ 93,000	92,520	\$ 480	99.48%
72250	471	Software Hosting Services	\$ 16,000	19,345	\$ (3,345)	120.91%
72250	471	Software Maintenance - Aruba Clearpass	\$ 9,000	14,461	\$ (5,461)	160.68%
72250	471	Software Maintenance - Badgepass	\$ 10,000	-	\$ 10,000	0.00%
72250	471	Software Maintenance -Firewall Upgrade	\$ 6,445	-	\$ 6,445	0.00%
72250	471	Software Maintenance - Other	\$ 5,000	1,339	\$ 3,661	26.78%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72250	499	Other Supplies & Materials Technology	\$ 10,500	3,488	\$ 7,012	33.22%
72250	524	In-service Staff Development - Technology	\$ 10,000	949	\$ 9,051	9.49%
72250	614	Principal - Subscription Based Information Tech Agreemen	\$ 8,834	23,334	\$ (14,500)	264.14%
72250	615	Interest - Subscription Based Information Tech Agreemen	\$ -	665	\$ (665)	#DIV/0!
72250	709	Data Processing Equipment - Firewall Upgrade	\$ 82,717	-	\$ 82,717	0.00%
72250	709	Data Processing Equipment Technology	\$ 10,000	837	\$ 9,163	8.37%
		Total Technology	\$ 2,540,087	\$ 962,461	\$ 1,577,626	37.89%
		BOARD OF EDUCATION				
72310	206	Life Insurance	\$ 420	117	\$ 303	27.86%
72310	207	Medical Insurance	\$ 28,000	11,585	\$ 16,415	41.38%
72310	305	Audit Service	\$ 20,000	20,800	\$ (800)	104.00%
72310	320	Dues and Memberships	\$ 14,000	8,698	\$ 5,302	62.13%
72310	331	Legal Services	\$ 10,000	6,936	\$ 3,064	69.36%
72310	355	Travel	\$ 2,000	-	\$ 2,000	0.00%
72310	399	Other Contracted Services	\$ 10,000	3,000	\$ 7,000	30.00%
72310	499	Other Supplies & Materials	\$ 2,000	121	\$ 1,879	6.06%
72310	506	Liability Insurance	\$ 76,115	-	\$ 76,115	0.00%
72310	506	*Athletic Liability Insurance	\$ 40,000	40,942	\$ (942)	102.36%
72310	508	Corporate Surety Bonds	\$ 150	144	\$ 6	96.00%
72310	510	Trustee's Commission	\$ 500,000	124,609	\$ 375,391	24.92%
72310	513	Workman's Compensation Insurance	\$ 562,484	-	\$ 562,484	0.00%
72310	524	In-service Staff Development	\$ 25,500	9,819	\$ 15,681	38.51%
72310	599	Other Charges	\$ 30,000	2,885	\$ 27,115	9.62%
72310	599	Athletics/Band Travel	\$ 80,000	26,361	\$ 53,639	32.95%
		Total Board of Education	\$ 1,400,669	\$ 256,017	\$ 1,144,652	18.28%
		Superintendent				
72320	101	Superintendent	\$ 188,700	78,625	\$ 110,075	41.67%
72320	117	Career Ladder	\$ -	-	\$ -	#DIV/0!
72320	161	Secretary	\$ 55,080	22,448	\$ 32,632	40.76%
72320	201	Social Security	\$ 16,359	5,334	\$ 11,025	32.60%
72320	204	Retirement	\$ 17,697	7,335	\$ 10,362	41.45%
72320	206	Life Insurance	\$ 585	217	\$ 368	37.11%
72320	207	Medical Insurance	\$ 32,049	12,964	\$ 19,085	40.45%
72320	208	Dental Insurance	\$ 820	342	\$ 478	41.66%
72320	212	Medicare	\$ 3,883	1,517	\$ 2,366	39.06%
72320	217	Retirement - Hybrid Stabilization	\$ 788	324	\$ 464	41.05%
72320	299	Other Fringe Benefits	\$ 12,000	5,000	\$ 7,000	41.67%
72320	306	Bank Charges	\$ 5,000	-	\$ 5,000	0.00%
72320	307	Communications	\$ 60,000	17,712	\$ 42,288	29.52%
72320	320	Dues & Memberships	\$ 12,000	9,618	\$ 2,382	80.15%
72320	348	Postal Charges	\$ 10,000	3,022	\$ 6,978	30.22%
72320	355	Travel	\$ 1,000	-	\$ 1,000	0.00%
72320	399	Other Contracted Services	\$ 21,200	6,166	\$ 15,034	29.09%
72320	435	Office Supplies	\$ 7,000	437	\$ 6,563	6.24%
72320	524	Staff Development - Leadership Program	\$ 11,000	2,200	\$ 8,800	20.00%
72320	599	Other Charges	\$ 13,000	-	\$ 13,000	0.00%
72320	701	Administrative Equipment	\$ 2,000	-	\$ 2,000	0.00%
		Total Director of Schools	\$ 470,161	\$ 173,260	\$ 296,901	36.85%
		OFFICE OF THE PRINCIPAL				
72410	104	Principals	\$ 1,313,723	544,151	\$ 769,572	41.42%
72410	117	Career Ladder	\$ 1,000	1,000	\$ -	100.00%
72410	119	Bookkeepers	\$ 499,800	192,515	\$ 307,285	38.52%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72410	139	Assistant Principals	\$ 2,043,844	813,251	\$ 1,230,593	39.79%
72410	161	Secretary	\$ 1,113,840	435,746	\$ 678,094	39.12%
72410	189	Data Processing Personnel	\$ 71,849	29,937	\$ 41,912	41.67%
72410	201	Social Security	\$ 307,564	118,212	\$ 189,352	38.43%
72410	204	Retirement	\$ 382,643	147,723	\$ 234,920	38.61%
72410	206	Life Insurance	\$ 12,093	4,290	\$ 7,803	35.47%
72410	207	Medical Insurance	\$ 576,610	230,331	\$ 346,279	39.95%
72410	208	Dental Insurance	\$ 16,028	7,116	\$ 8,912	44.40%
72410	211	Local Retirement	\$ 11,138	4,982	\$ 6,156	44.73%
72410	212	Medicare	\$ 73,139	27,714	\$ 45,425	37.89%
72410	217	Retirement - Hybrid Stabilization	\$ 205,143	7,714	\$ 197,429	3.76%
72410	307	Communication	\$ 80,000	31,887	\$ 48,113	39.86%
72410	320	Dues & Memberships	\$ 1,250	1,250	\$ -	100.00%
72410	348	Postal Charges	\$ 6,414	6,265	\$ 149	97.68%
72410	355	Travel	\$ 2,682	2,682	\$ -	100.00%
72410	435	Office Supplies	\$ 6,537	6,537	\$ -	100.00%
72410	524	In-service/Staff Development	\$ 912	-	\$ 912	0.00%
72410	701	Administrative Equipment	\$ -	4,928	\$ (4,928)	#DIV/0!
		Total Office of the Principal	\$ 6,726,209	\$ 2,618,228	\$ 4,107,981	38.93%
		FISCAL SERVICES				
72510	105	Administration	\$ 119,260	49,687	\$ 69,573	41.66%
72510	119	Bookkeepers	\$ 321,577	132,808	\$ 188,769	41.30%
72510	201	Social Security	\$ 26,889	10,609	\$ 16,280	39.46%
72510	204	Retirement	\$ 61,569	25,528	\$ 36,041	41.46%
72510	206	Life Insurance	\$ 1,058	386	\$ 672	36.50%
72510	207	Medical Insurance	\$ 48,723	19,085	\$ 29,638	39.17%
72510	208	Dental Insurance	\$ 1,250	560	\$ 690	44.82%
72510	211	Local Retirement	\$ 4,243	1,635	\$ 2,608	38.53%
72510	212	Medicare	\$ 6,392	2,482	\$ 3,910	38.82%
72510	217	Retirement - Hybrid Stabilization	\$ 27,677	836	\$ 26,841	3.02%
72510	320	Dues & Memberships	\$ 1,500	500	\$ 1,000	33.33%
72510	355	Travel	\$ 100	-	\$ 100	0.00%
72510	399	Other Contracted Services	\$ 50,000	504	\$ 49,496	1.01%
72510	411	Data Processing Supplies	\$ 4,500	2,261	\$ 2,239	50.24%
72510	435	Office Supplies	\$ 4,000	731	\$ 3,269	18.27%
72510	499	Other Supplies and Materials	\$ 2,400	1,621	\$ 779	67.53%
72510	524	Staff Development	\$ 5,000	106	\$ 4,894	2.11%
72510	599	Other Charges	\$ 250	10	\$ 240	4.00%
72510	701	Administrative Equipment	\$ 3,000	-	\$ 3,000	0.00%
		Total Fiscal Services	\$ 689,388	\$ 249,348	\$ 440,040	36.17%
		HUMAN RESOURCES				
72520	105	Supervisor/Director	\$ 88,018	36,674	\$ 51,344	41.67%
72520	161	Secretary	\$ 145,413	54,734	\$ 90,679	37.64%
72520	201	Social Security	\$ 14,239	5,275	\$ 8,964	37.04%
72520	204	State Retirement	\$ 26,093	10,429	\$ 15,664	39.97%
72520	206	Life Insurance	\$ 560	130	\$ 430	23.18%
72520	207	Medical Insurance	\$ 32,358	13,090	\$ 19,268	40.45%
72520	208	Dental Insurance	\$ 820	402	\$ 418	49.00%
72520	212	Medicare	\$ 3,385	1,234	\$ 2,151	36.44%
72520	217	Retirement - Hybrid Stabilization	\$ 2,374	943	\$ 1,431	39.72%
72520	320	Dues and Memberships	\$ 600	50	\$ 550	8.33%
72520	355	Travel	\$ 1,000	-	\$ 1,000	0.00%
72520	399	Other Contracted Services	\$ 300	2,623	\$ (2,323)	874.23%
72520	435	Office Supplies	\$ 1,000	1,438	\$ (438)	143.76%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72520	499	Other Supplies	\$ 1,400	1,400	\$ 0	99.97%
72520	524	Staff Development	\$ 1,250	3,014	\$ (1,764)	241.11%
72520	701	Administrative Equipment	\$ 1,250	-	\$ 1,250	0.00%
		Total Human Resources	\$ 320,060	\$ 131,434	\$ 188,626	41.07%
		OPERATION OF PLANT				
72610	160	Guards	\$ 209,610	55,678	\$ 153,932	26.56%
72610	166	Custodial Personnel	\$ 2,032,860	752,933	\$ 1,279,927	37.04%
72610	166	Summer Worker (510)	\$ 16,320	-	\$ 16,320	0.00%
72610	166	Custodian Overtime	\$ 6,000	5,602	\$ 398	93.37%
72610	201	Social Security	\$ 138,152	46,759	\$ 91,393	33.85%
72610	204	Retirement	\$ 218,454	82,136	\$ 136,318	37.60%
72610	206	Life Insurance	\$ 5,435	1,417	\$ 4,018	26.07%
72610	207	Medical Insurance	\$ 310,014	124,935	\$ 185,079	40.30%
72610	208	Dental Insurance	\$ 9,100	3,759	\$ 5,341	41.31%
72610	211	Local Retirement	\$ 11,550	6,033	\$ 5,517	52.23%
72610	212	Medicare	\$ 32,839	10,915	\$ 21,924	33.24%
72610	217	Retirement - Hybrid Stabilization	\$ 17,824	6,153	\$ 11,671	34.52%
72610	359	Disposal Fees	\$ 130,000	41,351	\$ 88,649	31.81%
72610	399	Other Contracted Services	\$ -	46,508	\$ (46,508)	#DIV/0!
72610	410	Custodial Supplies	\$ 150,000	75,494	\$ 74,506	50.33%
72610	415	Electricity	\$ 1,900,000	674,353	\$ 1,225,647	35.49%
72610	434	Natural Gas	\$ 275,000	31,331	\$ 243,669	11.39%
72610	454	Water & Sewer	\$ 300,000	92,938	\$ 207,062	30.98%
72610	499	Other Supplies & Materials	\$ 5,000	11,933	\$ (6,933)	238.65%
72610	720	Plant Operating Equipment	\$ 5,000	-	\$ 5,000	0.00%
		Total Operation of Plant	\$ 5,773,158	\$ 2,070,228	\$ 3,702,930	35.86%
		MAINTENANCE OF PLANT				
72620	105	Administration	\$ 92,079	38,357	\$ 53,722	41.66%
72620	161	Secretary	\$ 46,920	17,579	\$ 29,341	37.47%
72620	167	Maintenance Personnel	\$ 1,183,680	450,034	\$ 733,646	38.02%
72620	201	Social Security	\$ 80,683	28,295	\$ 52,388	35.07%
72620	204	Retirement	\$ 193,574	73,410	\$ 120,164	37.92%
72620	206	Life Insurance	\$ 3,174	1,003	\$ 2,171	31.59%
72620	207	Medical Insurance	\$ 206,400	87,046	\$ 119,355	42.17%
72620	208	Dental Insurance	\$ 6,393	2,403	\$ 3,990	37.59%
72620	211	Local Retirement	\$ 4,120	1,860	\$ 2,260	45.15%
72620	212	Medicare	\$ 19,179	6,617	\$ 12,562	34.50%
72620	217	Retirement - Hybrid Stabilization	\$ 6,128	2,678	\$ 3,450	43.70%
72620	307	Communications	\$ 12,000	1,947	\$ 10,053	16.23%
72620	336	Maint & Repair Service - Equipment	\$ 7,500	2,227	\$ 5,273	29.69%
72620	399	Other Contracted Services	\$ 115,000	24,334	\$ 90,666	21.16%
72620	399	ESG M & V Services	\$ 17,000	-	\$ 17,000	0.00%
72620	399	Other Contracted Svcs - Rsvrd for Encmbrnc	\$ 23,470	12,336	\$ 11,134	52.56%
72620	499	Other Supplies & Materials	\$ 245,000	100,572	\$ 144,428	41.05%
72620	499	Other Supplies & Materials - Rsvrd for Encumbrances	\$ 5,013	-	\$ 5,013	0.00%
72620	599	Other Charges-In-service/Staff Development.	\$ 3,000	-	\$ 3,000	0.00%
		Total Maintenance of Plant	\$ 2,270,313	\$ 850,697	\$ 1,419,616	37.47%
		TRANSPORTATION				
72710	189	Other Salaries & Wages - Bus Assistants	\$ 38,600	1,653	\$ 36,948	4.28%
72710	201	Social Security	\$ 2,393	95	\$ 2,298	3.97%
72710	204	Retirement	\$ 4,270	114	\$ 4,156	2.67%
72710	211	Local Retirement	\$ 300	-	\$ 300	0.00%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72710	212	Medicare	\$ 560	22	\$ 538	3.97%
72710	217	Retirement - Hybrid Stabilization	\$ -	11	\$ (11)	#DIV/0!
72710	312	Special Education Transportation	\$ 2,000	-	\$ 2,000	0.00%
72710	314	Contracts w/Public Carrier	\$ 3,043,431	-	\$ 3,043,431	0.00%
72710	338	Maint & Repair Service	\$ 15,000	6,333	\$ 8,667	42.22%
72710	355	Travel	\$ -	2,168	\$ (2,168)	#DIV/0!
72710	399	Other Contracted Services	\$ -	3,443	\$ (3,443)	#DIV/0!
72710	425	Gasoline	\$ 51,000	16,152	\$ 34,848	31.67%
72710	450	Tires & Tubes	\$ 5,000	-	\$ 5,000	0.00%
72710	453	Vehicle Parts	\$ 9,000	4,411	\$ 4,589	49.02%
72710	729	Transportation Equipment	\$ 120,000	-	\$ 120,000	0.00%
		Total Transportation	\$ 3,291,554	\$ 34,402	\$ 3,257,152	1.05%
		PUBLIC RELATIONS				
72810	189	Other Salaries and Wages	\$ 73,943	34,549	\$ 39,394	46.72%
72810	201	Social Security	\$ 4,511	1,917	\$ 2,594	42.49%
72810	204	Retirement	\$ 5,597	2,615	\$ 2,982	46.73%
72810	206	Life Insurance	\$ 177	71	\$ 106	39.93%
72810	207	Medical Insurance	\$ 16,031	6,482	\$ 9,549	40.43%
72810	208	Dental Insurance	\$ 410	171	\$ 239	41.66%
72810	212	Medicare	\$ 1,072	448	\$ 624	41.81%
72810	217	Retirement - Hybrid Stabilization	\$ 1,057	480	\$ 577	45.40%
72810	355	Travel Public Relations	\$ 2,000	-	\$ 2,000	0.00%
72810	399	Contracted Services Public Relations	\$ 11,000	14,810	\$ (3,810)	134.64%
72810	435	Office Supplies Public Relations	\$ 1,500	-	\$ 1,500	0.00%
72810	499	Other Supplies & Materials-Public Relations	\$ 4,200	2,124	\$ 2,076	50.57%
72810	524	In-service Staff Development - Public Relations	\$ 4,200	1,864	\$ 2,336	44.38%
72810	599	Other Charges Public Relations	\$ 2,000	889	\$ 1,111	44.43%
72810	709	Data Processing Equipment Public Relations	\$ 3,000	2,703	\$ 297	90.09%
		Total Public Relations	\$ 130,698	\$ 69,121	\$ 61,577	52.89%
		COMMUNITY SERVICE				
73300	105	Supervisor/Director	\$ 343,200	141,289	\$ 201,911	41.17%
73300	189	Other Salaries and Wages	\$ 730,000	303,298	\$ 426,702	41.55%
73300	201	Social Security	\$ 67,340	26,315	\$ 41,025	39.08%
73300	204	Retirement	\$ 16,500	6,479	\$ 10,021	39.27%
73300	206	Life Insurance	\$ 6,300	127	\$ 6,173	2.02%
73300	207	Medical Insurance	\$ 38,500	11,320	\$ 27,180	29.40%
73300	208	Dental Insurance	\$ 3,300	405	\$ 2,896	12.26%
73300	211	Local Retirement	\$ 4,300	51	\$ 4,249	1.19%
73300	212	Medicare	\$ 16,043	6,361	\$ 9,682	39.65%
73300	217	Hybrid Stabilization	\$ 1,000	983	\$ 17	98.25%
73300	307	Communications	\$ 2,350	796	\$ 1,554	33.86%
73300	355	Travel	\$ 2,700	-	\$ 2,700	0.00%
73300	399	Other Contracted Services	\$ 5,900	403	\$ 5,497	6.83%
73300	422	Food Supplies	\$ 49,699	8,370	\$ 41,329	16.84%
73300	429	Instructional Supplies and Materials	\$ -	181	\$ (181)	#DIV/0!
73300	499	Other Supplies	\$ 49,100	17,642	\$ 31,458	35.93%
73300	509	Refunds	\$ 1,550	1,042	\$ 508	67.21%
73300	524	Staff Development	\$ 4,350	-	\$ 4,350	0.00%
73300	599	Other Charges	\$ 19,500	8,007	\$ 11,493	41.06%
73300	790	Other Equipment	\$ 5,000	1,653	\$ 3,347	33.06%
		Total Community Services	\$ 1,366,632	\$ 534,721	\$ 831,911	39.13%
		EARLY CHILDHOOD EDUCATION				

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2024						
						41.67%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
73400	105	Supervisor/Director	\$ 50,000	18,012	\$ 31,988	36.02%
73400	116	Teachers	\$ 184,643	97,602	\$ 87,041	52.86%
73400	163	Educational Assistants	\$ 39,890	7,586	\$ 32,304	19.02%
73400	189	Other Salaries & Wages	\$ 190,000	69,874	\$ 120,126	36.78%
73400	201	Social Security	\$ 28,136	11,576	\$ 16,560	41.14%
73400	204	Retirement	\$ 14,699	7,700	\$ 7,000	52.38%
73400	206	Life Insurance	\$ 443	292	\$ 151	65.95%
73400	207	Medical Insurance	\$ 12,000	10,116	\$ 1,884	84.30%
73400	208	Dental Insurance	\$ 410	183	\$ 227	44.61%
73400	211	Local Retirement	\$ -	-	\$ -	#DIV/0!
73400	212	Medicare	\$ 12,231	2,707	\$ 9,524	22.13%
73400	217	Retirement - Hybrid Stabilization	\$ 1,939	1,087	\$ 852	56.05%
73400	307	Communications	\$ 100	16	\$ 84	16.00%
73400	399	Other Contracted Services	\$ 1,900	-	\$ 1,900	0.00%
73400	422	Food Supplies	\$ 2,500	499	\$ 2,001	19.94%
73400	429	Instructional Supplies	\$ -	880	\$ (880)	#DIV/0!
73400	499	Other Supplies & Materials	\$ 7,500	1,939	\$ 5,561	25.86%
73400	509	Refunds	\$ 700	-	\$ 700	0.00%
73400	524	Staff Development	\$ 2,000	-	\$ 2,000	0.00%
73400	599	Other Charges	\$ 3,000	170	\$ 2,830	5.67%
73400	790	Other Equipment	\$ 2,000	-	\$ 2,000	0.00%
		Total Early Childhood Education	\$ 554,091	\$ 230,238	\$ 323,853	41.55%
		CAPITAL OUTLAY				
76100	599	Summer Painting and Improvement (510)	\$ 10,000	-	\$ 10,000	0.00%
76100	599	Non-Capital Building Improvements	\$ 60,000	-	\$ 60,000	0.00%
76100	707	Building Improvements	\$ 190,000	16,995	\$ 173,006	8.94%
76100	707	Building Improvements - Special Budget Requests	\$ 727,759	90,273	\$ 637,486	12.40%
76100	707	Building Improvements - Reserved for Capital Outlay	\$ 270,810	-	\$ 270,810	0.00%
76100	707	Reserved for Encumbrances	\$ 597,949	352,360	\$ 245,589	58.93%
76100	799	Other Capital Outlay - Reserved for Encumbrances	\$ 1,150,856	397,611	\$ 753,245	34.55%
76100	799	Other Capital Outlay - Mountain View Track CSH	\$ 40,000	-	\$ 40,000	0.00%
76100	799	Other Capital Outlay - Special Budget Requests	\$ 188,000	-	\$ 188,000	0.00%
76100	799	Other Capital Outlay	\$ 28,000	12,536	\$ 15,464	44.77%
		Total Capital Outlay	\$ 3,263,374	\$ 869,775	\$ 2,393,599	26.65%
		DEBT SERVICE				
82130	601	Sales Tax Trust Fund	\$ 1,724,510	836,771	\$ 887,739	48.52%
82130	601	ESG Bond Principal Payments	\$ -	-	\$ -	#DIV/0!
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 410,000	-	\$ 410,000	0.00%
82230	603	ESG Bond Interest Payments	\$ -	-	\$ -	#DIV/0!
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 139,400	70,242	\$ 69,158	50.39%
82230	699	ESG Bond Other Services/Fees Payments	\$ -	1,006	\$ (1,006)	#DIV/0!
		Total Debt Service	\$ 2,273,910	\$ 908,020	\$ 1,365,890	39.93%
		TRANSFERS				
99100	590	Operating Transfers (CSH, PREK, HOMELESS)	\$ 52,739	5,211	\$ 47,528	9.88%
99100	590	Operating Transfer - SRO Overtime	\$ 10,000	-	\$ 10,000	0.00%
		Total Transfers	\$ 62,739	\$ 5,211	\$ 57,528	8.31%
		TOTAL EXPENDITURES	\$ 101,875,602	\$ 36,577,373	\$ 65,009,025	35.90%

Locality	2019 Rate	Increase	2020 Rate	Increase	2021 Rate	Increase	2022 Rate	Residents	Increase	2023 Rate	Residents	Increase	2024	Residents
								Combined Rate			Combined Rate			Combined Rate
Washington County	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ (0.4400)	\$ 1.7100	\$ 1.7100
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.7200	\$ -	\$ 0.5700	\$ 2.7200	\$ (0.1600)	\$ 0.4100	\$ 2.1200
Jonesborough	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ 3.3500	\$ 0.2500	\$ 1.4500	\$ 3.6000	\$ (0.4838)	\$ 0.9662	\$ 2.6762
Johnson City	\$ 1.7100	\$ -	\$ 1.7100	\$ 0.0200	\$ 1.7300	\$ -	\$ 1.7300	\$ 3.8800	\$ 0.2500	\$ 1.9800	\$ 4.1300	\$ (0.6259)	\$ 1.3541	\$ 3.0641
Unicoi County	\$ 2.6838	\$ 0.1700	\$ 2.8538	\$ -	\$ 2.8538	\$ (0.5033)	\$ 2.3505	\$ 2.3505	\$ 0.2600	\$ 2.6105	\$ 2.6105	\$ -	\$ 2.6105	\$ 2.6105
Erwin	\$ 1.8620	\$ -	\$ 1.8620	\$ -	\$ 1.8620	\$ (0.3108)	\$ 1.5512	\$ 3.9017	\$ -	\$ 1.5512	\$ 4.1617	\$ -	\$ 1.5512	\$ 4.1617
Sullivan County	\$ 2.5700	\$ -	\$ 2.5700	\$ (0.1638)	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ 0.0900	\$ 2.4962	\$ 2.4962
Bluff City	\$ 1.2800	\$ -	\$ 1.2800	\$ (0.1010)	\$ 1.1790	\$ -	\$ 1.1790	\$ 3.5852	\$ 0.1210	\$ 1.3000	\$ 3.7062	\$ -	\$ 1.3000	\$ 3.7962
Bristol	\$ 2.1612	\$ -	\$ 2.1612	\$ (0.1749)	\$ 1.9863	\$ -	\$ 1.9863	\$ 4.3925	\$ -	\$ 1.9863	\$ 4.3925	\$ 0.2637	\$ 2.2500	\$ 4.7462
Johnson City	\$ 1.9500	\$ -	\$ 1.9500	\$ (0.4000)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.9562	\$ 0.2500	\$ 1.8000	\$ 4.2062	\$ 0.2298	\$ 2.0298	\$ 4.5260
Kingsport	\$ 2.0643	\$ -	\$ 2.0643	\$ (0.1860)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4945
Carter County	\$ 2.4700	\$ -	\$ 2.4700	\$ (0.4400)	\$ 2.0300	\$ -	\$ 2.0300	\$ 2.0300	\$ 0.1500	\$ 2.1800	\$ 2.1800	\$ -	\$ 2.1800	\$ 2.1800
Elizabethton	\$ 1.8500	\$ -	\$ 1.8500	\$ (0.2800)	\$ 1.5700	\$ -	\$ 1.5700	\$ 3.6000	\$ 0.0800	\$ 1.6500	\$ 3.8300	\$ -	\$ 1.6500	\$ 3.8300
Johnson City	\$ 1.8300	\$ -	\$ 1.8300	\$ (0.2800)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.5800	\$ 0.2500	\$ 1.8000	\$ 3.9800	\$ 0.0775	\$ 1.8775	\$ 4.0575
Watauga	\$ 0.7000	\$ -	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.6000	\$ -	\$ 0.5700	\$ 2.7500	\$ -	\$ 0.5700	\$ 2.7500
Greene County	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ 2.0145	\$ (0.3645)	\$ 1.6500	\$ 1.6500	\$ -	\$ 1.6500	\$ 1.6500
Greene County for City Residents	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ 4.1620	\$ (0.3445)	\$ 1.6400	\$ 3.3471	\$ -	\$ 1.6400	\$ 3.3471
Greeneville City	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ 4.1620	\$ (0.4704)	\$ 1.7071	\$ 3.3471	\$ -	\$ 1.7071	\$ 3.3471
Hawkins County	\$ 2.5323	\$ -	\$ 2.5323	\$ (0.3646)	\$ 2.1677	\$ 0.1500	\$ 2.3177	\$ 2.3177	\$ 0.0070	\$ 2.3247	\$ 2.3247	\$ 0.2299	\$ 2.5546	\$ 2.5546
Rogersville City	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.1835)	\$ 1.4865	\$ -	\$ 1.4865	\$ 3.8042	\$ -	\$ 1.4865	\$ 3.8112	\$ 0.3500	\$ 1.8365	\$ 4.3911
Bulls Gap	\$ 0.7200	\$ -	\$ 0.7200	\$ (0.0636)	\$ 0.6564	\$ 0.0036	\$ 0.6600	\$ 2.9777	\$ 0.2000	\$ 0.8600	\$ 3.1847	\$ 0.1300	\$ 0.9900	\$ 3.5446
Church Hill	\$ 1.1034	\$ -	\$ 1.1034	\$ (0.1418)	\$ 0.9616	\$ -	\$ 0.9616	\$ 3.2793	\$ -	\$ 0.9616	\$ 3.2863	\$ 0.0484	\$ 1.0100	\$ 3.5646
Kingsport	\$ 1.8900	\$ -	\$ 1.8900	\$ (0.0117)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.3160	\$ -	\$ 1.9983	\$ 4.3230	\$ -	\$ 1.9983	\$ 4.5529
Mount Carmel	\$ 1.6700	\$ -	\$ 1.6700	\$ (0.2803)	\$ 1.3897	\$ -	\$ 1.3897	\$ 3.7074	\$ 0.2000	\$ 1.5897	\$ 3.9144	\$ -	\$ 1.5897	\$ 4.1443
Surgoinsville	\$ 1.2000	\$ -	\$ 1.2000	\$ (0.2370)	\$ 0.9630	\$ 0.0033	\$ 0.9663	\$ 3.2840	\$ -	\$ 0.9663	\$ 3.2910	\$ 0.1337	\$ 1.1000	\$ 3.6546

Acct	Acct	AMOUNT
A	Asset	
11130	CASH IN BANK	9,905,685.93
11131	FOOD SERVICE CASH	-16.19
11133	RETAINAGE ESCROW ACCOUNT	53,967.73
11200	INVENTORIES	69,953.06
11300	INVESTMENTS	1,189,657.06
11410	ACCOUNTS RECEIVABLE	58,664.58
11420	DUE FROM WASHINGTON CO GASB 33	18,860,957.00
11430	DUE FROM OTHER GOVERNMENTS	5,479,560.98
11440	DUE FROM OTHER FUNDS	2,470,202.68
11460	DUE FROM CITY GENERAL FUND	0.00
48610	DONATIONS	0.00
71100	REGULAR INSTRUCTION PROGRAM	0.00
-----	Asset	38,088,632.83
		=====
L	Liability	
21100	ACCOUNTS PAYABLE	0.00
21200	ACCRUED PAYROLL	-1,588,129.68
21310	INCOME TAX WITHHELD AND UNPAID	0.00
21311	STATE INCOME TAX	0.00
21320	SOCIAL SECURITY TAX	-98,309.47
21325	EMPLOYEE MEDICARE DEDUCTION	-22,991.73
21330	RETIREMENT CONTRIBUTIONS	-109,601.93
21331	THE TRUST COMPANY	-1,016.57
21332	GREAT WEST DC PLAN	219.66
21340	FAMILY HEALTH INSURANCE	0.00
21341	MEDICAL INSURANCE	29,029.30
21342	SECTION 125	-96,767.23
21344	PAYROLL DEDUCTIONS	-221.37
21345	JCEA	0.00
21346	NTA	0.00
21347	NAS INC	0.00
21348	DENTAL INSURANCE	3,276.70
21350	TAX SHELTER ANNUITIES	-555.00
21351	HEALTH SAVINGS ACCOUNT	0.00
21360	GARNISHMENTS AND LEVIES	0.00
21370	EXTENSION SERVICE PAYROLL DEDU	0.00
21390	OTHER PAYROLL DEDUCTIONS	-3,844.26
21410	CONSTRUCTION RETAINAGE PAYABLE	-7,946.97
21500	DUE TO OTHER FUNDS	-50.00
21518	DEFERRED REVENUE	-18,861,162.02
21520	DUE TO FOOD SERVICE	-480,607.15
21521	REVTRAK CLEARING ACCOUNT	-265.96
21540	DUE TO DEBT SERVICE FUND 1/4 C	-499,069.01
21555	DUE TO OTHER GOVERNMENTS	0.00
-----	Liability	-21,738,012.69
		=====

Acct	Acct	AMOUNT
Q	Equity	
34110	RESERVED FOR ENCUMBRANCES - CU	-1,842,485.05
34130	RESERVED FOR CHROMEBOOKS	-73,600.67
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	-62,083.62
34170	RESERVED FOR PROJECT SMILE	0.00
34179	LOCAL EXTENDED CONTRACTS	-96,064.98
34180	RESERVED FOR SUMMER SCHOOL	0.00
34181	RESERVED FOR LOCAL DONATIONS	-17,402.55
34379	RESERVED FOR EXTENDED CONTRACT	545.51
34380	RESERVED FOR CAREER LADDER PRO	4,395.78
34381	RESERVED FOR BEP CLASSROOM	0.00
34383	RESERVED FOR TECHNOLOGY	0.00
34384	RESERVED FOR TEXTBOOKS	-162,834.97
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	-270,810.25
34394	RESERVE FOR HVAC	0.00
34395	RESERVE FOR SPECIAL BUDGET REQ	-812,800.00
34400	RESERVED FOR COMPENSATED ABSEN	-76,918.85
34450	RESERVED FOR GOLLONG	0.00
35110	DESIGNATED FOR 0.03 FUND BALAN	-2,808,843.11
35120	DESIGNATED FOR STIMULUS RECOVE	0.00
39000	UNDESIGNATED FUND BALANCE	-10,131,717.38
-----	Equity	-16,350,620.14
		=====
-----		0.00
	Grand Asset Totals	38,088,632.83
	Grand Liability Totals	-21,738,012.69
	Grand Equity Totals	-16,350,620.14
	Grand Totals	0.00

Number of Accounts: 443

***** 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	12,587,095.00	937,831.88	1,613,599.69	10,973,495.31	12.82%
141	40120	TRUSTEE'S COLLECTIONS - PRIOR	280,555.00	14,860.48	80,696.25	199,858.75	28.76%
141	40130	CIRCUIT CLERK/CLERK & MASTER C	100,000.00	6,794.46	31,130.11	68,869.89	31.13%
141	40140	INTEREST AND PENALTY	135,000.00	3,745.31	18,429.90	116,570.10	13.65%
141	40150	PICK-UP TAXES	5,500.00	0.00	3.58	5,496.42	0.07%
141	40162	PAYMENTS IN LIEU OF TAXES - LO	215,000.00	0.00	204,353.49	10,646.51	95.05%
141	40163	PAYMENTS IN LIEU OF TAXES - OT	18,000.00	569.40	11,457.30	6,542.70	63.65%
141	40210	LOCAL OPTION SALES TAX	20,285,391.00	1,718,620.48	8,610,238.95	11,675,152.05	42.45%
141	40270	BUSINESS TAX	517,000.00	8,877.58	150,666.22	366,333.78	29.14%
141	40275	MIXED DRINK TAX	3,500.00	0.00	41.69	3,458.31	1.19%
141	40320	BANK EXCISE TAX	95,000.00	0.00	0.00	95,000.00	0.00%
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---		34,242,041.00	2,691,299.59	10,720,617.18	23,521,423.82	31.31%
41000							
141	41110	MARRIAGE LICENSE	1,700.00	163.35	712.82	987.18	41.93%
141	41---		1,700.00	163.35	712.82	987.18	41.93%
43000							
141	43511	TUITION - REGULAR DAY STUDENTS	250,000.00	27,337.08	138,528.59	111,471.41	55.41%
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	5,500.00	170.00	370.00	5,130.00	6.73%
141	43542	CNTRCT FOR INSTR SVCS W/LEA'S	0.00	0.00	0.00	0.00	0.00%
141	43581	COMMUNITY SERVICE FEES-CHILDRE	1,473,679.00	116,552.25	649,160.26	824,518.74	44.05%
141	43990	OTHER CHARGES FOR SERVICES	61,000.00	4,310.35	16,543.70	44,456.30	27.12%
141	43---		1,790,179.00	148,369.68	804,602.55	985,576.45	44.95%
44000							
141	44110	INTEREST EARNED	0.00	0.00	0.00	0.00	0.00%
141	44120	LEASE / RENTALS	0.00	1,900.00	1,900.00	-1,900.00	0.00%
141	44146	E-RATE FUNDING	0.00	0.00	0.00	0.00	0.00%
141	44160	RETIRES' INSURANCE PAYMENTS	18,000.00	37,646.45	47,808.63	-29,808.63	265.60%
141	44170	MISCELLANEOUS REFUNDS	0.00	967.23	26,752.97	-26,752.97	0.00%
141	44530	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00	0.00%
141	44570	CONTRIBUTIONS	54,135.00	100.00	22,392.66	31,742.34	41.36%
141	44990	OTHER LOCAL REVENUES	1,000.00	34.14	183.40	816.60	18.34%
141	44---		73,135.00	40,647.82	99,037.66	-25,902.66	135.42%

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED	
46000							
141	46510	TISA	45,733,085.00	4,704,569.64	18,289,947.65	27,443,137.35	39.99%
141	46511	BASIC EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00%
141	46512	BEP ARRA	0.00	0.00	0.00	0.00	0.00%
141	46513	TISA ON-BEHALF PAYMENTS	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%
141	46550	DRIVER EDUCATION	11,000.00	0.00	0.00	11,000.00	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	46596	PAID PARENTAL LEAVE	55,500.00	0.00	0.00	55,500.00	0.00%
141	46610	CAREER LADDER PROGRAM	70,686.00	0.00	0.00	70,686.00	0.00%
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---		45,870,271.00	4,704,569.64	18,289,947.65	27,580,323.35	39.87%
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	75,000.00	6,879.79	24,308.59	50,691.41	32.41%
141	47---		75,000.00	6,879.79	24,308.59	50,691.41	32.41%
48000							
141	48610	DONATIONS	0.00	0.00	1.36	-1.36	0.00%
141	48---		0.00	0.00	1.36	-1.36	0.00%
49000							
141	49800	OPERATING TRANSFERS	0.00	0.00	0.00	0.00	0.00%
141	49810	CITY GENERAL FUND TRANSFER	14,670,167.00	968,894.67	4,844,473.35	9,825,693.65	33.02%
141	49---		14,670,167.00	968,894.67	4,844,473.35	9,825,693.65	33.02%
Grand Revenue Totals			96,722,493.00	8,560,824.54	34,783,701.16	61,938,791.84	35.96%

Number of Accounts: 183

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

Fnd	Acct	Acct	AMENDED BUDGET AMOUNT	MONTH-TO-DATE EXPENDITURES	YEAR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	2024-25 FYTD Unencumbered Bal	Percent of Budget Remaining
141	71100	REGULAR INSTRUCTION PROGRAM	49,167,730.45	4,344,176.21	18,521,204.66	84,824.26	30,561,701.53	62.16
141	71150	ALTERNATIVE INSTRUCTION PROGRA	1,520,074.00	126,500.76	567,482.21	0.00	952,591.79	62.67
141	71200	SPECIAL EDUCATION PROGRAM	5,682,303.00	509,538.27	2,086,763.77	2,399.61	3,593,139.62	63.23
141	71300	VOCATION EDUCATION PROGRAM	2,429,958.00	215,908.17	896,372.73	1,000.00	1,532,585.27	63.07
141	71600	ADULT EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
141	72110	ATTENDANCE	388,696.00	29,145.56	176,427.34	0.00	212,268.66	54.61
141	72120	HEALTH SERVICES	1,110,766.00	91,778.25	381,790.86	1,714.92	727,260.22	65.47
141	72130	OTHER STUDENT SUPPORT	3,534,561.00	301,017.95	1,265,088.50	0.00	2,269,472.50	64.21
141	72210	REGULAR INSTRUCTION PROGRAM	5,248,808.58	458,143.51	2,141,961.55	47,611.63	3,059,235.40	58.28
141	72215	ALTERNATIVE INSTRUCTION PROGRA	66,293.00	5,306.34	24,850.29	0.00	41,442.71	62.51
141	72220	SPECIAL EDUCATION PROGRAM	1,221,948.00	96,980.26	405,282.95	2,059.04	814,606.01	66.66
141	72230	VOCATION EDUCATION PROGRAM	371,421.00	26,106.63	146,986.77	97,419.25	127,014.98	34.20
141	72250	TECHNOLOGY	2,540,086.50	158,861.10	962,460.63	106,380.34	1,471,245.53	57.92
141	72260	ADULT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00
141	72310	BOARD OF EDUCATION	1,400,669.00	61,477.84	256,016.68	12,978.55	1,131,673.77	80.80
141	72320	OFFICE OF THE SUPERINTENDENT	470,161.00	33,659.42	173,259.96	3,293.20	293,607.84	62.45
141	72410	OFFICE OF THE PRINCIPAL	6,726,209.00	558,728.09	2,618,228.15	0.00	4,107,980.85	61.07
141	72510	FISCAL SERVICES	689,387.54	48,585.04	249,348.33	4,107.04	435,932.17	63.23
141	72520	HUMAN RESOURCES	320,059.53	27,024.17	131,433.61	0.00	188,625.92	58.93
141	72610	OPERATION OF PLANT	5,773,158.00	440,411.33	2,070,228.11	0.00	3,702,929.89	64.14
141	72620	MAINTENANCE OF PLANT	2,270,313.28	165,291.97	850,697.22	63,760.91	1,355,855.15	59.72
141	72710	TRANSPORTATION	3,291,554.00	7,740.88	34,401.92	0.00	3,257,152.08	98.95
141	72810	CENTRAL AND OTHER	130,698.00	10,402.62	69,121.20	995.57	60,581.23	46.35
141	73300	COMMUNITY SERVICES	1,366,632.00	122,026.85	534,720.63	12,242.40	819,668.97	59.98
141	73400	EARLY CHILDHOOD EDUCATION	554,091.00	55,005.14	230,237.92	1,500.43	322,352.65	58.18
141	76100	REGULAR CAPITAL OUTLAY	3,263,374.16	97,814.65	869,775.23	1,088,766.23	1,304,832.70	39.98
141	82130	PRINCIPAL	2,134,510.00	168,575.32	836,771.37	0.00	1,297,738.63	60.80
141	82230	INTEREST	139,400.00	70,056.79	71,248.58	0.00	68,151.42	48.89
141	99100	TRANSFERS TO OTHER FUNDS	62,739.00	2,347.77	5,211.35	0.00	57,527.65	91.69
Grand Expense Totals			101,875,601.04	8,232,610.89	36,577,372.52	1,531,053.38	63,767,175.14	62.59

Number of Accounts: 6420

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

SCHOOL BOARD AGENDA ITEM
January 6, 2025 MEETING

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

BACKGROUND INFORMATION:

PEP – Sales Tax Acct:

The City’s sales tax deposit received in November was \$280,638. This was for September sales and was 4.5% higher than the deposit received in November 2023. The School’s sales tax deposit received in November was \$168,575. This was for August’s sales and was 8.2% than last year. Sales tax received for the year are 1.7% higher than received through November 2023.

Interest earnings for October was transferred into the account in November totaling \$3,946.

The November interest payment of \$83,732 for the 2010 Series VII-I-1 Bond was not transferred out of the account in November. It should be transferred from the account December 9, 2024.

The account had a balance November 30, 2024 of \$9,616,829 (taking into account November’s interest payment).

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

RESPECTFULLY SUBMITTED: *Leia Valley*

PEP Sales Tax Account (Educational Facilities Trust)
November 30, 2024

	FY25 Budget	November, 2024	October, 2024	1st Quarter	Current Year to Date	% of Budget	Previous Year to Date
Beginning Bank Balance		\$ 9,247,401.66	\$ 8,931,201.79	\$ 7,744,987.41	\$ 7,744,987.41		\$ 6,843,433.73
Revenues							
City Sales Tax	\$ 3,342,000.00	\$ 280,638.21	\$ 285,738.31	\$ 863,140.84	\$ 1,429,517.36	42.77%	\$ 1,377,189.93
School Sales Tax	1,900,000.00	168,575.32	169,127.04	499,069.01	\$ 836,771.37	44.04%	\$ 849,764.68
ADA Adjustment	-			-	\$ -	#DIV/0!	\$ -
Washington County Payment					-		
Interest	38,000.00	3,946.13	3,593.56	10,642.82	\$ 18,182.51	47.85%	\$ 17,868.81
Total Revenues	5,280,000.00	453,159.66	458,458.91	1,372,852.67	2,284,471.24	43.27%	2,244,823.42
Expenditures							
2010 Series VII-I-1 Principal	1,855,000.00			-	-	0.00%	-
2010 Series VII-I-1 Interest	651,450.00	83,731.99	142,259.04	155,127.36	381,118.39	58.50%	439,909.37
2019 GO Bond Library Roof- Principal	-			-	-	#DIV/0!	-
2019 Library Roof GO Bond - Interest	-			-	-	#DIV/0!	177,108.48
2019 GO Refunding Principal	-			-	-	#DIV/0!	-
2019 GO Refunding Interest	-			-	-	#DIV/0!	-
2020 Refunding Principal	-			-	-	#DIV/0!	-
2020 GO Refunding Interest	-			-	-	#DIV/0!	268,796.91
2020 GO - Elem Additions Principal	1,615,000.00			-	-	0.00%	-
2020 GO - Elem Additions Interest	446,550.00			-	-	0.00%	-
2022 GO Bond - Principal	65,000.00			38,500.00	38,500.00	59.23%	44,250.00
2022 GO Bond - Interest	81,250.00			(7,021.90)	(7,021.90)	-8.64%	-
Correction for FY23	-			-	-	#DIV/0!	-
Bank Services Charges	50,000.00			32.83	32.83	0.07%	-
Total Expenditures	4,764,250.00	83,731.99	142,259.04	186,638.29	412,629.32	8.66%	930,064.76
Total Net	\$ 515,750.00	\$ 369,427.67	\$ 316,199.87	\$ 1,186,214.38	\$ 1,871,841.92		\$ 1,314,758.66
Ending Balance		\$ 9,616,829.33	\$ 9,247,401.66	\$ 8,931,201.79	\$ 9,616,829.33		\$ 8,158,192.39
Statement Balance		\$ 9,700,561.32	\$ 9,247,401.66	\$ 8,642,239.59			
Difference		\$ 83,731.99	\$ -	\$ (288,962.20)			



JOHNSON CITY SCHOOLS

Expect The Best!

Johnson City, Tennessee

Five-Year Strategic Plan

2022-2027

Approved
06/06/2022

UPDATE AFTER YEAR ONE

Areas of progress will be identified by red writing for updates made during the summer of 2023 after the first full year of this document was adopted during the June 6, 2022 board meeting.

Areas of progress will be identified in blue writing for updates made during the summer of 2024 after the second full year of this document implementation.

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Johnson City Schools Five-Year Strategic Plan 2022-2027



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2024-2025 Johnson City Board of Education Members

Kathy Hall	Paula Treece	Beth Simpson	Tom Hager
<i>Chair</i>	<i>Vice-Chair</i>	<i>Secretary</i>	

Dr. Ginger Carter	Herb Greenlee	Jonathan Kinnick
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Johnson City Schools Superintendent

Dr. Steve Barnett

Former Board Members who helped develop the original 5-Year Plan include Michelle Treece and Robert Williams.



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

The mission of the Johnson City Schools is to enable all students to achieve excellence in learning, social responsibility, and self-worth.

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 be provided the resources to be healthy, productive citizens and lifelong learners.

GOAL

Advance student achievement, participation, and support in all curricular and extracurricular programs.

GOAL

Strengthen stakeholder communication and community connections.

GOAL

Recruit, support, and retain a high-quality workforce.

GOAL

Create and enhance safe, effective learning environments.

GOAL

Promote physical, social, and mental wellness.

Key Result Area 1: Achievement

Goal

Advance student achievement, participation, and support in all curricular and extracurricular programs.

Current Status

One measure of student achievement is performance on state-required assessments. Tennessee Comprehensive Assessment Program (TCAP) state testing results from the 2020-2021 school year indicated that within the grades 3-8 achievement band, the percentage of Johnson City students scoring at the two highest levels (**met or exceeded expectations**) placed Johnson City Schools in the top 10 districts among 145 districts statewide in English language arts and science and in the top 20 for math and social studies. **2023---Top 8 districts among 145 in all four subjects, ELA, math, SCI, and SS.** At the high school level, the percentage of students scoring at the two highest levels (**met or exceeded expectations**) in high school math placed Johnson City as the number 1 **2023---number 2**, top ranked school district in Tennessee for the percentage of high school students passing end of course exams in math courses. Also, at the high school level, Science Hill students scoring at the two highest levels (**met or exceeded expectations**) in high school English placed Johnson City in the top 5 **2023---top 6** school districts. **Biology top 7 and US History top 4 within student subgroups, 36% of economically disadvantaged students met or exceeded expectations on the ELA test in 2023, the greatest percentage passing over the past 6 years. For overall math, the percentage of economically disadvantaged students who met or exceeded increased in 2023 to pre-pandemic levels with the achievement gap decreasing as compared to all students. Within our efforts to accelerate learning, our percentage of students scoring at exceeded expectations in ELA increased from one in ten in 2017, to one in five in 2023. For math, our percentage of students scoring at exceeded expectations increased from one in five in 2017, to one in four in 2023.** Johnson City Schools' most recent TVAAS Growth scores were a "5" in composite, math, literacy and math combined. Five of eleven Johnson City Schools were designated by the Tennessee Department of Education (TDOE) as Reward Schools for school year 2020-2021, and Science Hill had a TVAAS Composite Growth score of "5." The high school's 2020-2021 American College Testing (ACT) composite ranked among the top 10 in Tennessee and Johnson City's graduation rate and Ready Graduate percentage continue to exceed the statewide average. In addition, for students taking Advanced Placement (AP) exams, 361 scored a three or higher, which accounted for 64.8 percent of the students registered for an AP class. SHHS currently offers 29 of the possible 38 AP classes offered nationwide. SHHS students were also recognized for numerous awards in athletics and the arts. **One measure of student achievement is performance on state-required assessments. Tennessee Comprehensive Assessment Program (TCAP) state testing results from the 2023-24 school year indicated that within the grades 3-8 achievement band, the percentage of Johnson City students scoring at the two highest levels (met or exceeded expectations) placed Johnson City Schools in the top 7 districts statewide in English language arts, math, science, and social studies. At the high school level, the percentage of students scoring at the two highest levels (met or exceeded expectations) on end-of-course testing placed Johnson City as a top-ten ranked school district in Tennessee. For 2023 TDOE Report Card school letter grade reporting, five schools were designated as "A", three as "B" and three "C". Five Johnson City Schools were designated by TDOE as Reward Schools for school year 2023-24. Five schools obtained TVAAS Growth composite scores of 5 (significant growth) for 2023-24. At the district level, Johnson City Schools System-Wide 2024 TVAAS Growth scores were 5 (significant growth) in composite, math, science and social studies. The high school's 2022-23 American College Testing (ACT) composite ranked among the top 6 in Tennessee and Johnson City's 2024 state graduation rate was 96.6%. For students taking Advanced Placement (AP) exams, 531 scored a three or greater**

(An increase of 170), which accounted for 72.8% of the students registered for an AP class. SHHS currently offers 30 of the possible 41 AP classes offered nationwide. SHHS students were also recognized for numerous awards in athletics and the arts.

Objectives, Action Steps, and Measures

1.1. Exceed all state and national academic achievement measure for all student groups.

- Plan and teach rigorous, standards-based curriculum using high-quality instructional materials and using effective research based instructional strategies. Develop K-12 content-specific curriculum maps.
- Adopt K-12 state-approved textbooks. **New math textbooks were adopted and purchased and will be implemented during the 2023-2024 school year to align with the new state math standards.**
- Develop JCS standards-based checkpoints.
- Offer high quality interventions for most at-risk students. **Provide 3rd and 4th grade students with a specifically designed summer program to support their pathway to 4th grade and 5th grade.**
- **Begin process of reviewing materials for K-12 science adoption.**
- **Prioritize the use of instructional coaches to support teachers and administrators in the implementation of high quality instructional materials and strategies to support core content areas.**
- **Implement a professional development plan to build administrator, teacher, and staff capacity through focused and targeted professional learning activities driven by data.**

1.2. Strengthen problem-solving, higher-order thinking and real-world connections across all content areas and grade levels.

- Include higher-level thinking in K-12 content-specific curriculum maps.
- Ensure K-12 lesson planning contains higher-level thinking activities.
- Focus on higher-level thinking strategies during teacher evaluation using the TEAM rubrics.
- Analyze student work by grade-level and content area teams to identify real-world connections.
- Utilize community partners to support opportunities for real world connections. **2022 was the first year we hosted a chamber breakfast at SH to create new connections with community partners.**
- **Collaboration with First TN Development District to include but not limited to the areas of career quest, Education to Employment (E2E) Summit, career business, and career hospitality. Collaboration with local and state legislative representatives**
- Ensure cultural awareness, social-emotional learning, and character development through the school counseling curriculum, ~~library media resources, and the work of the JCS Committee for Equity.~~
- Support a K-12 student leadership model that builds leadership and life skills, creates a supportive school culture, and promotes student goal setting for sustained academic achievement.
- **Alignment of K-12 STEM, Computer Science, and Career Exploration standards**

1.3. Build student ownership of learning through use of checkpoint assessment data to measure growth and improvement toward mastery of state standards, inform teacher instructional decisions, and reduce the gap between students' current understanding and the students' instructional goals.

- Analyze TVAAS reports for patterns in achievement. **District administrators and principals have analyzed the 2022-2023 TVAAS Reports.** District administrators and principals will review and analyze all available accountability data as it becomes available.
- Ensure JCS standards-based checkpoints data are reviewed each nine weeks with students.
- Utilize RTI assessment data including universal screeners to make decisions regarding student tier support.
- Monitor achievement progress for all student groups using JCS checkpoint data, state assessment data, and ACT data to create and implement a growth and improvement plan for each student. **Checkpoint Data reports were provided every nine weeks during the 2022-2023 school year.** Student checkpoint results will be reviewed and analyzed quarterly.
- District Instructional Supervisors will implement school instructional rounds and district/school plan reflections during principals' meetings.

1.4. Provide K-12 summer offerings to support and enrich the academic experience of students (i.e., K-5 STEM Camp, Bookmobile, 6-12 summer school, and 6-12 CTE academies).

- Enroll students in summer programs to mirror school and district demographics. **Summer School participants reflected district demographics and included those students most needing additional interventions.**
- Provide ~~pre~~ and post-summer school assessments. **Pre-and post-summer school state assessments were given for students in grades K-8 during June 2023.**

1.5. Provide consistency in the instructional technology platforms within the elementary, middle, and high school grade bands for equitable access to support and enrichment and to ensure vendor cybersecurity compliance with student data.

- Ensure vendor agreements comply with district requirements for student and teacher privacy. **Tech department works with legal to ensure privacy requirements are met.**
- Provide training to all PreK-12 teachers on district-approved platforms, applications and software. **Continue annual JCS Summer Tech Conference Academy for all teachers. (64 sessions in 2023 from teacher leaders and vendors).**
- Monitor student and teacher traffic on district-approved platforms, applications and software to determine usage and effectiveness. **Student and teacher usage were reviewed and data impacted decisions regarding on-going platform/software contracts for 2022-2023 school year.** Student and teacher usage is reviewed annually to determine ongoing platform/software contracts.

1.6. Strengthen opportunities across all grade levels/content areas to foster an environment that encourages all students to set goals and implement strategies to reach their post-secondary goals.

- Use data-informed decision making when advising students during 4-year plan meetings for high school registration to ensure equity among student groups in course enrollment specifically in honors and Advanced Placement courses.
- Identify ACT standards within the K-12 JCS curriculum maps and vertically align the curriculum to improve the essential skills and knowledge students need to become ready for college and career.
- Ensure related arts courses in grades K-8 are aligned to CTE offerings as appropriate. **The CTE Director and administrative team continue to work with elementary and middle school principals to ensure alignment is taking place.**

- Incorporate goal setting for individual students within each course curriculum.
- Add CLEP exams to the high school early post-secondary offerings (EPSO).
- Add ACT prep course to the Science Hill curriculum
- Expand CTE workplace related offerings. Added work-based learning coordinator position, which has helped create more opportunities for Science Hill students.
- Develop a process for each high school student to create a personalized EPSO portfolio. Introduction of Major Clarity for career readiness. Also introduced Career Awareness (6th Grade), Career Exploration (7th Grade) and Career Investigations (8th-grade).
- Promote Career and Technical Student Organizations (CTSOs) to improve the quality and relevance of classroom instruction, develop student leadership, enhance citizenship responsibilities, and serve students of special populations.
- Increase student access to the workplace through apprenticeships, work-based learning, and industry credentials.
- Continue to increase the number of students participating in Work Keys Assessment

1.7. Provide quality extra-curricular opportunities through excellence in the arts, athletics, clubs, and post-secondary readiness.

- Encourage and recognize stakeholder (student, family and community) involvement in extracurricular activities (i.e., JCS Hall of Fame, board recognition of community leaders, guest speakers).
- Expand access to extra-curricular activities by removing barriers (including transportation) to access and aligning opportunities to student interests and needs. Middle School wrestlers from Indian Trail were transported to Liberty Bell for practice throughout the 2022-2023 school year. Beginning in 2023-2024, activity buses/vans will transport students following extracurricular activities, work-based learning, and after school tutoring.
- Develop citizenship and sportsmanship throughout all extra-curricular programming.
- Engage students in activities designed to develop an appreciation for the arts. Rejoice in the Arts was revived during 2022-2023 school year, which included performing arts and visual arts displays at the Mall of Johnson City.
- Publish online calendar of activities. Updated calendar pages with new website went live in July 2023.

Measures:

- TCAP Scores (1.1; 1.3)
- TVAAS Data (1.1; 1.3)
- Checkpoint data (1.1; 1.3)
- Usage reports from Major Clarity (1.5)
- Post-secondary success rates (1.6)
- ACT data (1.1; 1.3; 1.6)
- Pre-ACT to ACT data improvement for groups of students (1.1; 1.6)
- HOPE scholarship eligibility (1.1)
- College admission rates (1.1; 1.6)
- CTE surveys (1.6)
- Stakeholder involvement, participation, and surveys (1.7)
- Award and recognition programs (1.7)
- JCS press releases sharing school and system successes (1.7)
- Student clubs and athletic teams recognitions and records (1.7)

- Online calendar of activities (1.7)
- Student participation in extracurricular activities (1.4; 1.7)
- Student use of late bus transportation (1.7)
- Student participation in CTSOs and competitions (1.6)
- Citizenship and sportsmanship programs in extra-curricular activities (1.7)
- Arts clubs and classes recognitions and records (1.7)
- Middle school and high school program of study (1.2)
- Elementary school related arts inclusive of all areas of the arts--vocal, instrumental, theater, and visual (1.7)
- Partnerships with community organizations (1.2)
- Pre- and post-assessments of student perceptions (1.6)
- Opportunities for student leadership in schools and within the district (1.2)
- Integration of leadership and life skills in K-12 curriculum maps (1.2)

Key Result Area 2: Community Engagement

Goal

Strengthen stakeholder communication and community connections.

Current Status

Johnson City Schools knows the value of communication and engagement amongst the community. To communicate with families, Johnson City Schools primarily uses [SchoolMessenger](#), Twitter, Facebook, Instagram, the district and schools' websites, email, media releases, and the [Bloomz App Parent Square](#). ~~The district also uses the Johnson City Schools mobile app, which is available for download on both Apple and Android devices.~~ Family surveys are administered on-line and through paper copies brought home by students. Educators participate in an annual survey regarding progress of their respective schools. Each school has implemented a family engagement plan that identifies programs, activities, and procedures designed to involve parents including those with limited English proficiency and parents of students with disabilities. Board Policy 4.502 (Parent/Family Involvement) supports parent and community involvement. The Johnson City Schools Communications Advisory Committee consists of representatives from each school, the district, and the Board of Education. In future meetings, the committee's objective is to provide recommendations as to how the district can better communicate with all stakeholders. Educators visit schools from other districts in the region to gain new insights and ideas. Schools' students and staff members benefit from partnerships with regional colleges and universities, local businesses, churches, and state professional training opportunities.

Objectives, Action Steps, and Measures

2.1. Build support for Science Hill High School by growing relationships with alumni and by building school pride amongst the community.

- Work with Science Hill High School to get a mascot that can be used to attend community functions, ballgames and other school district events at all schools. **Science Hill Mascot secured will debut at beginning of 2023-2024 school year. Liberty Bell and Indian Trail Middle Schools also added mascots during the 2023-2024 school year.**
- Create an alumni group, including an alumni council, that can identify alumni in community (including business owners) and foster relationships to build more school pride.
- Create a website where the Johnson City Schools community can purchase Johnson City Schools gear throughout the year and explore other options to make merchandise available.
- Create more Science Hill High School community outreach/partner opportunities that include Government Day and visits to schools from chorus, orchestra, art, sports, career and technical education, band and other student groups to recruit and build positive relationships. **Continued Gov.All.Out Day with City of Johnson City and started annual Chamber Breakfast at Science Hill**
- Strengthen relationships between Science Hill High School and other schools, including hosting school-specific nights at Science Hill High School events. **Topper Mentors are traveling to elementary and middle schools to stress importance of attendance. Junior Toppers were let in free to football games during the 2023-2024 school year**
- Explore adding a student representative on the Johnson City Board of Education. **BOE created Ad-hoc committee to address this action step. The first student board representatives began serving during the 2023-2024 school year.**

- Use #WeAreAllToppers on social media posts to help unify district. Collaborated with Science Hill PTA for Topper Pride Yard Signs using the #WeAreAllToppers. Also, SH PTSA used tag line on Toppy shirts that were created by a student.

2.2. Bolster partnerships with businesses, community, and the City of Johnson City

- Create a joint council to grow relationships between Johnson City Schools and city services, including Parks and Recreation. Johnson City Youth Football League will start during 2023-2024 school year.
- Strengthen current communication strategies with school PTAs and Council of PTAs. A representative is at all PTA Council Meetings and there is an open line of communication between PTAs and District Communications.
- Engage families, city leaders, retirees, alumni, business owners and community members to interact with students at all schools. (Community Service Days, Celebrations, All-Pro Dads, Grandparents Day, etc.) Science Hill hosted two community service events during the school year and scheduled a summer class to help students earn community service hours and give back to the school and community.
- Host a community job fair for students.
- Build a possible framework for businesses to become Topper Certified Employers.
- Work with PTAs, local businesses and other entities to increase Johnson City Schools/individual school signage (yard signs, billboards, business message boards). Science Hill funded digital billboard to celebrate scholarship money offered to class of 2023. Community billboards were again displayed in 2023-2024 to recognize scholarship money and ACT scores.
- Work with local businesses to create a community resource map to provide students with information about area businesses and how they support JCS students (Wi-Fi, employment, graduation support, etc.).
- Continue work with community partners and the JCS Committee for Equity recognize their contributions with Johnson City Schools window clings.

2.3. Strengthen communication channels with media, community and families by providing accurate and timely information from teachers, schools, and district.

- Create an online library of resources, including videos, to show parents and community how we communicate as part of a new Parent University (Bloomz, Parent Square Canvas Parent Observer, Parent Portal, etc.). District homepage provides information and links regarding all communication platforms.
- Invite community into schools during special events designated by schools at particular times throughout the year. The Topper Trick or Treat event is entering its third year.
- Create a proactive communications plan for district to outline transparent, timely communication expectations of schools and teachers to families. Created Communication Handbook for principals, staff and families to explain different platforms and usage of those platforms.
- Develop a framework and goals for a new communications committee with stipend representatives as appropriate. Communication Coordinators became a stipend position during 2022-2023 school year. \$700 for elementary representatives and \$1000 for Big 3 (SH, LB, IT).
- Maintain user-friendly websites at all schools that are frequently updated from a funded web editor. Moved to more mobile friendly website, FinalSite, during summer of 2023. Communication Coordinators help maintain websites.
- Encourage each individual school to use social media to share school-specific information. Communication Coordinators helped with school-specific social media platforms and suggested exploring

adding additional social media platforms to reach parents.

- Administer an annual communication survey for parents and constituents that is customizable and school-specific. **Communication Survey to families had over 3,000 responses for 2022-2023 school year.**
- Explore, as needed, new mediums and platforms for communication and digital forms for registration, field trips, etc. **Moved to fully online enrollment through PowerSchool during 2023-2024 school year.**
- Plan and promote a media partnership day for Johnson City Schools.
- Enhance our presence by communicating early and often with our local media. **Continue to improve relationship with media by providing them with press releases, announcing and inviting them to upcoming events and being readily available to answer questions or schedule media interviews.**
- **Addition of Digital Media/Communication Specialist to focus on Science Hill High School communication and social media**

2.4. Enhance student engagement in all schools and within the community.

- Encourage district-wide Day of Service for students to give back to our community (opportunities coordinated with churches, city government and non-profits). **Science Hill had two community service events during the 2022-2023 school year.**
- Host real-life simulation fair for personal financial education and careers.
- Highlight athletic teams, fine arts and academic clubs available at all elementary schools.
- Create opportunities for identified school ambassadors or student groups to visit other schools within the district and perform within the community. **Topper Mentors**
- Engage middle school students to be active mentors to elementary school students (academics, clubs, athletics, etc.).
- Explore “Adopt a Spot” for sports teams, organizations, clubs, etc. to clean and maintain.
- **Beginning in 2023-2024, elementary schools participated in a Systemwide Elementary Track Meet at Science Hill High School**
- **Beginning in 2023-2024, the Science Hill Fine Arts Department transported elementary students to Science Hill High School to watch a production**
- **All JCS schools now participate in the annual Science Hill High School homecoming parade**

2.5. Celebrate the accomplishments of schools, staff, and students by bringing attention to their achievements.

- Use community platforms (social media, board meetings, billboards, etc.) to celebrate school, student and staff success. **Continue to celebrate student and staff achievements on social media platforms and recognized students and staff during the board meetings for the 2022-2023 school year.**
- Celebrate schools’ positive programs and unique qualities by highlighting the programs and staff through weekly social media posts. **District Facebook page is updated almost daily with “good news” from around the district.**
- Designate funding for community promotions to spotlight students, school and staff.
- Create accolade webpages for schools and district to build through school year.
- Explore new approaches to highlight the accomplishments of Science Hill High School seniors. **Plans are underway to celebrate seniors with banners on light posts. Senior Spotlights were created on social media to celebrate students who filled out the form.**
- Create student groups who will become social media coordinators to upload content that celebrates their schools’ achievements (high school students, possibly 7th and 8th grade students).
- Use community events (ETSU games, Johnson City Doughboys, First Friday, other city events) as

platforms to highlight school programs.

- Use websites to showcase accomplishments of students and staff. **Mobile-friendly websites were launched in July 2023 and are updated to celebrate accomplishments and recognize achievements of students and staff.**

Measures:

- Number of social media posts and engagements (2.1; 2.3; 2.5)
- Number of page views for schools and district pages (2.3; 2.5)
- Documented recognitions of Science Hill High School seniors (2.5)
- Number of appearances at community events (2.1; 2.2; 2.4)
- Number of participants (2.1; 2.2; 2.3; 2.4)
- Communication strategy and documented participation in clubs, organizations, etc. (2.3; 2.4; 2.5)
- Percentage of students participating in clubs, sports and fine arts (2.4)
- Number of visits from students to other schools in the district (2.1)
- Number of mentors engaged with elementary students (2.2, 2.4)
- Number of locations adopted across the city by clubs, organizations, etc. (2.4)
- Parent University statistics (2.3)
- Individual school communication statistics shared at district communication meetings (meeting minutes) (2.3)
- Website analytics and availability of timely content (2.3)
- Survey results (2.3)
- Central office communication log with media inquiries and requests (2.3)
- Events coordinated and planned mutually with city government (2.2)
- Joint PTA events and communication campaigns (2.2)
- Social media analytics and number of events at schools (2.3)
- School events involving community stakeholders (2.1; 2.2; 2.4)
- Participation in career fair and personal financial simulation (2.2)
- Prevalence of signage, billboards and messages throughout the community (2.5)
- Number of correspondences between students and Johnson City Board of Education (2.1)
- Science Hill High School spirit day participation on school spirit days (2.1)
- Participating in district-wide Day of Service (2.4)
- Number of appearances of Science Hill High School mascot at events (2.1)
- Number of school-centered nights at Science Hill High School events (2.1)
- Membership in alumni group (2.1)
- Usage of #WeAreAllToppers (2.1)
- Continue the JCS Committee for Equity and updates to the board (2.2)

Key Result Area 3: Human Resources

Goal

Recruit, support, and retain a high-quality workforce.

Current Status

Johnson City Schools currently employs approximately 1200 people in both full-time and part-time positions. These numbers do not include seasonal non-faculty coaches or substitute teachers. We have 15 administrative staff, 12 building principals, 16 assistant principals and approximately 600 certified teaching staff. The remainder of our staff serve in support positions including bookkeepers, custodians, food service, nursing, Educare, early childhood teachers, crossing guards, educational assistants, secretaries, maintenance, family school coordinators, and permanent substitutes. Based on the employees who have self-reported their race, our current demographics are 64% white female ~~63.5% white female~~; 20% white male ~~21.9% white male~~; 5% black female ~~4.4% black female~~; 2.5% black male ~~2.2% black male~~; 1% Hispanic female ~~1.4% Hispanic female~~; .25% Hispanic male ~~.4% Hispanic male~~; .33% Asian female ~~.25% Asian female~~; .25% Asian male ~~.4% Asian male~~; .08% American Indian female with unknown females at 5.3% ~~4.2% unknown female~~ and unknown males at 1.25% ~~1.4% unknown male~~. We use an online application system to process all applicants. Positions on our website are posted for a minimum of five days in emergency situations and for at least 10 days in all other situations. We offer a signing bonus for hard to fill positions. We also post positions on statewide networks. All teachers who are new to our system are provided with a mentor teacher and they attend a new teacher orientation program. Teachers, administrators, and classified employees have access to high-quality, research-based professional learning opportunities (in person and virtual) throughout the school year in our Learning Center. ~~Most of the opportunities can be attended virtually.~~ For the 2020-2021 school year we ranked third overall in the state for average teacher salary. We pay teachers for advanced degrees and have a step increase for years of experience for both certified and other staff.

Objectives, Action Steps, and Measures

3.1. Recruit high-quality staff that reflect the diversity of the community.

- Conduct an intentional marketing campaign throughout the surrounding areas. ~~First job fair for classified staff held on July 6, 2023.~~ Participate in career fairs held local universities and colleges
- Develop a marketing plan to focus on the recruitment of minorities. ~~Working with local DEI alliance to help recruit minorities.~~ Collaboration with the First TN Development District to create recruitment tools to attract and retain high quality candidates to the area.
- Evaluate new hire data on a quarterly basis.
- ~~Maintain communication~~ Communicate effectively with all applicants throughout the hiring process.
- ~~Seek applicant feedback.~~
- Ensure social media posts reflect diversity of Johnson City Schools.

3.2. Support the growth and well-being of all classified and certified staff under current employment.

- Conduct specific training for both certified and classified employees. ~~Employees are offered or required to participate in ongoing trainings throughout their employment via our canvas trainings, district offerings, and other local, state, and national conferences.~~ Prioritize the use of instructional coaches to support teachers and administrators in the implementation of high-quality instructional materials and strategies to support

core content areas. Implement a professional development plan to build administrator, teacher, and staff capacity through focused and targeted professional learning activities driven by data

- Increase and formalize communication with new hires. **Specific and targeted new hire orientation days at the beginning of the school year coupled with building level mentoring and district coaching support.**
- Provide mentorship support systems.
- Review central office staff job descriptions/duties and adjust as needed.

3.3. Retain current classified and certified staff members by providing optimal pay and benefits as well as opportunities for professional growth.

- Continue pay increases in order to remain in the top 10 local education agency pay scales in the state. **The district continues to place an emphasis on recruiting the very best applicants through offering a competitive pay scale that has seen increases of 5% and 6% respectively over the past two years. For the 2024-2025 school year, an additional 2% raise was added. Pay scale adjustments were also implemented to maintain competitive compensation based on local market data.**
- Recognize and reward employees for years of service at the school level.

Measures:

- Climate survey (3.2; 3.3)
- Annual demographics of new hires (3.1)
- Budget annual pay increases (3.3.)
- Training scheduled on a regular basis (3.2)
- Exit surveys (3.1)
- Pay comparisons with state LEAs (3.3)
- Recruitment plan reviewed with the board (3.1)

Key Result Area 4: Infrastructure

Goal

Create and enhance safe, effective learning environments.

Current Status

Johnson City Schools has a student population of just over 8,000 students who are housed in eight elementary schools, two middle schools (grades 6-8), and one comprehensive high school, which offers a variety of academic and career and technical education opportunities. In addition, Johnson City has one online school, the Johnson City Virtual Academy for students in grades 5-12. Our buildings are very well-maintained thanks to the hard work of our custodians and maintenance department. To transition to two 6-8 middle schools during the 2022-2023 school year, classroom space was added to South Side (4 classrooms), Lake Ridge (8 classrooms), and Woodland (8 classrooms). With the help of Elementary and Secondary School Emergency Relief (ESSER) funds, heating, ventilation, and air conditioning (HVAC) systems at ~~Mountain View~~ Lake Ridge and Woodland ~~are also being~~ ~~were~~ replaced. In addition, science labs ~~are being~~ ~~were~~ renovated at Indian Trail and Science Hill. A long-term facilities study ~~is also in the beginning stages~~ for Science Hill High School ~~has been completed~~. The City of Johnson City and Johnson City Schools have a good working relationship, and the city provided just over \$13 million needed for the classroom additions. The school district's ~~2020-2021 budget of \$81.3 million has multiple contributors, including 43 percent of the funding coming from the state of Tennessee, 37.37 percent from county taxes, and 13.37 percent from the City of Johnson City~~ 2024-2025 budget of \$98.6 million has multiple contributors, including 46.5 percent of the funding coming from the state of Tennessee, 34 percent from county taxes, and 14.9 percent from the City of Johnson City.

Objectives, Action Steps, and Measures

4.1. Provide a safe school environment.

- Evaluate student arrival and dismissal procedures to improve traffic flow and ensure student safety. **This action step was completed at each school, and several of the larger schools made adjustments to their traffic pattern to improve safety. For example, the schools who have new additions to campus have worked with SROs and the city to create a traffic pattern to keep as many vehicles off the main road as possible (Woodland and Fairmont). The addition of 5th grade to elementary schools led to each school adjusting procedures to handle extra traffic.**
- Secure entry points by implementing electronic access in all schools. **Installation of access control is ongoing and will be completed during the 2024-2025 school year.**
- Install bulletproof film on all entry doors. **Bullet resistant film is through the bid process and installation will occur in 2024-2025 school year.**
- Install, maintain, and monitor documentation ~~equipment~~ platforms.
- Conduct regular checks of the grounds and entry points by custodians and school resource officers (SRO) along with security camera checks by administration. **This action step has continued to be utilized to check doors and to monitor the grounds for unsafe items.**
- Conduct periodic faculty and staff trainings, including front office staff and substitute teachers through Canvas and in-person meetings (i.e.- ~~Raptor~~ Centegix Security/reunification, emergency drills). **An**

added emphasis on the use of Raptor has been implemented. The system-wide drill that took place during the summer of 2022 added to this action step. Several schools have also implemented Code AED Teams/Project Adam teams over the past school year. Centegix Security training will be provided during the 2024-2025 school year.

- Conduct the annual safety plan and evaluation with school admin and SROs. Safety Plans are required each year and are typically completed during spring semester.

4.2. Update and replace aging facilities to increase capacity and provide added security.

- Build a new Towne Acres on existing school site. The City of Johnson City has approved in the 23-24 budget a 15-cent property tax increase to fund the building of a new Towne Acres Elementary school. Towne Acres is currently in the architectural design phase and expected to break ground in Spring 2025.
- Conduct individualized facility assessments at each school site (i.e. including needs for renovation, adding capacity, and improved security). This issue is addressed during the budget process when schools share the need for capital improvements with the board. The City of Johnson City has put out a RFP for SHHS's Campus Master Plan The Master Plan has now been completed
- Comply with all American Disabilities Act (ADA) specifications for buildings, playgrounds, and athletic facilities. Some elementary schools (Lake Ridge; North Side) have added features that make playgrounds more accessible. Installed rubber play surface at Woodland, Lake Ridge, and South Side to increase accessibility for students with ambulatory disabilities.
- North Side and Cherokee have added walking paths to play areas to increase accessibility and physical activities for all students.

4.3 Ensure both middle schools have equitable facilities for instruction and extracurricular activities.

- Request reports from middle school principals, middle schools' supervisor, and athletic coordinators. Work has begun on the field house at Indian Trail and upgrades to the football/track are in the early stages. The playing field was completed in the 2023-2024 school year; the field house was completed in the summer of 2024; and the projected completion date for the track is fall 2024.

4.4 Provide a progressive tech infrastructure with an emphasis on internet safety and security.

- Sustain current level of funding for technology while exploring other sources of funding. Approved in the 23-24 General Purpose School Fund Budget is the replacement of wireless equipment at all Elementary Schools and Topper Academy. The wireless installation was completed in the 2023-2024 school year.
- Continue to provide adequate internet access to students in and out of school.
- Find ways to integrate data to enable applications/platforms to share data. Two-step authentication sign-on has been introduced for staff.
- Continue to require vendors to sign privacy agreements for use of their product(s). Continued focus on working with vendors who are willing to sign privacy agreements for student websites/platforms.

Measures:

- Annual review with school administration, SROs, Johnson City Transit, and community stakeholders (4.1)
- Car line wait times (4.1)
- Number of students riding the bus (4.1)
- Traffic accident reports (4.1)
- Installation and maintenance check documentation (4.1)

- Checklist to be completed during inspections (4.1)
- Sign-in sheets (4.1)
- Canvas course completion certificates (4.1)
- Monthly drill logs (4.1)
- Audit annual school safety trainings (4.1)
- Annual budget upgrades of security software and hardware (4.4)
- Audit annual internet safety trainings and staff modules (4.1)
- Checkout record of hotspots through Destiny software (4.1)
- Continual analysis of use/capacity of our networks (4.4)
- Privacy agreements for vendors (4.4)
- Development of architectural plans (4.2)
- Funding time table (4.2; 4.4)
- Facilities committee reports (4.2; 4.3)
- Review maintenance work orders submitted for each site (4.2)
- Facilities committee reports (4.2)
- City codes enforcement review for ADA compliance (4.2)
- Completed evaluation (4.1)
- Site safety plans (4.1)

Key Result Area 5: Wellness and Safety

Goal

Promote physical, social, and mental wellness.

Current Status

There are numerous components to help ensure that the wellness and safety of our students and faculty is a top priority. Some of the physical, mental health, and wellness components include health education, physical education, nutrition education, counseling, psychological and social services, healthy school environments, health promotion for staff, and family/community involvement. These areas are outlined in the system's Coordinated School Health Plan. Strategies have been developed and are analyzed annually by School Health Teams and the School Health Advisory Committee. General purpose funds have provided therapeutic counseling and care managers in every school to assist with mental health. Johnson City Schools employs nine Response to Intervention Behavior (RTI-B) staff to address students with Tier IV behavior plans. A safe and secure environment has been provided through new or renovated facilities and crisis intervention procedures. Cameras and safety control systems (including Raptor visitor management and reunification software) are present in all schools. In addition, the Johnson City Police Department's 2021-2022 budget provides funding for 12 school resource officers (SRO). The district has purchased and distributed an additional 10 automated external defibrillators (AED) throughout the school system. Coordinated School Health has developed and funded mini-grants to promote site-based healthy programs.

Objectives, Action Steps, and Measures

5.1. Create a comprehensive digital wellness program for Johnson City Schools grades K-12.

- Define digital wellness.
- Promote healthy social images in students (i.e. understanding differences of social media versus reality). **The district has purchased Neptune Navigate. Neptune Navigate is a K-8 platform used to deliver digital citizenship lessons to all K-8 students. K-5 lessons are received over the course of the year from library media specialists and 5-8 lessons are received from library media specialists and digital media class.**
- Develop a comprehensive K-12 digital education program, including evidence-based, grade appropriate digital wellness lessons.
- Prepare and submit a proposal to Johnson City Board of Education for approval of a comprehensive digital wellness program.
- Create and maintain funding for ongoing digital wellness initiatives. **Deledao Monitoring Platform for all student and staff devices that will alert counselor, administration, and central office staff of potentially harmful, threatening, or inappropriate searches or documents.**
- Address stressors specific to our students related to social media.

5.2. Providing social media education for parents, possible outreach through the School Resource Officer (SRO) program, and education through parent engagement nights at all district schools.

- Implement parent education program.

5.3. Improve and expand the Coordinated School Health (CSH) program.

- Address substance abuse with positive and restorative practices. Task force created comprising of community health partners, public health professionals and school administrators to discuss district goals to address vaping and substance abuse. In-Depth program discussed with school administrators and health educators through Wash. Co health department as one resource to assist with vaping education/prevention. Possibility of an interventionist being brought to the district through grant funding. NOTE: during summer 2023, JCS received \$1.1 million Stronger Connections Grant to address mental health needs of students.
- Increase care coordination for students with chronic disease management through interdisciplinary care teams and student care plans. Emergency action plans and Individual health plans created for every student with a known chronic illness that requires possible special considerations and/or potential emergency intervention while on campus/school related event and provided to faculty on need to know basis. Plan to create/implement/strengthen care teams comprising of mental health, school admin, nursing, behavioral health, and SROs to discuss at risk/high risk students requiring interventions/assistance to better support the students and families. New positions created (Care Counselors) to assist and strengthen mental health support across district.
- Increase use of Healthy School Teams to implement action plan items and develop best practices across the district to facilitate a healthier school environment. Each school encouraged to create/continue the use of healthy school teams and utilize the school health index to determine actionable items within their school, multiple schools participated this year-vaping resources identified at all schools as an area of need.
- Increase community and public health outreach to expand access to care, health promotion, and address social determinants of health. Multiple meetings with community partners completed. Working towards points of contacts within each specialty (also developing points of contacts within our schools for community partners to reach out to when needs arise).
- Purchase an electronic health record for the nursing department to improve quality of care, improve privacy of health information, and create a health portal for parents to provide access to their student's health records. All training completed March 2023. Purchased through ELC grant funds for 5 years. All nursing documentation currently completed through SNAP with plans to begin utilizing the health portal for the 2023-24 school year. Parents have the ability to sign-up when completing online enrollment; nurses will then create accounts for each parent and instructions will be sent.
- Review and study feasibility of later school start time for middle/high school and earlier start time for elementary.
- Review and study monitor feasibility the effectiveness of universal access to free breakfast and lunch for all students.
- Construct outdoor exercise area at Science Hill High School to promote physical activity for all Johnson City Schools faculty and students. All exercise stations have been built and are ready for installation. Met with Joe Barnes, Tim Vanthournout and Todd Barnett to verify location on SHHS. Awaiting installation.
- Limit use of unhealthy/non-nutritious foods as a reward in individual classrooms. Implement Wellness Policy to include limitations of unhealthy and non-nutritious foods for rewards.
- Implement a School Health Advisory Committee. Multiple options are being explored to utilize committee members from the vaping/substance abuse task force along with members from the Washington County Health Council.
- Improve staff wellness through education related to community resources and opportunities through Johnson City Schools. The district partnered with Underground Fitness to offer free classes for Johnson City School employees. Options for partnerships with other businesses are being explored.
- Promote resources for staff through local agencies.
- Create and maintain partnerships with local resources to facilitate access to care for students and faculty.

5.4. Establish and maintain secure and safe environments and physical facilities.

- Create more flexibility for SROs and school nurses to be available for events and activities occurring after normal school hours. Alerts will be provided for potential emergencies through Centegix Emergency Buttons.
- Use the camera network efficiently and effectively with a central monitoring station and a common “naming” approach to cameras throughout the district.
- Create a Johnson City Schools first response nursing team. Emergency response teams are in place at most schools. Drills are planned for 2023-24 school year.
- Use “STOPit” (Solution Application/Implement Tele-Help) through Frontier Health Program to fast track suicidal and homicidal ideation.
- Implement the Anonymous Reporting System (ARS) related to suicide, harassment, security threats, and bullying.
- Strengthen current threat assessment program to regularly review and implement best practices. District threat assessment team is in place and regularly monitors information from the school-based threat assessment teams to ensure the safety of all students.
- Identify areas of vulnerability in both physical facilities and within our processes and procedures.
- Develop a comprehensive plan for access control for Johnson City Schools. (To be completed 2024-2025 school year)

5.5. Identify and update capital projects needs to secure schools and school grounds.

- Complete construction projects.
- Review and study the possibility of using technology (gates, badges, etc.) to improve access control. Implement the use of new gates and checkpoint station to further secure the Science Hill campus. Five Security Campus Monitors have been hired to support campus security including locked doors, student movement, vehicular control, and badge compliance. Implement updated student and staff badge procedures. Purchase and installation of Centegix Security Buttons for all staff.
- Coordinate with the Johnson City Commission to identify funding plans.
- Continue Johnson City Board of Education Safety Committee.
- Review and study potential security upgrades to Science Hill High School and adjacent facilities. as part of the Science Hill Master Plan.
- Identified areas of security upgrades and will complete secure foyers for all Johnson City School buildings beginning 2024-2025 school year.

Measures:

- Review of facility use times, both school and non-school related activities. (5.4)
- Use state safety assessment to determine usage of money funded for access control. (5.5)
- Complete installation and upgrades of controls and devices. (5.4)
- Review records to measure Flex SRO/Nurse encounters and interactions. (5.4)
- Review and measure the benefit of Tele-Help for students across the district. (5.4)
- Review of records and outcomes associated with Tele-Help and ARS contacts. (5.4)
- Ongoing, regular meetings of school-level and district-level threat assessment teams. (5.4)
- Maintain funding to continuously improve facility and environmental safety. (5.1; 5.3; 5.4)
- Track instances of reported substance abuse in schools. (5.3)
- Discipline referrals related to substance abuse. (5.3)

- Information gathered to make an informed decision regarding universal free breakfast and lunch. (5.3)
- Outdoor exercise stations at Science Hill completed for student and faculty use. (5.3)
- Healthy rewards for students used in place of food/snacks. (5.3)
- Identify School Health Advisory Committee. (5.3)
- Annual surveys, including initial survey to establish baseline data, of students and staff to measure effectiveness of digital wellness curriculum. (5.1)
- Johnson City Board of Education approval of agreed upon definition of digital wellness as well as comprehensive digital wellness page for students and parents (5.1; 5.2)

***Johnson City Schools 5-Year Plan
Sub-Committee Participants***

Dr. Robbie Anderson, Committee Chair

Achievement Subcommittee Co-Chairs (4) & Members (29)

Co-Chair: Dr. Julia Decker (Administrator)
Co-Chair: Dr. Carmen Bryant (Assistant Principal)
Co-Chair: Dr. Holly Flora (Principal)
Co-Chair: Dr. Karen Reach (Principal)
 Dr. Roger Walk (Administrator)
 Dr. Ginger Woods (Administrator)
 Dr. JoDee Dotson (Assistant Principal)
 Kathy Hall (Board Member)
 Dr. Bettina Chirica (Certified Staff)
 Dr. Lori Church (Certified Staff)
 Ben Davenport (Certified Staff)
 Kelly Hernandez (Certified Staff)
 Chelsea Lee (Certified Staff)
 Dr. Nancy Miles (Certified Staff)
 Dr. Valerie Orfield (Certified Staff)
 Stephanie Robinette (Certified Staff)
 Sarah White (Certified Staff)

Dana Lilly (Classified Staff)
 Adam Dickson (Community Member)
 Dr. Virginia Foley (Community Member)
 Tongai Leslie Tendai Maodzwa (Community Member)
 Rick Norwood (Community Member)
 Casey A. Sears II (Community Member)
 Alexis Arnold (Parent)
 Meredith Berry (Parent)
 Caitlin Chapman-Rambo (Parent)
 Molly Hagemeyer (Parent)
 Angela Livingston (Parent)
 Mitch Miller (Parent)
 Julia Turpin (Parent)
 Lizanne Woodson (Parent)
 George Laoo (Principal)
 Julia Gilmore (Student)

Community Engagement Subcommittee Co-Chairs (3) & Members (19)

Co-Chair: Dr. David Timbs (Administrator)
Co-Chair: Collin Brooks (Classified Staff)
Co-Chair: Kaytee Jones (Principal)
 Jesse Cigarroa (Assistant Principal)
 Dr. Charles Corwin (Assistant Principal)
 Dr. Aaron Wood (Assistant Principal)
 Beth Simpson (Board Member)
 Glynn Carruthers (Certified Staff)
 Stacy Carter (Certified Staff)
 T.R. Dunn (Community Member)
 Deborah Harley-McClaskey (Community Member)

Rebecca Henderson (Community Member)
 Theresa Shaw (Community Member)
 Victoria Hawkins (Parent)
 Rebecca Horvath (Parent)
 Courtney Murphy (Parent)
 Amanda Prunkard (Parent)
 Missy Reece (Parent)
 Mark Rowe (Parent)
 Christine Whatron (Parent)
 Dr. Josh Carter (Principal)
 Camden Copenhaver (Student)

Human Resources Subcommittee Co-Chairs (3) & Members (14)

Co-Chair: Lee Patterson (Administrator)
Co-Chair: Richard Hutson (Principal)
Co-Chair: Dr. Melissa Stukes (Principal)
 Herb Greenelee (Board Member)
 Michelle Treece (Board Member)
 LaDawn Hudgins (Certified Staff)
 Dr. Jill Winiger (Certified Staff)
 Sheri Cooper (Classified Staff)
 Barbara Jane Gemar (Classified Staff)

Diana Leonard (Community Member)
 Clara Faye Hart Rutledge (Community Member)
 Melanie Bowen Sluder (Community Member)
 Judith A. Belzer (Parent)
 Laura Garrett (Parent)
 Kelly Grieger (Parent)
 Carol McGill (Principal)
 Jonathan Mateos Perez (Student)

Infrastructure Subcommittee Co-Chairs (3) & Members (12)

Co-Chair: Leia Valley (Administrator)
Co-Chair: Dr. James Jacobs (Principal)
Co-Chair: Dr. Josh Simmons (Principal)
 Melony Surrett (Administrator)
 Tom Hager (Board Member)
 Robert Williams (Board Member)
 John Hunter (Community Member)
 Dr. Anne Littleford (Community Member)

Mary Barton Nees (Community Member)
 Karen Rowell (Community Member)
 Tiffany Cook (Parent)
 Jenn Owen (Parent)
 Derek Tharpe (Parent)
 Paula Treece (Parent)
 Dr. Renee Wood (Principal)

Wellness and Safety Subcommittee Co-Chairs (3) & Members (18)

Co-Chair: Todd Barnett (Administrator)
Co-Chair: Dr. Greg Wallace (Administrator)
Co-Chair: Jennifer Norton (Certified Staff)
 Karen McGahey (Administrator)
 Tammy Pearce (Administrator)
 Tim Vanthournout (Assistant Principal)
 Dr. Ginger Carter (Board Member)
 Rebecca Reed (Certified Staff)
 Khia Hudgins-Smith (Community Member)
 Jonathan Kinnick (Community Member)
 Ben Putland (Community Member)

Lucy Timbs (Community Member)
 Christine Cassell (Parent)
 Lanetta White Forney (Parent)
 Deborah Keely (Parent)
 Bobby Patrick (Parent)
 Dr. Samuel Pettyjohn (Parent)
 Gary Purchase (Parent)
 Megan Spence (Parent)
 Dr. Sharon Pickering (Principal)
 Mariam Shams (Student)

Glossary for terms inside JCS 5-Year Plan

Accountability - Accountability in K-12 education typically refers to the process of holding school districts and schools responsible for student performance. Federal accountability requirements are described in the Every Student Succeeds Act (ESSA), passed by Congress in December 2015 to replace both the No Child Left Behind (NCLB) Act and states' related NCLB waivers. The Tennessee Department of Education (TDOE) received approval of its accountability plan under ESSA from the U.S. Department of Education in August 2017. Tennessee transitioned to the new district and school accountability model in the 2017-18 school year.

Achievement Gap - Achievement gap refers to the disparity in academic performance between groups of students. The term is often used to refer to the performance gaps between white students and minorities, or students from higher-income and lower-income backgrounds. Other subgroups for which achievement gaps may be shown include male and female students, students who are learning English and native English speakers, and nondisabled students and students with disabilities.

American College Test (ACT) - The ACT is a national college admissions test created by ACT Inc., a nonprofit organization that provides assessment, research, and other services to support college and career readiness. ACT Inc. offers several assessments for students to gauge their skills and knowledge at the middle school, high school, and college levels. ACT also offers assessments for adults in the workforce to gauge their skills and knowledge. State law requires that all grade 11 students take an exam to assess "student readiness for postsecondary education." Districts may use the ACT or SAT to fulfill this requirement.

The ACT includes subject level tests in English, math, reading, and science. Students receive scores that range from 1 to 36 on each subject and an overall composite score (which is an average of the four subject test scores).

Advanced Placement (AP) - The Advanced Placement (AP) program, which is administered by the College Board, provides high school students with rigorous, college-level courses taught by high school teachers in over 30 different subject areas. If students score a 3 or higher on the 5-point AP exams offered at the end of each course, many postsecondary institutions will award students college credit. Tennessee's public universities and community colleges may award college credit to students with passing AP exam scores.

American with Disabilities Act (ADA) – became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

Automated External Defibrillator (AED) – A medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal.

Career and Technical Education (CTE) - Career and Technical Education (CTE), also referred to as vocational education, comprises programs of sequenced courses aligned with industry needs that provide students with skills and knowledge in specific career areas. Typically offered to high school students, CTE is required by state law to also be made available to students in grades 6-8 beginning in 2019-20.

College and Career Readiness - College and career readiness generally refers to whether students graduate from high school with the knowledge and skills needed for success in first-year college courses or entry-level work. Tennessee measures achievement of college and career readiness using specific scores on college entrance exams or other college placement tests, primarily ACT testing products. Tennessee requires all public high school juniors to take the ACT, although students have the option to substitute the SAT.

Checkpoint(s) – District created student assessment for grades 2-8 in math and English language arts given every nine weeks. These assessments are intended to identify progress and to inform teacher instruction.

College-Level Examination Program (CLEP) – CLEP exams allow degree seekers with prior knowledge of introductory college topics the opportunity to take an exam demonstrating their mastery rather than taking the class itself. The overall purpose of CLEP exams is to reward existing knowledge and make it easier for students to earn college credit.

Coordinated School Health (CHS) – Coordinated School Health is an effective approach designed to connect health (physical, emotional and social) with learning. CSH improves children's health and their capacity to learn through the support of families, communities and the schools working together

Early postsecondary opportunities (EPSOs) – allow students to earn postsecondary credits while in high school, become familiar with postsecondary expectations, and decrease the time and cost of completing a certificate or degree. Early postsecondary opportunities available in Tennessee vary widely by school district. Examples include dual enrollment, local dual credit, statewide dual credit, advanced placement (AP), Cambridge International Examinations (CIE), International Baccalaureate (IB), College Level Examination Program (CLEP), and Student Industry Certification (SIC).

Healthy School Teams – Each Johnson City School has a team created of staff members from multiple departments to identify ways to make schools healthier places for students and staff.

HOPE Scholarship – Tennessee's HOPE Scholarship is a lottery-funded, merit-based scholarship for postsecondary education. Eligible students must have either an overall high school grade point average (GPA) of at least 3.0 or attain a composite ACT score of at least 21 (or combined SAT score of at least 1060). Since 2015, full-time freshmen and sophomores at four-year institutions and two-year institutions with on-campus housing receive up to \$1,750 per semester; full-time juniors and seniors receive up to \$2,250 per semester. The HOPE Scholarship awards up to \$1,500 per semester for other two-year institutions.

Post-secondary – Any education beyond high school.

Ready Graduate – Tennessee’s Ready Graduate indicator measures the percent of students who earn a regular high school diploma and meet specific milestones that increase the probability for postsecondary success. Students are considered Ready Graduates if they meet at least one of the following four criteria (a student can only count once):

- earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT) OR
- complete four EPSOs OR
- complete two EPSOs and earn an industry certification OR
- complete two EPSOs and earn a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualification Test (AFQT).

Reward School – Reward schools are the top 5 percent of schools in the state for performance – as measured by overall student achievement levels – and the top 5 percent for year-over-year progress – as measured by schoolwide value-added data. Under the state’s federal education plan, developed under the Every Student Succeeds Act (ESSA), Tennessee will continue to annually recognize, as it has since 2012, reward schools.

Response to Intervention (RTI) – RTI is a tiered approach that educators use to identify and address learning needs for individual students. In Tennessee, RTI is known as RTI², which stands for Response to Instruction and Intervention. Under RTI², general education teachers, special educators and specialists use data to identify which students are underperforming and to what degree, then target academic interventions accordingly.

Students are placed in one of three tiers based on academic need and intensity of the intervention, with Tier I instruction provided to all students as a baseline, and Tiers II and III provided to students that need more intensive assistance to progress. Progress of Tier II and Tier III students is regularly monitored by instructors.

Tennessee Comprehensive Assessment Program (TCAP) – The Tennessee Comprehensive Assessment Program (TCAP) was established as the state’s standardized testing program in 1988. It includes:

- General education assessments (also known as TN Ready) in math, English language arts, social studies, and science, for students in grades 3-8 and for high school students enrolled in classes with End of Course exams;
- TCAP Alternate (TCAP-Alt) assessments in science and social studies for students with significant cognitive disabilities (students with significant cognitive disabilities take the Multi-State Alternate Assessments (MSAA) in math and English language arts); and
- the optional grade 2 assessment for districts that choose to participate.

Tennessee Value-Added Assessment System (TVAAS) – The Tennessee Value-Added Assessment System, known as TVAAS, is a statistical method based on standardized test data that is used to measure the influence of a district, school, or teacher on the academic progress (growth rates) of individual students or groups of students from year to year. The concept behind

TVAAS is that schools should add value every school year for each student, regardless of whether the student begins the year above, at, or below grade level.

TEAM Rubrics – In July 2011, Tennessee became one of the first states in the country to implement a comprehensive, student outcomes-based, statewide educator evaluation system: the Tennessee Educator Acceleration Model (TEAM). Rubrics guide the determination of specific performance levels in the following areas: planning, instruction, environment and professionalism.



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

Collaborative Conferencing Special Questions Ballots

The Special Question Committee met on Thursday, December 19 at 3:30 p.m. The purpose of the meeting was to count the Collaborative Conferencing Special Questions Ballots. In checking with our finance department, 617 full-time educators were eligible to vote. That includes librarians, counselors, and vocational teachers.

Three hundred twenty-four (324) ballots were cast with 323 ballots marked “yes” to the question, “Shall the professional employees of JCS engage in collaborative conferencing with the Johnson City Board of Education beginning in Spring 2025?” One ballot was marked “no”. It appears 52.5% of eligible voters did cast a ballot.



BOARD OF EDUCATION

Jonathan Kinnick, Chair Paula Treece, Vice Chair Rick Smith, Secretary
Dr. Ginger Carter Thomas Hager, Jr Kathy Hall Celia Martin

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





Johnson City Board of Education Special Meeting

December 12, 2024

The Johnson City Board of Education met in a special session on December 12, 2024, at 3:00 PM in the Board Room at the Central Office.

Attendance Taken at 3:00 PM.

Dr. Ginger Carter: Present

Mr. Tom Hager: Present

Mrs. Kathy Hall: Present

Mr. Jonathan Kinnick: Present

Celia Martin: Present

Rick Smith: Present

Mrs. Paula Treece: Present

Present: 7.

1. CALL TO ORDER AND PURPOSE OF MEETING

A. Select Interim Superintendent

- Mr. Jonathan Kinnick called the meeting to order and welcomed those in attendance. The purpose of the meeting was to select an Interim Superintendent. Dr. David Timbs and Dr. Greg Wallace applied for the position.

On a 4-3 roll call vote, Dr. Greg Wallace was selected as Interim Superintendent.

Mrs. Celia Martin: Dr. Greg Wallace

Dr. Ginger Carter: Dr. Greg Wallace

Mrs. Kathy Hall: Dr. David Timbs

Mr. Tom Hager: Dr. David Timbs

Mr. Rick Smith: Dr. Greg Wallace

Mrs. Paula Treece: Dr. Greg Wallace

Mr. Jonathan Kinnick: Dr. David Timbs

B. Timing for Superintendent's Search Survey

- The Board agreed that the TSBA Superintendent Search Survey and Timing will be discussed at the Winter Workshop Retreat in January.

2. ADJOURNMENT

3:17 PM

Chairman

Board Secretary



Johnson City Board of Education Regular Meeting

December 2, 2024

The Johnson City Board of Education met in regular session on December 2, 2024, at 6:00 PM in the Board Room at the Central Office.

Attendance Taken at 6:03 PM.

Dr. Ginger Carter: Present
Mr. Tom Hager: Present
Mrs. Kathy Hall: Present
Mr. Jonathan Kinnick: Present
Mrs. Celia Martin: Present
Mr. Rick Smith: 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 Woodland
- G. Election of Board Officers

- Mr. Tom Hager asked Mrs. Kathy Hall if she would accept a nomination to serve as Board Chair again during 2025. Mrs. Kathy Hall respectfully stepped down as Board Chair.
- Mrs. Kathy Hall nominated Mr. Jonathan Kinnick for Chair and Dr. Ginger Carter nominated Mrs. Paula Treece. On a 4-3 roll call vote, Mr. Jonathan Kinnick was elected as Chair.
 - Dr. Ginger Carter: Mrs. Paula Treece
 - Mr. Tom Hager: Mr. Jonathan Kinnick
 - Mrs. Kathy Hall: Mr. Jonathan Kinnick
 - Mr. Jonathan Kinnick: Mr. Jonathan Kinnick
 - Mrs. Celia Martin: Mrs. Paula Treece
 - Mr. Rick Smith: Mr. Jonathan Kinnick
 - Mrs. Paula Treece: Mrs. Paula Treece

- Dr. Ginger Carter nominated Mrs. Paula Treece as Vice Chair.
 - With no other nominations, Dr. Ginger Carter made a motion to elect Mrs. Paula Treece as Vice-Chair. Seconded by Mr. Rick Smith. Motion passed.
- Mrs. Kathy Hall nominated Mr. Rick Smith as Secretary.
 - With no other nominations, Mrs. Kathy Hall made a motion to elect Mr. Rick Smith as Secretary. Seconded by Mrs. Paula Treece. Motion passed

H. Board Members' Ethics Contract

2. RECOGNITIONS

3. ADOPTION OF AGENDA

- Motion to adopt the agenda. With a motion by Dr. Ginger Carter and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter:	YES
Mr. Tom Hager:	YES
Mrs. Kathy Hall:	YES
Mr. Jonathan Kinnick:	YES
Mrs. Celia Martin:	YES
Mr. Rick Smith:	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 October 31, 2024

- Motion to approve the Financial Report Ending October 31, 2024 as submitted by Ms. Leia Valley. With a motion by Mrs. Kathy Hall and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter:	YES
Mr. Tom Hager:	YES
Mrs. Kathy Hall:	YES
Mr. Jonathan Kinnick:	YES
Mrs. Celia Martin:	YES
Mr. Rick Smith:	YES
Mrs. Paula Treece:	YES

YES: 7, NO: 0

C. Update on Sales Tax – PEP

D. 2024-2025 BUDGET AMENDMENT #2

- Motion to approve the 2024-2025 BUDGET AMENDMENT #2 as submitted by Ms. Leia Valley. With a motion by Mrs. Kathy Hall and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

6. UNFINISHED BUSINESS

A. Board Chair will appoint (3) board members to serve on the committee to count PECCA votes on Thursday, December 19, 2024

- Mrs. Kathy Hall
- Mr. Jonathan Kinnick
- Mrs. Celia Martin

7. CONSENT AGENDA

- Motion to approve the Consent Agenda. With a motion by Dr. Ginger Carter and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

A. Approval of Minutes

B. Overnight Field Trip Requests

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

D. Request to Transfer Funds

E. Proposed Fundraiser Activities

F. Approval of 2024-25 Science Materials Adoption Committee

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

A. First Reading - Policies, Sections One, Three and Four

- Motion to approve First Reading - Policies, Sections One, Three and Four. With a motion by Mrs. Kathy Hall and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

B. Policies on First Reading not reviewed at the Meeting on 11/4/24 at 5:00pm

- Motion to approve Policies: 1806 & 3218 on First Reading and update Policy 4.301 at the next BOE meeting. With a motion by Mrs. Kathy Hall and a second by Dr. Ginger Carter, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

- Amend Motion to approve Policies: 1806 & 3218 on First Reading and update Policy 4.301 Interscholastic Athletics regarding the governing body at the next BOE meeting. With a motion by Rick Smith and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

9. NEW BUSINESS

A. Discuss the process for the Interim and Superintendent Search

- Motion to post the Interim Superintendent position internally in Skyward and close on December 9th by the end of the day. Policy 5.801: Superintendent of Schools, Recruitment and Selection will also be included. With a motion by Mrs. Paula Treece and a second by Celia Martin, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

- The Board agreed to select the Interim Superintendent at a Special Called Meeting. Policy 5.801 was also discussed: An interim Superintendent of Schools appointed during the time of a search shall not become a candidate unless the Board expressly permits such inclusion in the selection procedures.

- Motion to employ TSBA with option 2 regarding the Superintendent Search. With a motion by Dr. Ginger Carter and a second by Mrs. Kathy Hall, the motion passed.

Dr. Ginger Carter: YES

Mr. Tom Hager: YES

Mrs. Kathy Hall: YES

Mr. Jonathan Kinnick: YES

Mrs. Celia Martin: YES

Mr. Rick Smith: YES

Mrs. Paula Treece: YES

YES: 7, NO: 0

B. 2025 Board Committee Assignments

- Mr. Jonathan Kinnick asked Board Members to select their top two Committees they are willing to serve on during 2025.

C. BOE Workshop for January or February

- The BOE Workshop will be scheduled in January.

D. Current Meeting Communication Follow Up

10. INFORMATION ITEMS

A. BOE Calendar of Events

B. Personnel Items

C. Donations

D. Professional Development November - December 2024

11. COMMITTEE REPORTS

7:07 PM

12. BOARD UPDATES AND DISCUSSION

13. MEETING DATES

14. ADJOURNMENT

Chairman

Board Secretary



School Request Form

Board Approval to issue Checks over \$5,000

School: Fairmont

From: Beth Baldwin

Date: 11/25/24

Check Amount: \$9,007.00 Vendor: Johnson City School
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: Lake Ridge

From: Tiffany Hibbitts

Date: 11/25/24

Check Amount: \$48,242.80

Vendor: Johnson City Schools

Reason/Purpose: Educare/ECLC sweep- November

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. Chelsea Lee *CL* Date: 12/06/2024

Check Amount: \$ 6,000.00 Vendor: Johnson City Schools

Reason/Purpose: We request permission to write a check for Educare
DECEMBER sweep for \$6000.00

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: Madison Olson, Bookkeeper Date: 11/26/24

Check Amount: \$6,401.00 Vendor: Johnson City Schools

Reason/Purpose: We request approval to issue a check for November 2024 EduCare sweep for \$6,401.00.

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: SCIENCE HILL HIGH SCHOOL

From: S. MCINTURFF

Date: 10-21-24

Check Amount: \$6000.00

Vendor: Mark McDonald

Reason/Purpose: Change Check

football 11/1/24

Check Amount: 8,625.14

Vendor: BSN

Reason/Purpose: Sweats, t-shirts, Bags

Boys Basketball

Check Amount: 5,736.30

Vendor: BSN

Reason/Purpose: Baseball shoes, Baseballs, Playbooks, bags

Check Amount: \$6897.31

Vendor: BSN

Reason/Purpose: Baseball apparel



School Request Form

Board Approval to issue Checks over \$5,000

School: SCIENCE HILL HIGH SCHOOL

From: S. MCINTURFF

Date: November 2024

estimated:
Check Amount: 9,737.00 Vendor: Riddell
Reason/Purpose: Recondition helmets + shoulder pads

approx
Check Amount: 10,000.00 Vendor: GC Schools
Reason/Purpose: Smartcare/Educare Sweep - November + December

Check Amount: 5,555.00 Vendor: Rocky Top Tours
Reason/Purpose: Charter Bus to State Tournament - Drama
April 24 - 26th, 2025

Check Amount: 6,301.00 Vendor: TSSAA
Reason/Purpose: Post Season Football Share



School Request Form

Board Approval to issue Checks over \$5,000

School: South Side

From: Leah Knotts

Date: 11/22/2024

Check Amount: \$ 14,974.50 Vendor: Johnson City Schools

Reason/Purpose: Request Board Approval to Cut Educare sweep
check for November 2024 in the amount of \$14974.50

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/Program: Towne Acres

From: Josh Simmons / Hunter Tester

Date: 12/2/2024

Amount: \$11,155.15

Vendor: Johnson City Schools

Reason / Purpose

Educare sweep for Nov. 2024

**Science Hill High School
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Showstoppers #70107

Proposed Fundraising Activity: Improv Team Spring Performances

Dates for Proposed Activity: 1/24/25, 2/21/25, 3/13/25, 5/09/25

Proposed Uses of Funds Raised: Showstopper Team Travel/Expenses

Expected Student Involvement (school-wide or specific school organization):
10 to 12 Showstopper Improv Team Members

Method By Which School Will Receive Profit: Ticket Sales \$5.00 per ticket

Requested By: Hunter Graybeal HG Date: 12/6/24
Name
Improv Director
Title

Approved By: [Signature] Date: 12/6/24
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.



**Science Hill High School
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Showstoppers #70107

Proposed Fundraising Activity: Spring Production

Dates for Proposed Activity: 3/28/25 -- 3/29/25

Proposed Uses of Funds Raised: Showstopper Team Travel/Expenses

Expected Student Involvement (school-wide or specific school organization):
10 to 20 Students

Method By Which School Will Receive Profit: Ticket Sales \$10.00 per ticket

Requested By: Hunter Graybeal HG Date: 12/6/24
Name

Showstoppers Asst. Director
Title

Approved By: [Signature] Date: 12/11/24
Principal

Approved By: [Signature] 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.



Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: SHHS Boys Lacrosse L95021

Proposed Fundraising Activity: Selling sponsorship space for
at Lacrosse home games.

Dates for Proposed Activity: till start of season 2-28-25

Proposed Uses of Funds Raised: To fund misc. @xpenses
for the lacrosse Team, Balls, travel, more equipment.

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

Boys Lacrosse team

Method By Which School Will Receive Profit:

Cash or Check

Requested By: Phillip Hamilton Date: 12-9-24
Name
SHHS Boys Lacrosse Coach
Title

Approved By: [Signature] Date: 12/9/24
Principal

Approved By: [Signature] 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

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

E-MAILED
DEC 09 2024



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 Dockery, Chris
 Grade/Class/Club Participating Science Hill FFA
 Destination Gatlinburg, TN
 Purpose of Trip Tennessee FFA State Convention
 Names of Chaperones Holly Dockery

TRANSPORTATION INFORMATION

Number of students attending 5 Date of Trip TBD 3/23-3/26 Day(s) of Week 2
 Cost per child \$ 0 Means of Transportation CTE Van Transit confirmation _____
 Expected Time of Departure TBD Expected time of return TBD

CURRICULUM

- To what subject area of the curriculum does this trip relate?
Agriscience CDE is directly linked to Horticulture Standards.
- What are pupils expected to gain from the trip? (Be specific)
leadership skills, teamwork skills, project organization abilities.
- What follow up activities will be used to evaluate and supplement the field trip?
Students will be evaluated by judges at the convention and will have the ability to build on projects for next convention.

APPROVAL

Teacher C-D Date 12/5/24 Principal Alu Amin Date 12-5-24

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?

Students will pay for meals and any extra curricular activities they wish to do. 5%

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

throughout the school year to help.

Number of Eligible Students for Field Trip

5

Number of Student Attending the Field Trip

5

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

All students will be involved in a career development event. These events will include Agri-science and Food Science CDE'S. These events will require practice and completed work prior to the convention.



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GENERAL INFORMATION:

School SHHS Teacher Gentry/Whitmore/Ward

Grade/Class/Club Participating Topper Robotics

Destination Pittsburgh, PA

Purpose of Trip FIRST Robotics Competition

Names of Chaperones Brad Gentry, Zach Ward, Wendy Whitmore, Josh Jarnigan

TRANSPORTATION INFORMATION

Number of students attending 20 Date of Trip 3/19-3/23 Day(s) of Week Wed - Sun

Cost per child \$100.00 Means of Transportation Bus/Yukon Transit confirmation Yes

Expected Time of Departure 11:00AM Expected time of return 5:00PM
(Activity Bus)

CURRICULUM

- To what subject area of the curriculum does this trip relate?
STEM, Robotics, Math, Science
- What are pupils expected to gain from the trip? (Be specific)
To compete against other FRC teams. Students will gain experience in electrical, programming, engineering design, and in talking to adults.
- What follow up activities will be used to evaluate and supplement the field trip?
We will debrief and redesign if necessary

APPROVAL

Teacher Brad Gentry

Date 11/26/24 Principal [Signature]

Date 11-26-24

Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____

Date _____

Transit notified _____ Date _____

Date _____

Cafeteria notified _____ Date _____

Date _____

Permission slips sent-Date _____

Robotics to Pittsburgh, PA

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? Pittsburgh: 10%

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity? Yes, we have done fundraising throughout the season

Number of Eligible Students for Field Trip 30+

Number of Student Attending the Field Trip 20

What measures are in place to enable all students to participate? We have money in the club account that can be used for any student who cannot afford the trip.



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 SHHS _____ Teacher Gentry/Whitmore/Ward

Grade/Class/Club Participating Topper Robotics _____

Destination Sevierville, TN

Purpose of Trip FIRST Robotics Competition _____

Names of Chaperones Brad Gentry, Zach Ward, Wendy Whitmore _____

TRANSPORTATION INFORMATION

Number of students attending 20 Date of Trip 4/2/25-4/5/25 Day(s) of Week Wed-Sat

Cost per child 0 Means of Transportation Bus/Yukon Transit confirmation

Expected Time of Departure 3:00 **(Activity Bus)** Expected time of return 6:00

CURRICULUM

1. To what subject area of the curriculum does this trip relate?
STEM, Robotics, Math, Science
2. What are pupils expected to gain from the trip? (Be specific)
Experience in engineering, programming, electronics, and talking to adults
3. What follow up activities will be used to evaluate and supplement the field trip?
Debrief and redesign if necessary

APPROVAL

Teacher Brad Gentry Date 11/26/24 Principal Chris Cowin Date 11-26-24
 Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Robotics to Sevierville, TN

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? **Sevierville: 10%**

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility and, if so, what was the opportunity? **Yes, we have done fundraising throughout the season**

Number of Eligible Students for Field Trip 30+

Number of Student Attending the Field Trip 20

What measures are in place to enable all students to participate? **We have money in the club account that can be used for any student who cannot afford the trip.**



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 High School Teacher J. Gilbertson, C. Cottrell, C. Philbrick

Grade/Class/Club Participating HOSA Club

Destination Chattanooga Convention Center, Chattanooga, TN

Purpose of Trip HOSA State Leadership Conference

Names of Chaperones J. Gilbertson, C. Cottrell, C. Philbrick 2 of 3 will attend

TRANSPORTATION INFORMATION

Number of students attending 8 Date of Trip 3.30.25 to 4-2-24 Day(s) of Week Sunday - Wednesday

Cost per child _____ Means of Transportation CTE Vehicles Transit confirmation _____

Expected Time of Departure 1 pm 3.30.25 Expected time of return Late 4.2.24 - After ceremony time unknown at this time.

CURRICULUM

- To what subject area of the curriculum does this trip relate?
Health Science - Emergency Preparedness, Sports Medicine, Phlebotomy, Pharmacy Science, Dental Science, Clinical laboratory science, Pharmacology
- What are pupils expected to gain from the trip? (Be specific)
Competitive & test taking skills related to healthcare, collaboration with students in other districts to share healthcare knowledge & experiences.
- What follow up activities will be used to evaluate and supplement the field trip?
Students can share their experience with other Health Science classes / HOSA club Evaluate & discuss / practice events in different scenarios

APPROVAL

Teacher J. Gilbertson / C. Cottrell Date 12/9/24 Principal [Signature] Date 12-9-24

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?

590

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

NO, Not at this time. but we plan to moving forward - next semester.

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?

All 8 students qualified for HOSA state Conference/Competition



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 Seth Wallingford
 Grade/Class/Club Participating Band - Jazz Clinic Audiences
 Destination Walker Valley High School
 Purpose of Trip 411-East Jazz Clinic
 Names of Chaperones Seth Wallingford

TRANSPORTATION INFORMATION

Number of students attending 3 Date of Trip 1/24 - 1/25 Day(s) of Week Fri. + Sat.
 Cost per child \$125.00 Means of Transportation Van Rental Transit confirmation _____
 Expected Time of Departure 12:00 P.M. Expected time of return 3:00 P.M.

CURRICULUM

- To what subject area of the curriculum does this trip relate?
National Music Standards: Create, perform, respond & connect
- What are pupils expected to gain from the trip? (Be specific)
Students will receive feedback from jazz specialists in the areas of performance & improvisation.
- What follow up activities will be used to evaluate and supplement the field trip?
Students will report back to SHHS jazz ensemble sharing their experiences. We will use this info. to guide jazz instruction as well as auditions for the following year.

APPROVAL Teacher [Signature] Date 12/2/24 Principal [Signature] Date 12/5/24

Superintendent (If required) _____ Date _____

Nurse notified Karen A. Date 12/02/24 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?

100%

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

No

Number of Eligible Students for Field Trip

3

Number of Student Attending the Field Trip

3

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

The students that are participating w/ financial concerns will be financially supported through band boosters.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School District System – School Board Legal Status and Authority	Descriptor Code: 1.100	Issued Date: 01/05/24
		Rescinds: 1.100	Issued: 01/03/22

- 1 The legal basis for education in Tennessee is expressed in the state Constitution and state statutes, as
- 2 interpreted by the courts. Boards are instruments of the state, and members of the Board of Education
- 3 are state officers representing local citizens and the state in the management of the public schools.¹

- 4 The governing body shall be the Board of Education, serving residents within the boundaries of the
- 5 school system and non-residents under conditions specified by state law and the Board.²

- 6 All powers of the Board lie in its action as a group; therefore, individual board members exercise their
- 7 authority over school system affairs only as they vote to take action at an official meeting of the Board.

- 8 In other instances, an individual board member, including the eChair, shall have power only when
- 9 specified by state law or when the Board, by vote, has delegated authority to them.

Legal References

1. TCA 49-1-101; TCA 49-1-102; TCA 49-1-103
2. TCA 49-6-3104

Cross References

School Board Meetings 1.400

Johnson City Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Role of the Board of Education	Descriptor Code: 1.101	Issued Date: 12/09/19
		Rescinds: 1.101	Issued: 02/07/17

1 The Board **of Education** will oversee the operation of the school district in compliance with state and
2 federal laws.¹

3 The Board will function only when in session. The Board's required functions include, but are not
4 limited, to the following:

5 **GENERAL**

- 6 1. To develop and adopt a strategic plan in consultation with the Superintendent of Schools;²
- 7
- 8 2. To adopt all policies required by state or federal law;³
- 9
- 10 3. To approve school zones;⁴
- 11
- 12 4. To approve the district calendar;⁵
- 13
- 14 5. To adopt district safety plans;⁶
- 15
- 16 6. To approve the closure of facilities, if needed;¹
- 17
- 18 7. To approve an insurance provider;¹ and
- 19
- 20 8. To approve/modify the agenda at the beginning of the board meeting.¹

21 **FISCAL**

- 22 1. To approve and adopt the budget;¹
- 23
- 24 2. To approve purchases outside the budget on a case-by-case basis in accordance with board
25 policy;¹
- 26
- 27 3. To approve budget transfers;⁷
- 28
- 29 4. To adopt the district salary schedule;⁸
- 30
- 31 5. To approve a differentiated pay plan;⁹
- 32
- 33 6. To approve funding for the district maintenance plan and capital requests;¹
- 34

- 1 7. To approve the location and scope of new building projects;¹ and
 2
 3 8. To approve bids.¹

4 **INSTRUCTION AND STUDENTS**

- 5 1. To adopt the curriculum;¹
 6
 7 2. To adopt textbooks;¹⁰
 8
 9 3. To review student disciplinary issues appealed to the Board and make a final determination;¹¹
 10
 11 4. To authorize or prohibit the use of corporal punishment;¹²
 12
 13 5. To approve or deny admission of students expelled from other school districts;¹³ and
 14

15 **PERSONNEL**

- 16 1. To employ and evaluate the Superintendent of Schools;¹
 17
 18 2. To grant tenure to eligible teachers;¹⁴ and
 19
 20 3. To dismiss tenured teachers.¹⁵

Legal References

1. TCA 49-2-203
2. TRR/MS 0520-01-03-.03(14); State Board of Education Policy 2.101; TCA 49-1-613
3. TCA 49-2-207
4. TCA 49-6-403(c)
5. TCA 49-6-3004
6. TCA 49-6-804(a)
7. OP Tenn. Atty. Gen. 83-464 (Oct 26, 1983)
8. TCA 49-3-306(a)
9. TCA 49-3-306(h)
10. TCA 49-6-2207(a)(1)
11. TCA 49-6-3401(c)(4)(C)
12. TCA 49-6-4104
13. TCA 49-6-3401(f)
14. TCA 49-5-504(b); TCA 49-2-203(a)(1)
15. TCA 49-5-511

Cross References

Duties of Board Members 1.202
 Policy Development & Adoption 1.600
 Administrative Procedures 1.601
 School District Goals 1.700
 School District Planning 1.701
 Annual Operating Budget 2.200

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Members Legal Status	Descriptor Code: 1.102	Issued Date: 01/05/24
		Rescinds: 1.102	Issued: 11/07/22

1 The legal status of Board of Education members shall be as follows:¹

2 **NUMBER**

3 The Board shall be composed of seven (7) members. **The Board may chose to include student**
4 **representatives as non-voting members.**

5 **QUALIFICATIONS**

6 Members of the Board shall be and must remain residents of the City of Johnson City and shall be
7 citizens of recognized integrity, intelligence, and ability to administer the duties of the office.² To
8 qualify as a candidate, an individual must show proof of:

- 9 1. Graduation from high school or receipt of a high school equivalency credential approved by
10 the State Board of Education;² and
- 11 2. Being a qualified voter and resident in the city for one year prior to the qualifying deadline for
12 running as a candidate.²

13 **TERMS OF OFFICE**

14 Members of the Board shall serve a term consisting of four (4) years.¹

15 **VACANCIES**

16 Vacancies shall be declared to exist on account of death, resignation, ceasing to be a resident of the
17 city,⁴ or through due process proceedings.³

18 When a vacancy occurs, the Board of Education shall have the power to make an appointment for the
19 unexpired term.⁴ If the Board elects to make an appointment, the Board shall take applications from
20 interested and qualified citizens. The Board will, at the next regular scheduled Board meeting
21 following the deadline for submitting applications, vote on the appointment. Such appointment shall
22 continue until the next regular election.⁵

Legal References

1. TCA 49-2-201
2. TCA 49-2-202(a)(1)
3. TCA 8-47-101
4. TCA 49-2-202(e); TCA 8-48-101
5. Tennessee Constitution, Article VII, Section 2

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Self Evaluation	Descriptor Code: 1.103	Issued Date: 01/06/14
		Rescinds: 1.103	Issued: 12/05/05

1 For the purpose of improvement of school board leadership, the Board **of Education** will conduct an
2 annual evaluation of its operational procedures and goals.

3 This annual evaluation shall be developed based upon the following premises:

- 4 (a) Board members shall know and be involved in the development of standards by which
5 they will evaluate themselves;
- 6 (b) Evaluation shall be at a scheduled time with all board members present;
- 7 (c) The evaluation shall be a composite of individual board members opinions but the
8 Board as a whole shall meet to discuss the results;
- 9 (d) Evaluation shall include discussion of strengths as well as weaknesses;
- 10 (e) The Board is not required to limit itself to those items included in any formal evaluation
11 instrument which is used;
- 12 (f) Each judgment shall be supported by as much rational and objective evidence as
13 possible; and
- 14 (g) At the conclusion of the evaluation, the Board will develop a series of goals for the
15 ensuing year which are stated in terms of behavioral change or productivity gains.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Memberships	Descriptor Code: 1.104	Issued Date: 01/03/22
		Rescinds: 1.104	Issued: 07/01/01

- 1 The Board **of Education** shall maintain membership in the Tennessee School Boards Association,¹ and
- 2 through its membership in TSBA, shall be an affiliate member of other relevant organizations.
- 3 Dues for membership in Tennessee School Boards Association shall be included in each annual budget
- 4 in accordance with state statute.
- 5 The Board may also maintain institutional membership in other educational organizations which the
- 6 Board finds to be of benefit to members and school system personnel.

Legal References

1. TCA 49-2-2001

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Legislative Involvement	Descriptor Code: 1.105	Issued Date: 11/07/22
		Rescinds: 1.105	Issued: 10/03/01

1 The Board **of Education** will work for the passage of new laws designed to advance the cause of improving
2 education and for the repeal or modification of existing laws and the defeat of proposed laws that impede this
3 cause. To accomplish this:

- 4 1. The Board shall stay informed of pending legislation and actively communicate its concerns and
5 make its position known to the elected representatives at both the state and national level;
- 6 2. The Board shall work with other school boards in the state, local citizen groups, and other local
7 officials to acquaint them with the Board's legislative priorities and to seek their support;
- 8 3. The Board shall select one (1) of its members to serve as its legislative representative;
- 9 4. The Board shall work with its legislative representative, with TSBA, and other concerned
10 groups in developing an annual legislative program; and
- 11 5. The Board shall include in its budget appropriate resources, including travel expense, necessary
12 for its legislative representative and other board members to accomplish its desired legislative
13 goals.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Boardmanship Code of Conduct	Descriptor Code: 1.106	Issued Date: 01/05/24
		Rescinds: 1.106	Issued: 11/07/22

1 The Board **of Education** adopts this Code of Ethics as recommended by the Tennessee School Boards
2 Association and the State of Tennessee as a guide to its members as they provide educational
3 leadership for the youth of our state. The Board further agrees that ethical issues regarding the Board
4 or its members may be referred to the TSBA Ethics Advisory Council.

5 **ARTICLE I. MY RELATIONS TO THE CHILDREN**

6

7 Section 1. I will at all times think in terms of “children first,” always determining
8 other important things according to how they affect education and
9 training of children.

10 Section 2. I will seek to provide equal educational opportunities for all children
11 regardless of race, color, religion, sex, gender, disabilities, national origin,
12 or location of residence.

13 **ARTICLE II. MY RELATIONS TO MY COMMUNITY**

14 Section 1. I will endeavor to appraise fairly both the present and future educational
15 needs of the community and to support improvements as finances
16 permit.

17 Section 2. I will represent at all times the entire school community and refuse to
18 represent special interests or partisan politics.

19 Section 3. I will endeavor to keep the community informed about the progress and
20 needs of the schools.

21 **ARTICLE III. MY RELATIONS TO TEACHERS AND PERSONNEL**

22 Section 1. I will support the employment of those persons best qualified to serve as
23 employees and will insist on a regular and impartial evaluation of all
24 staff.

25 Section 2. I will support and protect personnel in performance of their duties.

26

1 CONTRACT AGREEMENT

2 As members of the Johnson City Board of Education, we also commit ourselves collectively and
3 individually to uphold the following contract, which is to be renewed after each Board of Education
4 election of officers:

- 5 1. To abide by the code of ethics of the Tennessee School Boards Association.
- 6
- 7 2. To strive sincerely to build better relationships with one another and with the Superintendent of
8 Schools.
- 9
- 10 3. To vote on individual convictions and do what we can to prevent or destroy fractionalism on
11 the Board.
- 12
- 13 4. To refuse to become involved in micromanagement.
- 14
- 15 5. To emphasize planning, policy making, and public relations rather than becoming involved in
16 management of the schools.
- 17
- 18 6. To prepare ourselves carefully before each board meeting so that when we have the floor, we
19 can make comments that are concise, organized, and clear.
- 20
- 21 7. To listen carefully and with courtesy when other people have the floor and are speaking during
22 board meetings.
- 23
- 24 8. To set clear goals for the Superintendent of Schools.
- 25
- 26 9. To support the Superintendent of Schools and to help them be as effective as possible as long
27 as they are the Superintendent.
- 28
- 29 10. To establish goals for our school district and to make sure the community is aware of those
30 goals.

31 If any board member feels that another board member has violated any provision of this agreement,
32 that board member shall personally talk with the offending board member in an attempt to resolve the
33 issue. If the attempt fails, the board member who feels that another board member has violated this
34 agreement shall bring the matter to the attention of the entire board. Any grievances that arise should
35 be dealt with at the earliest possible practical opportunity.

36

37

Cross References

Code of Ethics 1.1061

Board Member Conflict of Interest 1.107

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date: 11/07/22
		Rescinds: 1.107	Issued: 12/07/20

1 A Board **of Education** member shall not be directly interested in any contract in which the Board may be
2 interested. "Directly interested" means any contract with the **bBoard** member or with any business in which the
3 board member is sole proprietor, a partner, or the person having controlling interest. "Controlling interest" shall
4 include the individual with the ownership or control of the largest number of outstanding shares owned by any
5 single individual or corporation.

6 This policy shall not prohibit any **bBoard** member from voting on the school budget or any budget amendments,
7 unless the vote is on a specific budget amendment in which such board member is directly interested.

8 A board member shall not be indirectly interested in any contract in which the Board may be interested unless
9 the board member publicly acknowledges such interest. "Indirectly interested" means any contract in which the
10 board member is interested but not directly so, as defined above, including contracts in which the board member
11 may have a direct interest but is the sole supplier of goods or services in the county.

12 Any **bBoard** member who is an employee of the city and whose employment predates ~~his~~ **their** initial
13 election/appointment to the Board may vote on matters in which they have a conflict of interest if the member
14 informs the Board immediately prior to the vote as follows: "Because I am an employee of (name of
15 governmental unit), I have a conflict of interest in the proposal about to be voted. However, I declare that my
16 argument and my vote answer only to my conscience and to my obligation to my constituents and the citizens
17 the Board represents." The vote of any board member having a conflict of interest who does not inform the
18 Board of such conflict shall be void if challenged during the same Board meeting at which the vote was cast and
19 prior to the transaction of any further business by the Board.

20 Any **bBoard** member who is also an employee of the city and whose employment began on or after the date on
21 which they were initially elected to serve on the Board shall not vote on matters in which they have a conflict of
22 interest.

23 If a **bBoard** member has a conflict of interest in a matter to be voted on by the Board, they may abstain for
24 cause by announcing such to the **eChairman**. Any **bBoard** member who abstains from voting for cause on any
25 issue coming to a vote before the Board shall not be counted for the purpose of determining a majority vote.¹

26 PENALTY FOR UNLAWFUL INTEREST

27 If a **bBoard** member becomes directly or indirectly interested in any such contract, they shall forfeit all pay and
28 compensation and shall be dismissed from the Board and be ineligible to serve in the same or similar position
29 for ten (10) years.¹

Legal References

1. TCA 12-4-101,102

Cross Reference

Boardmanship Code of Conduct 1.106

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="margin: 0;">Nepotism</h2>	Descriptor Code: 1.108	Issued Date: 01/05/24
		Rescinds: 1.108	Issued: 12/07/20

1 Whenever a person is considered by the Superintendent of sSchools for initial employment in the
 2 system and that person is related to a member of the Board of Education, the Superintendent of
 3 sSchools, an administrator in the system, a city or county commissioner, or any appointed or elected
 4 city or county official, the relationship shall be made known to the Board prior to the employment of
 5 such person.¹

6 If a member of the Board has a relative who is an employee in the system, prior to voting on any
 7 matter of business that may have an effect upon the employment of the relative, the member shall
 8 declare such relationship. In making such a declaration, the member shall certify that their vote on the
 9 pending matter will be in the best interest of the school system.¹

10 No employee will be under the supervision of a member of their immediate family. Supervision is
 11 defined as having direct responsibility for evaluation.

12 This policy shall not apply to any person within such relationship or relationships who has been
 13 regularly employed by the Board prior to the inception of the relationship, the adoption of this policy,
 14 or a board member's election.

15 For purposes of this policy, the terms “related to” and "relative" include the following relationships:
 16 spouse, parent, parent-in-law, child, son-in-law, daughter-in-law, grandparent, grandchild, brother,
 17 sister, uncle, aunt, nephew, niece, or any person who resides in the same household. Step relationships
 18 shall be included in the definitions of “related to” and “relative”.²

Legal References

1. TCA 49-2-202(a)(3)
2. TCA 49-2-202(a)(3)(ii)

Cross References

Assignment/Transfer of Personnel 5.115

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Duties of Officers	Descriptor Code: 1.201	Issued Date: 01/05/24
		Rescinds: 1.201	Issued: 11/07/22

1 CHAIR

2 The eChair of the Board of Education shall have the following duties:

- 3 1. To assist the Superintendent of Schools in preparing meeting agendas;
- 4
- 5 2. To preside at all meeting of the Board;¹
- 6
- 7 3. To appoint committees authorized by the Board;¹
- 8
- 9 4. To function as chair of the executive committee;¹
- 10
- 11 5. To countersign all warrants authorized by the Board and issued by the Superintendent of
- 12 Schools for all expenditures of the school system;^{1,2}
- 13
- 14 6. To conduct Board hearings;³
- 15
- 16 7. To prepare the school budget with the Superintendent of Schools;⁴
- 17
- 18 8. To authorize the use of mechanical checkwriting equipment;²
- 19
- 20 9. To certify the value of surplus property valued less than \$250;⁵
- 21
- 22 10. To certify the official copy of approved minutes for each regular and special meetings of the
- 23 Board; and
- 24
- 25 11. To carry out other such duties as may be assigned by the Board.

26 VICE CHAIR

27 The vVice eChair shall assume the duties of the chair in their absence or function as the chair until a
28 new chair can be elected in the event the chair is incapacitated or the office becomes vacant. The vice
29 chair shall also chair the Superintendent of Schools' Compensation Committee.

30 SECRETARY

31 The sSecretary shall conduct all correspondence of the Board, keep and preserve all of its records,
32 receive all reports acquired by the Board, and see that such reports are in proper form.⁶

1 The Board may assign some or all of these duties to a clerk; however, the responsibility resides with
2 the secretary.

3 **CHAIR PRO TEM**

4 At any meeting where neither the eChair nor the vVice eChair is present, a eChair pro tem shall be
5 elected to preside.

Legal References

1. TCA 49-2-205
2. TCA 49-2-113
3. TCA 49-5-512(c)
4. TCA 49-2-203(a)(9)(A)(i)
5. TCA 49-6-2007(d)(2)
6. TCA 49-2-301(b)(1)(C)

Cross References

Role of the Board of Education 1.101
Duties of Board Members 1.202
Board Committees 1.300
Executive Committee 1.301
Agendas 1.403
Minutes 1.406
Annual Operating Budget 2.200
Surplus Property Sales 2.403
Separation Practices for Tenured Teachers 5.200

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: New Member Orientation	Descriptor Code: 1.203	Issued Date: 01/05/24
		Rescinds: 1.203	Issued: 03/05/19

1 The Board of Education considers ~~the~~ Board member development to be an ongoing process for all Board
2 members and a vital responsibility for effective Board membership.

3 Board members are responsible for becoming knowledgeable about the operations and functions of the
4 school system. This should be achieved through attendance at board meetings, participation in
5 orientation/training sessions conducted by the Tennessee School Boards Association (TSBA), and
6 study of the Policy Manual of the Board of Education and applicable law and regulations.

7 It shall be the responsibility of the Superintendent of Schools to provide to each new Board member
8 access to the Board’s Policy Manual and any other materials, which in the opinion of the
9 Superintendent **of Schools**, will acquaint the new member with the operation of the school system and
10 board service.

11
12 An orientation for new Board members shall be conducted no later than thirty (30) days after new
13 Board members take office. The chair of the board and the Superintendent of Schools shall arrange and
14 plan for such an orientation which may include a mentoring program.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Member Development Opportunities	Descriptor Code: 1.204	Issued Date: 11/07/22
		Rescinds: 1.204	Issued: 01/03/22

1 The Board **of Education** shall participate in activities designed to assist **board** members in improving
2 their skills as members of a policy-making body.

3 In order to control both the investment of time and funds necessary to implement this policy, the Board
4 establishes these principles and procedures for its guidance:

- 5 1. A calendar of ~~school~~ **board** conferences, conventions and workshops shall be maintained by
6 the **board** secretary and provided to each board member.¹ At least annually the Board will
7 identify which meetings should be attended and the benefits which would be derived from
8 participation in such meetings;
- 9
10 2. Funds for participation at such meetings shall be budgeted on an annual basis. The Board, as a
11 whole, shall retain the authority to approve or disapprove the participation of members in
12 planned activities;
- 13
14 3. Reimbursement to **board** members for their travel expenses shall be in accord with their
15 reasonable and actual expenses;
- 16
17 4. When a conference, convention or workshop is not attended by the full Board, those
18 participating will be requested to share information, recommendations and materials acquired at
19 the meeting; and
- 20
21 5. The public shall be kept informed about the Board's continuing in-service education and about
22 the programs anticipated for short- and long-range benefits to the schools.

23 The Board regards the following as the kinds of activities and services appropriate for implementing
24 this policy:

- 25 1. Participation in school board conferences, workshops and conventions held by the state,
26 regional and national school boards associations;¹
- 27
28 2. Local and district-sponsored training sessions for **board** members; and
- 29
30 3. Subscriptions to publications addressing the concerns of **board** members.

Legal References

1. TCA 49-2-202(a)(6)

Cross References

- Board Evaluation 1.103
- Memberships 1.104
- School Board Legislative Involvement 1.105
- School District Goals 1.700
- School Calendar 1.800
- Expenses and Reimbursements 2.804

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board-Superintendent Relations	Descriptor Code: 1.205	Issued Date: 11/07/22
		Rescinds: 1.205	Issued: 07/01/22

- 1 The Board **of Education** shall be responsible for specifying its requirements and expectations of the
- 2 Superintendent of Schools and then holding the Superintendent **of Schools** accountable by evaluating how well
- 3 those requirements and expectations have been met. In turn, the Superintendent **of Schools** shall be responsible
- 4 for specifying requirements and expectations for all administrators who report to them and then holding each
- 5 accountable by evaluating how well requirements and expectations have been met.

Cross References

Duties and Powers of the Board of Education 1.101
Evaluation of the Superintendent of Schools 5.803

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="text-align: center;">Board Committees</h2>	Descriptor Code: 1.300	Issued Date: 01/05/24
		Rescinds: 1.300	Issued: 12/07/20

1 The Board of Education may operate without standing committees, except for the Executive
 2 Committee. The Chair of the Board and the Superintendent of Schools constitute the Executive
 3 Committee of the Board of Education. Special committees, such as the Policy, Finance, Facilities and
 4 Superintendent Compensation Committee, shall be composed of Board members as may be appointed
 5 by the chair at the direction of the Board and as the needs of the Board shall require.¹ Such
 6 committees shall be discharged when the work is finished or earlier by a majority vote of the entire
 7 Board. All reports by special committees shall be made directly to the Board.

- 8 1. A special committee serving in an advisory capacity shall ordinarily consist of less than a
 9 quorum of board members;
- 10 2. The committee will be advisory only;
- 11 3. Parameters of the work of the committee must be approved in advance by the entire Board;
- 12 4. A committee shall serve no longer than the annual organization meeting of the Board unless
 13 reappointed to finish a designated task; and
- 14 5. Committee meetings shall be held in accordance with the Open Meetings law.²

19 Anyone desiring to address a committee must notify the chair prior to the day of the meeting and
 20 indicate the topic to be addressed. Only topics on the agenda may be addressed at the meeting. Each
 21 topic addressed will be limited to five minutes except with the consent of the committee for an
 22 extension to the time. The ~~eChairman~~ may defer public participation to a future meeting in order to
 23 effect an efficient schedule as long as no recommendation on the topic of interest will be made before
 24 an opportunity to participate is provided.

Legal References

1. TCA 49-2-205
2. TCA 8-44-102, *et seq.*

Cross References

- Duties of Officers 1.201
 School Board Meetings 1.400
 Public Hearings 1.401

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="text-align: center;">Executive Committee</h2>	Descriptor Code: 1.301	Issued Date: 01/05/24
		Rescinds: 1.301	Issued: 07/01/00

1 The Chair of the Board **of Education** and the Superintendent of Schools shall constitute the executive
 2 committee of the Board, with the Chair of the Board serving as the ~~e~~Chairman of the ~~e~~Executive ~~e~~Committee.¹

3 The duties
 4 shall be:

- 5 1. To prepare an agenda for each meeting of the Board;
- 6 2. To prepare the annual budget on forms furnished by the Commissioner of Education, to be
 7 submitted to the Board for its approval;²
- 8 3. To meet at the office of the Superintendent of Schools as often as necessary to perform the
 9 duties required;¹
- 10 4. To advertise for bids and let contracts authorized by the Board;¹
- 11 5. To serve as the purchasing agent for the Board;
- 12 6. To examine all accounts authorized by the Board and ensure that the approved budget is not
 13 exceeded;
- 14 7. To submit for approval at each regular meeting of the Board a full report of all business
 15 transacted since the last regular meeting; and
- 16 8. To transact any other business assigned to the committee by the Board.¹

Legal References

1. TCA 49-2-206; TCA 49-2-205(3)
2. TCA 49-2-203(a)(9)(A)(i)

Cross References

- Duties of Officers 1.201
- Annual Operating Budget 2.200
- Purchasing 2.805
- Bids and Quotations 2.806
- Duties of the Superintendent of Schools 5.802

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School <u>Board</u> Attorney	Descriptor Code: 1.302	Issued Date: 07/01/00
		Rescinds:	Issued:

- 1 The Board **of Education** shall employ an attorney to represent the Board in legal matters which arise
- 2 concerning the school system.¹

Legal References

1. TCA 49-2-203(b)(5)

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Consultants	Descriptor Code: 1.303	Issued Date: 12/07/20
		Rescinds: 1.303	Issued: 10/03/01

1 When necessary, the Board **of Education** may contract for the services of qualified professional consultants.

2 Each contract for consulting services must contain the following detailed information:

- 3 1. The type of services the consultant will provide;
- 4 2. The cost of the services;
- 5 3. The specific objectives to be accomplished;
- 6 4. The specific tasks which will be performed;
- 7 5. The target dates for the completion of the objectives; and
- 8 6. The method to be used to report results to the Board.

9 The Superintendent of Schools is responsible for establishing the procedures under which consultants perform
10 their services and are supervised.

Cross References

Bids and Quotations 2.806

Purchase Orders and Contracts 2.808

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Ad Hoc Advisory Committees	Descriptor Code: 1.304	Issued Date: 12/07/20
		Rescinds: 1.304	Issued: 01/04/16

1 The Board of Education recognizes the value of aAd hHoc eCommittees to provide channels of
2 communication between the school community and the community at-large. In order to ensure
3 maximum benefits from the ad hoc committee, the purpose, composition, responsibilities, and
4 operating procedures are defined in this policy.

5 **BOARD AD HOC ADVISORY COMMITTEES**

6 Any Board Ad Hoc Advisory Committee may include representation from the community, an
7 employee organization, other educational institutions, parents, students, business and other affected or
8 interested parties.

9 The functions of a Board Ad Hoc Committee is to:

- 10 1. Represent the needs and interests of the entire community/school (not special interest groups);
- 11 2. Identify needs, problems, and concerns for more effective public educational services and
12 make recommendations to the Board ~~of Education~~;
- 13 3. Make recommendations to the Board ~~of Education~~ for budget priorities;
- 14 4. Review goals and objectives of the school system and make recommendations as to the same;
- 15 5. Assist with special projects and problems relative to information dissemination, community
16 relations, etc.;
- 17 6. Serve as communication liaison between the community and the Board ~~of Education~~;
- 18 7. Provide general advice to the Board, and promote the best interests of the school system;
- 19 8. Serve as resource person to the community, including the provision for speaker services;
- 20 9. Serve as a “sounding board” for Board questions and ideas.

21 **PROCEDURES**

- 22 1. The Board shall determine the need for an Ad Hoc Advisory Committee for a certain topic.
- 23 2. Frequency of the meetings shall be determined by the Ad Hoc Advisory Committee (and reports

- 1 of such meeting shall be given to the Board at the Board's next scheduled meeting).
- 2 3. One or more school ~~board~~ **B**oard members or designees may meet with the Board Ad Hoc Committee
3 as necessary and may be a member of that Committee.
- 4 4. Ad Hoc Committee members will be appointed on an as needed basis.
- 5 5. The Ad Hoc Advisory Committee shall select a president.
- 6 6. School administration shall serve in a resource capacity and not in a primary interface capacity.
- 7 7. Ad Hoc Advisory Committee members shall be expected to have regular attendance. This will
8 be emphasized in the invitation to the respective organizations to submit nominations.
- 9 8. The Ad Hoc Advisory Committee shall serve in an advisory role to the Board, not in a policy or
10 regulatory manner, and shall serve as a body of the whole at regular meetings only.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Meetings	Descriptor Code: 1.400	Issued Date: 01/05/24
		Rescinds: 1.400	Issued: 11/07/22

1 The Board **of Education** will transact all business at official meetings which may be either regular or special.

2 Every meeting of the **Board** shall be open to the public, except for those meetings in which the law allows
3 closed sessions.¹ Open meetings will be physically accessible to all students, employees, and interested citizens.³

4 The Board may restrict the recording of Board meetings via camera, camcorder or other photographic equipment
5 when such recording creates a threat to public safety and welfare or impedes the conducting of efficient and
6 orderly public meetings.⁴

7 **REGULAR MEETINGS**

8
9 Regular meetings of the Board shall be held on the first Monday of the month at 6:00 p.m. in the Columbus
10 Powell Building (Central Office) or at another location as announced.

11

12 In instances when any regular meeting date falls on a legal holiday or in other special circumstances, the
13 meeting shall be held on the following day or rescheduled by the Superintendent of Schools and the chair. If
14 rescheduled, adequate public notice of such meetings must be given.

15

16 **SPECIAL MEETINGS**

17

18 The Board shall hold special meetings as necessary to transact the business of the Board. Such meetings shall
19 be called by the chair or Superintendent of Schools whenever the interests of the schools require it, or when
20 requested to do so by a majority of the Board.²

21

22 Only business related to the call of the meeting, and details related to agenda items shall be discussed or
23 transacted by the Board at a special meeting. A written copy of the notice shall be placed on file in the
24 Superintendent of Schools' office.

25

26 **ELECTRONIC ATTENDANCE⁵**

27 The following requirements apply to all electronic attendance, regardless of the reason for the member's
28 absence:

- 29
1. A quorum of the Board must be physically present at the meeting in order for any member to
30 attend electronically:
 2. Any Board member wishing to participate electronically must do so using technology which
31 allows the Chair to visually identify the member:
32

1 3. The responsibility for the connection lies with the member wishing to participate electronically.
2 No more than three (3) attempts to connect shall be made, unless the Board chooses to make
3 additional attempts.

4
5 Absent Board members may attend a regular or special meeting by electronic means for certain qualifying
6 reasons.

7 ***Work Related Absence***

8 A Board member may attend a meeting by electronic means if out of the county due to work; however,
9 they may only participate electronically two (2) times per year for this reason. The Board member shall
10 give the Chair and ~~Director~~ **Superintendent** of Schools at least five (5) days' notice prior to the
11 meeting of the Board member's intention to participate electronically.

12 **Sickness or Period of Convalescence**

13 A Board member may attend a meeting by electronic means if sick or in a period of convalescence on
14 the advice of a healthcare professional; however, they may only participate electronically three (3)
15 times per year for this reason.

16 **Inclement Weather or Natural Disaster**

17 A Board member may attend a meeting by electronic means due to inclement weather or natural
18 disaster if the schools in the school district are closed; however, they may only participate
19 electronically three (3) times per year for this reason.

20 21 ***Family Emergency***

22 A Board member may attend a meeting by electronic means if there is a family emergency that
23 prevents them from attending in person. The absence shall be due to the hospitalization of the Board
24 member or the death or hospitalization of the member's spouse, father, mother, son, daughter, brother,
25 sister, son-in-law, daughter-in-law, stepson, stepdaughter, father-in-law, mother-in-law, brother-in-law,
26 or sister-in-law. The Board member may only participate electronically two (2) times per year for this
27 reason.

1 **Military Service**

2 A Board member may attend a meeting by electronic means if out of the county due to military
3 service. The Board member may participate electronically as often as they are able to do so.

Legal References

1. TCA 8-44-102; TCA 49-6-804(b)
2. TCA 49-2-202(c)(1)
3. 28 CFR § 36.201(a); 36.202
4. OP Tenn. Atty Gen 95-126
5. TCA 49-2-203(c); Public Acts of 2023, Chpt. No. 350

Cross References

School Board Legal Status and Authority 1.100
Public Hearings 1.401
Grievances & the Americans with Disabilities Act

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Public Hearings	Descriptor Code: 1.401	Issued Date: 12/07/20
		Rescinds: 1.401	Issued: 01/04/16

1 The Board **of Education** will hold a public hearing in the following circumstances:

- 2 1. When requested, in writing, by any licensed employee who is dismissed during a contract
3 period. Any licensed employee who is dismissed must be advised of his right to a hearing
4 before the Board.¹
5
- 6 2. When requested by the parent who is dissatisfied with the school assignment of a student.²

7 The Board may, but is not obligated to, hold a public hearing in the following circumstances:

- 8 When requested by a student, principal, or teacher in regard to a student who, as a result of a
9 suspension of more than ten (10) days has had a hearing by the Discipline Hearing Authority.³
10 The notice of this type of hearing shall include a statement that, unless the student (or the
11 student's parent or guardian) requests an open hearing, the hearing will be closed to the public.⁴

12 The Board may also hold a public hearing when it deems it to be in the public interest.

13 Except as noted above, a request for a hearing before the Board must be in writing, stating the purpose
14 of the hearing, the action desired, and, in the case of contesting a school assignment, the specific
15 reasons why the child shall be assigned to a different school. All hearing requests must be received by
16 the Board or the Superintendent of Schools within the time limit prescribed by law for that type of
17 hearing.

Legal References

1. TCA 49-2-301(GG)(i); TCA 49-5-512
2. TCA 49-6-3201
3. TCA 49-6-3401
4. TCS 49-6-3401(c)(6)

Cross References

Appeals To and Appearances Before the Board 1.404
Suspension/Dismissal of Nontenured Teachers 5.200
Student Assignment 6.205
Student Disciplinary Hearing Authority 6.317

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Notification of Meetings	Descriptor Code: 1.402	Issued Date: 01/05/24
		Rescinds: 1.402	Issued: 12/07/20

1 Adequate notice of meetings¹ in the case of regular meetings shall consist of the approval of a schedule
 2 of all regular meetings for the Board **of Education** for a year and subsequent posting of this list in the
 3 Board/Superintendent of Schools' office, and on the school system's website. The schedule shall also
 4 be sent to the president of any local education association,² the president of the PTA Council and to the
 5 local news media for periodic announcement. No other notice of regular meetings shall be necessary
 6 beyond those stated and the holding of the particular regular meetings at the appointed times, if the
 7 date and time of the next regular meeting was announced at the last held board meeting.

8 In the case of special board meetings, notice shall be posted in the same locations with notice sent to
 9 the local news media and the president of the local education association, as in the case of regular
 10 meetings, at least two (2) days prior to the meeting.

11 The only exception permitted is in case of emergency, defined for this policy as “a sudden, generally
 12 unexpected occurrence or set of circumstances demanding immediate action.” In such exceptions,
 13 notice shall be given to all appropriate parties as is practical.

14 Notice of all meetings with actionable items on the agenda, with the exception of teacher disciplinary
 15 hearings, shall include information on how community members can participate in the public comment
 16 portion of the board meeting.³

17 Notice of intent to extend the contract of the Superintendent of Schools will be given at least fifteen
 18 (15) calendar days prior to the scheduled meeting at which action will be taken.⁴

19 All notices of special board meetings shall state the time, place and purpose of the meeting.

Legal References

1. TCA 8-44-103
2. TCA 49-2-202(c)(1)
3. Public Acts of 2023, Chapter No. 300
4. TCA 49-2-203(a)(13)(C)

Cross References

School Board Meetings 1.400

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 01/05/24
		Rescinds: 1.404	Issued: 01/03/22

1 The Board of Education desires that all matters be settled at the lowest level of responsibility and will
2 not hear complaints or concerns which have not advanced through the proper administrative procedure
3 from the point of origin.

4 **APPEARING BEFORE THE BOARD**

5 Individuals desiring to have an item placed on the Board Agenda must submit a written request with
6 descriptive materials to the office of the Superintendent of Schools at least two (2) weeks before the
7 meeting for consideration by the Executive Committee. If the request is approved by the Executive
8 Committee, the item will be placed on the agenda. Individuals who have an item placed on the agenda
9 will be recognized at the beginning of the meeting and given time to speak when their topic of interest
10 is addressed on the agenda. All approved requests will be included in the board packet.

11 **PUBLIC COMMENT DURING MEETINGS**

12 The public shall be given an opportunity to address the Board at each regularly scheduled monthly
13 Board meeting about items on that month's agenda, with the exception of teacher disciplinary hearings.
14 Public comments will be only be allowed during the time designated on the agenda and will allocated a
15 total time of thirty (30) minutes.

16 Only those persons who are currently enrolled or have children currently enrolled in Johnson City
17 Schools, are currently employed by the school system, are residents of the City of Johnson City or are
18 bona fide property taxpayers to the City of Johnson City will be allowed to address the Board during
19 the public comments section of the agenda.

20 If an individual wishes to address the Board they must complete and submit the required form by the
21 end of the last business day before the day of the board meeting. Delegations must select only one
22 individual to speak on their behalf unless otherwise allowed by the Board.

23 The Chair may recognize individuals who wish to address the Board and who have not previously
24 signed the required form if they determine that such is in the public interest. A majority vote of
25 members present can overrule the decision of the Chair.

26 Individuals speaking to the Board shall address remarks to the Chair. Each person speaking shall state
27 their name, affiliation to the school system and subject of presentation. Remarks will be limited to
28 three (3) minutes unless time is altered by the Board. No speaker may yield their time to another
29 speaker.

30 The Chair shall have the authority to terminate the remarks of any individual who is disruptive,
31 violates state law or does not adhere to Board rules.¹ Unless a majority of members present vote to do

- 1 otherwise, the members of the Board will not engage in dialogue with those people addressing the
- 2 Board.

- 3 Individuals desiring additional information about any item on the agenda shall direct such inquiries to
- 4 the office of the Superintendent of Schools.

Legal References

1. TCA 39-17-306

Cross References

School Board Meetings 1.400
Agendas 1.403
Complaints About School Personnel 5.502

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Records	Descriptor Code: 1.407	Issued Date: 01/05/24
		Rescinds: 1.407	Issued: 01/03/22

1 The Superintendent of Schools shall maintain all school system records required by law, regulation and
2 Board policy. Any citizen of Tennessee, state official or other authorized person shall be permitted, upon
3 written request, at a reasonable time, to inspect all records maintained by the school system unless
4 otherwise prohibited by law, regulation or board policy. A person who has the right to inspect a record
5 may request in writing and receive copies of the documents subject to the payment of reasonable
6 cost.^{1,2,3,4}

7 No records pertaining to individual students will be released for inspection by the public or any
8 unauthorized persons. In addition, information, records and plans related to security and safety will not
9 be released for public inspection.⁵

10 All requests to inspect or receive copies of records shall be submitted to the Human Resources
11 Department, the system's public records request coordinator and records custodian.⁶

12 Prior to producing any record, the records custodian shall ensure confidential information is redacted.
13 Original documents shall remain intact and confidential information in copies produced for a requestor
14 shall be redacted. The Superintendent of Schools shall develop a procedure to redact confidential
15 information.

16 **REQUESTS FOR INSPECTION²**

17 Citizens requesting to inspect public records shall submit their request and a government issued photo
18 identification card with the citizen's address to the system's public records request coordinator during
19 normal business hours. Requests may be made in person, in writing, or by electronic mail (email). The
20 coordinator shall submit the information to the appropriate records custodian. The records custodian will
21 contact the citizen and indicate when the records will be available to inspect.

22 If the records cannot be made available within seven (7) business days, the records custodian shall
23 provide a records production letter indicating the time needed to complete the request.

24 If the request to inspect is denied, the records custodian shall provide the citizen with a records request
25 denial letter indicating the basis for the denial.

26 **REQUESTS FOR COPIES²**

27 Citizens requesting copies of public records shall complete and submit the Records Request Form and a
28 government issued photo identification card with the citizen's address to the district's public records
29 request coordinator during normal business hours. The coordinator shall submit the Records Request
30 Form to the appropriate records custodian.

1 The records custodian shall provide an estimate of the reasonable costs to produce the requested records.
2 The Tennessee Comptroller of the Treasury, Office of Open Records Counsel Schedule of Reasonable
3 Charges found at <https://www.comptroller.tn.gov/openrecords/forms.asp> shall be used to determine the
4 reasonable cost.

5 The records custodian will provide the citizen with an invoice detailing the charges. The citizen shall
6 pay the estimated reasonable costs by cash or check prior to the district producing the copies.

7 If the records cannot be made available within seven (7) business days, the records custodian shall
8 provide a records production letter indicating the time needed to complete the request.

9 If the request for copies is denied, ~~the records~~ the records custodian shall provide the citizen with a
10 records request denial letter detailing the basis for the denial.

11 **FREQUENT AND MULTIPLE REQUESTS**

12 When the total number of requests for copies made by a requestor within a calendar month exceeds
13 four (4), the requestor may be charged a fee for any and all labor that is reasonably necessary to
14 produce copies of the requested records. Prior to charging a reasonable fee, the requestor shall be
15 notified of this policy and provided with a Notice of Aggregation of Multiple Requestors form. The
16 Tennessee Comptroller of the Treasury, Office of Open Records Counsel Schedule of Reasonable
17 Charges found at <https://www.comptroller.tn.gov/openrecords/forms.asp> shall be used to determine the
18 reasonable cost. Further, the names of persons inspecting records and the date of inspection shall be
19 recorded.

20 **DENYING REQUESTS FOR NONCOMPLIANCE⁷**

21 *Requests to Inspect a Public Record*

22 The system shall deny a request to inspect a public record from any citizen that has:

- 23 a. Made two (2) or more requests to view a public record within a six-month period; and
- 24
- 25 b. For each request failed to view the record within fifteen (15) business days of receiving
- 26 notification that the record was available.

27 Requests from this citizen shall be denied for up to six (6) months from the date of the second records
28 request. The district's public records request coordinator may waive this denial if they determine that
29 failure to view the record was for good cause.

30 *Requests for Copies of Public Records*

31 The system shall deny a request for copies of a public record from any citizen that has:

- 32 a. Been provided with an estimate of the reasonable cost to produce the requested records;
- 33 b. Agrees to pay such estimated reasonable cost prior to production of the records; and
- 34 c. Fails to pay the actual cost after the records have been produced.

1 Additional requests from this citizen shall be denied until the original cost is paid.

2 **RECORDS RETENTION**

3 The Superintendent of Schools and/or their designee(s) shall retain and dispose of school system
4 records in accordance with the following guidelines:^{2,4}

- 5 1. The Superintendent of Schools and/or their designee(s) will determine if a particular record is of
6 permanent or temporary value in accordance with regulations promulgated by County Public
7 Records Commission and the Tennessee Institute for Public Services records manual;^{8,9}
- 8 2. Temporary value records which have been kept beyond the required time may be recommended
9 to the Public Records Commission for destruction;^{10,11}
- 10 3. The records that the State Librarian and Archivist desire to preserve in their facilities will be
11 transferred to the State Library and Archives. The temporary value records rejected by the State
12 Library and Archives may be transferred to another institution or destroyed;^{10,11,12}
- 13 4. Permanent records will be kept in some usable form (digital, printed, microfilm, etc.). If the
14 Superintendent of Schools desires to destroy the original permanent record, these records must
15 be reproduced by microfilming or some other permanent reproduction method. Permission to
16 destroy any original permanent record after microfilming follows the same procedure noted
17 above for temporary records;^{9,11} and
- 18 5. The Superintendent of Schools shall establish procedures to safeguard against the unlawful
19 destruction, removal or loss of records.¹³

20 **DISTRICT PUBLIC RECORDS REQUEST COORDINATOR¹⁴**

21 Name: Amber Forbes

22 Title: Supervisor of Human Resources

23 Contact Information: 423-549-4274 **232-5384**; forbesa@jcschools.org **hr-info@jcschools.org**

Legal References

1. TCA 49-2-301(b)(1)(Z)
2. TCA 10-7-503
3. TCA 10-7-506(a)
4. TCA 49-2-104
5. TCA 10-7-504(p)
6. *Policy Related to Reasonable Charges a Records Custodian May Charge for Frequent and Multiple Requests for Public Records*, Tennessee Comptroller of the Treasury, available at <https://www.comptroller.tn.gov/content/dam/cot/orc/documents/oorc/policies-and-guidelines/ScheduleofReasonableCharges.pdf>; TCA 10-7-503(a)(1)(B),(C)
7. TCA 10-7-503(a)(7)(A)(vii)
8. TCA 10-7-401
9. TCA 10-7-406
10. TCA 10-7-404
11. TCA 10-7-413
12. TCA 10-7-414
13. TCA 39-16-504
14. TCA 10-7-503(g)(1)(D)

Cross References

Financial Reports and Records 2.701
Personnel Records 5.114
Student Records 6.600

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Policy Development and Adoption	Descriptor Code: 1.600	Issued Date: 11/07/22
		Rescinds: 1.600	Issued: 01/03/22

1 A proposed policy or policy change shall be submitted to the Board **of Education** as part of the
2 agenda. ~~Any interested party~~ **Those persons who are currently enrolled or have children currently**
3 **enrolled in Johnson City Schools, are currently employed by the School System, are residents of**
4 **the City of Johnson City or are bona fide property taxpayers to the City of Johnson City** shall be
5 given an opportunity to be heard on the proposal. The Board's approval of the proposal or return for
6 study and/or further revision shall constitute the first reading.

7 The proposed policy or policy amendment shall be considered at the next board meeting with the final
8 vote following the second reading. Adoption shall require an affirmative vote by a majority of the
9 members of the Board.

10 Policies and amendments adopted by the Board shall be made a part of the minutes and shall be placed
11 in the policy manual. Policies and amendments shall be effective immediately upon adoption unless a
12 specific effective date is provided and shall supersede any previous Board action on the subject.

13 **POLICY MAINTENANCE**

14 The Superintendent of Schools or their designee shall be responsible for drafting policy proposals,
15 maintaining the Board Policy Manual and serving as liaison between the Board and the Tennessee
16 School Boards Association. At least annually, the Board shall review its policy manual for the purpose
17 of passing, revising or deleting policies mandated by changing conditions.¹

18 Policies shall be accessible to all employees of the school system, members of the Board, and citizens
19 of the community.

20 **EMERGENCY PROCEDURE²**

21 On matters of unusual urgency, by an affirmative vote of a majority of the members of the Board, the
22 Board may waive the second reading limitation and take immediate action to adopt new or revised
23 policies.

24 **SUSPENSION OF POLICIES²**

25 Any board policy or part thereof may be suspended by an affirmative vote of a majority of the
26 members of the Board.

27 **ADMINISTRATION IN POLICY ABSENCE**

- 1 In cases where the Board has provided no guidelines for administrative action, the Superintendent of
- 2 Schools shall have the power to act, but report to the Board at its next meeting.

Legal References

1. TCA 49-2-207(a)
2. TCA 49-2-202(g)

Cross References

- Role of the Board of Education 1.101
Agendas 1.403
Administrative Procedures 1.601

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Goals and Objectives	Descriptor Code: 1.700	Issued Date: 10/02/06
		Rescinds: 1.700	Issued: 12/05/05

- 1 The Board **of Education** is charged, on behalf of the public, with the responsibility for determining the
2 educational goals of the school system. In discharging that responsibility, the Board will adopt goals
3 and objectives.
- 4 The Board shall develop policies to implement the goals within each area and shall annually review
5 these goals and revise them as necessary so that each program will at all times support the stated goals.

Cross References:

Fiscal Management Goals 2.100
Business Management Goals 3.100
Instructional Goals 4.100
Personnel Goals 5.100
Student Goals 6.100

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Charter Schools	Descriptor Code: 1.704	Issued Date: 08/26/19
		Rescinds: 1.704	Issued: 03/05/19

1 Pursuant to Tennessee Public Charter Schools Act of 2002, Johnson City Board of Education shall
2 have the authority to approve applications to establish public charter schools and renew public charter
3 school agreements.¹

4 A charter school shall be a public, nonsectarian, non-religious, non-homebase school which operates
5 within a public school district. It shall be subject to all state and federal laws and constitutional
6 provisions prohibiting discrimination on the basis of ~~disability, race, creed, color, sex, gender, national~~
7 ~~origin, religion, ancestry or need for special education services~~ **race, creed, color, sex, gender,**
8 **religion, age, national origin, disability, or veteran status.**

9 The Board of Education shall give preference to applications that demonstrate the capability to meet
10 the needs of the following groups of students:

- 11 1. Students who are assigned to, or were previously enrolled in, a school identified as a priority
12 school, as defined by the state's accountability system;
- 13 2. Students who, in the previous school year, failed to test proficient in the subjects of
14 reading/language arts or mathematics in grades three through eight (3-8) on the Tennessee
15 comprehensive assessment program examinations;
- 16 3. Students who, in the previous school year, failed to test proficient in the subjects of
17 reading/language arts or mathematics on the end of course assessments in grades nine through
18 twelve (9-12); or
19 20 4. Students who are eligible for free or reduced price lunch;
- 21
- 22

23 Charter schools may be formed to:

- 24 1. Provide alternatives for students in schools failing to make adequate yearly progress.
- 25 2. Address the unique needs of students eligible for special education services.
- 26 3. Provide local school systems the option to work in concert with the state's public higher
27 education teacher training institutions.
- 28
- 29

30 Any sponsor seeking to establish a public charter school shall file with the Board, on or before April 1st
31 of the calendar year preceding the calendar year in which the proposed charter school plans to begin
32 operation a written application with required supporting documents. Each application shall be

- 1 accompanied by a \$2,500 application fee. The Board may withhold 1% of the charter school's funds
- 2 (up to \$20,000) per year for the first four years of operation for payment of services provided by the
- 3 Board.²

Legal References

1. Tennessee Public Charter Schools Act of 2002
2. TCA 49-13-112(b)

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School-Based Decision Making	Descriptor Code: 1.705	Issued Date: 11/07/22
		Rescinds: 1.705	Issued: 10/05/09

1 The Board **of Education** shall operate its schools under principles of school based decision making.
2 Principals will operate and manage schools with the assistance of local decision making teams
3 representative of school stake holders.

4 The following functions are retained by the Board ~~of Education~~ and the Superintendent of Schools:

- 5
- 6 1. policy;
- 7
- 8 2. budget and financial practices;
- 9
- 10 3. legal and regulatory provisions;
- 11
- 12 4. ethical practices;
- 13
- 14 5. legal requirements for personnel employment and evaluation; and
- 15
- 16 6. other areas as designated by the Superintendent of Schools.
- 17

18 The Board shall provide the necessary resources and training to institute school based decision making.
19 Further, ~~it directs the Superintendent of Schools to present annual reports to~~ **shall share information**
20 **with** the Board indicating the benefits attained through the implementation of school based decision
21 making principles and structures.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Grievance Procedures for Qualified Individuals with Disabilities	Descriptor Code: 1.802	Issued Date: 01/03/22
		Rescinds: 1.802	Issued: 03/05/19

1 The Board **of Education** is committed to maintaining equitable employment/educational practices,
2 services, programs and activities that are accessible and usable by qualified individuals with
3 disabilities.

4 **DEFINITION**

5 Section 504 of the Rehabilitation Act of 1973 provides that: No otherwise qualified individual with
6 handicaps in the United States...solely by reason of ~~his/her~~ **their** handicap, be excluded from the
7 participation in, be denied the benefits of, or be subjected to discrimination under any program or
8 activity receiving federal financial assistance.¹

9 Title II of the Americans with Disabilities Act, 1990 and the ADA Amendments Act provide that: No
10 otherwise qualified individual with a disability shall be discriminated against in regard to job
11 application procedures, the hiring, advancement, or discharge of employees, employee compensation,
12 job training and other terms, conditions, and privileges of employment.²

13 **COORDINATOR**³

14 The Board shall designate at least one employee to coordinate its efforts to comply with and carry out
15 its responsibilities under the Americans with Disabilities Act (ADA), the ADA Amendments Act
16 (ADAAA) and Section 504, including any investigation of any complaint alleging non-compliance
17 with the Acts or alleging any actions that would be prohibited by the Acts.

18 **NOTICE**⁴

19 The name, office address and telephone number of the ADA/Section 504
20 coordinator is:

21 ~~Dr. Robbie Anderson~~
22 ~~Johnson City Schools~~
23 ~~P.O. Box 1517~~
24 ~~Johnson City, TN 37605-1517~~
25 ~~(423) 434-5200~~

26 **Students:**
27 **Title: Dr. Allecia Frizzell**
28 **Email: frizzella@jcschools.org**

Employees/ Public:
Title: Ms. Amber Forbes
Email: hr-info@jcschools.org

29
30 **Phone number: 423-434-5200**
31 **Mailing address: P.O. Box 1517, Johnson City, Tennessee 37605**

Notification of the public of the ADA/Section 504 Coordinator may be through the posting of notices, publication in newspapers and student and employee handbooks and distribution of memoranda or other written communications.

1 **COMPLAINT PROCEDURES⁵**

2 The coordinator will hear ADA/Section 504 complaints. Complaints may be submitted orally or in
3 writing to the coordinator who will endeavor to accomplish prompt and equitable resolution of
4 complaints alleging any action that would be prohibited by the ADA/Section 504. The coordinator
5 will respond to all complaints within twenty (20) days with a written response as well as information
6 on further grievance procedures that may be followed if the complaining party is not satisfied with the
7 coordinator's proposed resolution.

8 **DUE PROCESS HEARING PROCEDURES⁶**

9 Section 504 of the Rehabilitation Act of 1973 provides the right to an impartial due process hearing if a
10 parent wishes to contest any action of the school system with regard to a child's identification,
11 evaluation, and placement under Section 504.6 If a parent/guardian requests a Section 504 hearing, the
12 parent/guardian has the right to personally participate and to be represented at the hearing by an
13 attorney or advocate at the parent's expense. Contested actions or omissions that are appropriate for a
14 Section 504 hearing should involve identification, evaluation, or placement issues involving a child
15 who has or is believed to have a disability.

16 ***Written Request for Hearing***

17 A parent/guardian who wishes to challenge an action or omission with regard to the identification,
18 evaluation, or placement of a student who has or is believed to have a disability as defined by Section
19 504, shall make a written request for a due process hearing to the Section 504 coordinator. The written
20 request must be made on a form provided through the Central Office.

21 ***Impartial Hearing Officer***

22 The Superintendent of Schools or their designee shall appoint an impartial hearing officer to preside
23 over the hearing and issue a decision. Such appointment will be made within fifteen (15) days of the
24 date of receipt of a request for a due process hearing. The hearing officer will be hired as an
25 independent contractor at no expense to the parent. The hearing officer that is appointed shall not be a
26 current employee of the school system and shall not be related to any member of the Board of
27 Education. The hearing officer need not be an attorney but shall be familiar with the requirements of
28 Section 504 and the hearing procedures under Section 504. The choice of an impartial hearing officer
29 is final and may not be presented as an issue at the due process hearing since such an issue would not
30 relate to the identification, evaluation, or placement of a disabled child under Section 504. If a
31 parent/guardian disputes the impartiality of the appointed hearing officer, he/she may raise such issue
32 in a review of the hearing officer's opinion by a court of competent jurisdiction or in a complaint to the
33 Office for Civil Rights.

34 Office for Civil Rights
35 U.S. Department of Education
36 61 Forsyth St. S.W., Suite 19T10

1 Atlanta, GA 30303-8927
2 Telephone: 404-974-9406; TDD: 877-521-2172
3 Email: OCR.Atlanta@ed.gov

4 ***Scheduling of Hearing***

5 The appointed hearing officer shall set a date for the hearing within fifteen (15) days of their
6 appointment and provide this information in writing to the parent/guardian and the Section 504
7 coordinator. The hearing shall take place at a mutually agreeable time and place.

8 ***Continuances***

9 Upon a showing of good cause, the hearing officer, at their discretion may grant a continuance of the
10 hearing date and set a new hearing date.

11 ***Legal Representation at Hearing***

12 If a parent/guardian is represented by a licensed attorney at the due process hearing, they must inform
13 the Section 504 coordinator and the appointed hearing officer of that fact, in writing, at least seven (7)
14 calendar days prior to the hearing date, or the hearing can be continued upon the coordinator's request.
15 The school system shall not have legal representation at the hearing unless the parent provides notice
16 that they will have legal representation.

17 ***Pre-Hearing Conference***

18 The hearing officer may order a Pre-Hearing Conference during which the parent/guardian or their
19 representative will state and clarify the issues to be addressed at the hearing. The Pre-Hearing
20 Conference will also serve to resolve preliminary matters, clarify jurisdictional issues, and answer the
21 parties' questions regarding the hearing process. The Pre-Hearing Conference can be held via
22 telephone or in person depending on the hearing officer's decision based on the convenience to both
23 parties.

24 ***Dismissals***

25 If, after the Pre-Hearing Conference, the hearing officer finds that the parent, as a matter of law,
26 alleges and/or raises no factual claims or legal issues that come within their jurisdiction as a Section
27 504 hearing officer, they may dismiss the hearing and issue an order to that effect explaining the basis
28 for such finding.

29 ***Hearing***

30 The hearing shall be conducted in an informal, non-adversarial manner. The hearing shall be closed to
31 the public unless the parent/guardian requests an open hearing. The hearing officer may reasonably
32 limit testimony and introduction of exhibits for reasons or relevance.

33 ***Recording***

1 Instead of a formal written transcript produced by a court reporter, the entire due process hearing will
2 be video recorded. The school system shall provide a copy of the recording to the parent/guardian upon
3 request. In order for an accurate recording to be made, the parties and witnesses shall introduce
4 themselves at the beginning of their presentations. If a parent/guardian appeals the decision of the
5 hearing officer to a court of competent jurisdiction, the school system shall prepare a written transcript
6 of the hearing to be offered to the court as an exhibit.

7 ***Witnesses***

8 Witnesses will present their information in narrative form, without the traditional question and answer
9 format of legal proceedings. Cross-examination of witnesses will not be allowed, but a party may
10 request that the hearing officer, at their discretion, ask a witness a certain question.

11 ***Format of Presentation***

12 Each side will have an equal amount of time to present their positions as determined by the hearing
13 officer. The parent/guardian will present their case first by making an opening statement outlining the
14 issues, calling witnesses, and making a closing argument. The school system will present its side next.
15 At the end of the school system's presentation, the parent/guardian may offer a short response. Each
16 side may present personally or through their representatives.

17 ***Submission of Exhibits***

18 As part of their presentations and at the discretion of the hearing officer, the parties may submit any
19 reports, evaluations, correspondence, notes, or any other documents that may support their positions.
20 Exhibits submitted to the hearing officer by either party must be marked. The hearing officer may, in
21 the exercise of their discretion, reasonably limit the number of documents to be submitted for their
22 review, as well as the number of witnesses and the length and/or scope of their presentations or
23 statements.

24 ***Closing Arguments***

25 The hearing officer may allow or request written closing arguments summarizing and characterizing
26 the information presented at the hearing.

27 ***Decision***

28 The hearing officer may make an oral ruling at the conclusion of the hearing or take the case under
29 advisement and issue a written opinion. Such decision shall address all of the issues raised by the
30 parent/guardian as well as any corrective actions, if any, the school system must take. Any issue or
31 claim raised by the parent/guardian that is left unaddressed by the hearing officer in their decision will
32 be deemed to have been denied. The decision must be issued within forty-five (45) days after the date
33 the Request for a Due Process Hearing is received by the district. The hearing officer may not award
34 attorneys' fees as a part of the relief granted to a parent/guardian or the district.

35 ***Review Procedure/Appeal***

- 1 If the parent/guardian is not satisfied by the decision of the hearing officer, they may seek review of
- 2 the decision in a court of competent jurisdiction.

Legal References

1. 34 CFR § 104.4(a)
2. 42 USCA §12112(a)
3. 28 CFR § 35.107
4. 28 CFR § 35.106; 34 CFR § 104.8
5. 28 CFR § 35.170, 35.172
6. 34 CFR §104.36; 34 CFR § 104.7

Cross References

School Board Meetings 1.400
Visitors to the Schools 1.501
Reporting Student Progress 4.601
Graduation Activities 4.606
Equal Opportunity Employment 5.104
Personnel Health Examinations/Communicable Diseases 5.400
Acquired Immune Deficiency Syndrome 5.401
Complaints and Grievances 5.501
Student Discrimination, Harassment, Bullying, Cyber-bullying,
and Intimidation 6.304
Acquired Immune Deficiency Syndrome 6.404

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Use of Electronic Correspondence	Descriptor Code: 1.805	Issued Date: 11/07/22
		Rescinds: 1.805	Issued: 01/03/22

1 Electronic communication capability among board members and school system staff exists for the
2 purpose of enabling all to better perform tasks associated with their positions and assignments.
3 Therefore, all staff and board members who have access to the district network shall adhere to the
4 following guidelines when sending or receiving messages via any systemwide electronic means.

- 5 1. Because all computer hardware and software belong to the Board **of Education**, all data
6 including e-mail communications stored or transmitted on school system computers shall be
7 monitored. Employees/~~Board~~ members have no right to privacy with regard to such data.
8 Confidentiality of electronic correspondence cannot be assured. Electronic correspondence may
9 be a public record under the public records law and may be subject to public inspection.¹
10
- 11 2. Electronic correspondence shall pertain to legitimate Board/ **school** system business.
12
- 13 3. ~~Staff~~ **Employees/Board** members will be asked to sign an application for terms and conditions
14 for Use of the Internet. ~~Staff~~/board members shall not reveal their passwords to others in the
15 network or to anyone outside of it. If anyone has reason to believe that a password has been lost
16 or stolen or that the electronic correspondence has been accessed by someone without
17 authorization, they shall contact the technology coordinator immediately.
18
- 19 4. It is the responsibility of the sender not to violate copyright laws.
20
- 21 5. Messages shall not be sent that contain material that may be defined by a reasonable person as
22 obscene or that are racist, sexist, or promote illegal or unethical activity.
23
- 24 6. All employees/ **Board members** will adhere to the System's Responsible Use Agreement.

25 Any usage contrary to the above shall be reported immediately to the Superintendent of Schools and
26 may result in the suspension and/or revocation of system access, or if deemed necessary, appropriate
27 disciplinary action may be taken.

28 E-mail shall not be used to circumvent requirements of the Open Meetings Act.²

Legal References

1. TCA 10-7-512
2. TCA 8-44-102

Cross References

Use of the Internet 4.406

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Use of School Name	Descriptor Code: 1.807	Issued Date: 11/07/22
		Rescinds: 1.807	Issued: 07/01/00

1 No school or community organization, employee, **volunteer**, student or other person may use the name
2 of any school or the school sytem in any promotional manner or for personal benefit without prior
3 approval of the Board **of Education**/designee.
4

Cross References

Board-Community Relations 1.500

Johnson City Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Authorizing Principles	Descriptor Code: 1.900	Issued Date: 01/05/24
		Rescinds:	Issued:

1 The Board of Education shall ensure that only high-quality charter schools are authorized to operate
2 within the district and adhere to the State Board of Education’s quality charter authorizing standards.
3 To accomplish this, the Board shall adopt the following authorizing principles that require charter
4 schools to maintain high standards, while upholding school autonomy and protecting student and
5 public interests.¹

6 **MAINTAINING HIGH STANDARDS**

7 Charter schools shall be held accountable for meeting the performance standards and targets set forth
8 in their charter agreement. The Board shall maintain high standards for the charter school(s) it oversees
9 and close any charter school that fails to meet the standards and targets established in the charter
10 agreement or set by state law.²

11 **UPHOLDING SCHOOL AUTONOMY**

12 Charter school governing boards shall be independent of the Board and have the authority to make
13 instructional programming, financial, personnel, school culture, and scheduling decisions. The Board
14 shall assume responsibility not for the success or failure of individual schools but for holding schools
15 accountable for their performance.

16 The Board shall only impose requirements on charter schools in its portfolio when there is a legal basis
17 or compelling reason to do so.

18 **PROTECTING STUDENT AND PUBLIC INTERESTS**

19 The Board shall ensure clarity, consistency, and public transparency in authorizing policies, practices,
20 and decisions regarding any charter school. The Board shall hold charter school governing boards
21 accountable for being fiscally responsible and transparent.

22 Charter schools are part of the public education program and shall adhere to non-selective,
23 nondiscriminatory practices and ensure the fair treatment of all students. They shall provide
24 appropriate services to all enrolled students in accordance with state and federal laws.³ Charter school
25 governing boards shall ensure fiscal responsibility and transparency.

Legal References

1. TCA 49-13-108(f); State Board of Education Policy 6.111; TRR/MS 0520-14-01-.01
2. TCA 49-13-111, TCA 49-13-120, TCA 49-13-122
3. TCA 49-13-111

Cross References

- Charter Schools 1.704**
- Charter School Application 1.901**
- Charter School Oversight 1.903**
- Charter School Renewal 1.905**
- Charter School Revocation 1.906**

Johnson City Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Applications	Descriptor Code: 1.901	Issued Date: 11/07/22
		Rescinds: 1.901	Issued: 12/09/19

1 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to
2 charter schools converting from existing public schools. Proposals from existing charter school
3 operators or replicators and applicants proposing to contract with educational service providers shall
4 include the information required by state law.¹

5 **APPLICATION PROCESS²**

6 A prospective charter school sponsor shall send the Superintendent of Schools notice of its intent sixty
7 (60) days prior to February 1st of the year preceding the year in which the proposed charter school
8 plans to begin operation as a charter school.

9 A sponsor seeking ~~board~~ approval **from the Board of Education** of an initial charter school
10 application shall complete the forms provided by the Department of Education. The application shall
11 provide all the information required by law. The sponsor shall demonstrate that the proposed charter
12 school meets the purpose prescribed by law for the formation of a charter school, and the proposed
13 charter school will be able to implement a viable program of quality education for its students.³

14 Applications shall be submitted to the Board and Department of Education on or before 4:30 p.m. on
15 February 1st of the year preceding the year in which the proposed charter school plans to begin
16 operation as a charter school. If the 1st of February falls on a Saturday, Sunday, or holiday on which
17 the school district offices are closed, applications will be accepted on the next business day on or
18 before 4:30 p.m. Late applications will not be accepted, without exception. The sponsor shall pay an
19 application fee of \$2,500.00.²

20 **REVIEW TEAM¹**

21 If necessary, the Board shall appoint a review team to assist in reviewing and evaluating charter school
22 applications. The team shall be composed of members of the administrative staff for the district,
23 community members, and a member of the Board with relevant educational, organizational, financial,
24 and legal experience. At the board meeting in December of each year, the Superintendent of Schools
25 shall make a recommendation to the Board on which members of their administrative staff should be
26 appointed to the team. The Board shall name the members of the team at its meeting in January of each
27 year. The Board shall designate a Chair of the review team as the contact person for answering
28 questions about the application process and receiving applications. The Superintendent of Schools
29 shall develop an orientation for the team to ensure consistent evaluation standards and the elimination
30 of real or perceived conflicts of interest.

31 The Board shall require the Superintendent of Schools to develop a procedure for receiving, reviewing,
32 and ruling on applications for the establishment of charter schools by the review team. The procedure

1 shall include a timeline for the application and review process. A copy of the procedure, including the
2 review criteria, shall be available to any interested party upon request.

3 The review team shall:

- 4 1. Evaluate all charter school applications based on the review criteria adopted by the Board;
- 5
- 6 2. Recommend one of the following options to the Board for each application: approve, reject, or
7 reject with stipulations for reconsideration; and
- 8
- 9 3. Make recommendations for revocation, renewal, or non-renewal of charter school contracts.

10 **APPROVAL/DENIAL OF APPLICATION⁴**

11 The Board shall rule by resolution on the approval or denial of a charter school application within
12 ninety (90) days of receipt of the completed application, or the application shall be deemed approved
13 by law. The Superintendent of Schools shall report the action taken by the Board to the Department of
14 Education.

15 *Approval*

16 The sponsor of a charter school that is approved by the Board shall enter into a written agreement with
17 the Board which shall be binding on the charter school's governing body. The charter school agreement
18 shall be in writing and signed by the sponsor and the Board.

19 The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state
20 and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.⁵

21 Charter schools approved by the Board are expected to implement the application as submitted and
22 approved. Material variations in operations from the approved application require amendment pursuant
23 to statute and the charter school agreement.⁶

24 The Board shall not provide services to charter schools that are not requested during the application
25 process except for those services that are required under state or federal laws. Services agreed to be
26 provided to the charter school by the Board shall be provided at board actual cost. The Board and
27 charter school shall execute a service contract for any additional services.

28 New charter school agreements are approved for a ten (10) year period.⁷ The Board may revoke or
29 deny renewal of a charter school agreement for any of the reasons enumerated in state law.⁸

30 *Denial*

31 Upon written receipt of the grounds for denial, the sponsor shall have thirty (30) days within which to
32 submit an amended application to correct the deficiencies. The Board shall have sixty (60) days either
33 to deny or to approve the amended application, or the application shall be deemed approved by law.⁴

34 Within ten (10) days of final denial, an appeal may be filed with the State Board of Education.⁹

Legal References

1. TCA 49-13-106; State Board of Education Policy 6.111
2. TCA 49-13-107; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01
3. TCA 49-13-110
4. TCA 49-13-108; TRR/MSS 0520-14-01
5. TCA 49-13-128
6. TRR/MS 0520-14-01-.06; TCA 49-13-110
7. TCA 49-13-110(c)
8. TCA 49-13-122
9. TCA 49-13-108(b)(5)

Cross References

Charter Schools 1.704
Charter School Application 1.901
Charter School Oversight 1.903
Charter School Renewal 1.905
Charter School Revocation 1.906

Johnson City Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Oversight	Descriptor Code: 1.903	Issued Date: 12/09/19
		Rescinds:	Issued:

1 The Board **of Education** shall oversee and annually evaluate charter schools to ensure they meet the
2 performance standards and targets set forth in the charter school agreement.¹ The Board shall create a
3 comprehensive performance, accountability, and compliance monitoring system based on the charter
4 school agreement and communicate the results to each charter school. At a minimum, the monitoring
5 system shall address academic, financial, and organizational performance standards as outlined in the
6 charter school agreement and required by the State Board of Education.¹ The Board shall utilize the
7 results when making renewal, revocation, and intervention decisions.

8

9 The Board shall communicate with the charter schools in its portfolio as needed, including both the
10 charter school leader and governing board, and provide timely notice of any material charter school
11 agreement violations and performance deficiencies.

12

13 The Board shall articulate and enforce stated consequences for failing to meet performance
14 expectations or compliance requirements.

15 **SITE VISITS**

16 A site visit to each charter school shall be conducted annually. The purpose shall be to collect data and
17 other qualitative information that cannot be obtained otherwise. The Superintendent of Schools shall
18 develop a site visit procedure that outlines the expectations of charter schools prior to, during, and after
19 the site visit, including review of the documents and data, classroom observations, and interviews.
20 These visits shall minimize operational interference.

21 The Board shall provide the charter school with a report that summarizes the charter school's
22 performance. The report shall provide an analysis of relevant data and include general
23 recommendations, if applicable.²

24 **CHARTER SCHOOL REPORTING**

25 Charter schools shall provide the information required by the charter school agreement and state law to
26 the Board. The Superintendent of Schools shall develop a reporting calendar that defines and
27 communicates the process, methods, and timing of gathering and reporting data to the Board.²

1 By September 1st, the governing body of an approved charter school shall make a written report to the
2 Board.³ The annual report shall include:

- 3 1. A report on the progress of the charter school in achieving the goals outlined in the charter
4 school agreement;
- 5 2. A financial statement disclosing the financial health of the charter school, including the costs of
6 the administration, instruction, and other spending categories of the charter school; and
- 7 3. A detailed accounting, including the amounts and sources, of all funds received by the charter
8 school, other than the funds received per state law.⁴

9 This reporting requirement shall begin in the year after the year in which the charter school begins
10 operation.

11 Multiple charter schools overseen by a single governing board shall report their performance as
12 separate, individual charter schools. Each charter school shall be independently accountable for its
13 performance.

14 Each charter school governing body shall submit an annual audit of all accounts and records, to include
15 internal school activity and cafeteria funds, to the Board as soon as practical after June 30th.⁵

16 **AUTHORIZER REPORTING AND REVIEW**

17 By December 1st, the Board shall report to the Department of Education detailing the authorizer fees
18 collected in the previous school year and the authorizing obligations fulfilled using the fee.⁶ By
19 January 1st, the Board shall submit an annual authorizer report to the Department of Education and the
20 State Board of Education.⁷ The Superintendent of Schools shall prepare the reports and provide the
21 information to the Board prior to submission.

Legal References

1. TCA 49-13-111(d); State Board of Education Policy 6.111
2. State Board of Education Policy 6.500
3. TCA 49-13-120(a), (b)
4. TCA 49-13-112(a), Public Acts of 2019, Chapter No. 219
5. TCA 49-13-127
6. TCA 49-13-128(c)
7. TCA 49-13-120(d)

Cross References

- [Charter Schools 1.704](#)
- [Charter School Application 1.901](#)
- [Charter School Oversight 1.903](#)
- [Charter School Renewal 1.905](#)
- [Charter School Revocation 1.906](#)

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Charter School Renewal	Descriptor Code: 1.905	Issued Date: 12/09/19
		Rescinds:	Issued:

1 CUMULATIVE PERFORMANCE REPORT

2 Three (3) months prior to the date on which a charter school is required to submit a renewal
3 application, the Superintendent of Schools/designee shall submit a performance report to the charter
4 school.¹

5 APPLICATION AND EVALUATION

6 No later than April 1st of the year prior to the year in which the charter school agreement expires, the
7 governing body of a charter school shall submit a renewal application to the Board **of Education**.¹

8 The Superintendent of Schools/designee shall conduct a renewal evaluation site visit to each charter
9 school that submits a charter school renewal application.¹

10 The Board will make renewal decisions by February 1st in the year the charter school agreement
11 expires.

12 RENEWAL CRITERIA

13 The Board shall make its renewal decision based on the renewal application, annual progress reports,
14 and renewal performance report.

Legal References

1. TCA 49-13-120; State Board of Education Policy 6.111; TCA 49-13-121; Public Acts of 2019, Chapter No. 219

Cross References

Charter Schools 1.704
Charter School Application 1.901
Charter School Oversight 1.903
Charter School Renewal 1.905
Charter School Revocation 1.906

Johnson City Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Revocation	Descriptor Code: 1.906	Issued Date: 12/09/19
		Rescinds:	Issued:

- 1 The Board **of Education** shall revoke a charter school agreement if the charter school:¹
- 2 1. Failed to meet the minimum performance requirements set forth in the charter school
3 agreement;
 - 4
 - 5 2. Committed a material violation of any of the conditions, standards, or procedures set forth in
6 the charter school agreement;
 - 7
 - 8 3. Failed to meet generally accepted standards of fiscal management; or
 - 9
 - 10 4. Performed any of the acts that are conditions for non-approval of charter schools under state
11 law.

12 NOTICE

13 The Superintendent of Schools/designee shall notify the charter school of the Board's intent to revoke
14 the charter school agreement in writing at least thirty (30) days prior to the revocation.²

15 Within ten (10) days of the Board voting to renew, not renew, or revoke a charter school agreement,
16 the Superintendent of Schools/designee shall report the Board's decision to the Department of
17 Education. The Superintendent of Schools/designee shall also provide a copy of the Board's resolution
18 setting forth the decision and the reasons for the decisions.³

19 REVOCATION DUE TO PRIORITY STATUS

20 The Board may revoke a charter school agreement if the charter school is identified as a priority school
21 under state law. Revocation shall take effect immediately following the close of the school year in
22 which the charter school is identified as a priority school.⁴

The Board shall revoke a charter school agreement if the charter school is identified as a priority school for two consecutive cycles (beginning in 2017). Revocation shall occur immediately after the close of the school year in which the charter school is identified as a priority school for the second consecutive cycle.

23 PROCEDURES FOR CLOSURE

24 The Superintendent of Schools shall develop administrative procedures regarding charter school
25 closures prior to the Board denying renewal or revoking a charter school agreement.

Legal References

1. TCA 49-13-122(b); State Board of Education Policy 6.111
2. TCA 49-13-122(c)
3. TCA 49-13-122(e)
4. TCA 49-13-122(a); Public Acts of 2019, Chapter No. 205; State Board of Education Policy 6.110
5. TCA 49-13-130

Cross References

- Charter Schools 1.704**
Charter School Application 1.901
Charter School Oversight 1.903
Charter School Renewal 1.905
Charter School Revocation 1.906

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: <h2 style="text-align: center;">Business Management Goals and Objectives</h2>	Descriptor Code: <h3 style="text-align: center;">3.100</h3>	Issued Date: <h3 style="text-align: center;">03/05/19</h3>
		Rescinds: <h3 style="text-align: center;">3.100</h3>	Issued: <h3 style="text-align: center;">01/05/15</h3>

1 The Board **of Education** establishes these general goals for the conduct of its management program:

- 2 1. To develop a proactive plan for the management of buildings and grounds which provides a
- 3 safe, secure, comfortable, and clean environment for instruction and administration;
- 4
- 5 2. To provide a building maintenance program which protects the taxpayer’s investment in
- 6 facilities and ensures their continued use;
- 7
- 8 3. To provide sufficient supplies and equipment for effective teaching and learning;
- 9
- 10 4. To provide for a student transportation system which meets state requirements;
- 11
- 12 5. To design and implement a program of food services which emphasizes nutritional needs of
- 13 children as the basis of growth and development of bodies and minds and which meets all local,
- 14 state, and federal standards;
- 15
- 16 6. To collect and maintain data pertinent to educational planning; and
- 17
- 18 7. To provide an insurance plan for the system.

Cross References

School District **Board** Goals **and Objectives** 1.700

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: <h2 style="text-align: center;">Crisis Management</h2>	Descriptor Code: <h3 style="text-align: center;">3.203</h3>	Issued Date: <h3 style="text-align: center;">01/09/23</h3>
		Rescinds: <h3 style="text-align: center;">3.203</h3>	Issued: <h3 style="text-align: center;">01/03/22</h3>

- 1 The principal shall develop a Crisis Management ~~p~~Plan for use in times of crisis.¹ The ~~P~~Plan shall include
- 2 a provision for a Crisis Team, members of which shall be appointed by the principal, and which shall
- 3 deal with specific situations and decisions in response to a crisis. Members of the ~~T~~Team shall consist
- 4 of the principal and/or designee, ~~guidance~~ school counselor, and at least two other staff members.

- 5 The Crisis Management Plan shall be reviewed annually and revised as needed.

- 6 The principal shall be responsible for the development of emergency procedures which shall be
- 7 distributed to building employees and members of the Crisis Team. Training for all school employees
- 8 in the crisis management procedures shall be conducted annually prior to the beginning of school.

- 9 In the event of a crisis, the principal/ designee shall notify the Crisis Team members and the
- 10 Superintendent of Schools. ~~If they determine it to be necessary, the principal~~ and shall contact the
- 11 appropriate emergency services (police, fire, ambulance, etc.).

- 12 In the event of a crisis all public and media contacts shall be directed to the Superintendent of Schools'
- 13 office which will release information when deemed appropriate and safe.

Legal References

1. TCA 49-6-804(a); TCA 49-6-805(1)

Cross References

News Releases, News Conferences, and Interviews 1.503

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="text-align: center;">Threat Assessment Team</h2>	Descriptor Code: 3.204	Issued Date: 01/05/24
		Rescinds:	Issued:

1 A threat assessment team shall be created within the school district to develop intervention-based
 2 approaches to prevent violence, manage reports of potential threats, and create a system that fosters a
 3 safe, supportive, and effective school environment. The Superintendent of Schools shall appoint the
 4 members of the threat assessment team.

5 The Superintendent of Schools shall develop administrative procedures regarding the training and
 6 operations of the team to comply with state law and State Board of Education rules and regulations.

7 **TEAM MEETINGS**

8 All threat assessment team meetings shall be closed to the public.²

9 **RECORDKEEPING³**

10 The team shall document all behaviors and incidents deemed to pose a risk to school safety or that
 11 resulted in intervention and shall provide the information to the Superintendent of Schools.

12 A report of the activities of the threat assessment team will be compiled and shared with the Board of
 13 Education before each ~~regular~~ **safety** meeting.

14 Documents produced or obtained regarding these assessment activities will not be open for public
 15 inspection.

Legal References

1. TCA 49-6-2701 *et seq.*; Public Chapter 2023, Chapter No. 367
2. TCA 49-6-2701(f)
3. TCA 49-6-2702

Cross References

- School District Records 1.407
- Safety 3.201
- Security 3.205
- Student Records 6.600

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Community Use of School Facilities	Descriptor Code: 3.206	Issued Date: 01/03/22
		Rescinds: 3.206	Issued: 12/07/20

1 When not in use for school purposes, school buildings and grounds or portions thereof may be used for
2 public, governmental, charitable, civic, recreational, cultural, and other purposes as approved by the
3 Board **of Education**.¹

- 4 1. Requests for the use of school facilities shall be made at the office of the principal prior to the
5 date of use;
- 6
- 7 2. All non-school affiliated organizations must enter into a facilities use agreement prior to usage;
- 8
- 9 3. Student clubs and activities, parent-teacher associations, and other organizations affiliated with
10 the schools shall be permitted use of school facilities without charge;
- 11
- 12 4. School facilities may only be used by non-profit entities except that unused facilities may be
13 leased for private day-care centers which provide educational and childcare services to the
14 community;²
- 15
- 16 5. All activities must be under adult supervision at all times and must have the prior approval of
17 the building principal. In all cases, an assigned school employee or an approved city employee
18 will be present during use. The group using the facilities will be responsible for any damage to
19 the building or equipment;
- 20
- 21 6. Groups receiving permission for building use are restricted to the dates and hours and the
22 building area and facilities specified in the facilities use agreement, unless requested changes
23 are approved in advance by the principal;
- 24
- 25 7. Groups receiving permission for building use are responsible for the observance of all security,
26 fire and safety regulations at all times;
- 27
- 28 8. The use of alcoholic beverages, illegal drugs, tobacco products, e-cigs/vaporizers, vulgar
29 language, or gambling in any form is not permitted in school buildings or on school grounds;
- 30
- 31 9. The Board will cooperate with recognized agencies, such as the Red Cross, National Guard and
32 Civil Defense, and will make suitable facilities available without charge during community
33 emergencies;
- 34
- 35 10. When school kitchens are used, at least one member of the Food Service staff approved by the
36 principal must be present to supervise the use of the equipment;
- 37

- 1 11. School facilities shall not be used for any non-school affiliated organization on a permanent
2 basis; and
- 3 12. The Board will approve and periodically review a fee schedule for the use of school facilities
4 by any non-school affiliated organization.
- 5 The Board reserves the right to deny rental of school facilities to any or all organizations where such
6 use may be detrimental or disruptive.

Legal References

1. TCA 49-50-201; TCA 49-2-203(b)(4); TCA 49-2-405
2. TCA 49-2-203(b)(4)(B)

Cross References

Board-Community Relations 1.500
Tobacco-Free Schools 1.803
Emergency Preparedness Plan 3.202
Tutoring for Pay 5.608
Care of School Property 6.311

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Facilities Planning: Involvement of Architects	Descriptor Code: 3.212	Issued Date: 01/03/22
		Rescinds: 3.212	Issued: 02/07/17

1 Believing that several separate architects or architectural firms will produce a wider range of
2 experience and talent which should result in development of better or more efficient plans, the Board
3 **of Education**, in consensus with the City Commission, shall recommend one or more qualified
4 architects or firms to be assigned to buildings projects

5 When it becomes necessary to secure the services of an architect or firm, the Board shall request
6 submission of proposal(s) including qualifications and services from interested architectural firms.
7 Public announcements of the proposed projects shall be made.

8 After review of the proposal(s) submitted and interviews with selected firms under consideration, the
9 Board shall select an architect to recommend for the project. The Board may also name an architect(s)
10 as a consultant for any special project.

11 In recommending architects the following criteria will be considered:

12

13 1. Training and experience; especially with school construction, past performance, location,
14 ability to be bonded;

15

16 2. Planning ability;

17

18 3. Promptness;

19

20 4. Volume of work previously awarded by the school system with the objective of effecting an
21 equitable distribution of contracts among qualified firms; and

22

23 5. Experience with government agencies.

24 The Board may also select any other building/construction consultant as needed.

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Project Planning Specifications	Descriptor Code: 3.213	Issued Date: 01/05/15
		Rescinds: 3.213	Issued: 01/06/14

1 The Board **of Education** shall require the Superintendent of Schools to develop a set of comprehensive
2 educational specifications for the architect.¹ These specifications, which shall then be discussed in
3 conferences with the architect, shall include but not be limited to:

- 4 1. Information concerning the plan of school organization and estimated enrollment in the
5 proposed building;
- 6
- 7 2. A description of the proposed curriculum and teaching methods and techniques to be
8 employed;
- 9
- 10 3. A schedule of space requirements, including an indication of relative locations of various
11 spaces;
- 12
- 13 4. A desired layout of special areas and the equipment needed for such areas;
- 14
- 15 5. An outline of mechanical features and special finishes desired;
- 16
- 17 6. A description of standard codes and regulations (school district, city, county, and state)
18 affecting such planning;
- 19
- 20 7. Site appropriateness and accessibility;
- 21
- 22 8. An estimated budget which includes land, construction and other ancillary costs; and
- 23
- 24 9. A plan for providing energy efficient buildings.

25 SCHOOL GROUNDS SIZE

It is recommended that each new site be at least five acres in size plus one acre for each 100 students of anticipated enrollment for the building, unorganized play, hard surface play area, drives, walks, and employee and visitor parking. Additional acreage would be required for specialized activities and parking which exceeds 300 automobiles as warranted by the activity or parking desired; for example, tennis court(s), softball field, baseball field, football field or stadium, soccer field, driver education range, marching band practice area, etc. This policy is not intended to preclude the Board from increasing or decreasing the school grounds size if the situation is warranted

26 SITE ACQUISITION

- 1 The Board shall recommend school sites in accordance with the long-range facilities plan. Educational
2 needs shall be established well in advance so that proper locations may be acquired on a schedule that
3 will allow time for completion of topography studies and other preliminary work prior to construction.
4 Locations of such sites shall be based upon location of student population and anticipated growth patterns
5 of such population, safety of students, transportation routes, traffic patterns, accessibility of utilities and
6 potentiality for development and maintenance of a productive educational environment. Land on the
7 selected site shall be at least eighty percent (80%) usable. An ad hoc site selection committee may be
8 established to evaluate possible sites for the new school construction and to make recommendations to
9 the Board. If committee recommendations are received, the Board will review the recommendations.
10 The Board will make recommendations to the City Commission. Every effort will be made to purchase
11 the sites through negotiations with the willing seller at a fair and reasonable price. Condemnation
12 procedures will be requested only in the event other procedures fail. In such cases, local and state laws
13 and proper legal procedures will be observed.
- 14 The Board may permit the Superintendent of Schools to approve property acquisitions in accordance
15 with the plan for expansion provided the property is sold at fair market value and the Superintendent of
16 Schools secures official Board approval at the next regularly scheduled Board meeting.

Legal References

1. TRR/MS 0520-01-4-.01(4)

Cross References

Facility Planning 3.211

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Inspection and Acceptance of New Facilities	Descriptor Code: 3.215	Issued Date: 01/09/23
		Rescinds: 3.215	Issued: 02/07/17

1 New construction will not be accepted until all details are certified complete by the Superintendent of
2 Schools ~~or~~ /designee.

3 **PROJECT ADMINISTRATION**

4 The Board **of Education** shall appoint a staff member to represent the school system's interest in
5 building projects. The staff member shall make periodic reports regarding the work of the construction
6 contractor and the architect and that to the best of their knowledge their work is being performed in
7 accordance with plans, specifications, and contracts.

8 If no additional funds are required, the Superintendent of Schools/designee may approve change orders
9 and present to the Board at the next regular meeting of the Board. If additional funds are required,
10 change orders must be approved by the Board before being implemented.

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Waste Reduction and Recycling	Descriptor Code: 3.303	Issued Date: 01/09/23
		Rescinds: 3.303	Issued: 01/03/22

1 The Board **of Education** will integrate the concept of resource conservation, including waste reduction
2 and recycling, into the environmental education curriculum at all levels of the school system.

3 The principal of each school shall develop and establish a recycling plan, ~~subject to approval by the~~
4 ~~Board.~~

5 The amount of consumable materials used will be decreased by:

- 6 1. Limited use of disposable materials;
- 7
- 8 2. Limited use of nonbiodegradable materials; and
- 9
- 10 3. Making full use of all materials prior to disposal.

11 The Board will purchase environmentally friendly products when financially practical.

Cross References

Energy Conservation 3.2001

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: 01/05/24
		Rescinds: 3.400	Issued: 01/09/23

1 The City of Johnson City Transit Authority shall be responsible for providing student transportation
2 services, and shall be in compliance with all federal and state laws, rules and regulations¹ as outlined in
3 this policy.

4 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
5 appear on the rear bumper.²

6 All accidents, regardless of the damage involved, must be reported to the transportation supervisor,
7 including incidents in which any part of the bus contacts any other object or vehicle.

8 The Superintendent of Schools shall develop procedures to ensure compliance with the statutory and
9 regulatory requirements for the transportation program.

10 **RESPONSIBILITIES OF BUS OWNERS**

11 In the event the City of Johnson City Transit Authority hires an outside bus company to provide
12 transportation, the following will apply:

- 13 1. Each school bus and all related equipment shall be maintained in condition to operate safely at
14 all times during the school year and shall conform to specifications as set forth by the State
15 Board of Education¹ and National Highway Traffic Safety Administration.
- 16 2. Each bus driver shall obey all applicable state rules and regulations.
- 17 3. A school bus owner shall give four weeks written notice to the board when they wish to
18 terminate their bus operation contract.
- 19 4. A school bus owner shall secure the approval of the Superintendent of Schools before they may
20 sell a bus during the period of their contract. The sale of a bus does not obligate the
21 Superintendent of schools to enter into contract with the new owner.
- 22 5. Each school bus owner shall have on file in the Superintendent of Schools' office a current
23 statement of liability and property damage insurance coverage carried on the bus.
- 24 6. Each school bus owner must specify for the Superintendent of Schools' approval the name of
25 the designated driver and at least one substitute driver of their bus.
- 26
- 27
- 28
- 29
- 30
- 31

- 1 7. Each school bus driver shall submit to the Superintendent of Schools the results of their latest
2 physical examination.
3
- 4 8. **Each school bus driver shall** ~~By the end of the first month of each school year, each bus~~
5 ~~owner shall~~ file with the Superintendent of Schools, on forms approved by the board, a report
6 giving an accurate record of the names of all students transported on their bus and the school to
7 which each student is transported **by the end of the first month of each school year.**
8
- 9 9. **Each school bus driver shall** ~~P~~participate fully in the complaint process as outlined below.
10
- 11 10. **Each school bus driver shall** ~~C~~comply with recordkeeping requirements as outlined below.
12 This includes the responsibility to furnish the transportation supervisor with all necessary
13 records on a regular basis.

14 **TRANSPORTATION SUPERVISOR³**

15 The Superintendent of Schools shall appoint a Transportation Supervisor for the system. They shall be
16 responsible for the monitoring and oversight of transportation services for the system.

17 The Transportation Supervisor shall complete a student transportation management training program
18 upon appointment. The Transportation Supervisor shall complete a minimum of four (4) hours of training
19 annually.

20 The Superintendent of Schools shall ensure that training is completed and provide the state department
21 of education with appropriate documentation.

22 Any individual may contact the Transportation Supervisor at any time using the information below:

23 Title: Dr. Greg Wallace

24 Mailing address: P.O. Box 1517, Johnson City, Tennessee 37605

25 Phone number: 423-434-5200

26 Email: wallaceg@jcschools.org

27 **COMPLAINT PROCESS⁴**

28 The following procedure will govern how students, teachers, staff, and community members shall submit
29 bus safety complaints:

- 30 1. All complaints shall be submitted to the Transportation Supervisor; and
31
- 32 2. Complaints may be submitted in person, via phone call, mail, or email.

33 The Transportation Supervisor shall begin an investigation of all bus safety complaints within twenty-
34 four (24) hours of receipt.

35 Within forty-eight (48) hours of receipt of the initial complaint, the Transportation Supervisor shall
36 submit a preliminary report to the Superintendent of schools. This report shall include:

- 1 1. The time and date the complaint was received;
- 2
- 3 2. The name of the bus driver;
- 4
- 5 3. A copy or summary of the complaint; and
- 6
- 7 4. Any prior complaints or disciplinary actions taken against the driver.

8 Within sixty (60) school days of receiving the initial complaint, the Transportation Supervisor shall
9 submit a final written report to the Superintendent of Schools that details the investigation's findings as
10 well as the action taken in response to the complaint.

11 An annual notice of this complaint process shall be provided to parents and students. This information
12 shall be made available in the student handbook.

13 **RECORDKEEPING⁵**

14 The ~~Transportation Supervisor~~ **City of Johnson City Transit Authority** shall be responsible for the
15 collection and maintenance of the following records:

- 16 1. Bus maintenance and inspections forms;
- 17
- 18 2. Bus driver credentials, including required background checks, health records, and performance
19 reviews;
- 20
- 21 3. Driver training records; and
- 22
- 23 4. Complaints received and any records related to the investigation and complaints.

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. TCA 49-6-2116(d)(3)
3. TCA 49-6-2116(a)-(c)
4. TCA 49-6-2116(d)(1)-(2)
5. TCA 49-6-2116(d)(5)

Cross References

Business Management Goals and Objectives 3.100

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Special Use of Vehicles	Descriptor Code: 3.402	Issued Date: 02/07/17
		Rescinds: 3.402	Issued: 01/05/15

- 1 All standard rules of student and driver conduct shall apply to all extracurricular trips.
- 2 System-owned buses may be used by athletic teams and other school groups, provided such trips are
- 3 recommended by the principal and approved by the Superintendent.
- 4 The principal will attempt to make transportation arrangements for extracurricular and other similar
- 5 types of trips on city owned buses with the Director of the Johnson City Transit Authority. If city
- 6 owned buses are not available, other transportation arrangements may be made, but those arrangements
- 7 must be in conformity with all applicable laws, rules and procedures, including requirements set forth
- 8 by the City of Johnson City.
- 9 The **City of** Johnson City Transit Authority shall be reimbursed by the individual school for the use of
- 10 buses for extracurricular activities, and may establish special rates for extended trips or in special
- 11 cases. Forms for reporting extra use of buses will be furnished to each school principal.
- 12 Only qualified drivers may drive school vehicles for extracurricular activity trips.
- 13 Buses owned by the school system may be used only for the transportation of students or school
- 14 personnel on authorized school business.
- 15 **BOARD-ASSIGNED VEHICLES**
- 16 The Board **of Education** shall provide to the Superintendent of Schools and on-call maintenance
- 17 personnel a vehicle or car allowance.
- 18 Unless covered by special contract, school owned vehicles shall not be used for personal use with the
- 19 exception of incidental stops in route to and from work.

Cross References

Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips and Excursions 4.302

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Private Vehicles	Descriptor Code: 3.404	Issued Date: 01/05/24
		Rescinds: 3.404	Issued: 10/03/22

EMPLOYEE DRIVERS

The Board of Education recognizes that certain employees may need to use their private vehicles for school purposes. With the use of private vehicles, the following policy shall be observed:

- 1) To use a private vehicle for school purposes, the employee must have the permission of the Superintendent of Schools or their designee (which permission may be in the form of an approved leave request, a job description or pursuant to a specific directive). The employee's personal insurance will be in effect while using their personal vehicle for school related purposes. The school system shall assume no responsibility for liability in case of accident, unless the employee has the proper authorization. The following documents must be submitted before use:
 - a) A valid driver's license;
 - b) Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to the insured indicating liability limits of at least \$25,000/50,000/15,000;¹
 - c) Specific permit for each trip involving students, including field trips; and
 - d) A completed Employee Use of Private Vehicle Authorization Form, which shall be kept by the employee's supervisor, shall serve as a standing permit for employees who use their own vehicles for school purposes. Additionally, it shall serve as a permit to be used on a one-time or as-needed basis. This document shall state the particular purpose of the trip.
- 2) Privately-owned school buses and drivers of such shall meet all requirements of state law and state Board Rules, Regulations, and Minimum Standards.²
- 3) No student shall be sent on errands during the school day by school personnel, whether personal or school-related, in a vehicle owned by the student, an employee, or the school system.
- 4) No employee may ask for or give permission to students to transport other students to and from any school or school-related activity without written parental permission and proof of student insurance.

EMPLOYEE DRIVERS OF STUDENTS

1 The Board recognizes that certain employees may at times need to use their private vehicles to
2 transport students to a school-related event. With the use of private vehicles, the following policy shall
3 be observed:

4
5 1) To use a private vehicle for transportation of students for school purposes, the employee must have
6 written permission from the Superintendent of Schools/designee. Employee's personal insurance
7 will be in effect for using their personal vehicle for transporting students for a school-related event.
8 However, as noted below, a higher level of liability coverage is required. The following documents
9 will be necessary:

10
11 a) Valid driver's license.

12
13 b) Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to the
14 insured indicating liability limits of at least \$100,000/300,000/50,000.

15
16 c) The Employee Use of Private Vehicle Authorization Form shall serve as a permit for
17 employees transporting students and shall state the purpose of the trip.

18
19 2) The school system shall assume no responsibility for legal liability in case of accident.

20
21 3) The Board specifically forbids any employee to transport students for school purposes without
22 prior authorization by the Superintendent of Schools/designee.

23
24 4) A completed parental Student Field Trip Permission Form must be on file.

25
26 Authorization granted by a school to drive for school purposes shall be effective for the academic year,
27 partial year or sports season for which it was granted unless revoked at the sole discretion of the
28 school. Verification forms shall be retained by the school for the effective time period.

29
30 Authorized employee drivers are under a continuing obligation to notify the school of any change in
31 status regarding their driver's license or vehicle liability insurance.

32 33 Additional Guidelines for Employees

34
35 1) Privately owned buses and drivers of such shall meet all requirements of State law and State Board
36 Rules, Regulations and Minimum Standards.1 Charter bus companies must be approved in advance
37 by the Supervisor of Transportation. A passenger van designed to carry more than 10 persons shall
38 not be used to transport students.

39
40 2) No student shall be sent on errands, personal or school-related, in a vehicle owned by the student,
41 an employee, or the school system.

42
43 3) No employee may ask for or give permission to students to transport other students to and from any
44 school or school-related activity without written parental permission and proof of student
45 insurance.

VOLUNTEER PARENT DRIVERS

The Board recognizes that volunteer parent drivers are ~~often~~ **at times** needed to use their private vehicles for school purposes or to transport students for a school-related event. In order to use their private vehicle to drive for school purposes, a parent shall be authorized by the school. Such authorization will be approved by the principal of the school only when the parent driver submits the following forms which will be kept on file in the school office:

(a) Valid driver's license

(b) Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to the insured indicating liability limits of at least \$100,000/300,000/50,000 will be necessary.²

(c) Volunteer Personal Automobile Use Form.

All volunteer parent drivers must submit to a TBI/FBI background check.

The school system shall assume no responsibility for legal liability in case of accident. Authorization granted by a school to drive for school purposes shall be effective for the academic year, partial year or sports season for which it was granted unless revoked at the sole discretion of the school. Verification forms shall be retained by the school for the effective time period. Authorized volunteer parent drivers are under a continuing obligation to notify the school of any change in status regarding their driver's license or vehicle liability insurance.

A completed parental Student Field Trip Permission Form (3.404) must be on file for each student transported by a parent volunteer. Each event will require a separate parental Student Field Trip Permission form.

STUDENT DRIVERS

Credit-Bearing Courses

The Board also recognizes that students may need to drive themselves for school-related, credit-bearing courses in their own private vehicles. The student drivers must provide the following:

a) Proof of a valid driver's license;

b) Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to the insured or their parent/guardian indicating limits of at least \$25,000/\$50,000/\$15,000;

c) The Student Use of Private Vehicle Authorization Form.

All Other Occasions

1 The Board also recognizes that students may need to drive themselves for school-related events in their
2 own private vehicles. The student drivers must provide the following:

3
4 a) Proof of a valid driver's license;

5
6 b) Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to
7 the insured or their parent/guardian indicating limits of at least \$100,000/\$300,000/\$50,000;

8
9 c) The Student Use of Private Vehicle Authorization form.

10
11 The school system shall assume no responsibility for legal liability in case of accident.

12
13 Student drivers are not approved to drive other students to such events, except when the other student
14 is a member of the driver's immediate family.

15
16 Authorization granted by a school to drive for school purposes shall be effective for the academic year,
17 partial year or sports season for which it was granted unless revoked at the sole discretion of the
18 school. Verification forms shall be retained by the school for the effective time period.

19
20 Authorized student drivers are under a continuing obligation to notify the school of any change in
21 status regarding their driver's license or vehicle liability insurance.

Legal References

1. TRR/MS 0520-01-05-.02(1)
2. TCA 29-20-403(b)(3); TCA 49-55-102; Tenn. Att'y Gen. Op. No. 04-136 (August 24, 2004)

Cross References

Field Trips 4.302

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Insurance Management	Descriptor Code: 3.600	Issued Date: 01/07/13
		Rescinds: 3.600	Issued: 01/03/12

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

- 2 1. Property: Buildings contents against fire, extended coverage, vandalism and malicious
3 mischief, boiler and machinery explosion, and vehicles;
- 4 2. Liability: Board members, Superintendent of Schools, and employees resulting from
5 discharging their duties
- 6 3. Workers' compensation; and
- 7 4. Fidelity: Blanket bond and fiscal agent's bond as required by statute.

8 The Superintendent of Schools/~~D~~esignee will periodically review the insurance program to ensure
9 that adequate protection is being provided at a reasonable price.

10 **GROUP HEALTH**

11 The Board of Education shall make group health insurance available for purchase by all full-time
12 employees, ~~and~~ part-time employees who work a minimum of thirty (30) hours per week, and Board
13 members.¹The Board shall select the carrier of any insurance for which the Board makes payment.

14 **LIFE**

15 The Board will provide life insurance, free of charge, to certified employees and to non-certified
16 administrative and supervisory personnel. The amounts shall be one (1) times the regular salary for
17 those employed less than two (2) years and two (2) times the regular salary for those employed two (2)
18 years or more.

20 **RETIREES²**

21 Payment of individual health insurance coverage shall be available for any retiring employee until the
22 employee reaches age 65, provided that:

- 23 1. The employee is eligible for full retirement benefits under the eligibility standards as set by
24 Tennessee Retirement System;
- 25 2. The employee was enrolled in the Board-sponsored insurance plan for five (5) consecutive
26 years prior to retirement; and
27
28

- 1 3. The employee has worked at least ten (10) years in the Johnson City School System.
- 2 Retired employees will be permitted to pay the difference in an individual plan and a family plan on a
- 3 quarterly basis and continue coverage if they so desire.

Legal References

1. TCA 49-2-209
2. TCA 49-2-906

Cross References

- Resignation 2.802
Retirement 4.211

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Instructional Goals and Philosophy	Descriptor Code: 4.100	Issued Date: 06/04/24
		Rescinds: 4.100	Issued: 01/09/23

1 The Board approves the following broad-based instructional goals:

- 2 • Advance student achievement, participation, and support in all curricular and extra-curricular
- 3 programs
- 4 • Strengthen stakeholder communication and community connections
- 5 • Recruit, support, and retain a high-quality workforce.
- 6 • Create and enhance safe, effective learning environments.
- 7 • Promote physical, social, and mental wellness.

8 The current Five -Year Strategic Plan can be viewed on the ~~district~~ **school**
9 **system** website.

10 **VISION STATEMENT**

11

12 The Board of Education’s vision for Johnson City Schools is to be a progressive school system that is
13 globally competitive in all areas. All students have equal opportunity to learn and be successful while
14 meeting high expectations and are provided the resources to be healthy, productive citizens and
15 lifelong learners.

16

17 **MISSION STATEMENT**

18

19 The mission of Johnson City Schools is to enable all students to achieve excellence in learning, social
20 responsibility and self worth.

21 **BELIEFS**

22 To be successful, Johnson City Schools must:

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

28

Cross Reference:

School District Goals & Objectives 1.700

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Instructional Standards	Descriptor Code: 4.101	Issued Date: 01/09/23
		Rescinds: 4.101	Issued: 12/07/20

1 The **Board of Education** is charged with selection of the curriculum. No subjects or topics prohibited
2 by state or federal law shall be taught.¹ The Director of Schools shall develop administrative
3 procedures to implement this policy.

4 **STATE STANDARDS²**

5 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

- 6 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with
7 Common Core; or
- 8 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise
9 identified as Common Core textbooks or instructional materials.
10

11 Any complaints regarding the above shall be submitted per board policy 4.402.

12 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

13 All curriculum and instructional programming implemented in the school district shall adhere to state
14 and federal laws. ~~District~~ **School system** employees shall not include or promote any concepts that
15 would violate state law when providing instruction, using instructional or supplemental materials, or
16 when implementing the instructional program and curriculum.¹

17 The ~~Director~~ **Superintendent of Schools** shall develop procedures to ensure that the district's
18 instructional program complies with state law.

Complaints regarding teaching prohibited concepts in violation of state law shall be submitted per the regulation developed by the Tennessee Department of Education.

Legal References

1. TCA 49-6-2202; TCA 49-6-1304; TCA 49-6-2206; TCA 49-6-1019
2. TCA 49-1-302(a)(8); TCA 49-1-314; Public Acts of 2022, Chapter No. 1085
3. TRR/MS 0520-12-04

Cross References

- Reconsideration of Textbooks and Instructional Materials 4.402
- Controversial Issues 4.800
- Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Curriculum Development	Descriptor Code: 4.200	Issued Date: 01/03/22
		Rescinds: 4.200	Issued: 03/05/19

1 Under the leadership and direction of the Superintendent of Schools and instructional supervisors, a
2 unified curriculum shall be developed within the framework of the state's standards for the school
3 system in each subject area, grades K-12.¹

4 A system-wide ~~curriculum council~~ **Collaborative Learning Council** shall be established and
5 maintained under the direction of the Superintendent of Schools. The system wide ~~curriculum council~~
6 **Collaborative Learning Council** will be a vehicle to provide the support and resources required for
7 the system wide improvement of curricula and instruction.

8 The curricula of the school system shall fulfill the goals and requirements of education as established
9 by the State Department of Education in the Rules, Regulations, and Minimum Standard for
10 Government of Schools in the State of Tennessee and additions as approved by the Board from time to
11 time.² Reports concerning curriculum development and revision shall be made at regular intervals to
12 the Board. Such reports shall be made by the Superintendent or their designee.

13 The complete curriculum is available online and all teachers will have access to the curriculum.
14 Use of newer concepts of curriculum design, scheduling, and instructional techniques is encouraged
15 but must have prior approval of the principal.

16 A special course (not listed in TRR/MS 0520-1-3-.06) requires the approval of the Superintendent of
17 Schools, the Board, the State Board of Education and prior approval of the Commissioner of
18 Education.¹ A course may become a permanent part of the school program after three (3) years of
19 offering upon approval by the State Board of Education.

20 All State/Federally funded Pre-K programs shall adopt a State approved curriculum.

21 **IMPLEMENTATION**

22 The primary responsibility for the effective operation of the curriculum program and activities shall be
23 delegated to the Superintendent of Schools.

24 Principals shall be responsible for administering the established instructional programs and for the
25 development and supervision of a coordinated plan for the improvement of instruction in their schools.

Legal References

1. TCA 49-1-302(a)(1)-(3), (8); TRR/MS 0520-01-03-.03
2. TCA 49-6-1001, *et seq.*; TCA 49-6-1201, *et seq.*; TCA 49-6-1301-1302

Cross References

Evaluations of Instructional Programs 4.702
In-Service & Staff Development Opportunities 5.113
Staff Rights & Responsibilities 5.600
Staff Time Schedules 5.602

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Special Education	Descriptor Code: 4.202	Issued Date: 01/03/22
		Rescinds: 4.202	Issued: 04/05/21

1 The Board **of Education** shall provide access to a free appropriate public education to all IDEA
2 (Individuals with Disabilities Education Act) Eligible children ages 3-21, inclusive, residing within the
3 jurisdiction of the school system. The plan for implementation of appropriate instruction and special
4 education services shall be in accordance with the current Rules, Regulations, and Minimum Standards
5 of the State Board of Education,¹ and state² and federal³ law.

6 The Board shall develop and periodically update a local plan for providing special education services
7 for disabled students (IDEA and other students with IEPs). Specifically, the Board shall assure that:

- 8 1. Reasonable effort will be made to identify all children ages three (3) through twenty-two (22)
9 who reside within the jurisdiction of the school system, including those in private schools, or
10 are homeless and are suspected of having a disability; and
11
- 12 2. All disabled children living within the school district have available to them a free, appropriate
13 public education which emphasizes special education and related services to meet their unique
14 needs; and
15
- 16 3. Children with disabilities are are given appropriate accommodations and modifications for state
17 and district-wide assessment programs, are included in the admisitration of thoses assessments
18 and the reporting of the assessment data; and
19
- 20 4. The rights of disabled children and their parents/guardians are protected.

21 The plan shall address the following objectives:

- 22 1. To carry out a comprehensive screening and assessment plan emphasizing the early
23 identification and evaluation of disabled students;
24
- 25 2. To provide each disabled child with an Individualized Educational Program (IEP) specifically
26 designed to meet his unique needs;
27
- 28 3. To use the Individualized Education Program (IEP) for reviewing assessment, formulating
29 programming, and determining placement for every disabled student, including review of
30 proposed suspensions when appropriate, in accordance with the State Board of Education
31 Rules, Regulations, and Minimum Standards;
32
- 33 4. To ensure that placements are made which educate disabled children with non-disabled age
34 appropriate peers in the schools these children would normally attend if not disabled and to the

- 1 extent appropriate;
 2
 3 5. To provide continuing evaluation of each disabled child's progress, including at least annual
 4 review of his IEP and re-evaluation at least every three (3) years;
 5
 6 6. To ensure that procedural safeguards required by state and federal laws are adhered to; and
 7
 8 7. To involve parents of disabled children in a meaningful dialogue with school personnel which
 9 will begin with initial referral and continue throughout the student's educational career;
 10
 11 8. To follow all required confidentiality laws and procedures;
 12
 13 9. Include goals for the performance of children with disabilities in school improvement plans;
 14
 15 10. To include children with disabilities in required assessments with appropriate accommodations
 16 and modifications and to report assessment data;
 17
 18 11. To collaborate with outside agencies as needed to provide supports for students with
 19 disabilities; and
 20
 21 12. To budget at least the same total or per-capita amount for special education from the
 22 combination of state and local funds as spent for the same purpose from the prior year
 23 Maintenance of Effort.)
- 24 Students receiving special education services shall not be restrained except as permitted by law. The
 25 Superintendent/designee will develop procedures for isolation and restraint of students with
 26 disabilities.

 Legal References

1. TRR/MS 0520-01-09
2. TCA 49-10-101 *et seq.*
3. 20 USCA §§ 1400-1485; 29 USCA § 794; 34 CFR § 300.504

 Cross References

Compulsory Attendance Ages 6.201
 Alternative Education 6.319
 Student Communicable Diseases 6.403
 Acquired Immune Deficiency Syndrome 6.404
 Special Education Students 6.500

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Summer School	Descriptor Code: 4.204	Issued Date: 01/05/24
		Rescinds: 4.204	Issued: 01/09/23

1 The following programs will be made available to students:^{1,2}

- 2 1. ~~Traditional summer school~~ **Learning Loss Bridge Camp**;
- 3
- 4 2. ~~Learning loss bridge camps~~ **Summer Learning Camp**;
- 5
- 6 3. ~~After-school learning mini-camps~~ **STREAM Camp**; and
- 7
- 8 4. ~~Summer learning camps~~ **Summer/STREAM Hybrid Camp**.

9 These programs shall be organized and operated in accordance with state law as well as guidelines
10 provided by the Tennessee Department of Education. Funding for all programming shall be provided
11 for in the annual budget and take into account any available grants. The Board of Education may adopt
12 tuition rates for those students attending a traditional summer school program.³

13 **SUMMER PROGRAMMING²**

14 The Superintendent of Schools shall present a recommended summer programming plan to the Board
15 each year, no later than the end of the regular school year, outlining the following:

- 16 1. Courses offered;
- 17
- 18 2. Transportation;
- 19
- 20 3. Class size ratios;
- 21
- 22 4. Budget, including staff compensation;
- 23
- 24 5. School nutrition needs;
- 25
- 26 6. Staffing;
- 27
- 28 7. Enrollment criteria; and
- 29
- 30 8. Any additional necessary information.

31 **ATTENDANCE REQUIREMENTS²**

1 Priority students, as defined by state law, are strongly encouraged, but shall not be required to attend
2 summer programs.

3 The Superintendent of Schools shall be responsible for developing administrative procedures regarding
4 the attendance requirements of priority students in each program.

5 **THIRD GRADE PROMOTION/RETENTION LAW & MAKE UP DAYS⁴**

6 Students who are required to attend summer programming in order to be promoted to fourth grade shall
7 attend with a ninety percent (90%) attendance rate. ~~Students shall attend eighteen (18) days out of the~~
8 ~~twenty (20) days required for summer school attendance.~~

9 Parents shall be provided information on the summer program attendance policy. The Superintendent
10 of Schools/designee shall develop administrative procedures regarding the documentation of student
11 attendance including make up days and the administration of the post-test for students who participate
12 in summer programming.

13 No more than two (2) high school credits shall be earned during any summer school session.

14 The library, laboratories, and other facilities shall be made available to all students enrolled in the
15 summer school program.

Legal References

1. TRR/MS 0520-01-03-.03(8); TCA 49-6-1502, 1503
2. TCA 49-6-1504
3. TCA 49-6-3003
4. State Board of Education Policy 3.300

Cross References

- Promotion and Retention 4.603
Extended Contracts 5.112

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Enrollment in College Level Courses	Descriptor Code: 4.205	Issued Date: 01/03/22
		Rescinds: 4.205	Issued: 12/07/20

- 1 Qualified high school students who are in good standing may earn high school credit by enrolling in
- 2 college level courses.¹ Written approval by the parent, principal, and institution of higher learning shall
- 3 be required before enrollment.

- 4 Grades earned in such college level courses may be used to determine grade point average.

- 5 The Board **of Education** shall not be responsible for transportation to and from the college or for
- 6 payment of tuition or related fees.

Legal References

1. Public Acts of 2021, Chapter No. 170; State Board of Education Policy 3.301

Cross References

Accelerated College Admission 4.203

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Alternative Credit Options	Descriptor Code: 4.209	Issued Date: 06/04/24
		Rescinds: 4.209	Issued: 01/03/22

1 **ONLINE COURSES**

2 High school students may earn credit to be applied toward graduation requirements by completing online
3 courses. Credit from online courses offered through institutions other than the Johnson City School
4 system that are approved by the Board of Education may be earned only in the following circumstances:

- 5 1. The course is not offered at the high school, or although the course is offered at the high school,
6 the student has an unavoidable scheduling conflict;
- 7 2. The course will serve as a supplement to homebound instruction;
- 8 3. The student has been expelled from a regular school setting, but educational services are to be
9 continued; or
- 10 4. The principal, with agreement from the student's teachers and parent(s)/guardian(s), determines
11 the student requires a differentiated or accelerated learning environment.

12 The express approval of the principal/designee shall be obtained before a student enrolls in an online
13 course. The school shall receive an official record of the final grade before credit toward graduation will
14 be recognized.

15 Through a supervision plan, the school shall be responsible for providing appropriate supervision and
16 monitoring of students taking online courses.

17 **COURSE ACCESS PROGRAM**

18 Students in grades ~~seven~~ six through twelve (6-12) may participate in the statewide course access
19 program. To become eligible to participate, students shall:

- 20 1. Meet all prerequisite requirements for the course access course; and
21
- 22 2. Be unable to enroll in a comparable course at the student's school because:
 - 23 a. A comparable course is not offered; or
 - 24 b. A legitimate situation exists that prevents the student from enrolling in a comparable
25 course.¹

26 The Superintendent of Schools shall develop administrative procedures to ensure that students and
27 parent(s)/guardian(s) are given written notice of their right to appeal any denial of a course access
28 course enrollment in a timely manner.² All appeals shall be submitted in writing to the Board within
29 ten (10) days of a denial.

30 After a timely appeal is made, the Board will provide written notification to the student and
31 parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than

- 1 ten (10) days after the appeal is submitted. At the hearing, the Board shall determine whether there was
- 2 an error in denying the student the ability to participate in the course access program.³

Legal References

1. [TRR/MS 0520-01-14-.03\(1\)](#)
2. [TRR/MS 0520-01-14-.03\(7\)](#)
3. [TRR/MS 0520-01-14-.03\(6\)](#)

Cross References

Homebound Instruction 4.206
Grading System 4.600
Graduation Requirements 4.605

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.211	Issued Date: 01/09/23
		Rescinds: 4.211	Issued: 01/03/22

1 The Superintendent of Schools shall ensure that credit recovery facilitators receive training regarding
2 course organization, online instruction management, and related technology. Credit recovery teachers
3 shall comply with all State Board of Education certification requirements and training requirements.¹

4 **ADMISSION AND REMOVAL**²

5 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

- 6 1. The student's parent/guardian gives written consent for the student to enroll in the proposed
7 credit recovery course. Parents/guardians should be informed that not all postsecondary
8 institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will
9 not accept credit recovery courses for credit; and
10
- 11 2. The student has previously taken an initial, non-credit recovery section of the proposed course
12 and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty
13 percent (50%) in the non-credit recovery section of the course must re-take the course.

14 If a student is seeking to recover credit for the first semester of a two-semester course, the student may
15 not receive the full credit for the course until they have enrolled in and passed the second semester of
16 the course and taken any applicable End of Course examinations.

17 The Board **of Education** shall track students enrolled in credit recovery courses as directed by the
18 Tennessee Department of Education.

19 **INSTRUCTION AND CONTENT**²

20 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content
21 and instruction.

22 The Superintendent of Schools shall ensure that all credit recovery courses:

- 23 1. Align with Tennessee's current academic standards for the relevant course content area, as
24 approved by the State Board of Education; and
25
- 26 2. Differentiate instruction to address individual student growth needs based on diagnostic
27 assessment or End of Course data.
28

29 Students in credit recovery programs shall:

- 1 1. Complete a course skill-specific diagnostic to determine skill-specific goals;
- 2
- 3 2. Meet individual skill-specific goals in a flexible time frame as established by identified student
- 4 need; and
- 5
- 6 3. Master all individualized skill-specific goals as established by the diagnostic process in order to
- 7 earn credit.

8 **GRADES²**

9 Students passing credit recovery shall receive a grade of sixty percent (60%) under the state uniform
10 grading system. If the system utilizes a locally-adopted grading scale that differs from the uniform
11 grading scale, a student passing credit recovery shall receive a D.³

Legal References

1. State Board of Education Policy 2.103; TRR/MS 0520-01-03-.03(13)
2. State Board of Education Policy 2.103
3. State Board of Education Policy 3.301

Cross References

Virtual Education Program 4.2121
Grading System 4.600
Promotion and Retention 4.603

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Work-Based Learning Program	Descriptor Code: 4.212	Issued Date: 01/05/24
		Rescinds: 4.212	Issued: 01/04/18

1 Students shall have access to a system of structured work-based learning (WBL) experiences that allow
2 them to apply classroom theories to practical problems as well as explore career options.¹

3 **General**

4 Students that participate in a work-based learning program may be authorized to perform support
5 service within the school as an intern or apprentice. These support services must be supervised by a
6 teacher, administrator or other approved school employee. Services performed by the student must
7 follow the work-based learning policies of the Tennessee Department of Education.

8 **Scope**

9 Students may be asked to perform duties which are normally performed by school system staff, but
10 those duties must be related to their internship or apprenticeship, and the student must be under the
11 supervision of a designated system employee when performing the duties. The supervising employee
12 is responsible for ensuring all work performed follows the work based policies of the Tennessee
13 Department of Education and of the Johnson City Board of Education.

14 **Safety**

15 Students are not authorized to use their personal ~~devices~~ **devices**, email addresses or other social media
16 accounts to address the public in regard to their work-based learning duties. Before work-based
17 learning students release any information to the public, the release must be approved by authorized
18 school system staff. This includes, but is not limited to, emails, flyers and social media postings.

19 Work-based learning students may be allowed to have keys to school buildings as necessary for
20 performing their internship or apprenticeship. Students will be required to sign for keys to school
21 buildings on a daily basis. Students may not be in possession of keys overnight.

22 Work-based learning students are not allowed to have electronic access to school buildings.

Legal References

1. State Board of Education Policy 2.103; TCA 49-7-1205

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Use of Artificial Intelligence Programs	Descriptor Code: 4.214	Issued Date: 08/06/24
		Rescinds:	Issued:

1 Artificial Intelligence (AI) programs as defined by state law may be used by staff and students in the
2 district.¹

3 Only approved AI programs may be utilized in student instruction or in completing student work. The
4 district will utilize the same procedure for approving AI platforms as used with other digital
5 applications.

6 Curriculum and Technology will oversee the implementation of AI programs. These staff members
7 will review artificial intelligence programs to ensure compliance with district policies and state and
8 federal student data privacy laws. Any approved programs shall be accessible to all students based on
9 age-appropriateness.

10 Employees shall not place staff or student personally identifiable information (PII), financial
11 information, intellectual property, or other confidential information into any AI system.

12 Professional development will be established for training staff and students in the appropriate use of AI
13 applications. This training shall focus on the responsible use of AI and best practices for use in school
14 settings and include instruction regarding personally identifiable information and the need to comply
15 with state and federal data privacy laws. Emphasis shall be placed on the importance of securing and
16 properly storing any data collected by the district in compliance with state and federal law.

17 **STAFF USE**

18 Staff may use AI in the completion of their own work. This may include, but not be limited to, drafting
19 communications, notes, images, and the development of content for instructional or administrative
20 purposes, as well as analyzing data and information. The following requirements shall be adhered to
21 when using AI in the completion of work:

- 22 1. Employees shall disclose their use of a generative AI tool if failure to do so would:
 - 23 a. Violate the terms of the use of the AI tool;
 - 24 b. Would mislead a supervisor or others as to the nature of the work; or
 - 25 c. Would be inconsistent with the teacher code of ethic;²
- 26
- 27 2. Employees shall take all reasonable precautions to ensure the security of private student data
28 when utilizing AI programs and collect only data necessary for the intended educational
29 purpose;
- 30

- 1 3. Outputs from AI programs shall be verified by reliable sources and reviewed prior to use to
2 reduce the risk of errors and inaccuracies;
- 3
- 4 4. Outputs shall not be incorporated into proprietary content or works; and
- 5
- 6 5. Adhere to legal standards such as FERPA (Family Educational Rights and Privacy Act) and
7 COPPA (Children’s Online Privacy Protection Act).

8 **STUDENT USE**

9 Teachers may allow students to use approved AI programs for instructional purposes. Any such use
10 shall align with approved instructional standards and curriculum. Prior to using AI, teachers shall
11 ensure students are provided with appropriate instruction on the responsible use of AI.

12 **ACADEMIC INTEGRITY**

13 Students shall be instructed on responsible use standards including but not limited to the following:

- 14 1. Effective use of generative AI;
- 15
- 16 2. When it is appropriate to use AI in assignments;
- 17
- 18 3. How to determine whether AI responses are accurate;
- 19
- 20 4. Users assume responsibility for incorporating AI content responsibly; and
- 21
- 22 5. The difference between cheating and seeking support.

23 **NOTICE TO PARENTS**

24 The ~~District~~ **school system** shall provide notice to parent(s)/guardian(s) about the use of AI programs
25 in the ~~district~~ **school system** by listing approved AI applications on the ~~district~~ **school system** website
26 with other approved digital applications.

27 **ENFORCEMENT AND REPORTING**

28 Enforcement policies used with other digital applications and platforms will be utilized to enforce the
29 appropriate use of AI applications and platforms. The Superintendent of Schools shall submit a report
30 to the Board of Education each June on how this policy will be enforced in the upcoming school year.
31 The Board shall approve the report and the Superintendent of Schools shall submit it to the Department
32 of Education by July 1st.

Legal References

1. [Public Acts of 2024, Chapter No. 550](#)
2. [TCA 49-5-1001](#)

Cross References

Use of the Internet 4.406

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Extracurricular Activities	Descriptor Code: 4.300	Issued Date 08/06/24
		Rescinds: 4.300	Issued: 06/04/24

1 The following guidelines shall be followed in administering the student extracurricular activities
2 program:

- 3 1. The Superintendent of Schools/designee shall initially approve each specific extracurricular
4 activity so that proper support and supervision may be assured;
- 5
- 6 2. The principal, after obtaining the recommendation of the faculty and approval of the
7 Superintendent of Schools, shall determine which clubs and organizations will be permitted;
8
- 9 3. Student activities must be under the guidance and direction of a staff member;
- 10
- 11 4. Student activities occurring before or after regularly scheduled school hours must be under the
12 supervision of the principal or their designee;
- 13
- 14 5. Secret organizations shall not be operated in any school;
- 15
- 16 6. A student shall not be required to attend a school-sponsored student activity that is scheduled at
17 a time which conflicts with their religious practices;¹
18
- 19 7. School-sponsored student activities during vacation periods shall be restricted to regularly
20 scheduled athletic programs and major events which cannot be scheduled otherwise;
- 21
- 22 8. Student groups shall not participate in state or national activities which are not listed as
23 approved activities by regional accrediting associations or state and national principals'
24 associations without the approval of the Superintendent of Schools;
- 25
- 26 9. A student on out-of-school suspension/expulsion or a health-related quarantine shall not be
27 permitted to participate in school-sponsored activities;
- 28
- 29 10. Activities which restrict participation because of race, **creed**, color, ~~religion~~, sex, gender,
30 **religion**, ~~disabilities~~ **national origin**, or ~~national origin~~ **disabilities** are forbidden;² and
31
- 32 11. Non-school sponsored activities will be approved only if they are coordinated with the school.
- 33 12. Written parental consent shall be required to participate in any extracurricular activity.

34 STUDENT CLUBS & ORGANIZATIONS³

- 1 All students under the age of eighteen (18) shall present a signed and dated statement from their
- 2 parent/guardian before joining any club or organization or participating in activities of a club or
- 3 organization. The Superintendent of Schools shall develop administrative procedures outlining this
- 4 record-keeping process.

Legal References

1. TCA 49-6-1002(c)
2. 34 CFR § 106.41
3. TCA 49-6-1031(b)

Cross References

Special Use of School Vehicles 3.402
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Attendance 6.200
Student Organizations 6.702

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: 01/09/23
		Rescinds: 4.301	Issued: 12/07/20

~~No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunity shall be provided for members of both genders.¹~~

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunities shall be provided for members of both sexes.¹

Student athletes shall only be allowed to participate in athletic activities or events that align with the student's sex indicated on their original birth certificate.² The Superintendent of Schools/designee shall require the parent/guardian to provide the student's original birth certificate prior to participation in any interscholastic athletics. If the original birth certificate is not available or does not indicate the student's sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of the student's sex at birth.

Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's responsibility. Athletic schedules shall be filed in each school principal's office. The principal/ employee designee must accompany all athletic teams on out of town trips.

The Board **of Education** approves transportation of teams to athletic events, however such transportation must comply with the procedures and guidelines in place for all student trips. In addition, the athletic department must pay its own mileage and other related expenses.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of secondary athletics.²³ **The Superintendent of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health and safety of athletes.⁴**

Participation in interscholastic athletics or marching band shall not be substituted for the lifetime wellness graduation requirement.⁶

INSURANCE & PHYSICAL EXAMINATIONS

In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall provide proof of independently secured catastrophic coverage and liability coverage, with the school district as a named insured, of not less than the limits set forth in state law.⁵ It shall be the responsibility of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

~~There shall be a complete annual physical examination of every student prior to their participation in interscholastic athletics.³~~ **Prior to participation in interscholastic athletics, every student shall**

1 **complete an annual physical examination.⁶ The parent(s)/guardian(s) of each student shall be**
2 **responsible for covering the cost of the examination, and the signed parent/guardian permission**
3 **form and medical release form shall be kept on file at the school.**

4 ~~A record of the examination shall be on file at the school.~~

5 **SCHEDULING CONFLICTS**

6 No principal or teacher of any school under the control of the Board shall dismiss their school or any
7 group of students for the purpose of permitting them to practice for or play interscholastic athletics
8 within the regular school hours of any school day of the week without written permission from the
9 Superintendent of Schools ~~Board.~~⁷ This does not prevent the inclusion of regular physical education
10 classes in the daily school program.⁴

11 Students shall not be required to attend a school athletic event, or event related to participation on a
12 school athletic team, if the event is on an official school holiday, observed day of worship, or religious
13 holiday. The student's parent or legal guardian shall notify the coach in writing three (3) full school
14 days prior to the event if there is a conflict.⁵⁸

15
16 **Any changes in the venue for home competitions must have prior approval of the Board. In case**
17 **of an emergency situation, the Superintendent of Schools may approve a venue change.**

18 19 **SEVERE WEATHER⁴**

20 **Severe weather is any type of weather that could impede the safety of any athlete by compromising**
21 **the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to,**
22 **thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of**
23 **play shall be discussed with all players, coaches, and officials, if applicable.**

24 **All coaches who oversee or participate in outdoor training, practice, or competition shall annually**
25 **complete a heat illness prevention course approved by the Tennessee Department of Health as well**
26 **as receive training on activity modifications based on environmental conditions.**

27 **PROHIBITION AGAINST HAZING**

28 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or
29 tolerate hazing activities.⁹

30 **HOME SCHOOL STUDENT PARTICIPATION¹⁰**

31 **Home school students shall be permitted to participate in accordance with TSSAA, TMSAA, or**
32 **other governing body organizations' guidelines. If a school is not a member with these**
33 **organizations, home school students that are zoned for the school shall be permitted to**
34 **participate in interscholastic athletics to the same extent as other students.**

1

Legal References

1. ~~34 CFR § 106.41; 20 USCA § 1681 et seq.~~
2. ~~—~~
3. ~~TRR/MS 0520-01-02-.08(1)~~
4. ~~TRR/MS 0520-01-03-.08(2)(b)~~
5. ~~TCA 49-6-1002(a)~~
6. ~~TCA 49-6-1002(e)~~
7. ~~TCA 49-2-120~~
8. ~~TCA 49-2-120~~

Cross References

- ~~Student Insurance Program 3.601~~
~~Discrimination/Harassment 6.304~~
~~Disruption of School and Student Activities 6.306~~

Legal References

1. [34 CFR § 106.41; 20 USCA § 1681 et seq.](#)
2. [TCA 49-6-310\(a\)](#)
3. [TRR/MS 0520-01-02-.08\(1\)](#)
4. [TCA 49-6-3601](#)
5. [TCA 29-20-403](#)
6. [20 USCA § 1232h\(c\); TRR/MS 0520-01-13-.01\(1\)\(a\)](#)
7. [TCA 49-6-1002\(a\)](#)
8. [TCA 49-6-1002\(c\)](#)
9. [TCA 49-2-120](#)
10. [Public Acts of 2024, Chapter No. 658](#)

Cross References

- [Special Use of School Vehicles 3.402](#)
[Student Insurance Program 3.601](#)
[Extracurricular Activities 4.300](#)
[Attendance 6.200](#)
[Discrimination/Harassment 6.304](#)
[Disruption of School and Student Activities 6.306](#)

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Field Trips	Descriptor Code: 4.302	Issued Date: 06/04/24
		Rescinds: 4.302	Issued: 10/03/22

1 Field trips designed to stimulate student interest and inquiry and to provide opportunities for social
2 growth and development are considered appropriate extensions of the classroom.

3 The ~~Board of Education~~ **Principal** may grant conditional approval of field trips contingent upon
4 financial provisions being made for all students. The funds necessary to accommodate all students
5 must be available by a certain date approved by the ~~Superintendent of Schools/designee~~ **Principal** or
6 the conditional approval will be revoked.

7 Procedures and forms for all school related trips will be developed and distributed by the
8 Superintendent of Schools/Designee.

9 To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of
10 the class, and opportunities for students to summarize the experience at the conclusion of the trip. To
11 this end, teachers and principals will be expected to consider the following factors in selecting field
12 trips:

- 13 1. Value of the activity to the particular class group or groups;
- 14
- 15 2. Relationship of the field trip activity to a particular aspect of classroom instruction;
- 16
- 17 3. Suitability of the activity and distance traveled in terms of the age level;
- 18
- 19 4. Mode and availability of transportation; and
- 20
- 21 5. Cost.

22 The following guidelines shall be followed in planning and conducting field trips:

- 23 1. Any teacher desiring to take a group of students on an educational field trip must obtain
24 advance approval of the principal and must complete a Field Trip Request Form;
- 25
- 26 2. The trip must have a definite educational purpose and reflect careful planning. Students should
27 be prepared by general class discussion and/or research. Withholding attendance at field trips
28 should not be used for discipline;
- 29
- 30 3. Parents may be allowed to transport students on field trips when all of the following conditions
31 are met:
 - 32 a. Proof of a valid driver's license;

- b. Proof of vehicle liability insurance coverage in the form of an insurance certificate issued to the insured indicating liability limits of at least \$100,000/300,000/50,000 will be necessary.
- c. Prior written approval of the principal;
- d. Prior written permission of the parent(s) of the child(ren) to be transported, which will be specific to the named parent driver; and,
- e. Volunteer Personal Vehicle Authorization Use Form.

Students may be transported in employee vehicles when all requirements for such transportation are met. School system employees requesting the use of a Johnson City Transit vehicle will comply with all Johnson City Transit field trip guidelines and procedures;

4. A completed parental Student Field Trip Permission Form must be on file for every student making an off-campus trip. The principal shall ensure that these forms are kept on file for the remainder of the school year. This information is to be completed by the school before the form is signed by the parent;
5. Overnight trips and chaperones must be approved by the Board in advance. These groups must be accompanied by at least one regular staff member and others from the school who are appropriate for adequate supervision and shall be responsible for student conduct while away;
6. **Any overnight field trip must be approved by the Board prior to the initiation of fund-raising activities;**
7. Students shall not be penalized for participating in approved school-sponsored trips and activities. Teachers shall permit students to make up class assignments missed because of an approved school-sponsored trip or activity;
8. All accidents that occur on a school-sponsored trip must be reported by the teacher to the principal immediately upon returning to school. Serious accidents involving personal injury must be reported immediately to the principal and/or the Superintendent of Schools. An emergency shall be dealt with promptly by the teacher or other members of the school staff by taking appropriate action, including sending the student to the hospital or summoning medical aid or ambulance. In cases where it is necessary to send the student to the hospital, reasonable effort must be made to notify the parents;
9. Any school-sponsored field trip not meeting the "educationally beneficial" criteria as defined in this section must have prior approval of the Superintendent of Schools/designee; **and**
- ~~10. Any overnight field trip must be approved by the Board prior to the initiation of fund-raising activities; and~~
11. The Board, **Superintendent of Schools/designee, or Principal** may cancel an approved field trip at any time that the Board feels that the security or safety of students may be in jeopardy.

NON-SANCTIONED TRIPS

- 1 Non-sanctioned trips organized by employees acting as independent contractors/agents involving
- 2 students on a volunteer, self-supporting basis are not approved by the Board and are not considered a
- 3 part of the curriculum. Total responsibility for privately planned trips or tours rests with the
- 4 individual(s) and agencies sponsoring them. The Board assumes no legal or financial responsibilities
- 5 for non-sanctioned trips.

- 6 If an employee organizing a non-sanctioned trip wishes to recruit students through the school(s), the
- 7 request for recruitment shall be made in the same manner as a request from a private citizen.
- 8 Recruitment efforts shall not occur during class time or the employee's work day.

Cross References

Special Use of School Vehicles 3.402
Extracurricular Activities 4.300
Attendance 6.200

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Textbooks Selection, Distribution and Care	Descriptor Code: 4.401	Issued Date: 01/03/22
		Rescinds: 4.401	Issued: 01/07/13

1 SELECTION¹

2 The selection of textbooks shall be completed according to the laws and policies required by the State
3 of Tennessee and the State Textbook Commission.² The responsibility for textbook selection rests with
4 the local textbook selection committees and is subject to approval by the Board **of Education**. The
5 Superintendent of Schools shall establish a procedure for providing the citizens of the community an
6 opportunity to examine proposed textbooks prior to their final adoption,³ including public notice of time
7 and location at which textbooks may be examined.

8 DISTRIBUTION

9 The Director of Finance shall be designated by the Board to be responsible for the purchase and
10 distribution of textbooks in each school. The principal shall be responsible for seeing that each student
11 receives the required textbooks at no cost to the student.

12 CARE OF TEXTBOOKS⁴

13 Textbooks are property of the Board and shall be returned at the end of the school year, upon
14 completion of the course or upon withdrawal from a course or school. Parents shall sign an agreement
15 accepting responsibility for the textbooks received and used by their children.

16 The following reimbursement schedule shall be used as a guide for collecting fines for lost or
17 destroyed books:

	<u>Age of Book</u>	<u>Amount Collected</u>
18		
19		
20	1 - 2 years	100% of replacement cost
21	3 - 4 years	75% of replacement cost
22	5 or more years	50% of replacement cost
23		

24 In cases where the book is damaged to the extent it is no longer useable, the amount collected shall
25 conform to the reimbursement schedule for lost books.

26 If, after hearing the student's explanation and other investigation as necessary, the principal determines
27 that there has been willful loss or damage of the textbook, they shall assess the appropriate fine and
28 notify the parents in writing.

- 1 The principal may include with the notice a provision stating that failure to pay the fine imposed
2 within a reasonable time may result in the imposition of one or both of the following sanctions:⁵
- 3 1. Refusal to issue any additional textbooks until restitution is made; and
 - 4
 - 5 2. Withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution
6 is made.
- 7 The Superintendent **of Schools**/designee may waive the assessment of fines when in their judgment the
8 student is the victim of uncontrollable circumstances or not responsible for the damages.

Legal References

1. TCA 49-6-2207; TCA 49-2-203(a)(3)
2. TCA 49-6-2202
3. TCA 49-6-2207(c), (e), (f); TCA 49-6-2202(d);
TRR/MS 0520-01-18-.02
4. TCA 49-3-310(1)(B); TRR/MS 0520-01-02-.16(2)
5. TCA 49-3-310(1)(B)(i),(ii)

Cross Reference

Revenues 2.400
Surplus Property Sales 2.403
Reconsideration of Instructional Materials and Textbooks
4.403
Controversial Materials 4.801
Student Fees and Fines 6.709

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Selection of Instructional Materials (Other than Textbooks)	Descriptor Code: 4.402	Issued Date: 01/09/23
		Rescinds: 4.402	Issued: 01/03/23

1 The Board **of Education** will provide a wide range of instructional materials¹ representing all levels of
2 difficulty, with diversity of appeal and incorporating different points of view. The Board will provide
3 procedures for review and reconsideration of challenged instructional materials.

4 **OBJECTIVES OF SELECTION**

5 In order to assure that instructional materials are an integral part of the educational program, the
6 following selection objectives are adopted:

- 7 1. To provide materials that will enrich and support the curriculum and individual needs of the
8 students, taking into consideration their varied interests, abilities and learning styles;
9
- 10 2. To provide age-appropriate materials that will stimulate growth in factual knowledge, literary
11 appreciation, aesthetic values and ethical standards;
12
- 13 3. To provide a background of information which will enable students to make informed
14 judgments in their daily lives;
15
- 16 4. To provide materials on opposing sides of controversial issues so that the students may develop
17 the practice of critical analysis;
18
- 19 5. To provide materials which realistically represent our diverse society and reflect the
20 contributions made by groups and individuals to our heritage;
21
- 22 6. To place principles above personal opinion and reason above prejudice in the selection of
23 materials of the highest quality in order to ensure a comprehensive media collection appropriate
24 for all students.

Legal References:

1.TTR/MS 0520-1-3-.07(2)

Cross References

Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Reconsideration of Instructional Materials and Textbooks	Descriptor Code: 4.403	Issued Date: 01/09/23
		Rescinds: 4.403	Issued: 12/07/20

1 If a complaint is filed by a Johnson City School's parent/guardian, employee, or student regarding
2 textbooks or instructional materials, this process is to be followed:¹

- 3 1. Inform the complainant of the selection procedures and make no commitment about the
4 outcome;
- 5
- 6 2. Request the complainant to submit a Request for Alternative Instructional Materials form;
7
- 8 3. Inform the principal (and other appropriate personnel) of the complaint;
9
- 10 4. Keep challenged materials available during the reconsideration process. The materials shall
11 be removed immediately if they:²
 - 12 a. Were created to align exclusively with Common Core; or
 - 14 b. Are marketed or otherwise identified as Common Core textbooks or instructional
15 materials.
- 16
- 17 5. Upon receipt of the completed Citizen Request for Alternative Instructional Materials
18 form, the principal shall notify the Superintendent of Schools.
- 19 6. The principal shall request review of the challenged materials by an ad hoc materials review
20 committee within fifteen (15) working days. The review committee is appointed by the
21 principal and includes representatives from classroom teachers, one or more parents, and
22 may include one or more students. The principal will inform the ~~Director~~ **Superintendent**
23 of Schools of the review committee's progress.
- 24
- 25 7. The review committee shall take the following steps after receiving the challenged
26 materials:
 - 27 a. Read, view or listen to the material in its entirety;
 - 28 b. Check general acceptance of the material by reading recognized and evaluative reviews;
 - 29 c. Determine the extent to which the material supports the curriculum;
 - 30 d. Complete the appropriate "Checklist for Reconsideration of Instructional Materials",
31 judging the material for its strength and value; and
 - 32 e. Present a recommendation to the principal for further action and to the Superintendent
33 of Schools for purposes of information.

1
2
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8. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the Board.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)
2. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

Cross References

Instructional Standards 4.101
Textbooks and Instructional Materials 4.400
School and System Websites 4.407
Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Reconsideration of Instructional Materials and Textbooks	Descriptor Code: 4.403	Issued Date: 01/09/23
		Rescinds: 4.403	Issued: 12/07/20

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1
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2. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

Cross References

Instructional Standards 4.101
Textbooks and Instructional Materials 4.400
School and System Websites 4.407
Controversial Materials 4.801

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Use of the Internet	Descriptor Code: 4.406	Issued Date: 01/09/23
		Rescinds: 4.406	Issued: 12/07/20

1 The Board **of Education** supports the right of staff and students to have reasonable access to various
2 information formats and believes it incumbent upon staff and students to use this privilege in an
3 appropriate and responsible manner.

4 **Employees**

5 Before any employee is allowed use of the ~~district~~ **school system's** Internet or ~~intranet~~ **network**
6 access, the employee shall sign a written agreement, developed by the Superintendent/designee that
7 sets out the terms and conditions of such use. Any employee who accesses the ~~district~~ **school system's**
8 ~~computer system~~ **network** for any purpose agrees to be bound by the terms of that agreement, even if
9 no signed written agreement is on file.

10 The Superintendent of Schools shall develop and implement appropriate procedures to provide
11 guidance for teacher use of the Internet. Procedures shall address the following:

- 12 1. Development of the Technology Responsible Use Agreement.
- 13 2. General rules and ethics of Internet access.
- 14 3. Guidelines regarding appropriate instruction and oversight of student Internet use.
- 15 4. A uniform signature block for use by all system employees
- 16 5. Prohibited and illegal activities, including but not limited to the following:¹
 - 17 • Sending or displaying offensive messages or pictures
 - 18 • Using obscene language
 - 19 • Harassing, insulting, bullying or attacking others
 - 20 • Damaging ~~computers, computer systems or computer networks~~ **devices owned by the**
 - 21 **school system or network access**
 - 22 • Hacking or attempting unauthorized access to any computer
 - 23 • Violation of copyright laws
 - 24 • Trespassing in another's folders, work or files
 - 25 • Intentional misuse of resources
 - 26 • Using another's password or other identifier (impersonation)
 - 27 • Use of the **school system's** network for commercial purposes
 - 28 • Revealing the personal address, ~~or~~ phone number, **or any personally identifiable**
 - 29 **information (PII)** of another person

30 **Students**

31 The Superintendent of Schools shall develop and implement procedures for appropriate Internet use by
32 students.

1 Procedures shall address the following:

- 2 1. General rules and ethics of Internet use.
- 3 2. Prohibited or illegal activities, including, but not limited to:¹
- 4 • Sending or displaying offensive messages or pictures
- 5 • Using obscene language^[17]_[SEP]
- 6 • Harassing, insulting, bullying or attacking others
- 7 • Damaging ~~computers, computer systems or computer networks~~ **devices owned by the**
- 8 **school system or network access**
- 9 • Hacking or attempting unauthorized access
- 10 • Violation of copyright laws
- 11 • Trespassing in another's folders, work or files
- 12 • Intentional misuse of resources
- 13 • Using another's password or other identifier (impersonation)
- 14 • Use of the network for commercial purposes
- 15 • Buying or selling on the Internet
- 16 • Revealing the personal address, ~~or~~ phone number, **or any personally identifiable**
- 17 **information (PII)** of another person

18 INTERNET SAFETY MEASURES²

19 Internet safety measures shall be implemented that effectively address the following:

- 20 • Controlling access by students to inappropriate matter on the Internet and World Wide Web
- 21 • Educating students about appropriate online behavior, such as interacting with other
- 22 individuals on social networking websites and in chatrooms and cyberbullying awareness and
- 23 response
- 24 • Safety and security of students when they are using electronic mail, chat rooms, and other
- 25 forms of direct electronic communications
- 26 • Preventing unauthorized access, including "hacking" and other unlawful activities by students
- 27 on-line
- 28 • Unauthorized disclosure, use and dissemination of personal information regarding students
- 29 • Restricting students' access to materials harmful to them

30 The Superintendent of Schools/designee shall establish a process to ensure the ~~district~~ **school system's**

31 ~~education technology is~~ **technological resources are** not used for purposes prohibited by law or for

32 accessing sexually explicit materials. The process shall include, but not be limited to:

- 33 • Utilizing technology that blocks or filters Internet access (for both students and adults) to
- 34 material that is obscene, pornographic³, or harmful to students⁴
- 35 • Maintaining and securing a usage log
- 36 • Monitoring on-line activities of students²

1 The Board shall provide reasonable public notice of, and at least one (1) public hearing or meeting to
2 address and communicate its Internet safety measures.²

3 A written parental consent shall be required prior to the student being granted access to electronic
4 media involving ~~district~~ **the school system's** technological resources. The required
5 permission/agreement form, which shall specify ~~acceptable~~ **responsible** uses, rules of on-line behavior,
6 access privileges and penalties for policy/procedural violations, must be signed by the parent/legal
7 guardian of minor students (those under 18 years of age) and also by the student. This document shall
8 be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's
9 parent/guardian (or the student who is at least 18 years old) must provide the Superintendent of
10 Schools with a written request.

11 School officials shall apply the same criterion of educational suitability used to review other
12 educational resources when questions arise concerning access to specific databases or other electronic
13 media. Complaints alleging a violation of the Internet safety measures shall be submitted to the
14 Superintendent/designee. All complaints shall be reviewed to determine how to appropriately respond.

15 E-MAIL

All school system employees shall use the email address assigned by the school system for all communication related to school system business and students. Because all computer hardware and software belong to the Board, all data including e-mail communications stored or transmitted on school system ~~computers~~ **resources** shall be monitored. Employees/students should have no expectation of privacy with regard to such data. Confidentiality of e-mail communication cannot be assured. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.⁵ **Emails will be archived for a period of twelve (12) months from the date sent/received.**

16 INTERNET SAFETY INSTRUCTION⁶

17 Students will be given appropriate ongoing instruction at least annually in Internet safety as a part of
18 regular instruction utilizing computer resources. The Superintendent/designee shall provide adequate
19 in-service instruction on Internet safety. Parents and students will be provided with material to raise
20 awareness of the dangers posed by the Internet and ways in which the Internet may be used safely.

21 SOCIAL NETWORKING

- 23 1. School system staff who have a presence on social networking websites are prohibited from
24 posting data, documents, photographs or inappropriate information that is likely to create a
25 material and substantial disruption of classroom activity or which violates the privacy of other
26 staff or students or which violates FERPA.
- 27
28 2. School system staff are prohibited from accessing personal social networking sites on school
29 ~~computers~~ **system devices** during school hours except for legitimate instructional purposes.
- 30

- 1 3. The Board discourages school system staff from socializing with students on social networking
2 websites. The same relationship, exchange, interaction, information or behavior that would be
3 unacceptable in a non-technological medium is unacceptable when done through the use of
4 technology.

5 The Superintendent will publish guidelines on appropriate social media use by employees.

6 VIOLATIONS

7 Violation of this policy or a procedure promulgated under its authority shall be handled in accordance
8 with the existing disciplinary procedures of the Johnson City School System.

9 VENDOR CONTRACTS³

10 ~~Prior to entering into any contract for the provision of digital or online materials created or marketed~~
11 ~~for kindergarten through grade twelve (K-12), the district shall obtain an assurance that the vendor~~
12 ~~shall adhere to state law. This determination includes ensuring that the vendor filters, blocks, or~~
13 ~~otherwise prevents access to pornography or obscenity and verifying that the technology prevents a~~
14 ~~user from sending, receiving, viewing, or downloading materials that are harmful to minors.~~

15 **Prior to entering into any contract or using any website where student data is shared and content**
16 **is marketed to kindergarten through grade twelve (K-12), the vendor of any digital or online**
17 **resource created or marketed for K-12 must sign a Data Privacy Agreement (DPA) outlining**
18 **appropriate safeguards of school system data and usage, and assurance of adherence to state and**
19 **federal laws for Internet content and access by minors.**

Legal References

1. TCA 39-14-602
2. 47 USCA § 254 (h)(5)(A) – (C), 254(l); 47 CFR § 54.520(c)(1)(i); 20 USCA § 7131
3. Public Acts of 2022, Chapter No. 1002
4. TCA 39-17-901; Public Acts of 2022, Chapter No. 1002
5. TCA 10-7-512
6. TCA 49-1-221

Cross References

Use of Email 1.805
School and System Websites 4.407
Controversial Materials 4.801
Student Publications 6.704

Johnson City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Parent/Family Engagement</h2>	Descriptor Code: <h3 style="text-align: center;">4.502</h3>	Issued Date: <h3 style="text-align: center;">01/03/22</h3>
		Rescinds: <h3 style="text-align: center;">4.502</h3>	Issued: <h3 style="text-align: center;">12/07/20</h3>

1 **GENERAL EXPECTATIONS FOR ALL SCHOOLS**

2 The Board is committed to increasing and ensuring the involvement of parents and other family
 3 members in the education of students.

4 The Board shall implement the following as required by federal and state legislation;¹

- 5 • The school ~~district~~ **system** shall annually work with parents in evaluating and potentially
 6 revising the provisions of this policy in improving the quality of schools. Such an evaluation
 7 shall strive to identify any barriers to greater participation by parents (with particular attention
 8 to parents who are economically disadvantaged, are disabled, have limited English proficiency,
 9 have limited literacy, or are of any racial or ethnic minority background).

- 10 • The school ~~district~~ **system** shall provide the coordination, technical assistance, and other
 11 necessary support to assist individual schools with planning and implementing parental
 12 involvement activities.
- 13 • The school ~~district~~ **system** shall involve parents with the development of required educational
 14 or improvement plans.
- 15 • The school ~~district~~ **system** shall coordinate and integrate parental involvement strategies with
 16 those associated with other federal or state programs.
- 17 • The school ~~district~~ **system** shall put into operation activities and procedures for the
 18 involvement of parents in all of its schools.² Those programs, activities and procedures will be
 19 planned and operated with meaningful consultation with parents.
- 20 • The school ~~district~~ **system** shall ensure that activities and strategies are implemented to support
 21 this policy and included in the ~~district~~ **system's** plan.
- 22 • The ~~district~~ **system** improvement plan shall include strategies for parental participation in the
 23 ~~district~~ **system's** schools which are designed to improve parent and teacher cooperation in such
 24 areas as homework, attendance, discipline and higher education opportunities for students.
- 25 • The ~~district~~ **system** plan shall include procedures to enable parents to learn about the course of
 26 study of their children and have access to all learning materials.
- 27 • The ~~district~~ **system** plan shall identify opportunities for parents to participate in and support
 28 classroom instruction in the school. Such opportunities include, but are not limited to,
 29 organizing fundraising activities, volunteering as a field trip chaperone, assisting in the library,
 30 computer lab, or on the playground, offering after-school clubs, and recycling clothes.
- 31 • If the school ~~district~~ **system's** plan is not satisfactory to parents, the school ~~district~~ **system** shall
 32 submit parental comments regarding the plan to the State Department of Education as required.
- 33 • The school ~~district~~ **system** shall ensure Title I schools are in compliance with the *Every Student*
 34 *Succeeds Act*.

1 The Superintendent shall develop and implement any procedures necessary to accomplish the goals of
2 this policy.

3 **SCHOOL LEVEL POLICY**

4 Each school shall submit to the Superintendent **of Schools**/designee, for review and comment, its Title
5 I school parent involvement policy, which must meet state and federal requirements, including a
6 school-parent compact. This school level policy shall be developed jointly with and distributed to
7 parents of participating students. A copy of these documents shall be retained ~~in~~ **at** the ~~district~~ **school**
8 **system's central** office and made available on the school's (if applicable) and school system's website.

9 **SUPPORT FOR PROGRAM**

10 If the Title I allocation is \$500,000 or more to the school system, then not less than one per cent (1%)
11 nor more than five percent (5%) of that allocation shall be reserved for the purpose of promoting
12 parent involvement. Parents of students participating in the Title I programs shall be consulted on the
13 use of these funds.

14 **FAMILY-SCHOOL PARTNERSHIPS¹**

15 Families and community members should be engaged in the education of students based on the
16 following standards:

- 17 • Families are welcomed into the school community;
- 18 • Families and school staff should engage in regular and meaningful communication about
19 student learning;
- 20 • Families and school staff work together to support student learning and development;
- 21 • Families are informed and encouraged to be advocates for students;
- 22 • Families are full partners in the decisions that affect children and families; and
- 23 • Community, civic, and business resources are made available to strengthen school programs,
24 family practices, and student learning.

Legal References

1. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; State Board of Education Policy 4.207; TCA 49-2-305; 20 USCA § 6318
2. TCA 49-6-7001

Cross References

English Learners 4.207
Homeless Students 6.503

Johnson City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 04/03/23
		Rescinds: 4.603	Issued: 01/09/23

1 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
2 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if
3 applicable.¹

4 Students who have difficulty in achieving the requirements for promotion may be considered for
5 retention. Schools shall identify these students by February 1st. Factors used to identify students for
6 retention shall include:²

- 7 1. Ability to perform at the current grade level;
- 8
- 9 2. Results of local assessments, screening, or monitoring tools;
- 10
- 11 3. State assessments, as applicable;
- 12
- 13 4. Home Literacy Reports;³
- 14
- 15 5. Overall academic achievement of the student;
- 16
- 17 6. Likelihood of success with more difficult material if promoted to the next grade;
- 18
- 19 7. Attendance record; and
- 20
- 21 8. The student's maturity.

22 Students may be identified for retention after the February 1st deadline if the delay in identifying a
23 student is due to:⁴

- 24 1. Date of enrollment;
- 25
- 26 2. Additional information acquired after results of local assessment, screening, or monitoring are
27 released; or
- 28

29 **VOLUNTARY RETENTION**

30 **A parent/guardian of a student enrolled in kindergarten through second grade may choose to**
31 **retain his/her student in the current grade level if:**

- 32 1. **The student has a documented academic or behavioral delay; and**

- 1
2 2. **The parent/guardian believes that retention may benefit the student.**⁵

3 **PROMOTION PLANS**⁵⁶

4 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
5 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student
6 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504
7 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school
8 counselor, or other appropriate school personnel.

9 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
10 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
11 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
12 will include additional requirements for promoting students in these grades. A copy of the plan will be
13 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
14 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
15 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
16 promotion plan.

17 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
18 promoted to the next grade level unless retention is required per additional requirements for students in
19 third and fourth grade.⁶⁷

20 If a student has not demonstrated sufficient academic progress according to their promotion plan by the
21 end of the school year, the student shall be eligible to enroll in a summer reading or learning program,
22 if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar
23 days prior to the start of the next school year if the student was enrolled in a summer program.
24 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
25 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
26 year.⁷⁸

27 **RETENTION**⁶⁷

28 A student may be retained when such retention is in the best interests of the student or when retention
29 is required per additional requirements for students in third and fourth grade.

30 *Decision of Retention – General*⁸⁹

31 If a student is retained, the ~~Director~~ **Superintendent** of Schools/designee shall develop an
32 individualized academic remediation plan within thirty (30) calendar days after the beginning of the
33 next school year. A copy of the plan shall be provided to the student's parent(s)/guardian(s) within ten
34 (10) calendar days of its development. The plan shall include at least one of the following strategies:

- 35 1. Adjustment to the current instructional strategies or materials;
36
37 2. Additional instructional time;
38

- 1 3. Individual tutoring;
- 2
- 3 4. Modification to the student's classroom assignment to ensure the student receives
- 4 instruction from a teacher with a level of overall effectiveness of above expectations (level
- 5 4) or significantly above expectations (level 5); or
- 6
- 7 5. Attendance or truancy interventions.

8 A student shall not be retained more than once in any grade. The progress of students who are retained
9 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the
10 school year in which the student is retained. The ~~Director~~ **Superintendent** of Schools shall develop
11 procedures to ensure appropriate recordkeeping of students who are retained.

12 ***Decision of Retention – Third Grade⁹¹⁰***

13 Third grade students shall not be promoted to the next grade unless they are determined to be
14 proficient (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts
15 (ELA) based on the student's most recent TCAP test.

16 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 17 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
18 portion of the student's most recent TCAP test may be promoted if:
 - 19 a. The student is an English language learner and has received less than two (2) full years
20 of ELA instruction;
 - 21 b. The student was previously retained in grades K-3;
 - 22 c. The student is retested before the next school year and scores proficient in ELA;
 - 23 d. The student attends a learning loss bridge camp before the next school year, maintains a
24 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
25 test at the end of the camp; or
 - 26 e. The student receives tutoring for the entirety of the next school year in accordance with
27 state law.
 - 28 f. **The student demonstrates proficiency in ELA standards by scoring at or above the**
29 **fiftieth (50th) percentile on the most recently administered state-provided**
30 **benchmark assessment and the district provides tutoring services to the student**
31 **during the entire fourth grade school year and notifies the student's**
32 **parent/guardian, in writing, of the benefits of enrolling the student in summer**
33 **programming.**
 - 34 g. **Parent/guardian or authorized school personnel appeals retention decision,**
35 **documenting a score at or above the fortieth (40th) percentile on the TN-URS or**
36 **approved URS (ECBM) and an academic remediation plan and unanimous**
37 **recommendation for promotion from the ELA teacher and principal, and receives**
38 **tutoring services during the entire fourth grade school year.**
 - 39
 - 40

- 1 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
2 the student’s most recent TCAP test may be promoted if:
3
4 a. The student is an English language learner and has received less than two (2) full years
5 of ELA instruction;
6 b. The student was previously retained in grades K-3;
7 c. The student is retested before the next school year and scores proficient in ELA; or
8 d. The student attends a learning loss bridge camp before the next school year, maintains a
9 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
10 school year in accordance with state law.
11

12 Students who fall into the criteria for required attendance in summer programming in order to be
13 promoted to the fourth grade must attend with a 90% rate. Of the 20 days required for summer school
14 attendance, students must attend 18 days. These days will be documented and options for make-up
15 days will be provided by the summer programming committee.

16 *Decision of Retention – Fourth Grade⁹¹⁰*

17 Students in the following categories shall show adequate growth in the following ways before being
18 promoted to the fifth grade:

- 19 1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the
20 next school year in accordance with state law or because of attending a learning loss bridge
21 camp must maintain a ninety percent (90%) attendance rate; and
22
23 2. A student receiving tutoring for the entirety of the next school year in accordance with state law
24 shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the
25 student may be promoted to fifth grade.
26
27 3. **If a student does not show adequate growth, as determined by the department, on the**
28 **fourth grade ELA portion of the TCAP test, then the student’s LEA or public charter**
29 **school shall convene a conference that must be attended by the following categories for**
30 **participants: the student’s parent(s)/guardian(s), the student’s ELA teacher, and the**
31 **student’s principal. The recommendation made by the majority of the categories of**
32 **participants in the conference determines whether the student must be:**
33
34 a. **Promoted to the fifth grade and assigned a tutor to provide tutoring services to the**
35 **student for the entirety of the student’s fifth grade year based on tutoring**
36 **requirements established by the department; or**
37 b. **Retained in the fourth grade.**

38 A student shall not be retained more than once in fourth grade.

39 *Decision of Retention – Students with Disabilities¹⁰¹¹*

40 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the
41 student’s IEP and/or 504 team to determine whether the student’s performance on the ELA portion of

1 TCAP was due to the student's disability. The school district shall not retain a student with a disability
2 or a suspected disability that impacts their ability to read.

3 **APPEALS^{7,11,12}**

4 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
5 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
6 made to a committee appointed by the principal within ten (10) school days. The student and their
7 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
8 the opportunity to address the committee. The committee shall conduct a hearing within ten (10) school
9 days to determine if the student will be promoted and issue such decision within five (5) calendar days.
10 Upon notification of the committee decision, the principal shall send written notification to the Director
11 of Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
12 their right to appeal such action within ten (10) calendar days to the ~~Director~~ **Superintendent** of
13 Schools/designee.

14 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A
15 decision shall be issued within five (5) days.

16 Within five (5) business days of the ~~Director~~ **Superintendent** of Schools/designee rendering a decision,
17 the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the
18 record. Following the review, the Board may affirm or overturn the decision of the ~~Director~~
19 **Superintendent** of Schools/designee. The action of the Board shall be final.

20 For students where retention is required per the additional requirements for students in third and fourth
21 grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in
22 accordance with state law.¹²

Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. **Public Acts of 2024, Chapter No. 829**
6. TRR/MS 0520-01-03-.16(6)
7. TRR/MS 0520-01-03-.16(6)(f)
8. TRR/MS 0520-01-03-.16(6)(e)
9. TRR/MS 0520-01-03-.16(6)(g)
10. TRR/MS 0520-01-03-.16(7)
11. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e)
12. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
13. TRR/MS 0520-01-03-.16(7)(f)

Cross References

- Credit Recovery 4.210
- Grading System 4.600
- Reporting Student Progress 4.601
- Attendance 6.200
- Student Assignments 6.205
- Homeless Students 6.503
- Student Records 6.600

Johnson City Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Accelerated and Advanced Credit	Descriptor Code: 4.604	Issued Date: 01/03/22
		Rescinds: 4.604	Issued: 12/09/19

1 **ELEMENTARY/~~INTERMEDIATE~~/MIDDLE SCHOOLS STUDENTS¹**

2 Students may be allowed to take advanced levels of selected courses to count as prerequisites to higher
3 level courses offered in grades 9-12. No credit earned in elementary school may be used toward high
4 school graduation. Credits earned in middle school may be used as elective high school credits.

5 **HIGH SCHOOLS STUDENTS**

6 All high school students shall be eligible to enroll in Advanced, Honors, and/or Advanced Placement
7 (AP) classes in accordance with the recommendations and requirements set forth in the Program of
8 Studies.

9 **DUAL ENROLLMENT/DUAL CREDIT**

10 Students in grades 11-12 may be allowed to participate in a dual enrollment program with local
11 colleges/universities/technical schools according to guidelines established by the Superintendent of
12 Schools.

13 **EARLY GRADUATION**

14 No student shall be allowed to graduate with a Science Hill diploma more than one session early
15 without the approval of the principal and the Superintendent of Schools.

Legal References

1. TCA 49-6-1202; State Board of Education Policy 2.102

Cross References

- Accelerated College Admission 4.203
- Enrollment in College Level Courses 4.205
- Alternative Credit Options 4.209

Johnson City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 12/09/19
		Rescinds: 4.700	Issued: 08/26/19

1 The Board **of Education** shall provide for a systemwide testing program which shall be periodically
2 reviewed and evaluated.

3 The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in a given instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;¹
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.²

21 The Superintendent of Schools shall be responsible for planning and implementing the program, which
22 includes:

- 23 1. Determining specific purposes for each test;
- 24
- 25 2. Selecting the appropriate test to be given;
- 26
- 27 3. Establishing procedures for administering the tests;
- 28
- 29 4. Making provision for interpreting and disseminating the results;
- 30
- 31 5. Maintaining testing information in a consistent and confidential manner; and
- 32
- 33 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
34 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 ~~TNReady~~ **TCAP**⁴ and EOC⁵ scores will be included in students' final grades as 15% of the student's
5 final average. The system uses the state approved cube root methodology to determine scores.

6 The Superintendent of Schools may exclude these scores from students' final grades if results are not
7 received by the district at least five (5) instructional days before the end of the course.^{4,5}

8 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

9 Interest inventories shall be made available to middle school students. These will include assessments
10 such as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College Board Career
11 Finder.

12 Career aptitude assessments shall be administered to 8th graders in order to inform the student's high
13 school plan of study.

14 **TESTING INFORMATION AND PARENTAL CONSENT**

15 Any test directly concerned with measuring student ability or achievement through individual or group
16 psychological or socio-metric tests shall not be administered by or with the knowledge of any
17 employee of the system without first obtaining written consent of the ~~parents or guardians~~
18 **parent(s)/guardian(s)**.²

19 Results of all group tests shall be recorded on the students' permanent records and shall be made
20 available to appropriate personnel in accordance with established procedures.⁷

21 No later than July 31st of each year, the board shall publish on its website information related to state
22 and board mandated tests that will be administered during the school year. The information shall
23 include:⁸

- 24 1. The name of the test;
- 25
- 26 2. The purpose and use of the test;
- 27
- 28 3. The grade or class in which the test will be administered;
- 29
- 30 4. The tentative date or dates that the test will be administered;
- 31
- 32 5. The time and manner in which parents and students will be notified of the results of the test;
- 33
- 34 6. How parents can access the questions and answers on their student's state-required tests; and
- 35

- 1 7. If a board mandated test, how the test complements and enhances student instruction and
2 learning and how it serves a purpose distinct from state-required tests.
- 3 Testing information shall also be placed in student handbooks or other school publications that are
4 provided to parents on an annual basis.

Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(7); TRR/MS 0520-01-03-.06(1)(b)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.06(1)(b); State Board of Education Policy 2.103; TCA 49-1-617
6. Public Acts of 2019, Chapter No. 108
7. TCA 10-7-504
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

Cross References

- Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Code of Ethics	Descriptor Code: 1.1061	Issued Date: 01/05/24
		Rescinds: 1.1061	Issued: 11/07/22

CODE OF ETHICS¹

JOHNSON CITY SCHOOL DISTRICT SYSTEM

Section 1. Definitions:

- (1) “School ~~district~~ **system**” means Johnson City School ~~District~~ **System**, which was duly created by a public or private act of the General Assembly; and which includes all boards, committees, commissions, authorities, corporations or other instrumentalities appointed or created by the school ~~district~~ **system** or an official of the school ~~district~~ **system**.
- (2) “Officials and employees” means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority or corporation (whether compensated or not), or any officer, employee or servant thereof, of the school ~~district~~ **system**.
- (3) “Personal interest” means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official’s or employee’s spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official’s or employee’s vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse themselves from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the of the discretion shall disclose, before the exercise of the discretion when possible, the interest on an approved disclosure form and file the disclosure form with the school ~~district~~ **systems’s** central office. In addition, the official or employee may, to the extent allowed by law, recuse themselves from the exercise of discretion in the matter.

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official’s or employee’s spouse or child living in the same household, may not accept, directly or indirectly, any

1 gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school
2 ~~district~~ **system** that a reasonable person would understand was intended to influence the vote, official
3 action or judgment of the official or employee in executing decision-making authority affecting the
4 school ~~district~~ **system**.

5 It shall not be considered a violation of this policy for an official or employee to receive entertainment,
6 food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages that are provided in
7 connection with a conference sponsored by an established or recognized statewide association of
8 school board officials or by an umbrella or affiliate organization of such statewide association of
9 school board officials.

10 **Section 5. Ethics Complaints.** The school ~~district~~ **system** may create a School ~~District~~ **System**
11 Ethics Committee (the “Ethics Committee”) consisting of three members who will be appointed to
12 one-year terms by the Chair of the Board of Education with confirmation by the Board. At least two
13 members of the committee shall be members of the Board. The Ethics Committee shall convene as
14 soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics
15 Committee shall be maintained by the secretary and shall be filed in the office of the Superintendent of
16 Schools, where they shall be open to public inspection.

17 Questions and complaints regarding violations of this Code of Ethics or of any violation of state law
18 governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be
19 in writing and signed by the person making the complaint, and shall set forth in reasonable detail the
20 facts upon which the complaint is based.

21 The School ~~District~~ **System** Ethics Committee may investigate any credible complaint against an
22 official or employee charging any violation of this Code of Ethics, or may undertake an investigation
23 on its own initiative when it acquires information indicating a possible violation, and make
24 recommendations for action to end or seek retribution for any activity that, in the Committee’s
25 judgment, constitutes a violation of this Code of Ethics. If a member of the Committee is the subject of
26 a complaint, such member shall recuse themselves from all proceedings involving such complaint.

27 The Committee may:

- 28 (1) Refer the matter to the Board Attorney for a legal opinion and/or recommendation for
29 action;
- 30 (2) In the case of an official, refer the matter to the school board body for possible public
31 censure if the board body finds such an action warranted;
- 32 (3) In the case of an employee, refer the matter to the official responsible for supervision of the
33 employee for possible disciplinary action if the official finds discipline warranted; or
- 34 (4) In a case involving possible violation of state statutes, refer the matter to the ~~district~~ **system**
35 attorney for possible ouster or criminal prosecution.

36
37 The interpretation that a reasonable person in the circumstances would apply shall be used in
38 interpreting this Code of Ethics. When a violation of this Code of Ethics also constitutes a violation of

1 a personnel policy or a civil service policy, the violation shall be dealt with as a violation of the
2 personnel or civil service provisions rather than as a violation of this Code of Ethics.

3 **POINT OF CONTACT²**

4 The Board Chair shall serve as the point of contact for the Tennessee Ethics Commission. The
5 Superintendent of Schools shall provide the contact information to the Commission and ensure that any
6 changes are submitted within thirty (30) calendar days.

7

Legal References

1. [TCA 8-17-103](#)
2. [TCA 8-17-104](#)

Cross References

Board Member Conflict of Interest 1.107
Duties of Board Members 1.202

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Emergency Closings	Descriptor Code: 1.8011	Issued Date: 01/05/24
		Rescinds: 1.8011	Issued: 11/07/22

1 The Board **of Education** authorizes the Superintendent of Schools or their designee to close schools,
 2 certain schools or individual classrooms in the event of hazardous weather or any other emergency
 3 which presents a threat to the safety or health of students, staff members or school property.¹
 4

5 As soon as the decision to close schools is made, the Superintendent of Schools will notify the public
 6 media and request that an announcement be made. Closings and schedule adjustments will also be
 7 posted on the system’s website, **through the school messaging system**, and on social media and other
 8 available communication lines.
 9

10 If school is not in session or is dismissed early due to snow or inclement weather, most scheduled
 11 activities in which students are involved will be postponed or cancelled. Athletic events may or may
 12 not be postponed, depending on weather near the event start time.

Legal References

1. TCA 49-6-3004(e)(1); TRR/MS 0520-01-03-.02(1)(b)

Cross References

Emergency Preparedness Plan 3.202



Indian Trail Middle School

307 Car-Mol Drive • Johnson City, Tennessee 37601 • Phone 423-610-6000 • Fax 423-610-6010

Dr. James Jacobs
Principal

Dr. Chris Feathers
Assistant Principal

Mrs. Whitney Pearson
Assistant Principal

Mrs. Christy Nelson
Assistant Principal

December 12, 2024

TO: Steve Barnett, Director of Schools
Leia Valley, Finance Director
Johnson City School Board

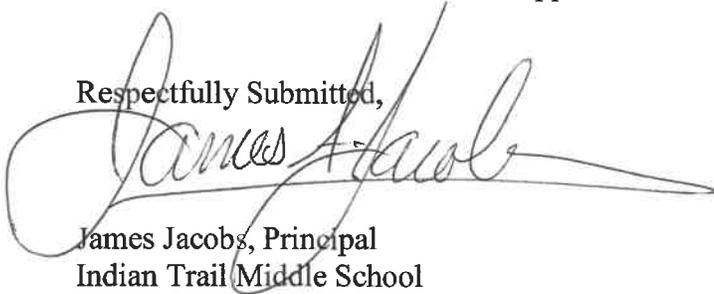
FROM: James Jacobs
Alice Anne Goodman

RE: Request to transfer funds

We are requesting approval of the following fund transfer:

\$3,000.00 from Equipment L 141 72200 00004 016
to be transferred to Instructional Supplies and Materials L 71100 429 000 00400 000.

Respectfully Submitted,



James Jacobs, Principal
Indian Trail Middle School



Indian Trail Middle School

307 Car-Mol Drive • Johnson City, Tennessee 37601 • Phone 423-610-6000 • Fax 423-610-6010

Dr. James Jacobs
Principal

Dr. Chris Feathers
Assistant Principal

Mrs. Whitney Pearson
Assistant Principal

Mrs. Christy Nelson
Assistant Principal

December 12, 2024

TO: Steve Barnett, Director of Schools
Leia Valley, Finance Director
Johnson City School Board

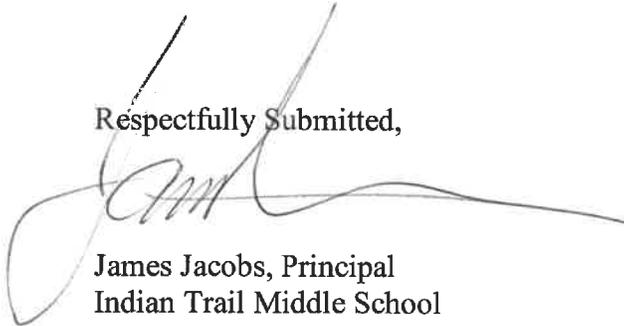
FROM: James Jacobs
Alice Anne Goodman

RE: Request to transfer funds

We are requesting approval of the following fund transfer:

\$1,212.28 from Junior Beta Club L 80100
to be transferred to the Student Ambassadors Club, account number to be determined.

Respectfully Submitted,



James Jacobs, Principal
Indian Trail Middle School

Click here to choose a school board.

Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Superintendent of Schools	Descriptor Code: 5.802	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

1 **QUALIFICATIONS**

- 2 1. A professional educator's license
- 3
- 4 2. A master's degree in education with a preference for a doctorate degree
- 5
- 6 3. Three (3) years of successful experience in school administration
- 7
- 8 4. Such other qualifications as the Board of Education deems desirable

9 **REPORTS TO:** The Board of Education

10 **SUPERVISES:** All administrative and supervisory personnel in the district

11 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational
12 programs and services

13 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the Superintendent of Schools
14 shall extend to all activities of the district, to all phases of the educational program, to all aspects of the
15 financial operation, to all facility management, and to the conduct of such other duties as may be assigned
16 by the Board. The Superintendent of Schools may delegate these duties together with appropriate
17 authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of
18 accountability.

19 **ESSENTIAL FUNCTIONS**

20 *General Administrative*

- 21 1. Provides leadership in identification of priorities and assures that all activities reflect those
22 board-established priorities.
- 23 2. Prepares and recommends short and long-range plans for board approval and implements those
24 plans when approved.
- 25 3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters
26 requiring board action, including all facts, information, options, and reports needed to assure
27 informed decisions. Provides advice and counsel to the Board on matters before it.

- 1 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record
2 of the proceedings of all meetings of the Board and of its official acts.
- 3 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.
4 Recommends policies or courses of staff action.
- 5 6. Develops administrative procedures to implement board policy or for the items deemed
6 necessary for the efficient operation of the schools and disseminates these procedures to
7 appropriate staff.
- 8 7. Keeps the Board informed regarding development in other districts or at state and national levels
9 that would be helpful to the district.
- 10 8. Ensures that all local, state, and federal standards for the health and safety of the students and
11 staff are maintained and that required reports are maintained.
- 12 9. Fulfills all statutory obligations and implements the education laws of the State of Tennessee
13 and the rules and regulations of the State Board of Education.¹

14 *Financial Management*

- 15 1. Provides direction to and supervision of school business functions. Encourages development and
16 implementation of sound business practices. Continually assesses business practices to achieve
17 efficiency.
- 18 2. Prepares, annually, a budget and submits it to the Board for approval. Presents approved budget
19 to the appropriate local funding body for adoption.
- 20 3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the
21 school funds, and submits them to the local funding body.
- 22 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
23 district's financial and physical resources.

24 *Personnel Administration*

- 25 1. Establishes lines of authority which shall be approved by the Board and shown on the district
26 organization chart. Lines of authority shall not restrict the practical working relationships of all
27 staff members at all levels.
- 28 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
29 recommends to the Board teachers who are eligible for tenure.
- 30 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
31 professional positions.
- 32 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
33 to the Board for information and record.

- 1 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
2 concerning the welfare and improvement of the schools.
- 3 6. Communicates directly, or through delegation, all actions of the Board relating to personnel
4 matters to all and receives employees' communications to be made to the Board.
- 5 7. Evaluates principals annually.
- 6 8. Informs the Office of Educator Licensing of licensed educators or educators who have a
7 temporary teaching permit who have been suspended or dismissed, or who have resigned,
8 following allegations of conduct, including sexual misconduct, which, if substantiated, would
9 warrant consideration for license suspension, revocation, or formal reprimand or who have been
10 convicted of a felony. This report shall also be made if the licensed educator has pleaded guilty
11 or nolo contendere to or has been convicted or otherwise found guilty of such an offense or
12 equivalent offense in another jurisdiction. The report shall be submitted within thirty (30) days.²

13 *Instructional Leadership*

- 14 1. Serves as the chief school executive. Ensures the development and maintenance of a positive
15 educational program designed to meet the needs of the community and to carry out the policies
16 of the Board. Ensures that a system of thorough and efficient education, as defined by state law,
17 is available to all students.
- 18 2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major
19 changes in tests and time schedules to be used in the schools.
- 20 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 21 4. Develops guidelines and direction for monitoring the effectiveness of existing and new
22 programs.
- 23 5. Conducts a periodic audit of the total school program and advises the Board of recommendations
24 for the educational advancement of the schools.
- 25 6. Seeks out available sources for grant funding to support programs and projects.
- 26 7. Ensures that the goals of the school district are adequately reflected in its educational program
27 and operations.

28 *Community/Public Relations*

- 29 1. Promotes community support of the schools. Interprets district programs and services, reports,
30 plans, events, and activities of interest and solicits community opinions regarding school and
31 educational issues.
- 32 2. Identifies available community resources and links to social service agencies that support
33 education and healthy child development.
- 34 3. Develops strategies to promote parental involvement in their student's education and provides
35 opportunities for parent-teacher interaction.

- 1 4. Maintains contact and good relations with local media.
- 2 5. Ensures that the district interests will be represented in meetings and activities of municipal and
- 3 other governmental agencies.
- 4 6. Represents the school district and its interests in community organizations, activities, and
- 5 projects.

6 **TERMS OF EMPLOYMENT:** Twelve month annual contract with multi-year contract of up to four
7 (4) years duration at the discretion of the Board of Education.

8 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
9 and the Board's policy on evaluation of the Superintendent of Schools.

10 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
11 level of work being performed by the person assigned to this position. They are not intended to be a
12 complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. [TCA 49-2-301](#)
2. [TRR/MS 0520-02-03-.09\(2\)](#); [TCA 49-5-417\(c\)](#);
[TCA 49-5-106\(f\)](#); [Public Acts of 2024, Chapter No. 577](#)

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Superintendent of Schools 5.803



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: December 9, 2024
Re: Approval of 2025-26 Science Hill High School “Program of Studies”

Please approve the attached “Program of Studies” for Science Hill High School. Changes for the 2025-26 school year are noted in the pages before the official “Program of Studies” begins.

The majority of the changes are being made to keep our high school program in line with recent changes in state board guidance around mathematics, course substitutions, and CTE programs offered at Science Hill High School.



BOARD OF EDUCATION

Jonathan Kinnick, Chair Paula Treece, Vice Chair Rick Smith, Secretary
Dr. Ginger Carter Thomas Hager, Jr Kathy Hall Celia Martin

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



Program of Studies for SY25-26: Changes and Updates

Graduation Requirements, p. 4	<p>Updated math statements:</p> <ul style="list-style-type: none"> • “Algebra 1, Geometry, Algebra 2, and a fourth higher level math one additional math” • “*Students must be enrolled in a math every year for at least 3 years of high school. Math credits earned before ninth grade can count toward diploma requirements, but students must complete four three additional math credits and be enrolled in math every for at least three years of high school.”
Allowable Substitutions, p. 5	Updated to match Graduation Substitution Policy 3.103 and Computer Science requirement, excluding classes not offered.
Final Grades and GPA, p. 7	<p>Cleaned up language:</p> <ul style="list-style-type: none"> • “GPA for graduation recognition is calculated after the Fall Semester of the senior year.”
Credit for High School Courses Completed in Middle School, p. 7	<p>Updated math statement:</p> <ul style="list-style-type: none"> • “Math credits earned before ninth grade can count toward diploma requirements, but students must complete four three additional math credits and be enrolled in math every for at least three years of high school.”
Repeating a Course/Improving Grade, p. 8	<p>Added for clarity:</p> <ul style="list-style-type: none"> • “Students must score at least 50% to be eligible for credit recovery.”
Calculating GPA, p. 9	Moved Dual Enrollment courses from 0.75-point scale to 1.0-point scale.
Online Courses, pp. 23-24	Updated dates to reflect summer and fall of 2025
Dual Enrollment, p. 25	Updated student enrollment process and eligibility requirements
Preparing for Class Registration, p. 27	Cleaned up language
English Recommended Path, p. 28	Added SDC Speech & Communication to Grade 12 list
Math Recommended Path, p. 28	<p>Renamed Precalculus 1 to Advanced Algebra & Trigonometry to avoid confusion.</p> <p>Renamed AP Precalculus + to AP Precalculus BC to avoid confusion.</p> <p>Updated “All of the following meet 4th Math grad requirement when taken senior year.”</p>

<p>Career Cluster Focus Areas, pp. 30-31</p>	<p>Agricultural, Food, and Natural Resources</p> <ul style="list-style-type: none"> • Added Agriscience <p>Business Management & Administration</p> <ul style="list-style-type: none"> • Removed Advanced Computer Applications • Added Business Management <p>Health Science</p> <ul style="list-style-type: none"> • Added Dual Enrollment Emergency Medical Services <p>Information Technology</p> <ul style="list-style-type: none"> • Changed POS from Networking Systems to Cybersecurity.
<p>English Elective Courses, p. 35</p>	<p>ACT Success</p> <ul style="list-style-type: none"> • Changed from 1 credit to 1/2 credit course that will pair with Literature Through Film (1/2 credit). • Added note: "Not approved course for NCAA" <p>Added Literature Through Film</p> <ul style="list-style-type: none"> • Only pairs with ACT Success • Permission slip required <p>SDC Speech & Communication</p> <ul style="list-style-type: none"> • Added note: "Prerequisite: English 1 & 2; counts as elective if taken junior year or can substitute for English 4 graduation requirement if taken senior year." <p>Removed Reading Intervention</p>
<p>Math Department, pp. 36-39</p>	<p>Renamed Precalculus 1 to Advanced Algebra & Trigonometry to avoid confusion.</p> <p>Renamed AP Precalculus + to AP Precalculus BC to avoid confusion.</p> <p>Updated graduation requirement statement:</p> <ul style="list-style-type: none"> • "To satisfy graduation requirements, each student must earn four credits of Math and attempt a new math each year and be enrolled in a math course for at least 3 years of high school: Algebra 1, Geometry, Algebra 2 and one additional math more math above Algebra 1." <p>Cleaned up language:</p> <ul style="list-style-type: none"> • Algebra 1A: "Elective Credit; does not satisfy Algebra 1 graduation requirement." • Algebra 1B: "Prerequisite: Algebra 1A; satisfies Algebra 1 credit for graduation."

	<p>Updated Geometry Honors prerequisite</p> <ul style="list-style-type: none"> • “Recommended A or B in Honors Algebra 1 or an A for each term in Algebra 1A and 1B minimum grade of B in Algebra 1 with teacher recommendation; Geometry is a required course for graduation.” <p>Updated Algebra 2 prerequisite</p> <ul style="list-style-type: none"> • “Recommended A or B in Geometry Honors or an A in Geometry minimum B in Algebra 1 and/or Geometry with teacher recommendation; Algebra 2 is a required course for graduation.” <p>Removed Math Intervention</p>
<p>Social Studies Elective Courses, p. 47</p>	<p>Sports Psychology</p> <ul style="list-style-type: none"> • Added note: “Not approved course for NCAA”
<p>Computer Science, p. 48</p>	<p>Cleaned up language to reflect Graduation Substitutions Policy 3.103 and Computer Science requirements.</p>
<p>Career and Technical Education, pp. 58-75</p>	<p>Advanced Manufacturing, p. 59</p> <ul style="list-style-type: none"> • Added FESTO Industry 4.0 to EPSO list • Updated grade levels for Principles of Manufacturing from 10-12 to 10-11. <p>Agriculture, Food, & Natural Resources, p. 60</p> <ul style="list-style-type: none"> • Added Agriscience <ul style="list-style-type: none"> ○ Can substitute for third lab science • Updated grade levels for Principles of Plant Science from 9-12 to 10-12. • Removed notes for SDC Intro to Plant Science <ul style="list-style-type: none"> ○ No longer substitutes for third lab science <p>Architecture & Construction, p. 61</p> <ul style="list-style-type: none"> • Removed CSWA (Certified Solidworks Associate) from Architectural & Engineering Design EPSO list. • Updated grade levels for Architectural & Engineering Design I from 9-12 to 9-11. <p>Business, Management & Administration, p. 64</p> <ul style="list-style-type: none"> • TDOE updated the course name for Computer Applications to Principles of Office Applications. • Updated grade levels for Principles of Office Applications from 9-12 to 9-11. • Removed Advanced Computer Applications • Added Business Management • Removed ETSU and Microsoft Office Specialist from EPSO list and added Lean Six Sigma industry certification.

	<p>Education & Training, p. 65</p> <ul style="list-style-type: none"> Updated prerequisites for Teaching as a Profession II & Practicum to include “Student must provide own transportation to intern sites.” <p>Health Science, pp. 66-67</p> <ul style="list-style-type: none"> Removed Medical Terminology Removed Emergency Medical Services Added Dual Enrollment Emergency Medical Services <p>Hospitality and Tourism, p. 68</p> <ul style="list-style-type: none"> Added Food Handler ServSafe to EPSO list <p>Human Services, p. 70</p> <ul style="list-style-type: none"> Updated Family Studies prerequisite <ul style="list-style-type: none"> “Lifespan Development with minimum of C B” <p>Information Technology, p. 71</p> <ul style="list-style-type: none"> Changed POS from Networking Systems to Cybersecurity <ul style="list-style-type: none"> Added Cybersecurity I and Cybersecurity II <p>Law, Public Safety, Corrections, & Security, p. 72</p> <ul style="list-style-type: none"> Updated grade levels for Criminal Justice I from 10-11 to 9-11. <p>STEM, p. 74</p> <ul style="list-style-type: none"> Added FESTO Industry 4.0 to EPSO list Updated grade levels for Principles of Engineering & Technology from 9-12 to 9-11.
Special Programs, p. 76	<p>Added Ballad Bridge</p> <ul style="list-style-type: none"> “This semester-long job shadowing program, offered in partnership with Ballad Health, provides students with an immersive experience across various careers in the medical field. Students will rotate through 15 different healthcare placements, gaining firsthand exposure to a wide array of roles, including the emergency room, same-day surgery, oncology, and more. This unique opportunity is designed to help students explore potential career paths within the healthcare industry and make informed decisions about their future. No previous medical courses or experience is necessary.” <p>Linked online applications to each course</p>
4/6 Year Plan Checklist, p. 77	<p>Updated Math</p> <ul style="list-style-type: none"> “Math (at least 3 years) - Algebra 1, Geometry, Algebra 2, & one additional math”
Graduation Status Check Sheet, p. 78	<p>Updated Math</p> <ul style="list-style-type: none"> “Algebra 1, Algebra 2, Geometry, & one additional math (Must enroll in a math course at least 3 years.)”

Summary of New & Removed Classes

New Courses	Removed Courses
Agriscience	Advanced Computer Applications
Ballad Bridge	Computer Systems
Business Management	Emergency Medical Services
Cybersecurity I	Medical Terminology
Cybersecurity II	Math Intervention
Dual Enrollment Emergency Medical Services	Reading Intervention

SCIENCE

HILL

HIGH

SCHOOL



Program of Studies

Science Hill High School reserves the right to change curriculum and class offerings as needed. This book assists students during registration but does not guarantee course availability. Students will be informed of any changes during registration or at the start of the next school year. Staff changes and budget approvals may also affect course offerings, and classes may be dropped if enrollment is low.

**School Year
2025 - 2026**

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Graduation Requirements

To graduate from Science Hill High School, students must meet the graduation 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 and complete 40 community service hours 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 one additional math *Students must be enrolled in math for at least 3 years of high school. Math credits earned before ninth grade can count toward diploma requirements, but students must complete three additional math credits and be enrolled in math for at least three years of high school.
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
COMPUTER SCIENCE		Beginning with freshman cohort Fall 2024. See Allowable Substitutions on page 5.
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
Computer Science	AP Computer Science Principles AP Computer Science A Computer Science Foundations Cybersecurity I Cybersecurity II Dual Enrollment Computer Science Program
Economics	AP Microeconomics AP Macroeconomics Dual Enrollment Business Program Dual Enrollment Economics Program Marketing & Management I
English 3 or 4	AP English Language & Composition AP English Literature & Composition AP Research AP Seminar Dual Enrollment English Program SDC Speech & Communication
Fine Arts	AP Art (2-D, 3-D, Drawing) AP Music Theory Dual Enrollment Fine Arts Program Landscaping & Turf Science
Fourth Year Math	AP Computer Science Principles AP Computer Science A AP Mathematics Program AP Physics I: Algebra-Based AP Physics II: Algebra-Based Computer Science Computer Science Foundations Cybersecurity I Cybersecurity II Dual Enrollment Computer Science Program Dual Enrollment Mathematics Program Physics
Personal Finance	3 rd Semester JROTC Business Management Dual Enrollment Business Program
Physical Education	JROTC I Fall & Spring
Third Year Lab Science	Agriscience AP Science Program AP Computer Science Principles AP Computer Science A Clinical Internship Computer Science Computer Science Foundations Cybersecurity I Cybersecurity II Dual Enrollment Computer Science Program Dual Enrollment Science Program Nursing Education Principles of Engineering & Technology
U.S. Government	3 rd Semester JROTC AP United States Government and Politics Dual Enrollment U.S./American History Program
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 graduation requirement. The community service hours must be completed outside of the regular school day except for Summer of Service, which is part of summer school. As hours are completed, students submit a signed verification form to the SHHS Registrar. Verification forms are in the SHHS Main Office and on Counselor Row. The form is also on the school website (click on Counselors>Community Service>Important Links find "Community Service Form"). Any organization of the student's or parent's choice may be used to acquire hours. If students need help finding ways to volunteer, the counselor's community service page of the SHHS web site has a list of opportunities.

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, U.S. History) 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 year-long courses. The final grade for the course is what is recorded on the student's transcript. The cumulative GPA is calculated from final grades. GPA for graduation recognition 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 before 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 before ninth grade can count toward diploma requirements, but students must complete three additional math credits and be enrolled in math for at least three years of high school.

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 during 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.
 - Students must score at least 50% to be eligible for credit recovery.

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 and "CR" will be listed by the course name to indicate the course was completed through Credit Recovery. The NCAA may 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 grades are determined 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.

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), **Dual Enrollment Courses**: A = 5, B = 4, C = 3, D = 2, F = 1

Industry Certification Courses (must earn Industry Cert), **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, visit the website below.

(http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf)

Certain courses will not count for NCAA core course requirements. Credit Recovery courses may not be 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.

INDUSTRY 4.0 DIPLOMA

Earn at least nine credits of dual enrollment or work-based learning (WBL), meet no less than once per month during the school year with a career coach, and fulfill all other graduation requirements to earn the Industry 4.0 Diploma Distinction.

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.

CAREER READINESS

Students graduating with a gold or platinum medal on National Career Readiness Certificate (WorkKeys) shall be recognized at their graduation ceremony.

COMMUNITY SERVICE

Students who voluntarily complete at least ten hours of community service each semester the student attends a public high school shall be recognized at their graduation ceremony (i.e. if a student is at SHHS for all four years of high school, then the total needed would be 80 hours or 10 for each of the 8 semesters).

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.

DISTRICT HONORS

For the purposes of Johnson City Schools graduation with honors recognition, the following Latin system based on the weighted seventh semester GPA will be used:

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

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.

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	Math	Reading	Science
18	22	22	23

*subject to change as determined by ACT

SEAL OF BILITERACY

Students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English will earn a “Seal of Biliteracy.” Students receiving this recognition shall meet the following criteria:

- Complete all English language arts requirements for graduation with an overall grade point average of 3.0 or higher in those classes;
- Demonstrate English proficiency through one of the following:
 - Score at the on-track or mastered level on each ELA end-of-course assessment taken;
 - Score 3 or higher on an Advanced Placement English Language or English Literature exam; B1 or higher on a Cambridge International English exam; or 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 of the following:
 - Score Intermediate-Mid or higher in all three communication modes (interpersonal, interpretive, and presentational) on a world language proficiency assessment recognized by the American Council on the Teaching of Foreign Languages;
 - Score 3 or higher on an Advanced Placement world language exam; B1 or higher on a Cambridge International world language exam; or 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;
 - 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 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.

TENNESSEE TRI-STAR SCHOLAR

A student who earns a composite score of 19 or higher on the ACT, or an equivalent score on the SAT, and earns a capstone industry credential as promoted by the Department of Education, shall be recognized as a “Tennessee Tri-Star Scholar” upon graduation from high school. A student who fulfills the requirements of the Tennessee Work Ethic Distinction program shall also 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.

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. AP Exams are scored on a scale of 1 to 5. Many U.S. colleges grant credit for scores of 3 and above. 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, loss of the weighted GPA calculation, 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.

The Advanced Placement® Program at SHHS

The AP Program offers college-level course work and exams in high school. Research consistently shows that AP students are better prepared for college than students who don't take AP, regardless of their exam score. They're more likely to enroll and stay in college, do well in their classes, and graduate in four years.

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, and you also will receive a weighted GPA boost.
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).
- Upon completion of the course and the exam, students will receive a weighted GPA for the AP Course. For AP courses, an A = 5, B = 4, C = 3, D = 2, F = 1.

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:

- <https://apstudents.collegeboard.org/>
 - A website expressly for prospective and current AP students.
- <https://bigfuture.collegeboard.org/>
 - Step-by-step advice and interactive tools to help students navigate the college planning process and explore majors and careers.
- <https://apstudents.collegeboard.org/choosing-courses/by-major-career>
 - Match college majors and careers with the AP courses that can help you get there.
- <https://apstudents.collegeboard.org/course-index-page>
 - Explore AP course content.
- <https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Use this tool to find colleges 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.
- <https://apstudents.collegeboard.org/awards-recognitions>

Find qualifications for the College Board awards 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 [Map Out Your Journey with AP](#) 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 Computer Science Principles	AP Science and/or AP Math and/or AP Psychology	AP Math and/or AP Science and/or AP Computer Science A
Humanities	AP Human Geography	AP European History and/or AP World History	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 European History and/or AP World History	AP Government and/or AP Economics	AP World Language of choice
Arts	AP Human Geography	AP Computer Science Principles	AP Music Theory and/or AP Art and Design	AP English and/or AP Psychology

* 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	FOR MORE INFO	https://apstudents.collegeboard.org/awards-recognitions/ap-scholar-award
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	https://apstudents.collegeboard.org/awards-recognitions/ap-capstone-award		

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

Online Courses at SHHS

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.
- From summer through fall, 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*

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.

Computer Science 1 credit Grades 9-12	Summer 2025	Fall 2025
Economics 0.5 credit Grades 10-12	Summer 2025	Fall 2025 Term 1
General Psychology 1 credit Grades 10-12	Summer 2025	Fall 2025
Lifetime Wellness 1.0 credit Grades 9-12	Summer 2025	Fall 2025
Personal Finance 0.5 credit Grades 10-12	Summer 2025	Fall 2025 Term 1
Personal Fitness 0.5 credit Grades 10-12	Summer 2025	Fall 2025 Term 2
Sociology 1 credit Grades 10-12	Summer 2025	Fall 2025
Statistics 1 credit Grades 10-12	Summer 2025	Fall 2025
U.S. Government & Civics 0.5 credit Grades 10-12	Summer 2025	Fall 2025 Term 2

***All online course offerings are dependent on number of student requests**

ONLINE COURSES—IMPORTANT DATES				
1.0 CREDIT COURSES				
SUMMER 2025	REGISTRATION DEADLINE 4/30/25	FALL 2025	REGISTRATION DEADLINE 4/30/25	
	COURSE START DATE 6/2/25		COURSE START DATE 8/11/25	
	DROP WITHOUT PENALTY 6/9/25		DROP WITHOUT PENALTY 8/18/25	
	COURSE END DATE 6/30/25		COURSE END DATE 12/5/25	
0.5 CREDIT COURSES				
SUMMER 2025	REGISTRATION DEADLINE 4/30/25	FALL 2025 (2 Terms)	TERM ONE	TERM TWO
	COURSE START DATE 6/2/25		REGISTRATION DEADLINE 4/30/25	REGISTRATION DEADLINE 4/30/25
	DROP WITHOUT PENALTY 6/9/25		COURSE START DATE 8/11/25	COURSE START DATE 10/13/25
	COURSE END DATE 6/30/25		DROP WITHOUT PENALTY 8/18/25	DROP WITHOUT PENALTY 10/20/25
			COURSE END DATE 10/3/25	COURSE END DATE 12/5/25

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.

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:

- Parent/Guardians must complete a dual enrollment packet. The online packet can be found on the counselor website or under the modules section of each counselor's Canvas page.
- Students will see their counselor for any additional paperwork and steps that needs to be completed. Requirements will vary by college.
- Students must apply to the college they plan to take dual enrollment courses with and complete the Dual Enrollment Grant Application.
- Once all paperwork and applications are submitted to the college or university, the student will be accepted as a dual enrollment student, and they will be able to register for the college class they have chosen with their counselor.
- Once enrolled, **students must email a copy of the Concise Student Schedule to their counselor.**
- **Failure to provide the Concise Student Schedule 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.

Academic Dual Enrollment (DE) Eligibility Requirements:

- Student must have junior or senior standing in high school.
- ETSU: Students must have an ACT minimum composite of 19 with no sub-score below 19 or equivalent SAT and a 3.0 cumulative GPA. Students with a cumulative GPA of 3.4 may use a test waiver, if necessary, in place of the 19.
- Milligan: Students must have a 3.0 cumulative GPA.
- Northeast State: 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.
- See College website for more information about dual credit requirements – vary by college.

Career Technical Education (CTE) Dual Enrollment Opportunities:

- CTE focused students now have the opportunity to dual enroll in various technical programs such as automotive, welding, electrical, collision repair, construction, HVAC, machine tool, millwright, and many other programs. CTE DE opportunities now exist at TCAT Elizabethton, TCAT Boone's Creek, and Northeast State Community College.
- Students must be a junior or senior to participate in the CTE DE program and must maintain a 2.0 college GPA in order to remain eligible. Students may qualify for as many as 10 free CTE Dual Enrollment courses!
- To learn more about CTE DE opportunities, please contact Josh Jarnigan at: jarniganj@jcschools.org.

Dual Enrollment Grant Program

Students may be eligible for the Dual Enrollment Grant. For eligibility requirements, rules, award amounts and application deadline go to <https://www.collegefortn.org/dualenrollment/> 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, https://parchment.my.site.com/s/?language=en_US, 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 student 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 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 (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 should 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

Preparing for Class Registration

Rising freshmen must participate in a 4-year plan meeting. In February, information will be distributed to 8th grade students regarding an upcoming parent meeting and 4-year plans. Both parents and incoming 9th graders are highly encouraged to attend the parent meeting to understand graduation requirements and school information. It is advisable for parents and students to examine the Program of Studies prior to attending their 4-year plan meeting. Students who do not complete a 4-year plan meeting will have their 9th grade classes selected for them.

Rising sophomores, juniors, and seniors will complete their class registration during February and March. Students will receive registration materials at school and are expected to discuss and review these documents with their parents or guardians. The registration documents will include a course list sheet, a graduation status report with counselor recommendations, and a current transcript.

Important to remember...

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

- 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 finalizing requests with counselor.
- When selecting high level classes, remember there may be 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 or English 1 Honors	English 2 or English 2 Honors	English 3 English 3 & AP Seminar AP English Lang & AP Seminar AP English Lit	English 4 AP English Lang AP English Lit AP Research SDC Speech & Communication 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	<u>All of the following meet 4th Math grad requirement:</u> Adv Algebra & Trigonometry AP Calculus AB AP Calculus BC AP Computer Sci A AP Computer Sci Principles AP Physics AP Precalculus AP Statistics Dual Enrollment Math Reasoning Physics Statistics
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	
Geometry Honors	Algebra 2 (Reg or H)	Any math listed under Grade 12 <i>Required:</i>	
Geometry Honors & Algebra 2 Honors	Adv Algebra & Trigonometry & AP Precalculus OR Adv Algebra & Trigonometry H & AP Precalculus BC	Any math listed under Grade 12 <i>Required:</i>	

Science Recommended Path
SCIENCE: 3 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Physical Science	Chemistry (Reg or H) OR Physics	<i>Lab sciences taken after completing Biology & Chemistry/Physics for additional credits:</i> 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
Biology Honors	Chemistry (Reg or H) OR Physics	<i>Required:</i> Any science listed under Grade 12	
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	

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

Mechatronics – Principles of Manufacturing, Digital Electronics, Robotics, Work Based Learning: Mechatronics Career Practicum

Welding – Principles of Manufacturing, Welding I, Welding II, Work Based Learning: Welding Career Practicum

AGRICULTURAL, FOOD, AND NATURAL RESOURCES

Horticulture Science – Agriscience, Principles of Plant Science & Hydroculture, SDC Intro to Plant Science, Landscaping and Turf Science, Work Based Learning: Horticulture Science

ARCHITECTURE & CONSTRUCTION

Residential & Commercial Construction – Fundamentals of Construction, Residential & Commercial Construction I, Residential & Commercial Construction II, Construction Practicum, Work Based Learning: Residential & Commercial Construction Career Practicum

Architectural & Engineering Design – Architectural & Engineering Design I, Architectural & Engineering Design II, Architectural & Engineering Design III, Work Based Learning: Architectural & Engineering Design Career Practicum

Mechanical, Electrical, & Plumbing (MEP) Systems – Fundamentals of Construction, MEP Systems, Electrical Systems, Construction Practicum, Work Based Learning: MEP Career Practicum

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Audio/Visual Production – AV Production I, AV Production II, AV Production III, Applied Arts Practicum, Work Based Learning: A/V Production Career Practicum

BUSINESS MANAGEMENT & ADMINISTRATION

Office Management - Computer Applications, Business Communications, Business Management, Work Based Learning: Office Management Career Practicum

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, Work Based Learning: Teaching as a Profession Career Practicum

HEALTH SCIENCE

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

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

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

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

HOSPITALITY AND TOURISM

Culinary Arts - Culinary Arts I, Culinary Arts II, Culinary Arts III, Culinary IV, Work Based Learning: Culinary Arts Career Practicum

HUMAN SERVICES

Human and Social Sciences – Intro to Human Studies, Lifespan Development, Family Studies, Work Based Learning: Human and Social Sciences Career Practicum

Cosmetology - Principles of Cosmetology, Design Principles of Cosmetology, Chemistry of Cosmetology, Work Based Learning: Cosmetology Career Practicum

INFORMATION TECHNOLOGY

Cybersecurity – Computer Science Foundations, Cybersecurity I, Cybersecurity II

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Criminal Justice & Corrections Services – Criminal Justice I, Criminal Justice II, Criminal Justice III, Dual Enrollment Criminal Justice, Work Based Learning: Criminal Justice and Correction Services Career Practicum

MARKETING

Marketing Management – Intro to Business & Marketing, Marketing I, Advertising and Public Relations, Work Based Learning: Marketing Management Career Practicum

STEM

Technology – Principles of Engineering & Technology, Digital Electronics, Robotics & Automated Systems, Work Based Learning: Technology Career Practicum

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, Work Based Learning: Maintenance and Light Repair Career Practicum

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

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, 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

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

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

One Year	1 credit	EPSO	EOC: NO	Grade 11
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AP Seminar will be paired with AP or regular 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 ENGLISH LANGUAGE & COMPOSITION

One Semester	1 credit	ESPO	EOC: NO	Grade 11-12
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Prerequisite: English 2/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	ESPO	EOC: NO	Grade 11-12
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Prerequisite: English 2/ 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.

ADVANCED PLACEMENT RESEARCH

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

AP Research enables students to investigate a personal academic topic through a year-long research project. Building on skills from the AP Seminar, students learn research methodology, ethical practices, and information analysis. They document their development in a portfolio and complete a 4000–5000 word academic paper, alongside a performance or exhibition and an oral defense.

ENGLISH 4

One Semester	1 credit	EPSO	EOC: NO	Grade 12
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Prerequisite: English 3 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.

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

One Semester	1 credit	EPSO	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. This course will count as the English 12 requirement for graduation. See counselor for further details.

DUAL ENROLLMENT ENGLISH 1020: CRITICAL THINKING AND ARGUMENTATION @ SHHS

One Semester	1 credit	EPSO	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. See counselor for further details.

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

One Semester	1 credit each semester	EPSO	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	1/2 credit	EOC: NO	Grade 11-12
<i>Pairs with Literature Through Film; not approved course for NCAA</i>			

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. Students will prepare for the ACT exam through instruction, practice, and familiarity with the structure and format of the ACT exam; and identifying and using best practices for maximizing one's score such as "test tips", strategies for dealing with test anxiety, and the benefits of retaking the exam.

CREATIVE WRITING

One Semester	1 credit	EOC: NO	Grade 9-12
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This class introduces students to creative writing techniques, covering fiction, poetry, and non-fiction. Through readings and media, students will explore different writing styles and learn from successful writers. Class discussions will focus on the writing process, assigned materials, and student work.

CREATIVE WRITING 2

One Semester	1 credit	EOC: NO	Grade 10-12
<i>Prerequisite: Creative Writing 1</i>			

Students will explore creative writing in fiction and nonfiction, focusing on poetry, short stories, and screenwriting. They will analyze and model works from great authors to enhance their own writing, culminating in a substantial portfolio of original work.

FANTASY LITERATURE AND COMPOSITION

One Semester	1 credit	EOC: NO	Grade 9-12
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This elective will explore a wide range of Fantasy Literature, starting with key classic, dark, and urban fantasy works. It will focus on fantasy archetypes, world-building, and techniques for developing character and setting, providing a comprehensive survey of the genre.

LITERATURE THROUGH FILM

One Semester	1/2 credit	EOC: NO	Grade 11-12
<i>Pairs with ACT Success; permission slip required</i>			

An elective course in which students will learn how literature can be interpreted visually, as many films and TV shows are adapted from written works. Students will develop the skills necessary to examine how the author's/director's choices affect the reader's/viewer's interpretation of a work. Genres include classics, fantasy, mystery, historical, western, young adult, and youth.

STATE DUAL CREDIT SPEECH & COMMUNICATION

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
<i>Prerequisite: English 1 & 2; counts as elective if taken junior year or can substitute for English 4 graduation requirement if taken senior year.</i>				

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.

WATAUGAN 1 & 2 (JOURNALISM)

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

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.

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 Advanced Algebra & Trigonometry Honors and AP Precalculus BC must have a teacher recommendation from their Algebra 2 teacher in order to take the honors/BC course rather than the regular course.
- ❖ AP Calculus AB can be taken after completing Advanced Algebra & Trigonometry 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 yearlong.

To satisfy graduation requirements, each student must earn four credits of Math and be enrolled in a math course for at least 3 years of high school: Algebra 1, Geometry, Algebra 2 and one additional math.

ALGEBRA 1A

One Semester	1 credit	EOC: NO	Grade 9
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Elective Credit; does not satisfy Algebra 1 graduation requirement.

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	1 credit	EOC: YES	Grade 9-10
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Prerequisite: Algebra 1A; satisfies Algebra 1 credit for graduation.

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.

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 (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 HONORS

One Semester	1 credit	EOC: YES	Grade 9-11
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Prerequisite: Recommended minimum grade of B in Algebra 1 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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Prerequisite: Geometry; Algebra 2 is a required course for graduation

Algebra 2 further expands a student's understanding of functions and function types developed in Algebra 1. In particular, cubic, exponential, inverse, logarithmic, piecewise, and radical functions are studied. Students explore techniques for representing and solving systems of equations, including graphically, algebraically, and through the use of matrices. In addition, Algebra 2 includes a more in depth focus on using statistics to understand data and make decisions.

ALGEBRA 2 (IEP ONLY)

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

This course expands on the concepts of functions and statistics introduced in Algebra 1. Students will develop skills for displaying and solving functions using algebra techniques, visual representations and matrices. This course is offered to students who qualify based on their IEP goals.

ALGEBRA 2 HONORS

One Semester	1 credit	EOC: YES	Grade 10-12
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Prerequisite: Recommended minimum B in Algebra 1 and/or Geometry with teacher recommendation; Algebra 2 is a required course for graduation.

Algebra 2 Honors covers the same topics as Algebra 2 in greater depth, but will also include instruction on higher degree polynomial functions and the complex number system. Students will also complete honor level projects as part of the coursework.

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

MATHEMATICAL REASONING FOR DECISION MAKING

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

Applications and modeling using mathematics are the primary foci of this course. Throughout the course, students explore mathematical content in the context of applications to the real-world. Topics will build upon previous knowledge requiring students to reason, solve, and represent mathematical concepts in multiple ways to encourage the use of math to answer problems students will encounter in life. This course is best intended for students who are planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation.

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

ADVANCED ALGEBRA & TRIGONOMETRY

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

This course will begin building on the concepts of functions 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.

ADVANCED ALGEBRA & TRIGONOMETRY 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 covers similar content to Advanced Algebra & Trigonometry but emphasizes concept development and has a faster learning pace.

ADVANCED PLACEMENT PRECALCULUS

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: *Adv Alg & Trig or Adv Alg & Trig Honors*

AP Precalculus is a continuation of the curriculum covered in **Adv Alg & Trig**. 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 BC

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: *Adv Alg & Trig 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.

ADVANCED PLACEMENT CALCULUS AB

Two Semesters	1 credit each	EPSO	EOC: NO	Grade 12
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Prerequisite: *Adv Alg & Trig with a recommendation of also taking AP Precalculus*

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 BC*

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.

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 (IEP ONLY)

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.

BIOLOGY 1

One Semester	1 credit	EOC: YES	Grade 9-12
<i>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
<i>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, 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
<i>Prerequisite: Biology 1; completed or concurrently taking Algebra 1; Chemistry or Physics is a required course for graduation.</i>			

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
<i>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.</i>			

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.

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.

HUMAN ANATOMY & PHYSIOLOGY

One Semester	1 credit	EOC: NO	Grade 10-12
<i>Prerequisite: Biology 1 & Chemistry 1</i>			

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
<i>Prerequisite: Biology 1 & Chemistry 1</i>			

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.

BIOLOGY 2 HONORS

One Semester	1 credit	EOC: NO	Grade 10-12
<i>Prerequisite: Biology 1 & Chemistry 1</i>			

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 COMPUTER SCIENCE PRINCIPLES

1 Semester	1 credit	EPSO	EOC: NO	Grade 9-12
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Prerequisite: Algebra 1; satisfies computer science requirement and counts as third lab science or substitutes for fourth math credit

AP Computer Science Principles is an introductory college-level course that covers the fundamentals of computer science. Students learn to design solutions, apply algorithms, and use data to solve problems. They explore computing innovations, understand how computing systems work, assess their impacts, and engage in a collaborative and ethical computing culture.

ADVANCED PLACEMENT COMPUTER SCIENCE A

1 Semester **1 credit** **EPSO** **EOC: NO** **Grade 9-12**
Prerequisite: Algebra 1; satisfies computer science requirement and counts as third lab science or substitutes for fourth math credit

AP Computer Science A introduces students to programming through key concepts like problem-solving, data structures, algorithm development, and ethical implications of computing. The course focuses on object-oriented programming and design using Java.

ADVANCED PLACEMENT PHYSICS I – ALGEBRA BASED

One Semester **1 credit** **EPSO** **EOC: NO** **Grade 10-12**
Prerequisite: No prior physics coursework is required. Students need to have completed Algebra 1 and Geometry, and be taking Algebra 2 or a higher-level math course. Basic trigonometry will be covered in the concurrent math course.

AP Physics 1 is an algebra-based, introductory college-level course emphasizing inquiry-based learning. Topics include kinematics, dynamics, energy, momentum, and more. The course requires 25% of instructional time for hands-on laboratory work, allowing students to engage in science practices like designing experiments, analyzing data, and communicating findings.

ADVANCED PLACEMENT PHYSICS II – ALGEBRA BASED

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

AP Physics 2 is an algebra-based, introductory college-level course focused on various physics topics, including fluids, thermodynamics, electricity, magnetism, optics, and quantum physics. The course emphasizes inquiry-based investigations, requiring 25% of instructional time to be spent on hands-on laboratory work. This approach allows students to engage in science practices, such as designing experiments, making predictions, analyzing data, and communicating their findings.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

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

AP Environmental Science is an interdisciplinary course that explores ecological processes and human impacts on the Earth. Students will investigate the interrelationships within the natural world, analyze environmental problems, assess their risks, and examine solutions. The course includes hands-on experiments on air, water, and soil qualities, focusing on current global and local environmental issues.

EARTH AND SPACE SCIENCE

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

The Earth and Space Science course explores Earth's position in the universe, the interaction of its systems, and their relationships with human activities. It examines Earth's changes over time and the ongoing dynamics affecting the hydrosphere, biosphere, atmosphere, and geosphere. The course introduces various interdisciplinary fields, including geology, astronomy, atmospheric science, and marine science, and emphasizes critical thinking skills through lab work.

ORGANIC CHEMISTRY HONORS

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

Organic Chemistry is an advanced honors course focused on carbon-containing compounds. Key topics include nomenclature, characteristics, molecular bonding, stereochemistry, reactions, and synthesis. The lab component emphasizes the synthesis, purification, and verification of organic compounds using spectroscopy and other methods. The course culminates in a student-directed laboratory analysis of an unknown compound, preparing students for 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 covers global history from 1500 to the present, focusing on significant eras such as the Renaissance, Exploration, Absolutism, Enlightenment, Revolution, Industrial Revolution, Democracy, WWI, Nationalism, WWII, Cold War, and Globalization. The course emphasizes geographic influences, connections to Tennessee and U.S. history, and the analysis of primary source documents while developing 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 equivalent to an introductory college course, covering significant historical events and processes from around 1200 CE to the present. Students engage in skills used by historians, such as analyzing sources and developing arguments. The course includes nine thematic units that connect historical developments across different times and places: Global Tapestry, Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, 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 equivalent to a two-semester college course, covering significant events and developments from around 1450 to the present. Students learn historian skills, such as analyzing sources and making historical arguments, while exploring six themes: interaction between Europe and the world, poverty and prosperity, objective knowledge versus subjective visions, institutions of power, individual versus society, and national versus European identity.

ADVANCED PLACEMENT U.S. HISTORY

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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This course satisfies the U.S. History credit for graduation.

AP U.S. History is equivalent to a two-semester college course, covering significant events and developments from 1491 to the present across nine historical periods. Students learn to analyze primary and secondary sources, develop historical arguments, and make comparisons, employing skills used by historians. The course explores seven themes: American identity, migration, politics, work and technology, America's global role, geography, and culture, fostering connections among historical developments.

U.S. HISTORY & GEOGRAPHY

One Semester	1 credit	EOC: YES	Grade 10-12
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Required course 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 course 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 11-12
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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. Topics include early Native Americans, Explorers, and Settlers of East Tennessee, and will include chapters on Perfect 36, State and National leaders and heroes such as York, Hull, and Senator Baker. This writing intensive course will be designed to develop critical thinking skills by using various independent research methods.

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.

ITALIAN HISTORY: ROMAN EMPIRE TO RENAISSANCE

One Semester	1 credit	EOC: NO	Grade 9-12
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This course will provide an overview of the cultural and artistic history of Italy from its origins up until the end of the Renaissance. Students will explore the development of the art, architecture, culture, and history of Italy. Students will develop an understanding of Italy's role in the development of Western Civilization and an ability to analyze and understand works of art and their historical context. This course will focus on an analysis of texts, art, and architecture to inform students in a more engaged manner and enable them to discuss the historical evolution and cultural impact of Italy across the millennia.

PSYCHOLOGY

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

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

One Semester	1 credit	EOC: NO	Grade 9-12
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Not approved course for NCAA

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

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.

Computer Science

Beginning with the incoming 2024-25 freshman cohort, candidates for regular high school diplomas must earn at least one computer science credit in high school. Students may fulfill this requirement by substituting computer science for the student's fourth credit of mathematics, third credit of science, or an elective focus credit (see Allowable Substitutions, p. 5). The courses below meet the computer science graduation requirement.

COMPUTER SCIENCE

One Semester	1 credit	Grade 9-12
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Required for all students beginning with freshman cohort 2024-25. Available to take online.

This course also satisfies the third lab science credit or fourth math credit for graduation.

An introductory computing course that introduces students to the breadth of the field of computer science in a project-based learning environment. Students will investigate problems and design and evaluate solutions using algorithmic thinking and testing. Using digital data analysis, they will begin to identify trends and patterns to create 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 PRINCIPLES

1 Semester	1 credit	EPSO	EOC: NO	Grade 9-12
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Prerequisite: Algebra 1; satisfies computer science requirement and counts as third lab science or substitutes for fourth math credit

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; satisfies computer science requirement; counts as third lab science or substitutes for fourth math credit

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.

COMPUTER SCIENCE FOUNDATIONS

One Semester	1 credit	Grade 9-11
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Prerequisite: None; satisfies computer science requirement; counts as CTE elective and substitutes for fourth math credit or third lab science.

The foundational course in the Cybersecurity program of study 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.

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 SPORTS EDUCATION

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

This class is a daily physical activity class where the student will learn and play a variety of sports and games. Lifetime sports is the closest class offered to a traditional PE class. Sports and activities will usually be a minimum of 1-week units, with more popular sports lasting longer. Examples of sports played are volleyball, football, basketball, soccer, kickball, tennis, etc. This class is geared toward students who enjoy physical activity and sports. Participation and effort are vital to student success in Lifetime Sports.

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 (Lifetime Sports). After the classroom portion of Driver's Ed is completed, students will be in the gym for Lifetime Sports. Please take this into consideration before signing up. Students will be in a PE class everyday unless it is their turn to drive. 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. This class is typically paired up with Personal Fitness. 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; 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.

Prerequisite: C or better in previous JROTC course and teacher recommendation

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.

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).

Pathway for AP Spanish



HERITAGE SPANISH 1 & 2

Two Semesters	1 credit each semester	Grade 9-12
<i>Prerequisite: Fluent in Spanish</i>		

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
<i>Prerequisite: Spanish 1</i>		

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
<i>Prerequisite: Spanish 2 with a recommended minimum grade of B; speaking aloud is required!</i>		

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
<i>Prerequisite: Spanish 3 with a recommended minimum grade of B; speaking aloud is required!</i>		

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
<i>Prerequisite: Spanish 4 with a recommended minimum grade of B; speaking aloud is required!</i>			

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 is designed to introduce students to the critical skill of being more confident, comfortable, and creative in front of others in a fun, low-stakes environment. The course is primarily project-based: brief, in-class performances will comprise most required major grades. Students will learn and refine skills such as improvisation, characterization, script analysis, and speaking, and they will also be introduced to forensics competition and the process of production. The ability to self-manage is essential for this course. No prior experience is required.

THEATRE ARTS 2

One Semester	1 credit	Grade 9-12
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Prerequisite: Theatre Arts 1

This course is designed to allow students to develop a full-length play production for performance. Students will comprise the cast and crew of the in-class production, focusing on the entire process: play selection, auditions, direction, design, business management, and performance. The ability to self-manage is essential for this course. Students must have passed Theatre Arts 1 in order to enroll.

THEATRE ARTS 3: SHOWSTOPPERS 1 & 2

One Semester	1 credit each semester	Grade 9-12
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Prerequisite: Theatre Arts 1; class can be taken multiple times; audition or Director recommendation ONLY

This course requires an audition or director recommendation. Students on the Showstopper team must prepare and participate in forensics events - Interpretation, Speaking, Limited Preparation, and Acting – to perform at regional weekend tournaments throughout the semester. Students must be enrolled in fall semester to participate in spring semester. Theatre Arts 2 is NOT a prerequisite for this course; only Theatre Arts 1.

INSTRUMENTAL MUSIC

ORCHESTRA

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

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 ~ BRASS ~ 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. 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.

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.

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 vital skill in construction, manufacturing, and metal art, with strong demand for skilled welders, especially those open to travel. Novice welders can explore fields like pipe welding and ironworking, while experienced ones have opportunities in agriculture, transportation, and shipbuilding. Career prospects improve with a technical degree and experience. Key skills for welders include hand-to-eye coordination, fine motor skills, curiosity, patience, and communication.

Program of Studies

Mechatronics	Principles of Manufacturing	Digital Electronics	Robotics & Automated Systems	Work Based Learning: Mechatronics
	<i>CTE Student Organization: Skills USA</i> <i>EPSO: FESTO Intro to Mechatronics, FESTO Intro to Exploring Electricity, FESTO Intro to Exploratory Electronics, FESTO Intro to Process Engineering, FESTO Industry 4.0</i>			

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

PRINCIPLES OF MANUFACTURING

One Semester **1 credit** **Grade 10-11**

This program introduces students to various careers in the Advanced Manufacturing cluster. Students will complete core standards and two focus areas to gain a comprehensive understanding of the manufacturing process and develop essential teamwork skills for a production environment.

DIGITAL ELECTRONICS

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

Prerequisite: Principles of Manufacturing

This course introduces students to the basic components of digital electronic systems, enabling them to design more complex systems. It also develops skills in technical documentation and troubleshooting circuits.

ROBOTICS & AUTOMATED SYSTEMS

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

Prerequisite: Principles of Manufacturing

Students will learn about the history and current uses of robots and automated systems, programmable circuits, interfacing inputs and outputs, ethical standards in engineering, and the maintenance of these systems. They will also participate in the MATE ROV Competition and FRC.

WELDING I

One Semester **1 credit** **EP SO** **Grade 10-12**

Prerequisite: Principles of Manufacturing with minimum grade of C

Students learn essential skills in cutting and welding, covering safety practices, career research, leadership development, and basic arc welding and thermal cutting techniques.

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

Students will enhance their cutting and welding skills through a series of projects, preparing for Entry Level Welder Certification per 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	Agriscience	Principles of Plant Science and Hydroculture	SDC Intro to Plant Science	Landscaping and Turf Management	Work Based Learning: Horticulture
<i>CTE Student Organization: National FFA Organization (FFA) EPSO: OSHA 10, Statewide Dual Credit</i>					

AGRISCIENCE**One Semester****1 credit****Grade 9-11*****This course satisfies third lab science graduation requirement.***

This course helps students understand the important role that agricultural science and technology plays in the 21st century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. This course counts as a lab science credit toward graduation requirements.

PRINCIPLES OF PLANT SCIENCE AND HYDROCULTURE**One Semester****1 credit****Grade 10-12**

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.

STATE DUAL CREDIT INTRO TO PLANT SCIENCE**One Semester****1 credit****EPSO****Grade 10-12*****Prerequisite: Principles of Plant Science and Hydroculture & Biology 1***

Prepares 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.

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

This course prepares students for creating beautiful environments for homes and businesses by site analysis and preparation, landscape drawing, plant selection, and installation. Maintenance of healthy attractive landscapes and turf areas will be emphasized.

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	Work Based Learning: Architectural & Engineering Design
	<i>CTE Student Organization: Skills USA, TSA</i> <i>EPSOs: ACU (AutoCAD Certified User) certification, Dual Credit through NeSCC for DRAF1210 Computer Aided Drafting I and ENGR 1110 Engineering Graphics.</i>			

Residential & Commercial Construction	Fundamentals of Construction	Residential & Commercial Construction I	Residential & Commercial Construction II	Construction Practicum	Work Based Learning: Residential & Commercial Construction
	<i>CTE Student Organization: Skills USA</i> <i>ESPO: OSHA 10, TCAT Dual Enrollment</i>				

Mechanical, Electrical, & Plumbing (MEP) Systems	Fundamentals of Construction	MEP Systems	Electrical Systems	Construction Practicum	Work Based Learning: MEP Systems
	<i>CTE Student Organization: Skills USA</i> <i>ESPOs: OSHA 10, Dual Enrollment Credit through NeSCC for ENST 1350 – Industrial Safety and ELEC 1010 – Introduction to Electricity</i>				

ARCHITECTURAL & ENGINEERING DESIGN I

One Semester 1 credit Grade 9-11

Prerequisite: Credit in Algebra 1

A foundational course for students interested in a variety of engineering and design professions. 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 conduct a research project to become informed about engineering and architectural career opportunities that peak students' individual interests.

ARCHITECTURAL & ENGINEERING DESIGN II

One Semester 1 credit EPSO Grade 10-12

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

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. This course includes an engineering research project that will increase student knowledge of careers and practices in engineering and architecture related fields of employment.

ARCHITECTURAL & ENGINEERING DESIGN III

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: *Architectural & Engineering Design II, minimum grade of B*

This course introduces 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.

FUNDAMENTALS OF CONSTRUCTION

One Semester	1 credit	EPSO	Grade 9-11
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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
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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
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Prerequisite: *Residential & Commercial Construction I; optional TCAT dual enrollment credit*

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*

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. Students will be able to follow safety procedures and use tools to perform basic operations with electrical circuits. Students will be able to perform basic operations with plastic piping, including measuring, cutting, and joining pipe.

ELECTRICAL SYSTEMS

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: *MEP Systems; optional NeSCC dual enrollment credits*

Prepares students for careers as electricians across a variety of residential and commercial environment. Proficient students will be able 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: *Res. and Comm Const 2 and/or Electrical Sys with at least a B in each class. Teacher approval only.*

Capstone course providing students the opportunity to apply skills and knowledge learned in previous 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- and off-site construction projects.

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	Work Based Learning: A/V Production
<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 foundational course 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. Students will investigate 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.

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	Principles of Office Applications	Business Communications	Business Management	Work Based Learning: Office Management
	<i>CTE Student Organization: Future Business Leaders of American (FBLA) EPSOs: Local Dual Credit NeSCC, optional TCAT Dual Enrollment Industry Certification: Lean Six Sigma</i>			

PRINCIPLES OF OFFICE APPLICATIONS

One Semester	1 credit	EPSO	Grade 9-11
<i>Optional TCAT dual enrollment credit</i>			

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
<i>Prerequisite: Computer Applications (Principles of Office Applications) with minimum grade of <u>C</u> or had Advanced Computer Applications</i>			

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.

BUSINESS MANAGEMENT

One Semester	1 credit		Grade 10-12
<i>Prerequisite: Business Communications with minimum grade of <u>C</u></i>			

Students will focus on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals.

Health Science

The Health Science Career Cluster is divided into three different pathways: Nursing Services, Therapeutic Services, and Sport and Human Performance. Students can prepare to enter the job market or pursue continuing education in a healthcare field during their high school experience.

Health Science Education is the foundation course for the Health Science Cluster and is a prerequisite for all additional courses. Anatomy & Physiology (A & P) 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.

Program of Studies

Emergency Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Dual Enrollment Emergency Medical Services
	<i>CTE Student Organization: Future Health Professionals (HOSA)</i> <i>EPSOs: Industry Certification – OSHA 10, BLS, NIMS Compliance Courses (IS-5A, ICS-100, ICS-200, IS-700, IS-800); Dual Enrollment - NeSCC</i>			
Nursing Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Nursing Education Honors
	<i>CTE Student Organization: Future Health Professionals (HOSA)</i> <i>EPSOs: Industry Certification – OSHA 10, BLS, CNA</i>			
Sports and Human Performance	Health Science Education	Rehabilitative Careers	Human Anatomy and Physiology	Clinical Internship Honors
	<i>CTE Student Organization: Future Health Professionals (HOSA)</i> <i>EPSOs: Industry Certification – OSHA 10, BLS</i>			
Therapeutic Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Clinical Internship Honors OR Pharmacological Science Honors
	<i>CTE Student Organization: Future Health Professionals (HOSA)</i> <i>EPSOs: Industry Certification – OSHA 10, BLS, Pharmacy Tech</i>			

HEALTH SCIENCE EDUCATION

One Semester

1 credit

Grade 9-10

Prerequisite: Minimum grade of C in most recent science course. Students interested in advancing in the Health Science Cluster should have a minimum grade of C to advance.

Health Science Education is the beginning course in the Health Science Cluster. Students will discover the wide variety of career choices available in healthcare and learn the qualities they need to achieve success in a healthcare career choice. The class introduces basic anatomy, legal aspects, infection control, and other related topics.

MEDICAL THERAPEUTICS

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

Prerequisite: Health Science Education with a minimum grade of C

This applied course prepares students for careers in therapeutic services. Proficient students will learn to identify therapeutic careers, assess and report patient health, and understand treatment components. Career examples include anesthesiologists, athletic trainers, audiologists, dental assistants, dermatologists, exercise physiologists, neurologists, nurses, occupational and respiratory therapists, ophthalmologists, pharmacists, physician assistants, surgeons and veterinarians.

REHABILITATION CAREERS

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

Prerequisite: Health Science Education with a minimum grade of C

This course is for students interested in rehabilitation careers in all areas of therapy. Students will demonstrate skills needed for Rehabilitative Careers. Topics addressed will include: anatomy, physiology, diagnosis and treatment of injuries, and other aspects related to health care. Successful students may apply for the clinical course.

DUAL ENROLLMENT EMERGENCY MEDICAL SERVICES

One Semester (spring only) **2 blocks** **EPSO** **Grade 12**

Prerequisite: Health Science Education, Medical Therapeutics and Anatomy & Physiology with a minimum grade of C. Must be 18 years old within 90 days of course completion. Application required.

This course prepares students for careers in prehospital emergency medicine. Proficient students will learn about EMS careers, workforce safety, legal and ethical guidelines, and apply anatomy and physiology to injuries. The course includes 60 hours of clinical ride time with Washington County/Johnson City EMS on weekends. After completion, students can take the National EMT certification exam and apply for a Tennessee EMT License. Students will earn 16 credit hours from Northeast State.

PHARMACOLOGICAL SCIENCES HONORS

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

Prerequisite: Health Science Education, Medical Therapeutics and Anatomy and Physiology with a minimum grade of a B. Application required.

This course prepares students for the Pharmacy Technician Certification Board exam. It covers the roles and responsibilities of healthcare workers in pharmacies and includes supervised clinical experiences alongside classroom learning. Proficiency in mathematical skills is also required for various pharmaceutical calculations.

NURSING EDUCATION HONORS

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

Prerequisite: Health Science Education, Medical Therapeutics and Anatomy and Physiology with a minimum grade of a B. Must be able to stay at the clinical site until 6pm on Wednesdays. Application required.

This course offers supervised clinical experience and classroom learning to prepare students for the state CNA exam. Students gain hands-on experience, making them job-ready, while the knowledge acquired benefits those pursuing higher education in health-related fields.

CLINICAL INTERNSHIP HONORS

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

Prerequisite: Health Science Education, Medical Therapeutics and Anatomy and Physiology with a minimum grade of a B. Rehabilitation Careers recommended. Application required.

This course offers real-world application of skills from previous health science courses. The Clinical Internship allows placements in athletic training centers, rehab facilities, medical offices, and hospitals, providing opportunities to observe and learn about healthcare professionals in clinical settings.

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	Culinary Arts IV	Work Based Learning: Culinary Arts
<i>CTE Student Organization: Family, Career & Community Leaders of America (FCCLA)</i> <i>EPSO: ServSafe Manger National Certification, Food Handler ServSafe</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	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	Work Based Learning: Human & Social Sciences
	<i>CTE Student Organization: Family, Career & Community Leaders of America (FCCLA)</i> <i>EPSO: Local Dual Credit NeSCC and Tennessee Specific Industry Certification (TSIC) for Human & Social Sciences</i>			

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

INTRODUCTION TO HUMAN STUDIES

One Semester	1 credit	Grade 9-10
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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 B

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.

Law, Public Safety, Corrections, & Security

This cluster will prepare students for careers in law enforcement, crime scene analysis, forensic science, public safety, and criminal justice. Courses emphasize procedures and laws governing the application of justice in the United States, from constitutional rights to crisis scenario management to the elements of criminal investigations. Careers include crime lab technician, police officer, security officer, and corrections officer.

Program of Study

Criminal Justice & Correction Services	Criminal Justice I	Criminal Justice II	Criminal Justice III	Work Based Learning: Criminal Justice
	<i>CTE Student Organization: SkillsUSA EPSO: TCAT Dual Enrollment</i>			

CRIMINAL JUSTICE I

One Semester	1 credit	Grade 9-11
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Students learn how the law enforcement, legal, and correctional systems interact with each other in the United States. Proficient students will understand the context of local, state, and federal laws, the concepts of crime control and the judicial process, and the importance of communications and professionalism in law enforcement.

CRIMINAL JUSTICE II

One Semester	1 credit	Grade 10-12
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Prerequisite: *Criminal Justice I*

In this course, current issues will be researched in the context of local, state, and federal laws. Investigative skills will be developed in the areas of drug use, incident documentation and basic crime scene investigation. Students will understand the importance of communications and professionalism in law enforcement.

CRIMINAL JUSTICE III

One Semester	1 credit	Grade 10-12
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Prerequisite: *Criminal Justice II; optional TCAT dual enrollment credit*

This course will equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. Students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of the course students will be able to identify careers in forensic science and criminology, summarize the laws that govern the application of forensic science and draw key connections between the history of the forensic science system and the modern legal system.

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.

Transportation, Distribution, & Logistics

Students 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	Work Based Learning: Maintenance & Light Repair
	<i>CTE Student Organization: Skills USA EPSO: Industry Certification: Automotive Service Excellence Student Certification ASE Entry-Level Certification Program, TCAT Dual Enrollment</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 and service suspension and steering systems and brake systems.

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 automotive general electrical systems, starting and charging systems, batteries, lighting, and electrical accessories.

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

BALLAD BRIDGE

One Semester	1 credit	Grade 11-12
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Must submit [online application](#)

This semester-long job shadowing program, offered in partnership with Ballad Health, provides students with an immersive experience across various careers in the medical field. Students will rotate through 15 different healthcare placements, gaining firsthand exposure to a wide array of roles, including the emergency room, same-day surgery, oncology, and more. This unique opportunity is designed to help students explore potential career paths within the healthcare industry and make informed decisions about their future. No previous medical courses or experience is necessary. Click [HERE](#) to apply for this course.

PEER TUTORING

One Semester	1 credit	Grade 11-12
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Must submit [online application](#) and have a minimum GPA of 3.0, 90% attendance rate in 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. Click [HERE](#) to apply for this course.

STUDENT WORKER

One Semester	No credit	Grade 12
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Must submit [online application](#) and have a minimum GPA of 3.0, 90% attendance rate in previous term, and acceptable discipline record. Student must be on track to graduate.

Student Worker is a non-credit course offered to seniors, which may affect graduation or athletic eligibility. Students will be placed in high-need areas within the school to provide assistance to staff. Parent will be notified that a request for a non-credit class is being made. Click [HERE](#) to apply for this course.

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, 90% attendance rate in previous term, and acceptable discipline record.

Students will assist daily with, but not limited to, Chromebook issues, Canvas, Google Docs, and instructional opportunities. Reflective journal entry to be completed and submitted to supervising teacher. Click [HERE](#) to apply for this course.

WORK BASED LEARNING

One Semester	1 credit	Grade 11-12
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Must submit [online 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. Click [HERE](#) to apply for this course.

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			Fine Arts	1 credit
Math (at least 3 years) - Algebra 1, Geometry, Algebra 2, & one additional math	4 credits			Elective Focus Area: AP/DE, CTE, Fine Arts, HPEX, Humanities, Math/Science, ROTC, STEM	3 credits
Science - Biology, Chemistry or Physics, & one other Lab Science	3 credits			World Language - Must be two sessions of the same language	2 credits
U. S. History	1 credit			Computer Science	
U. S. Government	.5 credit			Other Electives	6 credits
Economics	.5 credit			TOTAL	28 credits
World History & Geography (9 TH -10 TH)	1 credit			Focus Area:	
Lifetime Wellness	1 credit			ACT	
Physical Education	.5 credit			Civics Exam	
Personal Finance	.5 credit			40 Hours Community Service	

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

<p>English – 4 credits</p> <input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> English 4	<p>2 credits of same World Language</p> <input type="checkbox"/> <input type="checkbox"/>
<p>Math – 4 credits Algebra 1, Algebra 2, Geometry, & one additional math (Must enroll in a math course at least 3 years.)</p> <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____)	<p>Elective Focus: 3 from the following</p> <p>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</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Science – 3 credits Biology, Chemistry or Physics, & 1 Lab Science</p> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Other Lab Science	<p>World Language/Fine Arts Waiver <input type="checkbox"/></p> <p>Must complete additional 3 credit elective focus below</p>
<p>Social Studies – 3 credits</p> <input type="checkbox"/> World History & Geog. <input type="checkbox"/> US History & Geog. <input type="checkbox"/> Government (.5 credit) <input type="checkbox"/> Economics (.5 credit)	<p>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</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Computer Science</p> <input type="checkbox"/>	<p>Electives</p> <p>Minimum of 6 additional elective credits required for graduation</p> <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>Wellness – 1 credit</p> <input type="checkbox"/>	
<p>P.E. – 1/2 credit PE Waiver</p> <input type="checkbox"/> PE ½ credit <input type="checkbox"/> PE Waiver	
<p>Finance – 1/2 credit</p> <input type="checkbox"/>	
<p>Fine Art – 1 credit (Visual Art, Theatre, Ceramics, Chorus, Band, or Orchestra)</p> <input type="checkbox"/>	
<p>JROTC – 2 credits 1 additional credit</p> <input type="checkbox"/> Wellness & PE sub <input type="checkbox"/> Government & Finance sub	
<p>Sr. Form/Fee _____ FAFSA _____ Resume _____ Parchment _____</p>	<p>40 Hrs Community Service <input type="checkbox"/> Completed Civics Test <input type="checkbox"/> Completed ACT/SAT <input type="checkbox"/> Completed</p>



JOHNSON CITY SCHOOLS
Dr. Steve Barnett,
Superintendent

Memorandum

TO: Johnson City Board of Education
FROM: Dr. Steve Barnett, Superintendent of Schools
DATE: January 6, 2025
RE: 2025 Collaborative Conferencing Management Team

Please accept this memorandum as a recommendation for naming the members of the Collaborative Conferencing Management Team.

Joe Barnes
Amber Forbes
Dr. Allecia Frizzell
Tammy Pearce, Chairperson
Dr. Melissa Stukes
Dr. David Timbs, Facilitator
Leia Valley
Dr. Roger Walk

Should you have any questions or concerns, please do not hesitate to contact me.

BOARD OF EDUCATION CALENDAR OF EVENTS

JANUARY 2025

January 1, 2025	Holidays for all 12-month employees
January 1, 2025	Holiday for all schools
January 6, 2025	Administrative Day
January 6, 2025	Regular Board Meeting, 6 p.m., Board Room
January 20, 2025	Holiday for All Schools and All 12-month employees

FEBRUARY 2025

February 3, 2025	Special Session to Review Policy, 5 p.m., Maple Room
February 3, 2025	Regular Board Meeting, 6 p.m., Board Room
February 12-13, 2025	TSBA Legislative and Legal Institute
February 17, 2025	Built In Snow Day

MARCH 2025

March 3, 2025	Special Session to Review Policy, 5 p.m., Maple Room
March 3, 2025	Regular Board Meeting, 6 p.m., Board Room
March 17-21, 2025	Spring Break
March 20-23, 2025	COSSBA, Atlanta GA
March 24, 2025 (TBD)	SHHS Awards Program (hosted by BOE), 6 p.m., SH Auditorium

April 2025

April 4, 2025	Built-in Snow Day
April 7, 2025	Regular Board Meeting, 6 p.m., Board Room

May 2025

May 5, 2025	Regular Board Meeting, 6 p.m., Board Room
May 23, 2025	Last Day of School for 2024-2025 SY – ½ day for students
May 24, 2025	Administrative Day
May 24, 2025	SHHS Graduation, 10 a.m. Freedom Hall
May 26, 2025	Holiday for All Schools and All 12-month employees

June 2025

June 2, 2025	Regular Board Meeting, 6 p.m., Board Room
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July 2025

July 4, 2025	Independence Day Holiday for all 12-month employees
July 7, 2025 (TBD)	Regular Board Meeting, 6 p.m., Board Room (Subject to change)

CERTIFIED LEAVE

Hare, Hannah	Kindergarten Teacher Cherokee Elementary Extending through EOY 24-25
Stalcup, Kristin	1 st Grade Teacher Fairmont Elementary 01/25- 5/09/2025
Martindale, Robert	8 th ELA Teacher Mountain View Elementary 01/06/25- 2/03/2025
Reynolds, Sidney	1 st Grade Teacher North Side Elementary 01/14/25- ESY 2025

CERTIFIED RESIGNATIONS

Allen, Jeanne	4 th Grade Math/ Science Teacher Fairmont Elementary 12/06/2024
Street, Jan	Interim 7 th Grade ELA Indian Trail Middle 12/02/2024
Gordon- Eastwood, Mona	Interim 7 th Grade Math Indian Trail Middle 12/2024

CERTIFIED HIRES

McKinney, Amanda	SPED Resource Teacher Indian Trail Middle Replace: Abigail Combs
Ellis, Kevin	Interim Mid Grades Teacher ITMS Hawks Academy Replace: Larry Waldron 10/24- 12/20/2024

Williams, Chantelle

Behavior Specialist
TBD
Replace: Kimberly Stevens

Smithpeters, Keila

4th Grade Math/Science Teacher
Fairmont Elementary
Replace: Jeanne Allen

Sheets, Annie

ESL Teacher
Fairmont Elementary
Replace: Keila Smithpeters

Simpson, Beth

ESL Teacher
Towne Acres/ Fairmont Elementary
Replace: Annie Sheets

Street, Jan

Interim 7th Grade ELA
Indian Trail Middle
Replace: Jordan Collins
01/06- 03/14/2025

Gorgan- Eastwood, Mona

Interim 7th Grade Math
Indian Trail Middle
Replace: Noah Charles
11/24- 02/25/2025

CLASSIFIED LEAVE

Foster, Cassie

Behavioral Assistant Supervisor
Full Time
Cherokee Elementary
11/01/24- 11/01/2025

Foster, Tina

Bookkeeper
Full Time
Central Office
11/01/24- 11/01/2025

Tino, Teresa

Custodian
Part Time
North Side Elementary
11/06/24- ESY 24-2025

Stokes, Shalisha

Instructional Assistant
Part Time
Cherokee Elementary
12/12/24- 12/23/2025

CLASSIFIED RESIGNATIONS

Elrod, Charles

RTI- B Assistant
Full Time
Woodland Elementary
11/12/2024

Peterson, Alice

Interim Instructional Assistant
Part Time
Fairmont Elementary
12/20/2024

Sams, Jimmy

RTI- B Assistant
Full Time
Fairmont Elementary
11/20/2024

Showman, Leigh

Permanent Substitute
Full Time
Woodland Elementary
11/01/2024

Willis, Kristin

RTI Assistant
Part Time
Woodland Elementary
11/11/2024

Gallina, Richard

Custodian
Part Time
Science Hill High
11/24/2024

Mckinnley, Vicki

RTI Assistant
Part Time
Woodland Elementary
11/08/2024

Richardson, Sarah	Pre K Assistant Part Time South Side Elementary 11/20/2024
Evans, William	Pre K Assistant Full Time South Side Elementary 10/18/2024
Adkins, Lori	SPED Assistant Full Time Fairmont Elementary 11/19/2024
Holt, Judy	Assistant Swim Coach Seasonal Science Hill High 12/03/2024

CLASSIFIED HIRES

Harris, Will	RTI Instructor Part Time Liberty Bell Middle Replace: Casey Lovelace
Patton, Maria	Pre K SPED Assistant Part Time North Side Elementary New Position
Richardson, Sarah	Pre K SPED Assistant Part Time South Side Elementary New Position
Bowers, Melissa	Instructional Assistant Part Time Cherokee Elementary New Position

Stevens, Danielle	Title 1 Instructional Assistant Part Time Fairmont Elementary Replace: Alice Peterson
Reynolds, Rebecca	Title 1 Instructional Assistant Part Time Fairmont Elementary Replace: Erica Tetrick
Ruskus, Judith	RTI Assistant Part Time Woodland Elementary Replace: Kristin Willis
Price, Sarah	RTI Assistant Part Time Woodland Elementary Replace: Vicki Mckinnley
Lewis, Kelly	Permanent Substitute Full Time Woodland Elementary Replace: Leigh Showman
McCrackin, Chaz	RTI- B Assistant Full Time Woodland Elementary Replace: Charles Elrod
Graybeal, Lauren	Pre K Assistant Part Time South Side Elementary Replace: Sarah Richardson



Donation Submittal to BOE Form

School/Program: Liberty Bell Middle School

From: Keisey Walker/Heather Lonon

Date: 12/11/24

A handwritten signature in blue ink, appearing to read "K Walker", is written over the "From:" field.

Amount: \$ 40.00

Donor: Anonymous

Donation Stipulation/Restriction:

This donation will go towards the Beta Club trip to DC



Donation Submittal to BOE Form

School/Program: Liberty Bell Middle School

From: Kelsey Walker/Heather Lonon

Date: 12/10/24

A handwritten signature in blue ink, appearing to be "KWL", is written over a horizontal line. The signature is enclosed within a hand-drawn blue circle.

Amount: \$ 455.00

Donor: LBMS Basketball Boosters

Donation Stipulation/Restriction:

To cover the cost of athlete banners



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 12/6/24

Amount: \$ 120.00 Donor: Lynnette Poe

Donation Stipulation/Restriction:

Donation - for 2 students to attend the 5th grade Camp Explore
field trip



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 12/6/24

Amount: \$ 60.00

Donor: Chris Bowen

Donation Stipulation/Restriction:

Donation - to pay for a student to attend 5th grade Camp
Explore field trip



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Chelsea Lee *CI* Date: 12/6/24

Amount: \$ 60.00 Donor: Judy Stocton

Donation Stipulation/Restriction:

Donation - to purchase Christmas items for students



Donation Submittal to BOE Form

School/Program: Mountain View Elementary School

From: Dr. Chelsea Lee *CZ* Date: 12/6/24

Amount: \$ 250.00 Donor: Fox & Farmer

Donation Stipulation/Restriction:

Donation - Purchase of a Christmas Tree for Mountain
View.



Donation Submittal to BOE Form

School/Program: North Side Elementary

From: Munsey Memorial United Date: 12-02-2024
Methodist Church

Amount: 459.92

Donor: Munsey Memorial United
Methodist Church

Donation Stipulation/Restriction:

This donation is to be used to purchase 2
Storage Cabinets from Sams.



Donation Submittal to BOE Form

School/Program: SHHS / Boys Basketball L95001

From: Anonymous

Date: 11/26/24

Drawn on: U.S. Bank

Amount: \$7,500.00

Donor: Anonymous

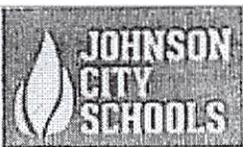
No name on the check according to N. Mejia + Jon Higgins

Donation Stipulation/Restriction:

To be used for Boys Basketball.

E-MAILED

DEC 04 2024



Donation Submittal to BOE form

School/Program: SHHS Deposit code: 60107

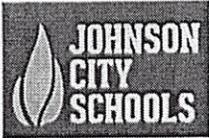
From: Sandy McInturff Date: 11-19-24

Amount: 100.00 Donor: Kim Marcus
address:

Donation Stipulation/Restriction:

Jim Brown Memorial	\$0.00
	\$0.00
	\$0.00
	\$0.00

E-MAILED
DEC 07 2024



Donation Submittal to BOE Form

School/Program: Science Hill High School Showstoppers

*acct.
70107*

From: Richard Marshall

Date: 11/13/24

Amount: \$300.00

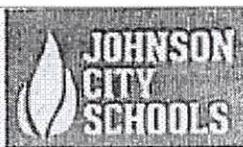
Donor: Sen Li

Donation Stipulation/Restriction:

Donation to defray costs of trophies for the Showstopper Invitational Tournament

E-MAILED

NOV 19 2024



Donation Submittal to BOE form

School/Program: SHHS

Deposit code: 95007

From: Sandy McInturff

Date: 11/19/24

Amount: 3096.26

Donor: SHHS Boys Soccer Booster

address:

Donation Stipulation/Restriction:

Soccer balls + shorts

\$0.00

\$0.00

\$0.00

\$0.00

E-MAILED
NOV 19 2024



Donation Submittal to BOE Form

School/Program: South Side / Hawley Grant

From: Leah Knotts

Date: 11/18/24

Amount: \$ 710.00

Donor: JCPSF

Donation Stipulation/Restriction:

Johnson City Public School Foundation grant awarded to Johnnie Sue
Hawley at South Side for Star Lab upgrades.

PDP Awarded Professional Learning Events January 1 - January 31, 2025 as of December 9, 2024

Event Title	Event Status	Event Categories	Event Start Date	Instructor	Location	Confirmed	Cancelled	Attended	Evaluations Completed
Your Brain on Art: How the Arts Transform Us' Book Study (District-wide)	Active	All Classes Related Arts	1/6/2025	Monet LaClair	CANVAS Course	12	0	0	0
ITMS Jan. SpEd Content Meeting	Active	All Classes SpEd	1/15/2025	Dr. Chris Feathers	Indian Trail Middle School	0	0	0	0
Elementary PE Teacher Jan. Collaboration	Active	All Classes Related Arts	1/15/2025	Cody Patterson	Cherokee Elementary School	0	0	0	0
ParentSquare (District-wide)	Active	All Classes EdTech	1/21/2025	Collin Brooks	The Learning Center	0	0	0	0
ITMS/LBMS Jan. District Content Meeting	Active	All Classes	1/22/2025	Dr. Chris Feathers	Multiple (see registration details)	0	0	0	0
Technology Teacher Leaders (Cohort 9)	Active	All Classes EdTech	1/25/2025	Dr. David Timbs; Tina Faust	Science Hill High School	0	0	0	0
504 Content Meeting	Active	All Classes SpEd	1/30/2025	Dr. Allecia Frizzell; Tina Lunsford	Board Room	0	0	0	0
						12	0	0	0

2025 Board Committee Reports

1. **Athletic Committee** – Rick Smith, Jonathan Kinnick and Paula Treece
2. **Communications Committee** – Celia Martin and Paula Treece
3. **Collaborative Learning Council (CLC):**
(Usually, the 4th Tuesday of every month from 3:30-5:30 pm)
 - January 28, 2025 – Paula Treece – (Location: Mountain View)
 - February 25, 2025 – Jonathan Kinnick – (Location: Woodland)
 - March 25, 2025 – Rick Smith – (Location: Science Hill CTE)
 - April 22, 2025 – Kathy Hall
 - May 20, 2025 – Paula Treece
 - August 2025 TBD – Dr. Ginger Carter – (Location: Board Room)
 - September 2025 TBD – Tom Hager – (Location: North Side)
 - October 2025 TBD – Celia Martin – (Location: Liberty Bell)
 - November 2025 TBD – Kathy Hall – (Location: Science Hill)
4. **Facilities/Capital Improvements/Site Selection Committee** – Dr. Ginger Carter, Kathy Hall and Jonathan Kinnick
5. **Finance Committee** – Rick Smith, Tom Hager, Kathy Hall, and Jonathan Kinnick
6. **Foundation Board** – Celia Martin and Kathy Hall
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>
One – School Board Operations	August	November	Jonathan Kinnick
Three – Support Services	September	November	Dr. Ginger Carter
Four – Instructional Services	October	November	Tom Hager
Six – Students	January	February	Celia Martin & Rick Smith Student Reps
Two – Fiscal Management	November	March	Paula Treece
Five – Personnel	December	March	Celia Martin & Rick Smith

8. **School Zone Assignment Advisory Committee** – Celia Martin, Tom Hager and Paula Treece
9. **Sick Leave Bank Trustee** – Tom Hager
10. **Superintendent’s Compensation Committee** – Paula Treece (Chair) and Jonathan Kinnick
11. **Legislative Liaison** – Paula Treece
12. **Safety Security Committee** - Dr. Ginger Carter, Kathy Hall and Jonathan Kinnick
13. **Student Activities Committee** – Rick Smith, Kathy Hall, and Paula Treece
14. **JC Council of PTAs Committee** - Paula Treece
15. **Hall of Fame Committee** – Paula Treece

***JOHNSON CITY
BOARD OF EDUCATION
UPCOMING MEETINGS***

- **January 6, 2025, Regular Board Meeting, 6 p.m., Board Room**

- **February 3, 2025, Special Session to Review Policy, 5 p.m., Maple Room**
February 3, 2025, Regular Board Meeting, 6 p.m., Board Room

- **March 3, 2025, Special Session to Review Policy, 5 p.m., Maple Room**
March 3, 2025, Regular Board Meeting, 6 p.m., Board Room

- **April 7, 2025, Regular Board Meeting, 6 p.m., Board Room**

- **May 5, 2025, Regular Board Meeting, 6 p.m., Board Room**

- **June 2, 2025, Regular Board Meeting, 6 p.m., Board Room**

- **July 7, 2025 (TBD) Regular Board Meeting, 6 p.m., Board Room**
(Subject to change)

January 2025

EVENT DAY & TIME

12.03.2024



Sun	Mon	Tue	Wed	Thu	Fri	Sat
5 JC Volleyball / Aux Gym Noon - 8:00 pm	6 TriCities SS / Aux Gym 5:30 - 9:30 pm	7 JC Volleyball / Aux Gym 5:30 - 9:30 pm	8 NEW YEAR'S DAY City Offices Closed	9 Fly Fishing / Dining Room 6:00 PM JC Volleyball / Aux Gym 5:30 - 9:30 pm	10 ETSU BASKETBALL PRACTICE	11 ETSU VS CITADEL 4:00PM
12 ARENA CLOSED- LIGHTING PROJECT	13 ARENA CLOSED- LIGHTING PROJECT	14 ARENA CLOSED- LIGHTING PROJECT	15 ARENA CLOSED- LIGHTING PROJECT	16 ARENA CLOSED- LIGHTING PROJECT	17 WINTER CLASSIC	18 WINTER CLASSIC
19 JC Volleyball / Aux Gym Noon - 8:00 pm	20 JC Volleyball / Aux Gym 5:30 - 9:30 pm	21 ETSU BASKETBALL PRACTICE	22 ETSU VS WESTERN CAROLINA 7:00 PM	23 JC Volleyball / Aux Gym 5:30 - 9:30 pm	24 ETSU BASKETBALL PRACTICE	25 ETSU VS CHATTANOOGA 4:00 PM
26 HOLD Concert	27 JC Volleyball / Aux Gym 5:30 - 9:30 pm	28 JC Volleyball / Aux Gym 5:30 - 9:30 pm	29 JC Volleyball / Aux Gym 5:30 - 9:30 pm	30 JC Volleyball / Aux Gym 5:30 - 9:30 pm	31 ETSU BASKETBALL PRACTICE	

March 2025

EVENT DAY & TIME 12.03.2024

Sun

Mon

Tue

Wed

Thu

Fri

Sat



								1		
2		3		4	Big South Basketball Tournament 6:00 pm - Women 8:00 pm - Men	6	Big South Basketball Tournament 11:30 am, 2:00, 6:00, 8:00 pm - Women	7	Big South Basketball Tournament Noon, 2:00, 6:00, 8:00 pm - Men	Big South Basketball Tournament Noon, 2:00pm - Men 6:00, 8:00 pm - Women
Big South Basketball Tournament 6:00 pm - Women 8:00 pm - Men	9	10	11	12	13	14	15			
	ARENA CLEANUP				Tricities SS / Aux Gym 5:30 - 9:30 pm		Jehovah's Witnesses MOVE-IN			
16	Jehovah's Witnesses Circuit #5	17	18	19	20	21	22			
	ST. PATRICK'S DAY				Tricities SS / Aux Gym 5:30 - 9:30 pm		HOLD - CONCERT			
23		24	25	26	27	28	29			
	HOLD - CONCERT				Tricities SS / Aux Gym 5:30 - 9:30 pm		CIPA WINTER GUARD			
30		31								