

Johnson City Board of Education Regular Meeting
January 5, 2026 6:00 PM
Central Office

1. CALL TO ORDER AND OPENING

- 1.A. Call to Order and Welcome
Mr. Rick Smith, Board Chair
- 1.B. Moment of Silence
Mr. Rick Smith, Board Chair
- 1.C. Pledge of allegiance to the flag
Students from SHHS
- 1.D. Opening
Students from SHHS
- 1.E. Art work on display
Students from SHHS
- 1.F. Update on Science Hill
Dr. Carmen Bryant, Principal
- 1.G. Update on Market Street School
Dr. Holly Corwin

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, 2025
Ms. Leia Valley
- 5.C. Update on Sales Tax - PEP
Ms. Leia Valley
- 5.D. JCS Update
Dr. Erin Slater

6. UNFINISHED BUSINESS

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. 2026-2027 SHHS Program of Studies

7.F. Second Reading — Policies, Sections One, Three and Five

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

8.A. 2026 Collaborative Conferencing Management Team

9. NEW BUSINESS

9.A. Legislative Update

9.B. 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

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

13. 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
Dr. Erin Slater, Superintendent of Schools

JCBOE School Board Meeting Recognitions January 5, 2026

Holiday Card Artwork:

Joanna Barnett, Art Teacher at Mountain View

Students:

Jurnei Hamilton, 3rd grade
Rudra Patel, 5th grade
Lori Beason, 3rd grade
Zaylon Bradley, 3rd grade
Damien Caughran, 4th grade
Lyla Dennis, 1st grade
Fatim Diomande, 4th grade
Doryian Dunn, Kindergarten
Sofia, Lopez Bustillo, 2nd grade
Amir Schneider, 3rd grade

Teachers of the Year 2026-2027

Elementary Schools (PreK-5th)

TEACHER	SCHOOL
Anna Adams	Cherokee
Jennifer Seeley	Fairmont
Hannah Berry	Lake Ridge
Keila Booker	Mountain View
Cody Patterson	North Side
Shannon Barnett	South Side
Lisa Messimer	Towne Acres
Taylor Montgomery	Woodland



BOARD OF EDUCATION

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



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Teachers of the Year 2026-2027 (continued)

Middle Schools (6th-8th)

TEACHER	SCHOOL
Kelly Lane	Indian Trail
Alison Russell	Indian Trail
Maddison West	Indian Trail
Rachel Cloyd	Liberty Bell
Stephanie Elliott	Liberty Bell
Rachel Hall	Liberty Bell

High School (9th-12th)

TEACHER	SCHOOL
Brittany Farmer	Science Hill
Sasha Johnson	Science Hill
Rebecca Mazoff	Science Hill
Paul Overbay	Science Hill
Chad Salyer	Science Hill
Mitzi Stiltner	Science Hill

*District-level winners

Recognition of Report Card Grades for Johnson City Schools.



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Towne Acres Elementary – *New school building and site improvements; Demolish existing school building*

- Site demolition and grading are 60% complete – weather has impeded progress for the last 3 weeks
- Stormwater management and grading will resume as weather permits
- Projected Phase 1 (new school) completion: Jun 2027
- Projected Phase 2 (demolition and site improvements) completion: Dec 2027

Secure Vestibule Improvements – *Cherokee, North Side, Mountain View, Market Street*

- Mountain View, Cherokee, and North Side finishes are in progress; Anticipate completion of all three by Dec 2025
- Market Street framing and MEP rough-ins are in progress

**SCHOOL BOARD AGENDA ITEM
JANUARY 5, 2026 MEETING**

ACTION ITEM

TOPIC: Financial Report for the month ending November 30, 2025.

BACKGROUND INFORMATION:

The un-audited financial report for the month ending November 30, 2025 is attached for your review.

Revenues:

Revenues received the month of November totaled \$8,904,164, primarily consisting of the current property tax, local option sales tax, TISA, current property tax and the monthly appropriation from the City. Current property tax received in November totaled \$982,906.

Local Option Sales Tax receipted for the month was \$1,811,403. Through the month of November, Local Option Sales Tax collections have increased 6% compared to November 2024.

At the end of November, revenues totaled \$38,003,594 for the year. Total Revenues increased 9.3% from November 30, 2024, primarily because of the State of TN bonus funds. Total revenues received through November 30, 2025 were at 37% of the budget. In comparison, last year total revenues received through November 30, 2024 were at 36% of the budget.

Expenditures:

Expenditures for the month of November totaled \$8,383,819. No legal services were paid in November. Capital expenditures totaled \$34,716 for cameras at Liberty Bell, a cover for the Liberty Bell gym floor (previously approved budget request), and Indian Trail high jump equipment (previously approved budget request).

Total expenditures for the year through November were \$40,683,355. Total expenditures as of November 30, 2025 were at 37.5% of the budget. In comparison, expenditures as of November 30, 2024 were at 36% of the budget.

Fund Balance:

The General Purpose School Fund Balance had a net decrease through November 30, 2025 of \$2,679,761. For the year, total Fund Balance is budgeted to decrease \$5,674,611. Total Fund Balance at the end of November was \$15,896,697. Total fund balance was below the fund balance target by \$1,227,381

Tax Rate Information:

Included is the tax rates for the surrounding systems. These are the rates for 2025. Sullivan County had a reappraisal year. Because of the reappraisal, all of Johnson City's rates were adjusted to balance out (equalization).

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, 2025

	<u>Y-T-D</u> <u>11/30/24</u>	<u>Y-T-D</u> <u>11/30/25</u>	<u>Difference in</u> <u>Dollars</u>	<u>Difference in</u> <u>Percentage</u>	<u>FY25 Actual</u>	<u>FY26 Budget</u>
Revenues:						
County Property Tax - Current	\$ 1,613,600	\$ 1,522,076	\$ (91,524)	-5.67%	\$ 13,317,974	\$ 12,738,140
Local Option Sales Tax	8,610,239	9,130,971	520,732	6.05%	21,445,655	20,752,299
TISA (Previously BEP)	18,289,948	19,649,895	1,359,947	7.44%	47,356,761	49,705,348
Tuition	138,529	176,898	38,369	27.70%	282,781	250,000
All Other Revenues	6,131,386	7,523,753	1,392,367	22.71%	19,530,849	19,417,178
Total Revenues	\$ 34,783,701	\$ 38,003,594	\$ 3,219,892	9.26%	\$ 101,934,019	\$ 102,862,965
Percentage of Revenue Budget Collected to Date		36.95%				
Percentage/Dollar Amount of Revenue Budget left to be Collected		63.05%				\$ 64,859,371
Expenditures:						
Salaries	\$ 23,805,255	\$ 26,960,635	\$ 3,155,380	13.25%	\$ 64,633,026	\$ 69,625,416
Benefits	7,239,405	7,866,464	627,059	8.66%	18,375,395	20,166,211
Electricity	674,353	721,561	47,208	7.00%	1,979,637	1,950,000
Water/Sewer	92,938	92,436	(502)	-0.54%	354,414	320,000
Natural Gas	31,331	33,080	1,749	5.58%	230,730	265,000
Disposal Fees	41,351	41,006	(345)	-0.83%	144,782	130,000
Gasoline	16,152	12,578	(3,574)	-22.13%	46,063	50,000
Technology/Instructional Equipment	61,559	38,237	(23,322)	-37.89%	977,327	1,033,501
Capital Outlay	869,775	82,167	(787,608)	-90.55%	2,442,009	1,253,928
All Other Expenditures	3,745,254	4,835,191	1,089,937	29.10%	12,303,022	13,743,520
Total Expenditures	\$ 36,577,373	\$ 40,683,355	\$ 4,105,982	11.23%	\$ 101,486,405	\$ 108,537,576
Percentage of Expenditure Budget Spent to Date		37.48%				
Percentage/Dollar Amount of Expenditure Budget remaining		62.52%				\$ 67,854,222
Year-To-Date Revenues Over (Under) Expenditures	\$ (1,793,671)	\$ (2,679,761)	\$ (886,090)	49.40%	\$ 447,614	\$ (5,674,611)
% of Fiscal Year Complete		41.67%				
% of Fiscal Year Remaining		58.33%				

BOE POLICY 2.100 RESERVE FUNDS

Total Expenditure Budget - FY26 Budget	\$	108,537,576
Less:		
Operating Transfers	\$	62,739
Debt Service	\$	2,386,055
Capital Outlay	\$	1,253,928
Early Childhood	\$	458,369
Educare	\$	1,632,014
Total to deduct	\$	<u>5,793,106</u>
 Total Operating Budget	 \$	 102,744,471
 16% of the General Purpose School Fund Operating Budget	 \$	 <u><u>17,124,421</u></u>
 Monthly Operating Expense:		
Annual Operating Expense Budget	\$	102,744,471
Monthly Operating Expenses Budgeted	\$	8,562,039
2 Months Operating Expenses Budgeted	\$	<u><u>17,124,078</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	\$	17,124,078
Current Fund Balance:		
3% Fund Balance	\$	3,049,135
Undesignated Fund Balance	\$	9,272,756
Current Revenues vs Expenditures	\$	(2,679,761)
Other Reserves	\$	6,254,567
Total Fund Balance	\$	<u>15,896,697</u>
 Target Under as of 11/30/25	 \$	 <u><u>(1,227,381)</u></u>

Locality	2020 Rate	Increase	2021 Rate	Increase	2022 Rate	Residents	Increase	2023 Rate	Residents	Increase	2024	Residents	Increase	2025	Residents
						Combined Rate		Combined Rate			Combined Rate			Combined Rate	
Washington County	\$ 2.1500	\$ -	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ -	\$ 2.1500	\$ 2.1500	\$ (0.4400)	\$ 1.7100	\$ 1.7100	\$ -	\$ 1.7100	\$ 1.7100
Watauga	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.7200	\$ -	\$ 0.5700	\$ 2.7200	\$ (0.1600)	\$ 0.4100	\$ 2.1200	\$ -	\$ 0.4100	\$ 2.1200
Jonesborough	\$ 1.2000	\$ -	\$ 1.2000	\$ -	\$ 1.2000	\$ 3.3500	\$ 0.2500	\$ 1.4500	\$ 3.6000	\$ (0.4838)	\$ 0.9662	\$ 2.6762	\$ 0.2738	\$ 1.2400	\$ 2.9500
Johnson City	\$ 1.7100	\$ 0.0200	\$ 1.7300	\$ -	\$ 1.7300	\$ 3.8800	\$ 0.2500	\$ 1.9800	\$ 4.1300	\$ (0.6259)	\$ 1.3541	\$ 3.0641	\$ 0.0244	\$ 1.3785	\$ 3.0885
Unicoi County	\$ 2.8538	\$ -	\$ 2.8538	\$ (0.5033)	\$ 2.3505	\$ 2.3505	\$ 0.2600	\$ 2.6105	\$ 2.6105	\$ -	\$ 2.6105	\$ 2.6105	\$ -	\$ 2.6105	\$ 2.6105
Erwin	\$ 1.8620	\$ -	\$ 1.8620	\$ (0.3108)	\$ 1.5512	\$ 3.9017	\$ -	\$ 1.5512	\$ 4.1617	\$ -	\$ 1.5512	\$ 4.1617	\$ -	\$ 1.5512	\$ 4.1617
Sullivan County	\$ 2.5700	\$ (0.1638)	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ -	\$ 2.4062	\$ 2.4062	\$ 0.0900	\$ 2.4962	\$ 2.4962	\$ (0.8833)	\$ 1.6129	\$ 1.6129
Bluff City	\$ 1.2800	\$ (0.1010)	\$ 1.1790	\$ -	\$ 1.1790	\$ 3.5852	\$ 0.1210	\$ 1.3000	\$ 3.7062	\$ -	\$ 1.3000	\$ 3.7962	\$ (0.4100)	\$ 0.8900	\$ 2.5029
Bristol	\$ 2.1612	\$ (0.1749)	\$ 1.9863	\$ -	\$ 1.9863	\$ 4.3925	\$ -	\$ 1.9863	\$ 4.3925	\$ 0.2637	\$ 2.2500	\$ 4.7462	\$ (0.4050)	\$ 1.8450	\$ 3.4579
Johnson City	\$ 1.9500	\$ (0.4000)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.9562	\$ 0.2500	\$ 1.8000	\$ 4.2062	\$ 0.2298	\$ 2.0298	\$ 4.5260	\$ (0.6513)	\$ 1.3785	\$ 2.9914
Kingsport	\$ 2.0643	\$ (0.1860)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4045	\$ -	\$ 1.9983	\$ 4.4945	\$ (0.3210)	\$ 1.6773	\$ 3.2902
Carter County	\$ 2.4700	\$ (0.4400)	\$ 2.0300	\$ -	\$ 2.0300	\$ 2.0300	\$ 0.1500	\$ 2.1800	\$ 2.1800	\$ -	\$ 2.1800	\$ 2.1800	\$ -	\$ 2.1800	\$ 2.1800
Elizabethton	\$ 1.8500	\$ (0.2800)	\$ 1.5700	\$ -	\$ 1.5700	\$ 3.6000	\$ 0.0800	\$ 1.6500	\$ 3.8300	\$ -	\$ 1.6500	\$ 3.8300	\$ 0.0900	\$ 1.7400	\$ 3.9200
Johnson City	\$ 1.8300	\$ (0.2800)	\$ 1.5500	\$ -	\$ 1.5500	\$ 3.5800	\$ 0.2500	\$ 1.8000	\$ 3.9800	\$ 0.0775	\$ 1.8775	\$ 4.0575	\$ 0.5190	\$ 2.3965	\$ 4.5765
Watauga	\$ 0.7000	\$ (0.1300)	\$ 0.5700	\$ -	\$ 0.5700	\$ 2.6000	\$ -	\$ 0.5700	\$ 2.7500	\$ -	\$ 0.5700	\$ 2.7500	\$ -	\$ 0.5700	\$ 2.7500
Greene County	\$ 2.0145	\$ -	\$ 2.0145	\$ -	\$ 2.0145	\$ 2.0145	\$ (0.3645)	\$ 1.6500	\$ 1.6500	\$ -	\$ 1.6500	\$ 1.6500	\$ -	\$ 1.6500	\$ 1.6500
Greene County for City Residents	\$ 1.9845	\$ -	\$ 1.9845	\$ -	\$ 1.9845	\$ 4.1620	\$ (0.3445)	\$ 1.6400	\$ 3.3471	\$ -	\$ 1.6400	\$ 3.3471	\$ -	\$ 1.6400	\$ 3.3471
Greenville City	\$ 2.1775	\$ -	\$ 2.1775	\$ -	\$ 2.1775	\$ 4.1620	\$ (0.4704)	\$ 1.7071	\$ 3.3471	\$ -	\$ 1.7071	\$ 3.3471	\$ -	\$ 1.7071	\$ 3.3471
Hawkins County	\$ 2.5323	\$ (0.3646)	\$ 2.1677	\$ 0.1500	\$ 2.3177	\$ 2.3177	\$ 0.0070	\$ 2.3247	\$ 2.3247	\$ 0.2299	\$ 2.5546	\$ 2.5546	\$ -	\$ 2.5546	\$ 2.5546
Rogersville City	\$ 1.6700	\$ (0.1835)	\$ 1.4865	\$ -	\$ 1.4865	\$ 3.8042	\$ -	\$ 1.4865	\$ 3.8112	\$ 0.3500	\$ 1.8365	\$ 4.3911	\$ -	\$ 1.8365	\$ 4.3911
Bulls Gap	\$ 0.7200	\$ (0.0636)	\$ 0.6564	\$ 0.0036	\$ 0.6600	\$ 2.9777	\$ 0.2000	\$ 0.8600	\$ 3.1847	\$ 0.1300	\$ 0.9900	\$ 3.5446	\$ -	\$ 0.9900	\$ 3.5446
Church Hill	\$ 1.1034	\$ (0.1418)	\$ 0.9616	\$ -	\$ 0.9616	\$ 3.2793	\$ -	\$ 0.9616	\$ 3.2863	\$ 0.0484	\$ 1.0100	\$ 3.5646	\$ -	\$ 1.0100	\$ 3.5646
Kingsport	\$ 1.8900	\$ (0.0117)	\$ 1.8783	\$ 0.1200	\$ 1.9983	\$ 4.3160	\$ -	\$ 1.9983	\$ 4.3230	\$ -	\$ 1.9983	\$ 4.5529	\$ -	\$ 1.9983	\$ 4.5529
Mount Carmel	\$ 1.6700	\$ (0.2803)	\$ 1.3897	\$ -	\$ 1.3897	\$ 3.7074	\$ 0.2000	\$ 1.5897	\$ 3.9144	\$ -	\$ 1.5897	\$ 4.1443	\$ -	\$ 1.5897	\$ 4.1443
Surgoinsville	\$ 1.2000	\$ (0.2370)	\$ 0.9630	\$ 0.0033	\$ 0.9663	\$ 3.2840	\$ -	\$ 0.9663	\$ 3.2910	\$ 0.1337	\$ 1.1000	\$ 3.6546	\$ -	\$ 1.1000	\$ 3.6546

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended November 30, 2025					
					41.37%
		Amended	Actual	Budget Amount	Percentage
		Budget	Amounts	Remaining	of Budget to Date
Revenues					
40110	Current Property Tax - Washington Co.	\$ 12,390,307	1,518,189	\$ 10,872,118	12.25%
40110	Current Property Tax - Sullivan Co.	\$ 240,892	2,813	\$ 238,079	1.17%
40110	Current Property Tax - Carter Co.	\$ 106,941	1,075	\$ 105,866	1.00%
40120	Trustee's Collections - Prior Year	\$ 280,555	123,060	\$ 157,495	43.86%
40130	Circuit Clk./Clk. & Master Coll. - Prior Yr	\$ 100,000	47,233	\$ 52,767	47.23%
40140	Interest & Penalty	\$ 135,000	19,402	\$ 115,598	14.37%
40150	Pick-Up Taxes	\$ 5,500	104	\$ 5,396	1.89%
40162	Payments in Lieu of Taxes - Local Utilities	\$ 215,000	195,239	\$ 19,761	90.81%
40163	Payments in Lieu of Taxes - Other	\$ 18,000	11,605	\$ 6,395	64.47%
40210	Local Option Sales Tax - Washington Co.	\$ 20,380,064	8,954,007	\$ 11,426,057	43.94%
40210	Local Option Sales Tax - Sullivan Co.	\$ 180,181	87,661	\$ 92,520	48.65%
40210	Local Option Sales Tax - Carter Co.	\$ 192,054	89,302	\$ 102,752	46.50%
40270	Business Tax	\$ 517,000	125,454	\$ 391,546	24.27%
40275	Mixed Drink Tax	\$ 3,500	55	\$ 3,445	1.58%
40320	Bank Excise Tax	\$ 95,000	-	\$ 95,000	0.00%
	Total County Taxes	\$ 34,859,994	\$ 11,175,199	\$ 23,684,795	32.06%
41110	Marriage Licenses	\$ 1,700	716	\$ 984	42.10%
	Total Licenses and Permits	\$ 1,700	\$ 716	\$ 984	42.10%
43511	Tuition - Regular Day Students	\$ 250,000	176,898	\$ 73,102	70.76%
43517	Tuition - Online Learning	\$ 30,000	(350)	\$ 30,350	-1.17%
43581	Tuition - EDUCARE	\$ 1,449,900	576,942	\$ 872,958	39.79%
43581	Tuition - ECLC	\$ 247,000	132,649	\$ 114,351	53.70%
43990	Other Charges for Services - Fingerprints	\$ 21,000	5,035	\$ 15,966	23.97%
43990	Print Shop Enterprise Account	\$ 60,000	9,483	\$ 50,517	15.81%
	Total Charges for Current Services	\$ 2,057,900	\$ 900,657	\$ 1,157,243	43.77%
44120	Leases/Rentals	\$ -	355	\$ (355)	#DIV/0!
44160	Retirees' Insurance Payments	\$ 23,000	9,372	\$ 13,628	40.75%
44170	Miscellaneous Refunds	\$ -	9,094	\$ (9,094)	#DIV/0!
44570	Contributions	\$ -	10,946	\$ (10,946)	#DIV/0!
44570	Contributions - Shoe Fund	\$ 10,000	-	\$ 10,000	0.00%
44570	Contributions - Homeless Fund	\$ -	1,250	\$ (1,250)	#DIV/0!
44570	Contributions - Niswonger	\$ -	900	\$ (900)	#DIV/0!
44570	Contributions - Battelle	\$ -	10,000	\$ (10,000)	#DIV/0!
44990	Other Local Revenue (STEAM 536)	\$ 1,000	-	\$ 1,000	0.00%
44990	Other Local Revenue (Misc)	\$ -	167	\$ (167)	#DIV/0!
	Total Other Local Revenues	\$ 34,000	\$ 42,083	\$ (8,083)	123.77%
46510	Tennessee Investment in Student Achievement (TISA)	\$ 49,124,738	19,649,895	\$ 29,474,843	40.00%
46510	TISA Outcomes	\$ 527,849	-	\$ 527,849	0.00%
46513	TISA On-Behalf Payments	\$ 52,761	-	\$ 52,761	0.00%
46550	Driver Education	\$ 11,000	-	\$ 11,000	0.00%
46590	Other State Educational Funds - Teacher Bonus	\$ 1,390,518	1,341,032	\$ 49,486	96.44%
46610	Career Ladder	\$ 63,500	31,587	\$ 31,913	49.74%
46596	Paid Parental Leave	\$ -	-	\$ -	#DIV/0!
	Total State Education Funds	\$ 51,170,366	\$ 21,022,515	\$ 30,147,851	41.08%
47143	Education of the Handicapped Act - IDEA	\$ -	-	\$ -	#DIV/0!
	Total Federal Through State	\$ -	\$ -	\$ -	#DIV/0!

JOHNSON CITY SCHOOLS					
Statement of Revenues, Expenditures, and Changes in Fund Balance					
For the Period Ended November 30, 2025					
					41.37%
		Amended	Actual	Budget Amount	Percentage
		Budget	Amounts	Remaining	of Budget to Date
47640	ROTC Reimbursement	\$ 75,000	17,995	\$ 57,005	23.99%
	Total Direct Federal Government	\$ 75,000	\$ 17,995	\$ 57,005	23.99%
48610	Donations	\$ -	1	\$ (1)	#DIV/0!
49315	SBITA ISSUED	\$ -	-	\$ -	#DIV/0!
49800	Operating Transfers	\$ -	-	\$ -	#DIV/0!
49810	City General Fund Transfer - Operations	\$ 11,626,736	4,844,428	\$ 6,782,308	41.67%
49810	City General Fund Transfer - Transportation	\$ 3,037,269	-	\$ 3,037,269	0.00%
	Total Other Sources	\$ 14,664,005	\$ 4,844,429	\$ 9,819,576	33.04%
	Total Revenues	\$ 102,862,965	\$ 38,003,594	\$ 64,859,371	36.95%
APPROPRIATIONS (Expenditures)					
		Amended	Actual	Budget Amount	Percentage
		Budget	Amounts	Remaining	of Budget to Date
	INSTRUCTION				
71100	116 Teachers	\$ 34,836,768	12,659,094	\$ 22,177,674	36.34%
71100	116 Safety Net Program (1-031)	\$ 49,000	1,200	\$ 47,800	2.45%
71100	116 RTI (534)	\$ 516,120	237,651	\$ 278,469	46.05%
71100	116 Four-Year Transition Plan (2-301)	\$ 6,120	-	\$ 6,120	0.00%
71100	116 Local Extended Contract (1-578)	\$ 308,270	21,325	\$ 286,945	6.92%
71100	116 Mountain View Orchestra (9-581)	\$ 8,825	-	\$ 8,825	0.00%
71100	116 Curriculum Development (538)	\$ 22,000	3,480	\$ 18,520	15.82%
71100	116 Teacher Stipends for Online Learning (555)	\$ 24,520	-	\$ 24,520	0.00%
71100	117 Career Ladder	\$ 31,000	11,500	\$ 19,500	37.10%
71100	163 Educational Assistants	\$ 1,302,360	466,346	\$ 836,014	35.81%
71100	188 Personal Bonus	\$ 1,562,000	1,568,350	\$ (6,350)	100.41%
71100	189 Other Salaries & Wages	\$ -	11,153	\$ (11,153)	#DIV/0!
71100	195 Substitute Teachers Certified	\$ 150,000	42,046	\$ 107,954	28.03%
71100	198 Substitute Teachers - Non Certified	\$ 530,660	180,646	\$ 350,014	34.04%
71100	201 Social Security	\$ 2,399,808	887,678	\$ 1,512,130	36.99%
71100	204 Retirement	\$ 2,374,874	969,126	\$ 1,405,748	40.81%
71100	206 Life Insurance	\$ 88,534	23,670	\$ 64,864	26.74%
71100	207 Medical Insurance	\$ 4,684,799	1,877,283	\$ 2,807,516	40.07%
71100	208 Dental Insurance	\$ 145,000	50,837	\$ 94,163	35.06%
71100	210 Unemployment	\$ 25,000	14,146	\$ 10,854	56.58%
71100	211 Local Retirement	\$ 82,000	21,837	\$ 60,163	26.63%
71100	212 Medicare	\$ 569,913	208,908	\$ 361,005	36.66%
71100	215 Other Post Employment Benefits (Retiree Insurance)	\$ 714,000	335,573	\$ 378,427	47.00%
71100	217 Retirement-Hybrid Stabilization	\$ 129,565	63,489	\$ 66,076	49.00%
71100	336 Performing Music Maintenance and Repair Equipment	\$ 21,682	8,704	\$ 12,978	40.14%
71110	336 Mntc & Repair Equip - Reserved for Encumb	\$ 1,672	1,672	\$ -	100.00%
71100	399 Other Contracted Services (Site-Based check-copiers)	\$ 86,544	86,544	\$ -	100.00%
71100	399 RTI (1-534)	\$ 25,000	25,000	\$ 0	100.00%
71100	399 Edmentum (Credit Recovery) 1-519	\$ -	-	\$ -	#DIV/0!
71100	399 Public Chapter 426, Public Acts of 2011 (1-532)	\$ 40,000	4,900	\$ 35,100	12.25%
71100	399 Subscription Renewal - Brain Pop (1-536)	\$ 33,000	36,159	\$ (3,159)	109.57%
71100	399 Subscription Renewal - Curipod	\$ 20,000	-	\$ 20,000	0.00%
71100	399 Subscription Renewal - Neptune Navigate	\$ 3,000	2,750	\$ 250	91.67%
71100	399 Subscription Renewal - Canvas	\$ 61,000	-	\$ 61,000	0.00%
71100	399 Subscription - Generation Genius	\$ 9,000	8,955	\$ 45	99.50%
71100	399 Subscription Renewal - Mystery Science	\$ 12,000	13,560	\$ (1,560)	113.00%
71100	399 Subscription Renewal - Explore Learning	\$ 33,000	34,524	\$ (1,524)	104.62%
71100	399 Subscription Renewal - Study Island	\$ 16,000	15,625	\$ 375	97.66%
71100	399 Subscription Renewal - Age of Learning	\$ 60,000	54,000	\$ 6,000	90.00%
71100	399 Subscription - Quizz	\$ 20,000	20,000	\$ -	100.00%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2025						
						41.37%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
72120	413	Drugs & Medical Supplies	\$ 5,000	449	\$ 4,551	8.98%
72120	499	Other Supplies & Materials	\$ 17,380	8,017	\$ 9,363	46.13%
72120	499	Other Supplies & Materials - Coordinated School Health	\$ 25,000	5,542	\$ 19,458	22.17%
72120	524	Staff Development	\$ 500	35	\$ 465	7.00%
72120	524	Staff Development - Coordinated School Health	\$ 9,600	793	\$ 8,807	8.26%
72120	599	Other Charges - Coordinated School Health	\$ -	347	\$ (347)	#DIV/0!
72120	735	Health Equipment - Coordinated School Health	\$ 2,400	707	\$ 1,693	29.46%
		Total Health Services	\$ 1,146,701	\$ 470,811	\$ 675,891	41.06%
		STUDENT SUPPORT				
72130	117	Career Ladder	\$ 2,000	1,000	\$ 1,000	50.00%
72130	123	Guidance Personnel	\$ 1,754,400	652,648	\$ 1,101,752	37.20%
72130	161	Secretary	\$ 41,820	18,226	\$ 23,594	43.58%
72130	188	Bonus	\$ 92,000	96,000	\$ (4,000)	104.35%
72130	189	Other Salaries & Benefits	\$ 913,737	335,873	\$ 577,864	36.76%
72130	201	Social Security	\$ 171,046	64,271	\$ 106,775	37.58%
72130	204	Retirement	\$ 202,142	79,190	\$ 122,952	39.18%
72130	206	Life Insurance	\$ 6,717	1,613	\$ 5,104	24.02%
72130	207	Medical Insurance	\$ 394,419	153,266	\$ 241,153	38.86%
72130	208	Dental Insurance	\$ 11,071	4,040	\$ 7,031	36.49%
72130	211	Local Retirement	\$ 3,000	1,046	\$ 1,954	34.88%
72130	212	Medicare	\$ 40,658	15,078	\$ 25,580	37.08%
72130	217	Retirement-Hybrid Stabilization	\$ 18,860	8,795	\$ 10,065	46.63%
72130	322	AP Testing (2-583)	\$ 135,000	-	\$ 135,000	0.00%
72130	355	Travel - Safe Schools	\$ -	76	\$ (76)	#DIV/0!
72130	499	Other Supplies & Materials - Safe Schools	\$ 5,167	1,753	\$ 3,415	33.92%
72130	524	Inservice/Staff Development - Safe Schools	\$ 3,000	-	\$ 3,000	0.00%
72130	790	Other Equipment (1-529)	\$ 2,500	-	\$ 2,500	0.00%
		Total Student Support	\$ 3,797,537	\$ 1,432,873	\$ 2,364,664	37.73%
		INSTRUCTION SUPPORT				
72210	105	Administration	\$ 744,278	313,643	\$ 430,635	42.14%
72210	117	Career Ladder	\$ 6,000	2,500	\$ 3,500	41.67%
72210	129	Librarians	\$ 875,670	318,910	\$ 556,760	36.42%
72210	137	Educational Media Personnel	\$ 343,640	131,454	\$ 212,186	38.25%
72210	161	Secretary	\$ 138,720	63,592	\$ 75,128	45.84%
72210	172	Instructional Coaches	\$ 1,549,167	175,087	\$ 1,374,080	11.30%
72210	188	Bonus	\$ 124,000	169,400	\$ (45,400)	136.61%
72210	189	Other Salaries and Wages	\$ 175,097	312,742	\$ (137,645)	178.61%
72210	189	Other Salaries and Wages - Tech Teacher Leader	\$ 30,500	-	\$ 30,500	0.00%
72210	201	Social Security	\$ 243,272	87,260	\$ 156,012	35.87%
72210	204	Retirement	\$ 266,293	100,553	\$ 165,740	37.76%
72210	206	Life Insurance	\$ 10,069	2,211	\$ 7,858	21.96%
72210	207	Medical Insurance	\$ 440,391	151,967	\$ 288,424	34.51%
72210	208	Dental Insurance	\$ 12,039	4,277	\$ 7,762	35.53%
72210	211	Local Retirement	\$ 4,636	1,561	\$ 3,075	33.68%
72210	212	Medicare	\$ 57,812	20,420	\$ 37,392	35.32%
72210	217	Retirement-Hybrid Stabilization	\$ 6,594	3,900	\$ 2,694	59.14%
72210	355	Travel	\$ 11,500	964	\$ 10,536	8.38%
72210	355	Travel - Safe Schools	\$ 500	371	\$ 129	74.30%
72210	355	Travel Academic Competitions - Robotics Team (5K) (16-57)	\$ 15,000	-	\$ 15,000	0.00%
72210	355	Travel - Choir, Orchestra & Drama	\$ 10,000	-	\$ 10,000	0.00%
72210	399	Niswonger Class Fees (555)	\$ 5,000	4,800	\$ 200	96.00%
72210	399	Contracted Services Niswonger Consortium Fee (555)	\$ 15,200	15,603	\$ (403)	102.65%
72210	399	Other Contracted Services (5\$ Transact)	\$ 9,000	-	\$ 9,000	0.00%
72210	399	Other Contracted Services - Frontline	\$ 31,000	32,407	\$ (1,407)	104.54%
72210	399	Other Contracted Services - Robotics Team (16-572)	\$ 1,000	-	\$ 1,000	0.00%
72210	399	Other Contracted Services - Parent Square	\$ 31,500	31,200	\$ 300	99.05%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2025						
						41.37%
			Amended	Actual	Budget Amount	Percentage
			Budget	Amounts	Remaining	of Budget to Date
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	Other Contracted Services - Print Shop	\$ 41,000	14,638	\$ 26,362	35.70%
72210	399	Random Drug Testing (DOT Physicals)	\$ 16,000	2,946	\$ 13,054	18.41%
72210	399	Contracted Services - RC (1-030)	\$ 2,400		\$ 2,400	0.00%
72210	399	Internal Assessment Platform - Illuminate	\$ 55,000		\$ 55,000	0.00%
72210	399	Other Contracted Services -Safe Schools	\$ 39,000	500	\$ 38,500	1.28%
72210	399	Other Contracted Services (Misc)	\$ 20,000	(77,259)	\$ 97,259	-386.30%
72210	432	Library Books Media	\$ 36,730	36,730	\$ -	100.00%
72210	471	Software Maintenance - Hapara	\$ 65,640	62,855	\$ 2,785	95.76%
72210	471	Software Maintenance - Library Software	\$ 22,000	23,261	\$ (1,261)	105.73%
72210	471	Software Maintenance - Renaissance Learning	\$ -	40,404	\$ (40,404)	#DIV/0!
72210	471	Software Maintenance - Educlimber	\$ 50,000	49,998	\$ 2	100.00%
72210	499	Other Supplies & Materials	\$ 10,000	10,119	\$ (119)	101.19%
72210	499	Mclass Amplify Program (1-524)	\$ 24,000	17,880	\$ 6,120	74.50%
72210	499	Other Supplies & Materials-RC (1-030)	\$ 7,700		\$ 7,700	0.00%
72210	499	Other Supplies and Materials - Robotics Team (16-572)	\$ 5,000		\$ 5,000	0.00%
72210	499	Shoe Fund (1-520)	\$ 15,915	6,807	\$ 9,108	42.77%
72210	499	Centegix Supplies (964)	\$ 2,400	885	\$ 1,515	36.86%
72210	499	Homeless Donations (701)	\$ -	(696)	\$ 696	#DIV/0!
72210	499	Other Supplies & Materials - Safe Schools	\$ 2,000	665	\$ 1,335	33.23%
72210	499	Other Supplies & Materials - Print Shop	\$ 110,000	47,834	\$ 62,166	43.49%
72210	524	Teacher Leadership Academy (537)	\$ 44,500	15,094	\$ 29,406	33.92%
72210	524	In-service Staff Dev. System Wide/School Based	\$ 148,314	43,468	\$ 104,846	29.31%
72210	524	Staff Development - Safe Schools	\$ 55,000	19,531	\$ 35,469	35.51%
72210	524	Staff Development - Coordinated School Health	\$ -	2,144	\$ (2,144)	#DIV/0!
72210	524	AP Staff Development (2-583)	\$ 10,000	-	\$ 10,000	0.00%
72210	599	Non Revenue Producing Sports \$30K (25/5)	\$ 40,000	25,442	\$ 14,558	63.61%
72210	599	Other Charges - MS Competition Fees	\$ 3,000	-	\$ 3,000	0.00%
72210	599	Other Charges - Homeless Program	\$ -	5,034	\$ (5,034)	#DIV/0!
72210	599	Other Charges	\$ 4,000	-	\$ 4,000	0.00%
72210	790	Non Revenue Producing Sports - Arts \$20K (15/5)	\$ 25,000	2,885	\$ 22,115	11.54%
72210	790	Other Equipment - Safe Schools	\$ 21,200	18,385	\$ 2,815	86.72%
72210	790	Safety - Radios (1-964) - Elementary	\$ 5,000	-	\$ 5,000	0.00%
72210	790	Other Equipment	\$ 5,000	1,953	\$ 3,047	39.06%
		Total Instruction Support	\$ 6,055,677	\$ 2,316,327	\$ 3,739,350	38.25%
		ALTERNATIVE INSTRUCTIONAL SUPPORT				
72215	161	Secretaries	\$ 40,800	14,990	\$ 25,810	36.74%
72215	188	Personal Bonus	\$ 2,000	-	\$ 2,000	0.00%
72215	189	Other Salaries & Wages	\$ -	658	\$ (658)	#DIV/0!
72215	201	Social Security	\$ 2,611	817	\$ 1,794	31.31%
72215	204	Retirement	\$ 3,240	1,139	\$ 2,101	35.16%
72215	206	Life Insurance	\$ 98	29	\$ 69	29.53%
72215	207	Medical Insurance	\$ 16,888	6,864	\$ 10,025	40.64%
72215	208	Dental Insurance	\$ 450	203	\$ 247	45.09%
72215	212	Medicare	\$ 621	191	\$ 430	30.78%
72215	217	Retirement - Hybrid Stabilization	\$ 583	238	\$ 345	40.90%
72215	435	Office Supplies	\$ 2,368	2,368	\$ -	100.00%
72215	524	In-Service/Staff Development	\$ 2,000	1,214	\$ 786	60.72%
		Total Alternative Instruction Support	\$ 71,659	\$ 28,712	\$ 42,947	40.07%
		SPECIAL EDUCATION SUPPORT				
72220	105	Administration	\$ 123,227	51,345	\$ 71,882	41.67%
72220	124	Psychological Personnel	\$ 82,304	29,941	\$ 52,363	36.38%
72220	131	Physical Therapist	\$ 290,333	106,050	\$ 184,283	36.53%
72220	135	Diagnosticians	\$ 384,273	139,754	\$ 244,519	36.37%
72220	161	Secretary	\$ 114,240	61,718	\$ 52,522	54.02%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended November 30, 2025							
						41.37%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72250	471	Software Maintenance - KnowBe4	\$ 25,000			\$ 25,000	0.00%
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	\$ 45,000	43,833		\$ 1,167	97.41%
72250	471	Software Maintenance - Cisco Smartnet	\$ 20,000			\$ 20,000	0.00%
72250	471	Software Maintenance - Veeam	\$ 6,400			\$ 6,400	0.00%
72250	471	Software Maintenance - Help Desk	\$ 28,000	27,916		\$ 84	99.70%
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	\$ 95,000			\$ 95,000	0.00%
72250	471	Software Hosting Services	\$ 21,000	19,345		\$ 1,655	92.12%
72250	471	Software Maintenance - Aruba Clearpass	\$ 15,000	5,226		\$ 9,774	34.84%
72250	471	Software Maintenance - Badgepass	\$ 10,000			\$ 10,000	0.00%
72250	471	Software Maintenance -Wasabi Cloud Storage	\$ 2,200			\$ 2,200	0.00%
72250	471	Software Maintenance - Document Cloud Storage	\$ 18,000			\$ 18,000	0.00%
72250	471	Software Maintenance - Other	\$ 5,000	2,585		\$ 2,415	51.70%
72250	471	Software Maintenance - Scribbles	\$ 16,896	16,896		\$ -	100.00%
72250	499	Other Supplies & Materials Technology	\$ 10,500	2,996		\$ 7,504	28.53%
72250	524	In-service Staff Development - Technology	\$ 10,000	351		\$ 9,649	3.51%
72250	709	Data Processing Equipment Technology	\$ 10,000	454		\$ 9,546	4.54%
Total Technology			\$ 2,546,981	\$ 972,882		\$ 1,574,099	38.20%
BOARD OF EDUCATION							
72310	206	Life Insurance	\$ 420	126		\$ 294	30.00%
72310	207	Medical Insurance	\$ 30,172	11,993		\$ 18,179	39.75%
72310	208	Dental Insurance	\$ 1,100	184		\$ 916	16.69%
72310	305	Audit Service	\$ 22,000	22,000		\$ -	100.00%
72310	320	Dues and Memberships	\$ 12,000	8,276		\$ 3,724	68.97%
72310	331	Legal Services	\$ 15,000	9,160		\$ 5,841	61.06%
72310	355	Travel	\$ 500	-		\$ 500	0.00%
72310	399	Other Contracted Services	\$ 10,000	7,250		\$ 2,750	72.50%
72310	499	Other Supplies & Materials	\$ 2,000	904		\$ 1,096	45.20%
72310	506	Liability Insurance	\$ 89,036	39,412		\$ 49,624	44.27%
72310	506	*Athletic Liability Insurance	\$ 41,000	-		\$ 41,000	0.00%
72310	508	Corporate Surety Bonds	\$ 150	144		\$ 6	96.00%
72310	510	Trustee's Commission	\$ 500,000	128,954		\$ 371,046	25.79%
72310	513	Workman's Compensation Insurance	\$ 450,633	-		\$ 450,633	0.00%
72310	524	In-service Staff Development	\$ 26,000	14,443		\$ 11,557	55.55%
72310	599	Other Charges	\$ 30,000	889		\$ 29,111	2.96%
72310	599	Athletics/Band Travel	\$ 80,676	22,586		\$ 58,090	28.00%
Total Board of Education			\$ 1,310,687	\$ 266,320		\$ 1,044,367	20.32%
Superintendent							
72320	101	Superintendent	\$ 198,800	79,811		\$ 118,989	40.15%
72320	117	Career Ladder	\$ -	-		\$ -	#DIV/0!
72320	161	Secretary	\$ 56,100	23,380		\$ 32,720	41.67%
72320	188	Bonus	\$ 2,000	2,000		\$ -	100.00%
72320	189	Other Salaries	\$ -	1,000		\$ (1,000)	#DIV/0!
72320	201	Social Security	\$ 15,671	6,686		\$ 8,985	42.67%
72320	204	Retirement	\$ 20,231	8,782		\$ 11,449	43.41%
72320	206	Life Insurance	\$ 617	107		\$ 510	17.42%
72320	207	Medical Insurance	\$ 33,000	14,252		\$ 18,748	43.19%
72320	208	Dental Insurance	\$ 820	323		\$ 497	39.41%

JOHNSON CITY SCHOOLS						
Statement of Revenues, Expenditures, and Changes in Fund Balance						
For the Period Ended November 30, 2025						
						41.37%
			Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
72510	499	Other Supplies and Materials	\$ 1,000	1,363	\$ (363)	136.28%
72510	524	Staff Development	\$ 5,000	175	\$ 4,825	3.50%
72510	599	Other Charges	\$ 250	-	\$ 250	0.00%
72510	701	Administrative Equipment	\$ 3,000	5,192	\$ (2,192)	173.06%
		Total Fiscal Services	\$ 673,581	\$ 315,060	\$ 358,521	46.77%
		HUMAN RESOURCES				
72520	105	Supervisor/Director	\$ 93,791	39,080	\$ 54,711	41.67%
72520	161	Secretary	\$ 148,596	60,088	\$ 88,508	40.44%
72520	188	Personal Bonus	\$ 8,000	8,000	\$ -	100.00%
72520	201	Social Security	\$ 15,274	6,295	\$ 8,979	41.22%
72520	204	State Retirement	\$ 28,185	12,008	\$ 16,177	42.60%
72520	206	Life Insurance	\$ 582	144	\$ 438	24.75%
72520	207	Medical Insurance	\$ 34,096	12,149	\$ 21,948	35.63%
72520	208	Dental Insurance	\$ 1,000	358	\$ 642	35.81%
72520	212	Medicare	\$ 3,631	1,472	\$ 2,159	40.55%
72520	217	Retirement - Hybrid Stabilization	\$ 2,479	1,122	\$ 1,357	45.24%
72520	320	Dues and Memberships	\$ 250	50	\$ 200	20.00%
72520	355	Travel	\$ 250	53	\$ 197	21.28%
72520	399	Other Contracted Services	\$ 3,000	4,251	\$ (1,251)	141.71%
72520	435	Office Supplies	\$ 2,000	375	\$ 1,625	18.77%
72520	524	Staff Development	\$ 4,000	4,485	\$ (485)	112.13%
72520	701	Administrative Equipment	\$ 1,000	-	\$ 1,000	0.00%
		Total Human Resources	\$ 346,134	\$ 149,931	\$ 196,203	43.32%
		OPERATION OF PLANT				
72610	160	Guards	\$ 220,320	56,983	\$ 163,337	25.86%
72610	166	Custodial Personnel	\$ 2,066,520	770,663	\$ 1,295,857	37.29%
72610	166	Summer Worker (510)	\$ 16,320	6,532	\$ 9,788	40.03%
72610	166	Custodian Overtime	\$ 7,000	10,499	\$ (3,499)	149.98%
72610	188	Bonus	\$ 111,050	106,700	\$ 4,350	96.08%
72610	201	Social Security	\$ 147,694	54,490	\$ 93,204	36.89%
72610	204	Retirement	\$ 232,968	96,887	\$ 136,081	41.59%
72610	206	Life Insurance	\$ 5,544	1,213	\$ 4,331	21.88%
72610	207	Medical Insurance	\$ 324,154	140,826	\$ 183,328	43.44%
72610	208	Dental Insurance	\$ 8,500	3,682	\$ 4,818	43.32%
72610	211	Local Retirement	\$ 18,000	6,422	\$ 11,578	35.68%
72610	212	Medicare	\$ 35,108	12,931	\$ 22,177	36.83%
72610	217	Retirement - Hybrid Stabilization	\$ 21,551	7,264	\$ 14,287	33.71%
72610	359	Disposal Fees	\$ 130,000	41,006	\$ 88,994	31.54%
72610	399	Other Contracted Services	\$ -	44,150	\$ (44,150)	#DIV/0!
72610	410	Custodial Supplies	\$ 160,000	71,564	\$ 88,436	44.73%
72610	415	Electricity	\$ 1,950,000	721,561	\$ 1,228,439	37.00%
72610	434	Natural Gas	\$ 265,000	33,080	\$ 231,920	12.48%
72610	454	Water & Sewer	\$ 320,000	92,436	\$ 227,564	28.89%
72610	471	Trane Cloud System	\$ 25,000	-	\$ 25,000	0.00%
72610	499	Other Supplies & Materials	\$ 5,000	2,882	\$ 2,118	57.64%
72610	599	Other Charges	\$ -	-	\$ -	#DIV/0!
72610	720	Plant Operating Equipment	\$ 5,000	-	\$ 5,000	0.00%
		Total Operation of Plant	\$ 6,074,729	\$ 2,281,769	\$ 3,792,960	37.56%
		MAINTENANCE OF PLANT				
72620	105	Administration	\$ 93,898	39,115	\$ 54,783	41.66%
72620	161	Secretary	\$ 47,430	17,783	\$ 29,647	37.49%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended November 30, 2025							
						41.37%	
				Amended	Actual	Budget Amount	Percentage
				Budget	Amounts	Remaining	of Budget to Date
72620	167	Maintenance Personnel	\$	1,201,918	439,516	\$ 762,402	36.57%
72620	188	Bonus	\$	46,000	44,000	\$ 2,000	95.65%
72620	201	Social Security	\$	84,744	30,442	\$ 54,302	35.92%
72620	204	Retirement	\$	200,001	77,377	\$ 122,624	38.69%
72620	206	Life Insurance	\$	3,224	827	\$ 2,397	25.65%
72620	207	Medical Insurance	\$	237,169	92,251	\$ 144,918	38.90%
72620	208	Dental Insurance	\$	6,393	2,291	\$ 4,102	35.84%
72620	211	Local Retirement	\$	7,500	2,034	\$ 5,466	27.12%
72620	212	Medicare	\$	20,144	7,119	\$ 13,025	35.34%
72620	217	Retirement - Hybrid Stabilization	\$	8,121	3,055	\$ 5,066	37.61%
72620	307	Communications	\$	12,000	1,649	\$ 10,351	13.74%
72620	336	Maint & Repair Service - Equipment	\$	7,500	7,348	\$ 152	97.98%
72620	399	Other Contracted Services	\$	130,000	53,633	\$ 76,367	41.26%
72620	399	ESG M& V Services	\$	17,000	-	\$ 17,000	0.00%
72620	399	Other Contracted Svcs - Rsvrd for Encmbrnc	\$	20,869	10,455	\$ 10,414	50.10%
72620	499	Other Supplies & Materials	\$	255,000	111,371	\$ 143,629	43.67%
72620	599	Other Charges	\$	3,000	-	\$ 3,000	0.00%
Total Maintenance of Plant			\$	2,401,911	\$ 940,266	\$ 1,461,645	39.15%
TRANSPORTATION							
72710	164	Attendants	\$	-	965	\$ (965)	#DIV/0!
72710	189	Other Salaries & Wages - Bus Assistants	\$	38,600	4,245	\$ 34,355	11.00%
72710	201	Social Security	\$	2,393	307	\$ 2,086	12.83%
72710	204	Retirement	\$	4,170	313	\$ 3,857	7.50%
72710	211	Local Retirement	\$	300	45	\$ 255	15.15%
72710	212	Medicare	\$	560	72	\$ 488	12.83%
72710	217	Retirement - Hybrid Stabilization	\$	100	58	\$ 42	57.59%
72710	312	Special Education Transportation	\$	3,000	-	\$ 3,000	0.00%
72710	314	Contracts w/Public Carrier	\$	3,037,269	-	\$ 3,037,269	0.00%
72710	338	Maint & Repair Service	\$	15,000	4,244	\$ 10,756	28.30%
72710	355	Travel	\$	-	-	\$ -	#DIV/0!
72710	399	Other Contracted Services	\$	-	-	\$ -	#DIV/0!
72710	425	Gasoline	\$	50,000	12,578	\$ 37,422	25.16%
72710	450	Tires & Tubes	\$	5,000	1,677	\$ 3,323	33.53%
72710	453	Vehicle Parts	\$	9,000	2,673	\$ 6,327	29.70%
72710	499	Other Supplies & Materials	\$	-	325	\$ (325)	#DIV/0!
72710	729	Transportation Equipment	\$	334,000	-	\$ 334,000	0.00%
Total Transportation			\$	3,499,392	\$ 27,501	\$ 3,471,891	0.79%
PUBLIC RELATIONS							
72810	188	Bonus	\$	4,000	4,000	\$ -	100.00%
72810	189	Other Salaries and Wages	\$	115,310	49,835	\$ 65,475	43.22%
72810	201	Social Security	\$	7,278	3,050	\$ 4,228	41.91%
72810	204	Retirement	\$	8,729	4,091	\$ 4,638	46.87%
72810	206	Life Insurance	\$	286	72	\$ 214	25.32%
72810	207	Medical Insurance	\$	16,888	8,826	\$ 8,062	52.26%
72810	208	Dental Insurance	\$	410	214	\$ 196	52.20%
72810	212	Medicare	\$	1,730	713	\$ 1,017	41.23%
72810	217	Retirement - Hybrid Stabilization	\$	1,649	742	\$ 907	44.97%
72810	355	Travel Public Relations	\$	1,000	-	\$ 1,000	0.00%
72810	399	Contracted Services Public Relations	\$	16,000	11,259	\$ 4,741	70.37%
72810	435	Office Supplies Public Relations	\$	1,500	-	\$ 1,500	0.00%
72810	499	Other Supplies & Materials-Public Relations	\$	4,200	949	\$ 3,251	22.59%
72810	524	In-service Staff Development - Public Relations	\$	4,200	5,100	\$ (900)	121.44%
72810	599	Other Charges Public Relations	\$	2,000	90	\$ 1,910	4.48%
72810	709	Data Processing Equipment Public Relations	\$	3,000	-	\$ 3,000	0.00%

JOHNSON CITY SCHOOLS							
Statement of Revenues, Expenditures, and Changes in Fund Balance							
For the Period Ended November 30, 2025							
						41.37%	
				Amended Budget	Actual Amounts	Budget Amount Remaining	Percentage of Budget to Date
76100	799	Other Capital Outlay - Playgrounds	\$ 50,000	-	\$ 50,000	0.00%	
76100	799	Other Capital Outlay - Coordinated School Health	\$ 40,000	-	\$ 40,000	0.00%	
76100	799	Other Capital Outlay - Special Budget Requests	\$ 72,000	36,838	\$ 35,162	51.16%	
Total Capital Outlay			\$ 1,253,928	\$ 82,167	\$ 1,171,761	6.55%	
DEBT SERVICE							
82130	601	Sales Tax Trust Fund	\$ 1,837,155	886,447	\$ 950,708	48.25%	
82130	601	ESG Bond Principal Payments 2017 Issue	\$ 430,000	-	\$ 430,000	0.00%	
82230	603	ESG Bond Interest Payments - 2017 Issue	\$ 118,900	58,491	\$ 60,409	49.19%	
82230	699	ESG Bond Other Services/Fees Payments	\$ -	-	\$ -	#DIV/0!	
Total Debt Service			\$ 2,386,055	\$ 944,938	\$ 1,441,117	39.60%	
TRANSFERS							
99100	590	Operating Transfers (PREK)	\$ 52,739	629	\$ 52,110	1.19%	
99100	590	Operating Transfer - SRO Overtime	\$ 10,000	-	\$ 10,000	0.00%	
Total Transfers			\$ 62,739	\$ 629	\$ 62,110	1.00%	
TOTAL EXPENDITURES			\$ 108,537,576	\$ 40,683,355	\$ 67,495,465	37.48%	
NET CHANGE IN FUND BALANCE			\$ (5,674,611)	\$ (2,679,761)	\$ (2,636,092)		
NET CHANGE IN FUND BALANCE BREAKDOWN							
UNDESIGNATED							
		Textbooks	\$ 768,700	\$ -	\$ 768,700		
		One-Time Bonus	\$ 1,320,500	\$ 1,100,606	\$ 219,894		
		Special Budget Requests	\$ 1,100,000	\$ 63,730	\$ 1,036,270		
		Capital	\$ 223,552	\$ -	\$ 223,552		
		Encumbrances	\$ 1,156,040	\$ 937,778	\$ 218,262		
		Local Extended Contracts	\$ 146,280	\$ -	\$ 146,280		
		Local Donations	\$ 5,915	\$ -	\$ 5,915		
		Chromebooks	\$ 800,000	\$ -	\$ 800,000		
Total Undesignated Fund Balance			\$ 5,520,987	\$ 2,102,113	\$ 3,418,874		
EDUCARE			\$ 153,624	\$ (94,579)	\$ 248,203		
Total Net Change in Fund Balance			\$ 5,674,611	\$ 2,007,535	\$ 3,667,076		

Acct	Acct	AMOUNT
A	Asset	
11130	CASH IN BANK	11,872,999.89
11131	FOOD SERVICE CASH	-215.74
11133	RETAINAGE ESCROW ACCOUNT	0.00
11200	INVENTORIES	56,767.47
11300	INVESTMENTS	1,575,988.27
11410	ACCOUNTS RECEIVABLE	-855.18
11420	DUE FROM WASHINGTON CO GASB 33	19,417,284.00
11430	DUE FROM OTHER GOVERNMENTS	5,749,443.74
11440	DUE FROM OTHER FUNDS	3,537.35
11460	DUE FROM CITY GENERAL FUND	0.00
48610	DONATIONS	0.00
71100	REGULAR INSTRUCTION PROGRAM	0.00
72410	OFFICE OF THE PRINCIPAL	0.00
-----	Asset	38,674,949.80
		=====
L	Liability	
21100	ACCOUNTS PAYABLE	0.00
21200	ACCRUED PAYROLL	-1,678,392.28
21310	INCOME TAX WITHHELD AND UNPAID	-10.24
21311	STATE INCOME TAX	0.00
21320	SOCIAL SECURITY TAX	-103,986.30
21325	EMPLOYEE MEDICARE DEDUCTION	-24,319.46
21330	RETIREMENT CONTRIBUTIONS	-110,120.94
21331	THE TRUST COMPANY	-1,066.04
21332	GREAT WEST DC PLAN	-344.04
21340	FAMILY HEALTH INSURANCE	0.00
21341	MEDICAL INSURANCE	33,805.36
21342	SECTION 125	-92,758.45
21344	PAYROLL DEDUCTIONS	-44,483.21
21345	JCEA	0.00
21346	NTA	0.00
21347	NAS INC	0.00
21348	DENTAL INSURANCE	-42,523.01
21350	TAX SHELTER ANNUITIES	0.00
21351	HEALTH SAVINGS ACCOUNT	0.00
21360	GARNISHMENTS AND LEVIES	0.00
21370	EXTENSION SERVICE PAYROLL DEDU	0.00
21390	OTHER PAYROLL DEDUCTIONS	0.00
21410	CONSTRUCTION RETAINAGE PAYABLE	0.00
21500	DUE TO OTHER FUNDS	-50.00
21518	DEFERRED REVENUE	-19,418,787.00
21520	DUE TO FOOD SERVICE	-767,904.19
21521	REVTRAK CLEARING ACCOUNT	-279.46
21540	DUE TO DEBT SERVICE FUND 1/4 C	-527,033.10
21555	DUE TO OTHER GOVERNMENTS	0.00
-----	Liability	-22,778,252.36
		=====

Acct	Acct	AMOUNT
Q	Equity	
34110	RESERVED FOR ENCUMBRANCES - CU	-1,156,814.21
34130	RESERVED FOR CHROMEBOOKS	-84,322.72
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	-72,121.76
34170	RESERVED FOR PROJECT SMILE	0.00
34179	LOCAL EXTENDED CONTRACTS	-146,280.00
34180	RESERVED FOR SUMMER SCHOOL	0.00
34181	RESERVED FOR LOCAL DONATIONS	-5,914.95
34379	RESERVED FOR EXTENDED CONTRACT	0.00
34380	RESERVED FOR CAREER LADDER PRO	2,063.58
34381	RESERVED FOR BEP CLASSROOM	0.00
34383	RESERVED FOR TECHNOLOGY	0.00
34384	RESERVED FOR TEXTBOOKS	0.00
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	0.00
34394	RESERVE FOR HVAC	0.00
34395	RESERVE FOR SPECIAL BUDGET REQ	-583,000.00
34400	RESERVED FOR COMPENSATED ABSEN	-4,208,177.34
34450	RESERVED FOR GOLLONG	0.00
35110	DESIGNATED FOR 0.03 FUND BALAN	-3,049,135.41
35120	DESIGNATED FOR STIMULUS RECOVE	0.00
39000	UNDESIGNATED FUND BALANCE	-6,592,994.63
-----	Equity	-15,896,697.44
		=====
-----		0.00
	Grand Asset Totals	38,674,949.80
	Grand Liability Totals	-22,778,252.36
	Grand Equity Totals	-15,896,697.44
	Grand Totals	0.00

Number of Accounts: 457

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

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED
40000						
141	40110	12,738,140.00	982,906.05	1,522,076.40	11,216,063.60	11.95%
141	40120	280,555.00	34,518.21	123,060.11	157,494.89	43.86%
141	40130	100,000.00	5,692.05	47,232.76	52,767.24	47.23%
141	40140	135,000.00	5,870.27	19,402.22	115,597.78	14.37%
141	40150	5,500.00	0.00	104.11	5,395.89	1.89%
141	40162	215,000.00	0.00	195,238.97	19,761.03	90.81%
141	40163	18,000.00	0.00	11,604.91	6,395.09	64.47%
141	40210	20,752,299.00	1,811,402.60	9,130,970.55	11,621,328.45	44.00%
141	40270	517,000.00	8,383.14	125,453.81	391,546.19	24.27%
141	40275	3,500.00	1.93	55.16	3,444.84	1.58%
141	40320	95,000.00	0.00	0.00	95,000.00	0.00%
141	40350	0.00	0.00	0.00	0.00	0.00%
141	40390	0.00	0.00	0.00	0.00	0.00%
141	40---	34,859,994.00	2,848,774.25	11,175,199.00	23,684,795.00	32.06%
41000						
141	41110	1,700.00	156.66	715.75	984.25	42.10%
141	41---	1,700.00	156.66	715.75	984.25	42.10%
43000						
141	43511	250,000.00	19,905.88	176,898.07	73,101.93	70.76%
141	43512	0.00	0.00	0.00	0.00	0.00%
141	43513	0.00	0.00	0.00	0.00	0.00%
141	43517	30,000.00	0.00	-350.00	30,350.00	-1.17%
141	43542	0.00	0.00	0.00	0.00	0.00%
141	43581	1,696,900.00	136,518.46	709,590.72	987,309.28	41.82%
141	43990	81,000.00	4,911.82	14,517.75	66,482.25	17.92%
141	43---	2,057,900.00	161,336.16	900,656.54	1,157,243.46	43.77%
44000						
141	44110	0.00	0.00	0.00	0.00	0.00%
141	44120	0.00	354.80	354.80	-354.80	0.00%
141	44146	0.00	0.00	0.00	0.00	0.00%
141	44160	23,000.00	3,909.68	9,372.14	13,627.86	40.75%
141	44170	0.00	31.00	9,993.77	-9,993.77	0.00%
141	44530	0.00	0.00	0.00	0.00	0.00%
141	44570	11,000.00	1,250.00	22,195.95	-11,195.95	201.78%
141	44990	0.00	16.93	166.56	-166.56	0.00%
141	44---	34,000.00	5,562.41	42,083.22	-8,083.22	123.77%

Fnd Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE COLLECTIONS	YEAR-TO-DATE COLLECTIONS	UNCOLLECTED REVENUES	PERCENT COLLECTED
46000						
141	46510 TISA	49,705,348.00	4,912,473.80	19,649,895.21	30,055,452.79	39.53%
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	1,390,518.00	0.00	1,341,032.20	49,485.80	96.44%
141	46592 INTERNET CONNECTIVITY	0.00	0.00	0.00	0.00	0.00%
141	46596 PAID PARENTAL LEAVE	0.00	0.00	0.00	0.00	0.00%
141	46610 CAREER LADDER PROGRAM	63,500.00	0.00	31,587.14	31,912.86	49.74%
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---	51,170,366.00	4,912,473.80	21,022,514.55	30,147,851.45	41.08%
47000						
141	47143 EDUCATION OF THE HANDICAPPED A	0.00	0.00	0.00	0.00	0.00%
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	7,011.20	17,995.40	57,004.60	23.99%
141	47---	75,000.00	7,011.20	17,995.40	57,004.60	23.99%
48000						
141	48610 DONATIONS	0.00	0.00	0.79	-0.79	0.00%
141	48---	0.00	0.00	0.79	-0.79	0.00%
49000						
141	49315 SBITA ISSUED	0.00	0.00	0.00	0.00	0.00%
141	49316 SBITA ISSUED	0.00	0.00	0.00	0.00	0.00%
141	49800 OPERATING TRANSFERS	0.00	0.00	0.00	0.00	0.00%
141	49810 CITY GENERAL FUND TRANSFER	14,664,005.00	968,849.67	4,844,428.31	9,819,576.69	33.04%
141	49---	14,664,005.00	968,849.67	4,844,428.31	9,819,576.69	33.04%
Grand Revenue Totals		102,862,965.00	8,904,164.15	38,003,593.56	64,859,371.44	36.95%

Number of Accounts: 189

Fnd	Acct	Acct	AMENDED BUDGET	MONTH-TO-DATE	YEAR-TO-DATE	OUTSTANDING	2025-26 FYTD	Percent of
			AMOUNT	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	Unencumbered Bal	Budget Remaining
141	70106	CONSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00
141	71100	REGULAR INSTRUCTION PROGRAM	54,665,635.25	4,449,459.20	21,870,369.06	64,785.27	32,730,480.92	59.87
141	71150	ALTERNATIVE INSTRUCTION PROGRA	1,642,486.00	144,794.95	652,200.86	0.00	990,285.14	60.29
141	71200	SPECIAL EDUCATION PROGRAM	5,783,154.00	523,964.41	2,147,149.60	73.56	3,635,930.84	62.87
141	71300	VOCATION EDUCATION PROGRAM	2,786,436.00	256,524.50	989,497.65	6,361.19	1,790,577.16	64.26
141	71600	ADULT EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
141	72110	ATTENDANCE	479,969.00	27,131.06	199,790.26	0.00	280,178.74	58.37
141	72120	HEALTH SERVICES	1,146,701.00	104,666.07	470,811.36	0.00	675,889.64	58.94
141	72130	OTHER STUDENT SUPPORT	3,797,537.00	314,592.96	1,432,873.41	0.00	2,364,663.59	62.27
141	72210	REGULAR INSTRUCTION PROGRAM	6,055,676.72	375,177.77	2,340,329.96	42,611.96	3,672,734.80	60.65
141	72215	ALTERNATIVE INSTRUCTION PROGRA	71,659.00	6,596.06	28,711.79	0.00	42,947.21	59.93
141	72220	SPECIAL EDUCATION PROGRAM	1,543,932.00	148,596.64	612,626.32	3,397.49	927,908.19	60.10
141	72230	VOCATION EDUCATION PROGRAM	228,452.00	19,988.59	89,736.28	0.00	138,715.72	60.72
141	72250	TECHNOLOGY	2,546,981.00	150,736.22	948,879.03	10,533.50	1,587,568.47	62.33
141	72260	ADULT PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00
141	72310	BOARD OF EDUCATION	1,310,687.00	98,174.42	266,320.45	16,398.17	1,027,968.38	78.43
141	72320	OFFICE OF THE SUPERINTENDENT	462,054.00	35,521.13	194,105.88	1,905.27	266,042.85	57.58
141	72410	OFFICE OF THE PRINCIPAL	7,039,183.97	581,869.18	2,890,713.68	100.00	4,148,370.29	58.93
141	72510	FISCAL SERVICES	673,581.00	51,243.53	315,060.10	1,423.23	357,097.67	53.01
141	72520	HUMAN RESOURCES	346,134.00	30,038.92	149,930.91	0.00	196,203.09	56.68
141	72610	OPERATION OF PLANT	6,074,729.00	429,873.55	2,281,769.13	0.00	3,792,959.87	62.44
141	72620	MAINTENANCE OF PLANT	2,401,910.63	175,052.65	940,265.55	83,635.39	1,378,009.69	57.37
141	72710	TRANSPORTATION	3,499,392.00	5,388.12	27,501.06	354,636.00	3,117,254.94	89.08
141	72810	CENTRAL AND OTHER	188,180.00	14,871.48	88,941.71	1,311.35	97,926.94	52.04
141	73300	COMMUNITY SERVICES	1,632,014.37	126,167.58	544,744.69	5,258.57	1,082,011.11	66.30
141	73400	EARLY CHILDHOOD EDUCATION	458,369.00	39,895.49	173,291.23	260.12	284,817.65	62.14
141	76100	REGULAR CAPITAL OUTLAY	1,253,928.21	34,715.99	82,167.24	387,427.80	784,333.17	62.55
141	82130	PRINCIPAL	2,267,155.00	179,328.86	886,446.70	0.00	1,380,708.30	60.90
141	82230	INTEREST	118,900.00	59,450.00	58,491.35	0.00	60,408.65	50.81
141	99100	TRANSFERS TO OTHER FUNDS	62,739.00	0.00	629.27	0.00	62,109.73	99.00
Grand Expense Totals			108,537,576.15	8,383,819.33	40,683,354.53	980,118.87	66,874,102.75	61.61

Number of Accounts: 6827

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

SCHOOL BOARD AGENDA ITEM
January 5, 2026 Meeting

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

BACKGROUND INFORMATION:

PEP – Sales Tax Acct:

The Washington County check from the Trustee’s office to the City was not received in November due to the Thanksgiving holiday. The check was received by the City the first week in December and should be reflected in December’s deposits to the PEP account. The total amount should be \$300,540. The deposit for the schools in the PEP account was \$179,329. Since July, local option sales tax received by JC Schools is 5.9% above the previous year through November 30, 2024.

Interest earned for the month of November totaled \$3,274.

The monthly interest payment for the 2010 Series VII-I-1 Bond was not transferred from the account in November.

Funds were transferred from the PEP/Educational Facilities account to Capital Projects – Schools Fund for the new Towne Acres School Project totaling \$859,996. Attached to your report is the agenda item approved by the City Commission on October 16, 2025.

Also included in the report is a summary of the capital projects that are using PEP funds. The City’s Finance department plans to provide JC Schools Finance department with updated figures each month. The Towne Acres Elementary project shows a negative balance because the bonds have not yet been issued for the project.

As of November 30, 2025, the Educational Facilities bank account had a balance of \$3,398,227. The account should have a balance of \$3,698,817 if the funds from Washington County were received by the City prior to the end of November.

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, 2025

	FY26 Budget	November, 2025	October, 2025	1st Quarter	Current Year to Date	% of Budget	Previous Year to Date
Beginning Bank Balance		\$ 4,075,671.04	\$ 9,997,688.65	\$ 8,946,140.21	\$ 8,946,140.21		\$ 7,744,987.41
Revenues							
City Sales Tax	\$ 3,392,000.00	\$ 300,539.58	\$ 303,169.40	\$ 894,955.08	\$ 1,498,664.06	44.18%	\$ 1,429,517.36
School Sales Tax	1,900,000.00	179,328.86	180,084.74	527,033.10	\$ 886,446.70	46.66%	\$ 836,771.37
ADA Adjustment	-			-	\$ -	#DIV/0!	\$ -
Washington County Payment	500,000.00				\$ -		\$ -
Interest	38,000.00	3,273.56	5,416.47	23,480.64	\$ 32,170.67	84.66%	\$ 18,182.51
Total Revenues	5,830,000.00	483,142.00	488,670.61	1,445,468.82	2,417,281.43	41.46%	2,284,471.24
Expenditures							
2010 Series VII-I-1 Principal	1,920,000.00		-	-	-	0.00%	-
2010 Series VII-I-1 Interest	595,800.00		60,479.22	150,201.26	210,680.48	35.36%	381,118.39
2010 Series VII-I-1 Fiscal Agent	60,000.00		-	-	-	0.00%	-
2020 GO - Elem Additions Principal	840,000.00		-	-	-	0.00%	-
2020 GO - Elem Additions Interest	365,800.00		-	180,894.98	180,894.98	49.45%	-
2022 GO Bond - Principal	70,000.00		-	-	-	0.00%	38,500.00
2022 GO Bond - Interest	78,000.00		-	39,000.00	39,000.00	50.00%	(7,021.90)
Columbus Powell HVAC	60,000.00		-	-	-	0.00%	-
ITMS Fence - Track	-		-	23,807.00	23,807.00	#DIV/0!	-
Secure Vestibules/Foyers	-		2,360,209.00	-	2,360,209.00	#DIV/0!	-
South Side HVAC	-		3,990,000.00	-	3,990,000.00	#DIV/0!	-
Towne Acres New School		859,996.00			859,996.00		
Bank Services Charges	12,150.00			17.14	17.14	0.14%	32.83
Total Expenditures	4,001,750.00	859,996.00	6,410,688.22	393,920.38	7,664,604.60	191.53%	412,629.32
Total Net	\$ 1,828,250.00	\$ (376,854.00)	\$ (5,922,017.61)	\$ 1,051,548.44	\$ (5,247,323.17)		\$ 1,871,841.92
Ending Balance		\$ 3,698,817.04	\$ 4,075,671.04	\$ 9,997,688.65	\$ 3,698,817.04		\$ 9,616,829.33
Statement Balance		\$ 3,398,277.46	\$ 4,075,671.04	\$ 9,997,688.65			
Difference		\$ (300,539.58)	\$ -	\$ -			

School Capital Projects as of November 30, 2025

Project	South Side HVAC	JC Schools Secure Vestibules	Towne Acres Elementary
Funding			
PEP	\$ 3,990,000.00	\$ 2,360,209.00	\$ 859,996.00
JC Schools		\$ 12,000.00	
Bond Issue			
Total Revenues	\$ 3,990,000.00	\$ 2,372,209.00	\$ 859,996.00
Expenditures			
ESG Contract	\$ 3,990,000.00		
Preliminary Design		\$ 12,000.00	
State Permits			\$ 18,005.49
Architect/Design		\$ 145,622.25	\$ 1,897,602.51
Construction Contract		\$ 1,033,827.08	
Total Expenditures	\$ 3,990,000.00	\$ 1,191,449.33	\$ 1,915,608.00
Balance	\$ -	\$ 1,180,759.67	\$ (1,055,612.00)

AGENDA SUMMARY

October 16, 2025, Approved by the Board of Commissioners



SUBJECT: ITB #6855: JA Street & Associates
Construction of New Facility for Towne Acres Elementary School
Facilities Management

MEETING: City Commission - Oct 16 2025

DEPARTMENT: Facilities Management

STAFF CONTACT: Brian Ross, Director of Facilities Management

SUMMARY:

The proposed scope of work is to construct a new school building with associated site improvements. JA Street is the lowest qualified bidder. One lower bid was disqualified due to a subcontractor license discrepancy.

Project Highlights:

- 110,000 square feet includes classrooms, offices, media center, seat gym, cafeteria, auditorium
- Accommodates up to 750 students plus staff
- Outdoor classroom, dining, and recreational areas
- Security, HVAC, and other systems consistent with other schools in the district
- Dedicated car and bus lanes reduce on-street queuing
- Many existing trees remain, particularly on the west corner
- Existing school to be demolished
- Off-site improvements are not included
- Furnishings, technology equipment, playground equipment, and landscaping are not included

WHICH COMMISSION STRATEGIC GOAL DOES THIS SUPPORT?

Future Ready Infrastructure

FINANCIAL IMPACT:

Project Costs

Construction	\$ 43,337,440
Design & Other	\$ 2,522,556
TOTAL PROJECT COST	\$ 45,859,996

Funding

Municipal bonds	\$ 45,000,000
PEP	\$ 859,996
TOTAL FUNDING	\$ 45,859,996

STAFF RECOMMENDATION:

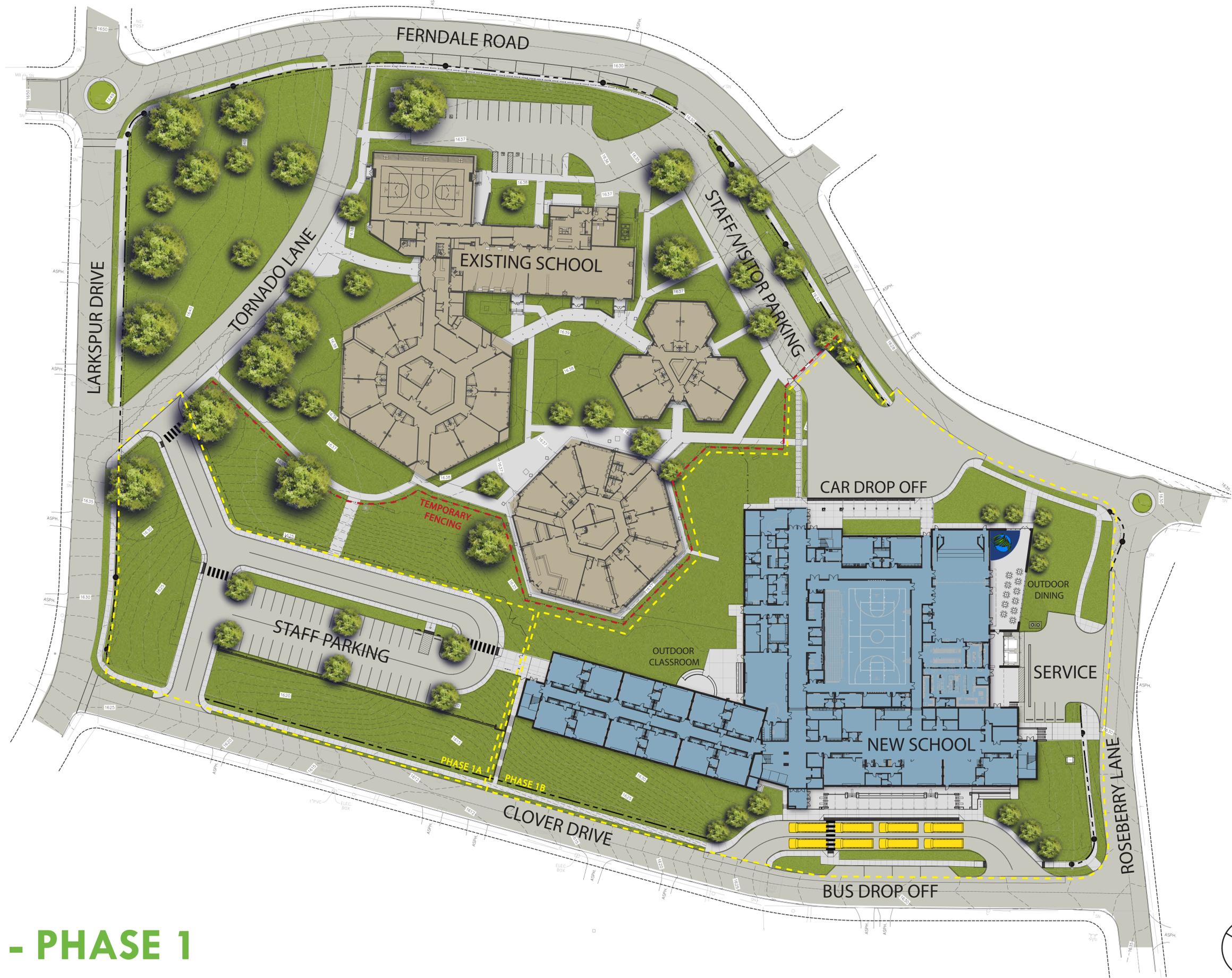
Staff recommends approval and requests mayor signature on enclosed construction agreement

SUPPORTING DOCUMENTS:

[TAES Renderings for BOC](#)

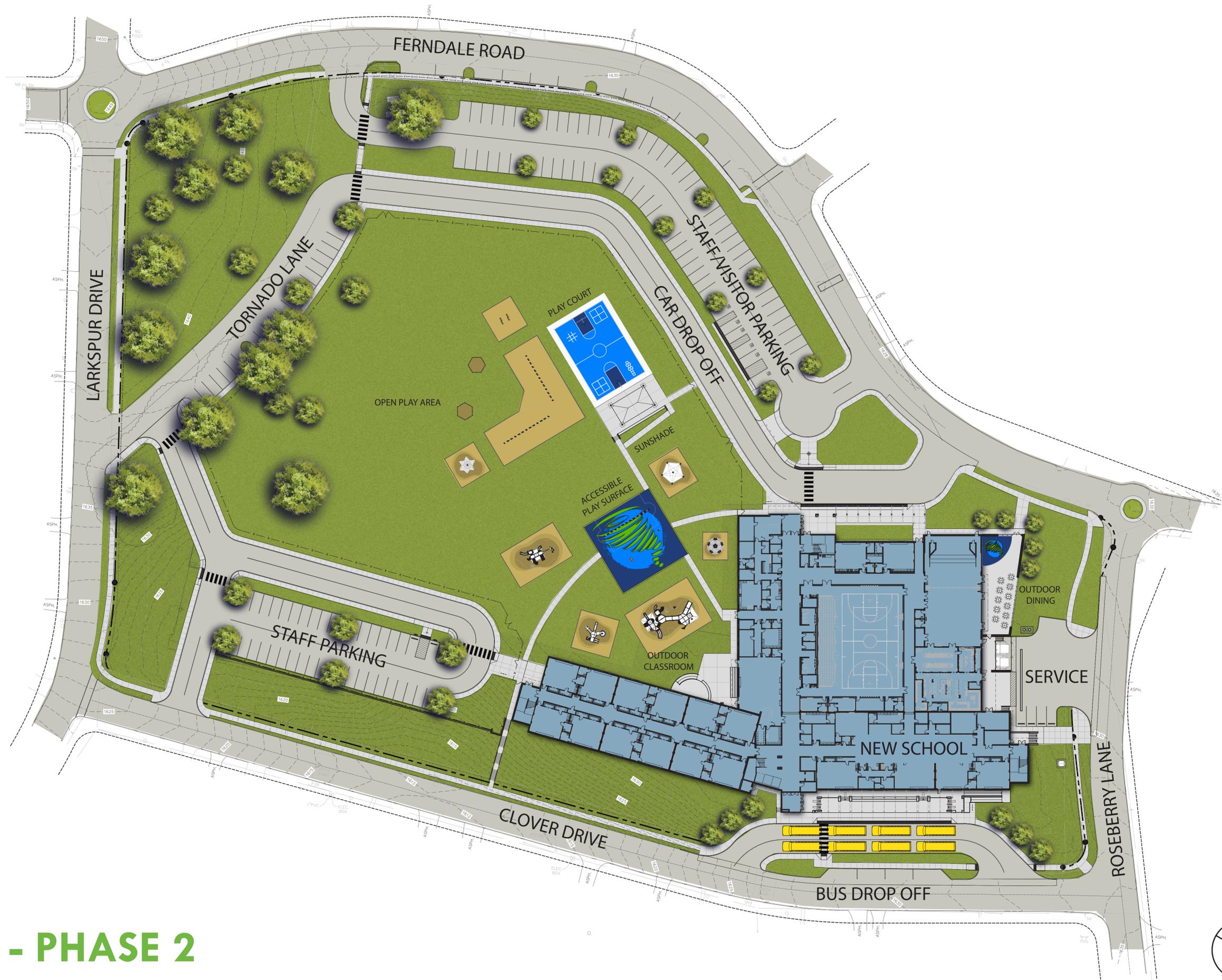
[ITB 6855 TAES Bid Recommendation-2](#)

[ITB 6855 TAES Bid Tab](#)



SITE PLAN - PHASE 1





SITE PLAN - PHASE 2





NORTH VESTIBULE





MAIN CORRIDOR - LEVEL 1





MEDIA CENTER



October 8, 2025

Ms. Debbie Dillon, Purchasing Director
 City of Johnson City Tennessee
 Purchasing Department
 299 Water Street / P O Box 2150
 Johnson City, Tennessee 37601 / 37605

Re: Johnson City School Facilities
 Towne Acres Elementary School
 2310 Larkspur Drive
 Johnson City, Tennessee 37601
 TWA Project #024-002
 Recommendation to Award - ITB #6855

Ms. Dillon,

We have evaluated the bids received on September 4, 2025, for ITB #6855 for the new Towne Acres Elementary School. Base Bid includes demolition, civil construction, general construction, structural, fire protection, mechanical and electrical work required to construct the new facility as indicated on the Drawings.

Six bids were received as shown on the attached Bid Tabulation. The apparent qualified low bid was submitted by J. A. Street & Associates:

Low Base Bid:	\$ 37,482,016.00	
Allowances	\$ 3,076,984.00	Reduced – See Separate Worksheet
App ‘A’ – Food Service	\$ 1,346,000.00	
App ‘B’ – Asbestos	\$ 321,000.00	
Unit Prices:	\$ 1,111,440.00	Reduced – See Separate Worksheet
Alternates	\$ 0.00	Alternates Not Accepted
<hr/>		
Total Construction Cost:	\$ 43,337,440.00	

Bidder has included in the Low Base Bid all project Allowances as stipulated in the Schedule of Allowances in Section 01 2100 – Allowances and reduced as noted on the attached worksheet:

Project Allowances: \$ 3,076,984.00

Bidder has included in the Low Base Bid all project Unit Prices as stipulated in the Schedule of Allowances in Section 01 2200 – Unit Prices and reduced as noted on the attached worksheet:

Project Unit Prices: \$ 1,111,440.00



3203 Hanover Road
 Johnson City, TN 37604



P: (423) 952-2700
 F: (423) 952-2702



thomasweemsarchitect.com

Substantial completion for Base Bid: Phase 1 by June 30, 2027. Phase 2 by December 31, 2027.

Liquidated damages of Five Hundred Dollars and Zero Cents (\$500.00) shall be paid to the Owner for each day of delay more than the specified date of substantial completion.

Our evaluation of the experience, reputation, and financial condition of J. A. Street & Associates, Inc. indicates they can complete the work included in this contract. We recommend the award of a contract for the new Towne Acres Elementary School, ITB #6855, to J. A. Street & Associates, Inc. in the amount of Forty-Three Million Three-Hundred-Thirty-Seven Thousand Four-Hundred-Forty Dollars and Zero Cents (\$43,337,440.00).

Please contact me with questions.

Yours Truly,



Thomas Weems, AIA, ACHA
Thomas Weems Architect

- Copy: Brian Ross – COJC
- Attachment: Tabulation of Bids
J. A., Street & Associates, Inc. Bid Packet
Towne Acres – Allowances Schedule Worksheet
Towne Acres - Project Cost Summary Worksheet



3203 Hanover Road
Johnson City, TN 37604



P: (423) 952-2700
F: (423) 952-2702



thomasweemsarchitect.com

TOWNE ACRES
Allowances Schedule
10/7/25

FF&E Allowances	Contract	Notes
Panel Signage	\$ -	Use general contingency, if necessary
Playground Equipment	\$ -	Reallocate later, if possible
Landscaping	\$ -	Reallocate later, if possible
Contingency Allowance	\$ 1,000,000	No change
Furniture	\$ -	Reallocate later, if possible
IT Equipment	\$ -	Reallocate later, if possible
Inspec	\$ 150,000	No change
Electrical Service	\$ -	Use general contingency, if necessary
Data/Comm Service	\$ -	Use general contingency, if necessary
HVAC Equipment	\$ 1,926,984	No change
Total FF&E Allowances	\$ 3,076,984	

TOWNE ACRES
Project Cost Summary
10/7/25

Construction Cost	Contract	Notes
Base Bid	\$ 37,482,016	No change
Allowances	\$ 3,076,984	Reduced (see separate worksheet)
Appendices	\$ 1,667,000	No change
Unit Prices	\$ 1,111,440	Reduced based on further evaluation with design team
Alternates	\$ -	Deductive alternates not accepted
Total Construction Cost	\$ 43,337,440	

Design & Other Cost		
Basic Design Services	\$ 2,377,556	5.424% x [Construction bid minus \$1,900,000]
Additional Design Services	\$ 85,000	Property survey; Geotechnical; Environmental
Other Services	\$ 60,000	Furniture design; TDEC permit; TSFM permit
Total Design & Other Cost	\$ 2,522,556	

TOTAL PROJECT COST	\$ 45,859,996
---------------------------	----------------------

Funding	
Bonds/Property Tax	\$ 45,000,000
PEP	\$ 860,000
JC Schools	\$ -
Total Funding	\$ 45,860,000

Bid Tab		Page 1 of 1						Pursuant to the Invitation to Bid extended for TWA #024-002 ITB #6855 TFM #00754-A / 2025-07-09-03 New Facility for: Towne Acres Elementary School bids and modifications must have been received here by 09/04/2025 @ 3:00PM I, thus declare the bidding closed, and now will proceed to open and read bids and modifications which have been received.					Signature required only by Presiding Official Others can be printed or typed Presiding Official: Debbie Dillon Designer represented by: Tom Weems, RA, AIA Owner represented by: Brian Ross																			
Bids opened in Johnson City, TN		How many addenda issued: 3	Contract Time: TBD days					MACC: Liquidated Damages: 500 per day					Regulated Subcontractors		Bidders (name, city, license number)		Crime Sim	Addn Ack	Bid Secur	Unit Prices	Base Bid	Allowances	Appendices	Unit Prices	Alternates	Total Base Bid	Other Notations					
Electrical	Kingsport Armateur	Name	Burwil Construction					x	x	x	x	39,513,136.00	5,126,984.00	App A: Food Serv 1,262,390.00	UP 1.8A-F 2,592,500.00	Deduct 1.4A 630,000.00	48,798,000.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Bristol TN																													
HVAC	Norwell	License Number	8047																													
Geotherm																																
Masonry	Burwill																															
Electrical	Allen Brothers	Name	GRC Construction					x	x	x	x	44,000,000.00	5,126,984.00	App A: Food Serv 1,500,000.00	UP 1.8A-F 1,420,000.00	Deduct 1.4A 564,000.00	52,103,284.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Kingsport TN																													
HVAC	Norwell	License Number	26491																													
Geotherm																																
Masonry	GRC																															
Electrical		Name	JE Green Co																													
Plumbing		City																														
HVAC		License Number																														
Geotherm																																
Masonry																																
Electrical	Allen Brothers	Name	JA Street & Assoc.					x	x	x	x	37,482,016.00	5,126,984.00	App A: Food Serv 1,346,000.00	UP 1.8A-F 1,458,000.00	Deduct 1.4A 580,000.00	45,734,000.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Blountville TN																													
HVAC	Norwell	License Number	23892																													
Geotherm																																
Masonry	Creative Masonry																															
Electrical	Allen Brothers	Name	Merit Construction					x	x	x	x	37,436,864.00	5,126,984.00	App A: Food Serv 1,313,000.00	UP 1.8A-F 1,525,000.00	Deduct 1.4A 494,000.00	45,463,848.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Knoxville TN																													
HVAC	Norwell	License Number	20853																													
Geotherm																																
Masonry	Wampler Masonry																															
Electrical	Allen Brothers	Name	Morgan Construction					x	x	x	x	42,550,000.00	5,126,984.00	App A: Food Serv 1,200,000.00	UP 1.8A-F 1,577,500.00	Deduct 1.4A 500,000.00	50,507,484.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Chattanooga TN																													
HVAC	Norwell	License Number	21712																													
Geotherm																																
Masonry	Creative Masonry																															
Electrical	Allen Brothers	Name	Path Construction					x	x	x	x	38,740,516.00	5,126,984.00	App A: Food Serv 1,250,000.00	UP 1.8A-F 1,407,500.00	Deduct 1.4A 542,000.00	46,583,000.00	Substantial Completion Phase 1 by June 30, 2027 Phase 2 by December 31, 2027														
Plumbing	Norwell	City	Arlington Heights IL																													
HVAC	Norwell	License Number	72457																													
Geotherm																																
Masonry	Path																															
Electrical		Name	Preston Construction																													
Plumbing		City																														
HVAC		License Number																														
Geotherm																																
Masonry																																

* BID REJECTED - DID NOT MEET STATE CONTRACTORS LICENSING LAW REQUIREMENTS



Johnson City Board of Education Regular Meeting

December 1, 2025

The Johnson City Board of Education met in regular session on December 1, 2025, at 6:00 PM in the Board Room at the Central Office.

Attendance Taken at 6:13 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.

- Student Board Representatives, Mr. Akshay Vashist and Ms. Hanna Ellington attended.

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. Artwork on display
- F. Update on Woodland
- G. Election of Board Officers

- Dr. Ginger Carter nominated Mr. Rick Smith as Chair. Mr. Rick Smith was selected by a board vote of acclimation.

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

- Mr. Tom Hager nominated Mrs. Kathy Hall as Vice-Chair. Mrs. Kathy Hall was selected by a board vote of acclimation.

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

- Dr. Ginger Carter nominated Mrs. Paula Treece as Secretary. Mrs. Paula Treece was selected by a board vote of acclimation.

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 signed the 2026 Board Ethics Contract

2. RECOGNITIONS

3. ADOPTION OF AGENDA

- Motion to adopt the agenda. With a motion by Mrs. Paula Treece 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

4. CORRESPONDENCE, DELEGATIONS AND COMMUNICATIONS

- Mrs. Melissa Woods, Northeast District Director and Chairman of the Kingsport Board of Education will present the Board of Distinction Award Plaque to the Johnson City Schools Board of Education.

5. REPORTS FROM SUPERINTENDENT AND STAFF

- A. Building Projects Update
- B. Homeless Education Program Update
- C. Financial Report Ending October 31, 2025

- Motion to approve the Financial Report Ending October 31, 2025, as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick 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

D. Update on Sales Tax - PEP

E. Internal School Funds Audit 2024-25

- Motion to approve the Internal School Funds Audit 2024-25 as submitted by Ms. Leia Valley. With a motion by Mr. Jonathan Kinnick and a second by Mrs. Paula Treece, the motion passed.

Dr. Ginger Carter: YES
Mr. 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

F. JCS Update

- Dr. Slater discussed the process of selecting the student artwork for the Holiday Card.

6. UNFINISHED BUSINESS

7. CONSENT AGENDA

- Motion to approve the Consent Agenda. 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

- A. Approval of Minutes
- B. Overnight Field Trip Requests
- C. Request to write checks over \$5,000
- D. Proposed Fundraising Activity

8. RECOMMENDATIONS FROM THE SUPERINTENDENT FOR ACTION

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

- Motion to approve the First Reading - Policies, Sections One, Three and Five. 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

9. NEW BUSINESS

- A. 2026 Board Committee Assignments

- Mr. Rick Smith asked Board members to select their top two or three committees they are willing to serve on during 2026.

- B. BOE Workshop for January or February

- Mr. Rick Smith asked Mrs. Burd to poll the Board with possible dates in January and February.

- C. Current Meeting Communication Follow Up

- Items to publicized:
 - Homeless Education Program
 - Reward Schools
 - Board of Distinction Award
- Mrs. Paula Treece announced that an update regarding legislators will be placed on the upcoming Board Agendas. The general session goes back into office on January 13.
- Dr. Ginger Carter also noted recent proposals regarding legislation.

10. INFORMATION ITEMS

- A. BOE Calendar of Events
- B. Personnel Items
- C. Donations
- D. Professional Development

11. COMMITTEE REPORTS

12. BOARD UPDATES AND DISCUSSION

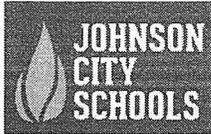
13. MEETING DATES

14. ADJOURNMENT

7:13 PM

Chairman

Board Secretary



School Request Form

Board Approval to issue Checks over \$5,000

School: Mountain View Elementary School

From: Dr. Chelsea Lee *CL* Date: 12/04/2025

Check Amount: \$ 7,935.79 Vendor: Johnson City Schools

Reason/Purpose: We request permission to write a check for Educare
November Sweep for \$7935.79

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

(RECEIVED ON 12/5/2025 - MB)



School Request Form

Board Approval to issue Checks over \$5,000

School: Woodland Elementary School

From: Brenda Tipton, Bookkeeper

Date: 12/08/2025

Check Amount: \$ 13,906.00

Vendor: Johnson City Schools

Reason/Purpose: _____

November 2025 LEELC Pre-K Sweep

Check Amount: \$ 9,134.00

Vendor: Johnson City Schools

Reason/Purpose: _____

November 2025 Educare Sweep

Check Amount: \$ 9,918.00

Vendor: Johnson City Schools

Reason/Purpose: _____

November 2025 LEELC Infants/Toddlers Sweep

Check Amount: _____

Vendor: _____

Reason/Purpose: _____

(RECEIVED ON 12/8/2025 - MB)



School Request Form

Board Approval to issue Checks over \$5,000

School: SCIENCE Hill High School

From: Dorothy Holmer

Date: 12-8-25

Check Amount: 11,226.97 Vendor: BSN

Reason/Purpose: SWATS / SHIRTS / SHOES / BASKETBALL

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

Check Amount: _____ Vendor: _____

Reason/Purpose: _____

(RECEIVED ON 12/8/2025 - MB)

FUNDRAISER AUTHORIZATION FORM

School Science Hill High School

Fund/club/class account HOSA - Future Health Professionals

Expected timeframe of fundraiser 1/12/26 - 3/13/26

Proposed fundraising activities soliciting sponsorships

Method of fundraising (in-person, crowdfunding, etc.) Sponsorships/Donations

Proposed uses of funds raised* Cover/offset cost of HOSA state Leadership Conference + Competition

Expected student involvement (school-wide or specific school organization)
HOSA - Future Health Professionals

Method by which school will receive profit monetary donations

Requested by Clint Philbrick HOSA Date 12/5/25
Clint Philbrick Name/Title Advisor

Approved by Clara Amis Date 12-5-25
Principal

Approved by _____ Date _____
Director of Schools**

* Any change in proposed uses of funds raised must be approved by the Director of Schools

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

(RECEIVED ON 12/5/2025 - MB)

**Science Hill High School
PROPOSED FUNDRAISING ACTIVITY**

Fund / Club / Class Account Name: Student Needs Closet

Proposed Fundraising Activity: Amazon Wish list
(with school Amazon account)

Dates for Proposed Activity: Open all school year

Proposed Uses of Funds Raised: Individuals would be able to
purchase identified needed items and donate them
to our student needs closet (clothes closet)

Expected Student Involvement (school-wide or specific school organization):
Open to all individuals in our community,
will directly affect any student needing assistance

Method By Which School Will Receive Profit: items will be shipped
directly to school

Requested By: Kristin Marshall Date: 12/4/25
Name
Student Support Specialist
Title

Approved By:  Date: 12/4/25
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.

(RECEIVED ON 12/8/2025 - MB)

Science Hill High School
PROPOSED FUNDRAISING ACTIVITY

Fund / Club / Class Account Name: Athletics ACCT# _____

Proposed Fundraising Activity: Basketball Concessions

Dates for Proposed Activity: Nov 2025 - March 2026

Proposed Uses of Funds Raised: Athletics

Expected Student Involvement (school-wide or specific school organization):
Various Teams and their Booster orgs will work each home basketball game

Method By Which School Will Receive Profit:
concession sales - in person

Requested By: Jiff Aldridge Date: _____
Name
Asst AD
Title

Approved By: [Signature] Date: _____
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.

(RECEIVED ON 12/8/2025 - MB)



JOHNSON CITY SCHOOLS

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

Dr. Erin Slater, 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. Field Trips **will not** be approved for Oct. 1, Dec. 4, Mar. 11 or Apr. 16 due to asynchronous testing.

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 CTE Teacher Philbrick/Cottrell/Satterfield
 Grade/Class/Club Participating HOSA
 Destination Chattanooga, TN
 Purpose of Trip State Leadership Conference
 Names of Chaperones 2-3, Philbrick, Cottrell, ~~Satterfield~~ Satterfield

TRANSPORTATION INFORMATION

Number of students attending @ TBD Date of Trip 3/29 Day(s) of Week 3
 Cost per child \$85+meals Means of Transportation ~~school~~ CTE Vehicles Transit confirmation _____
 Expected Time of Departure Noon 3/29 Expected time of return 3PM 4/1

CURRICULUM

- To what subject area of the curriculum does this trip relate?
HOSA - future Health Professionals - health science club
- What are pupils expected to gain from the trip? (Be specific)
Students will compete in health care events, gain leadership experience & network with other aspiring health care students
- What follow up activities will be used to evaluate and supplement the field trip?
Students will put together a presentation to present to other HOSA members

APPROVAL

Teacher [Signature] Date 12/18/25 Principal [Signature] Date 12-4-25
 Superintendent (If required) _____ Date _____
 Nurse notified _____ Date _____ Transit notified _____ Date _____
 Cafeteria notified _____ Date _____ Permission slips sent-Date _____

Extra Questions for Overnight Field Trips:

In addition to cost per student: *No*

Is it self-funded from student? what percentage? *yes, students will pay for all meals, the \$85 covers the cost of registration. Travel & accommodations to be covered by CTE Funds.*

Was there a fundraising opportunity to meet the needs of the student's direct financial responsibility?
No

Are any students excluded from this trip based on inability to secure funding for the trip? How many?
No

Number of students going in the group requesting the trip... Number of students total in group.
Numbers will be determined tomorrow, 12/5, when HOSA releases Regional Competition winners.



JOHNSON CITY SCHOOLS

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Field Trip Request Form 4.302

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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: Kelly Lane

Grade/Class/Club Participating: Boys and Girls Tennis Teams

Destination: Hendersonville, TN

Purpose of Trip: Cross State Challenge Tennis Tournament

Names of Chaperones: Kelly Lane, Ricky Pelton, Erin Williams, Annette Clemons

Predicted chaperones / student ratio: 1:4 (1 chaperone for every 4 students)

TRANSPORTATION INFORMATION

Number of students attending: 16 Date of Trip: March 26th – 27th 2026 Day(s) of Week: Thursday/Friday

Cost per child: \$0 Means of Transportation: Activity Bus from SH Transit confirmation: Randy Hodge

Expected Time of Departure: 3/26/26 at 7:00am Expected time of return: 3/27/26 at 10:00pm

CURRICULUM

1. To what subject area of the curriculum does this trip relate? Science Hill Athletics, Wellness
2. What are pupils expected to gain from the trip? (Be specific) To compete against elite high school tennis players and improve our team for postseason play later in the year
3. What follow up activities will be used to evaluate and supplement the field trip? We will evaluate our team (by specifically looking at the doubles lineups) and see where/how we can improve as we move throughout the remainder of the season

APPROVAL

Teacher Kelly Lane Date 12/9/26 Principal [Signature] Date 12/9/2025

Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

Field Trip Request Form 4.302

(Please complete the following on an as needed basis for each request.)

*Science Hill Tennis: Cross State Challenge (March 26th-27th, 2026)

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

0% of the activity is self-funded from the students

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

Fundraising will be completed in the month of January for the Science Hill Tennis Booster Club. These funds will then be used by the Booster Club to pay for the trip

Number of Eligible Students for Field Trip 16

Number of Student Attending the Field Trip 16

Number of Students Who Cannot Attend Due to Inability to Pay 0



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GENERAL INFORMATION:

School: Science Hill High School Teacher: Kelly Lane

Grade/Class/Club Participating: Boys and Girls Tennis Teams

Destination: Murfreesboro, TN

Purpose of Trip: Oakland Invitational Tennis Tournament

Names of Chaperones: Kelly Lane, Ricky Pelton, Erin Williams, Annette Clemons

Predicted chaperones / student ratio: 1:4 (1 chaperone for every 4 students)

TRANSPORTATION INFORMATION

Number of students attending: 16 Date of Trip: April 9th - 11th 2026 Day(s) of Week: Thursday-Saturday

Cost per child: \$0 Means of Transportation: Activity Bus from SH Transit confirmation: Randy Hodge

Expected Time of Departure: 4/9/26 at 2:00pm Expected time of return: 4/11/26 at 10:00pm

CURRICULUM

1. To what subject area of the curriculum does this trip relate? Science Hill Athletics, Wellness
2. What are pupils expected to gain from the trip? (Be specific) To compete against elite high school tennis players and improve our team for postseason play later in the year
3. What follow up activities will be used to evaluate and supplement the field trip? We will evaluate our team (by specifically looking at the doubles lineups) and see where/how we can improve as we move throughout the remainder of the season

APPROVAL

Teacher Kelly Lane Date 12/9/26 Principal *W. [Signature]* Date 12/9/2025

Superintendent (If required) _____ Date _____

Nurse notified _____ Date _____ Transit notified _____ Date _____

Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

Field Trip Request Form 4.302

(Please complete the following on an as needed basis for each request.)

*Science Hill Tennis: Oakland Invitational Tennis Tournament (April 9th-11th, 2026)

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

0% of the activity is self-funded from the students

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

Fundraising will be completed in the month of January for the Science Hill Tennis Booster Club. These funds will then be used by the Booster Club to pay for the trip

Number of Eligible Students for Field Trip 16

Number of Student Attending the Field Trip 16

Number of Students Who Cannot Attend Due to Inability to Pay 0



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GENERAL INFORMATION:

School: Science Hill Teacher: Seth Wallingford
Grade/Class/Club Participating Jazz Honor Clinic Auditionees
Destination Walker Valley High School, Cleveland, TN
Purpose of Trip ETSBOA Jazz Clinic
Names of Chaperones Seth Wallingford
Predicted chaperones / student ratio: 1:4

TRANSPORTATION INFORMATION

Number of students attending 4 Date of Trip 1/23/24 - 1/24-24 Day(s) of Week Fri - Sat...
Cost per child \$70.00 Means of Transportation Rental Car Transit confirmation TBD
Expected Time of Departure 10:00 AM Expected time of return 10:00 P.M.

CURRICULUM

- To what subject area of the curriculum does this trip relate? Music - Band
- What are pupils expected to gain from the trip? (Be specific) Jazz Ensemble Techniques
- What follow up activities will be used to evaluate and supplement the field trip? Reflect & Share w/peer

APPROVAL

Teacher [Signature] Date 11/21/25 Principal [Signature] Date 12/2/2025
Superintendent (If required) _____ Date _____
Nurse notified _____ Date _____ Transit notified _____ Date _____
Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

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 students?

100%

Was there a fundraising opportunity to meet the needs of the students' direct financial responsibility and, if so, what was the opportunity? NO

Number of Eligible Students for Field Trip

All-based upon audition.

Number of Student Attending the Field Trip

4

Number of Students Who Cannot Attend Due to Inability to Pay

N/A



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GENERAL INFORMATION:

School: SHHS Teacher: AP C. Henggar / H. Graybeal
Grade/Class/Club Participating 10-12 / TSBA - Student Congress on Policies in Educ
Destination Scope Conference in Nashville / Belmont Univ.
Purpose of Trip SCOPE
Names of Chaperones 2
Predicted chaperones / student ratio: 1:3

TRANSPORTATION INFORMATION

Number of students attending 5 Date of Trip 3/2/26 3/3/26 Day(s) of Week MON + TUES
Cost per child 0 Means of Transportation School vehicle Transit confirmation ✓ N/A
Expected Time of Departure 11:00am Expected time of return 8:00 pm

CURRICULUM

- To what subject area of the curriculum does this trip relate? Gov't, debate see attached
- What are pupils expected to gain from the trip? (Be specific) _____
- What follow up activities will be used to evaluate and supplement the field trip? _____

APPROVAL

Teacher C. Henggar Date 12/8/25 Principal W. Anthony Date 12/8/25
Superintendent (If required) _____ Date _____
Nurse notified _____ Date _____ Transit notified _____ Date _____
Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

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 students?

0

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

no

Number of Eligible Students for Field Trip

any

Number of Student Attending the Field Trip

5

Number of Students Who Cannot Attend Due to Inability to Pay

0



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Student Congress on Policies in Education (SCOPE)

Description

Annually, TSBA hosts the Student Congress on Policies in Education (SCOPE) conference, which brings together 9th-12th grade students from across the state to discuss current topics in education. Participants will explore education issues through mock school board meetings, group discussions, and debates with their peers. These events are designed to give students an understanding of how school boards operate.

Students are encouraged to bring their electronic devices (cell phone, ipad, etc.) to the meeting because we will be utilizing them throughout the conference.

2026 SCOPE DETAILS -TBD

2026 SCOPE Officers



President: Chason Yates, Fayette-Ware High School, Fayette County (Left)

1st Vice President: Akshay Vashist, Science Hill High School, Johnson City (Middle)

2nd Vice President: Chandler Cates, Shelbyville Central High School, Bedford County (Right)

DETAILS

Date:

March 3, 2026

Time:

8:00 am - 3:00 pm

Event Category:

Conventions and Workshops

VENUE

Belmont University

1900 Belmont Blvd

Nashville, TN 37212 United States + Google Map

525 Brick Church Park Drive

Nashville, TN 37207

615-815-3900

communications@tsba.net



TSBA
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GENERAL INFORMATION:

School: Science Hill Teacher: Josh Edens
Grade/Class/Club Participating 9-12 Varsity / Jr. Varsity Softball
Destination Murfreesboro, Tennessee
Purpose of Trip Softball Tournament / College Campus Visit
Names of Chaperones Josh Edens, Neeley Thompson, Sejal Neas, Terry Burger
Predicted chaperones / student ratio: 1 / 7

TRANSPORTATION INFORMATION

Number of students attending 28 Date of Trip 3/27/26 - 3/29/26 Day(s) of Week Friday - Sunday
Cost per child 405.00 Means of Transportation Activity Bus Transit confirmation Pending Confirmation From Mr. Jeff Abridge
Expected Time of Departure 3:30 pm Expected time of return 7:00 pm
3/27/26 3/29/26

CURRICULUM

- To what subject area of the curriculum does this trip relate? Physical Activity via Softball / College campus tour
- What are pupils expected to gain from the trip? (Be specific) Athletic training / college information and planning
- What follow up activities will be used to evaluate and supplement the field trip? player evaluation / trip reflection

APPROVAL

Teacher Josh Edens Date 12/3/25 Principal [Signature] Date 12/4/2025
Superintendent (If required) _____ Date _____
Nurse notified _____ Date _____ Transit notified _____ Date _____
Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

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 students?

0%

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

Booster Club Softball pays in Field

Number of Eligible Students for Field Trip

28

Full Program Roster (Current) Varsity and JV

Number of Student Attending the Field Trip

28 *Both Teams*

Number of Students Who Cannot Attend Due to Inability to Pay

0



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GENERAL INFORMATION:

School: Science Hill Teacher: Josh Edens
Grade/Class/Club Participating 9-12 Varsity Softball
Destination Gulf Shores, Alabama
Purpose of Trip Spring Break Tournament / College Campus Visit
Names of Chaperones Josh Edens, Neeley Thompson, Sejal Neas, Terry Burger
Predicted chaperones / student ratio: 1 / 4

TRANSPORTATION INFORMATION

Number of students attending 16 Date of Trip 3/14/26 - 3/19/26 Day(s) of Week Sat - Thur
Cost per child 1,125.00 Means of Transportation Activity Bus Transit confirmation Pending confirmation from Mr. Jeff Aldridge
Expected Time of Departure 3/14 (5:00 am) Expected time of return 3/19 (4:00 pm)

CURRICULUM

- To what subject area of the curriculum does this trip relate? Physical Activity via softball / college campus tour
- What are pupils expected to gain from the trip? (Be specific) Athletic training / college information and planning
- What follow up activities will be used to evaluate and supplement the field trip? player evaluation / trip reflection

APPROVAL

Teacher Josh Edens Date 12/3/25 Principal J Vanthard Date 12/4/25
Superintendent (If required) _____ Date _____
Nurse notified _____ Date _____ Transit notified _____ Date _____
Cafeteria notified _____ Date _____ Permission slips sent-Date _____



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Addendum

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 students?

0%

Was there a fundraising opportunity to meet the needs of the students' direct financial responsibility and, if so, what was the opportunity? *Booster Club (Softball) pays in fall.*

Number of Eligible Students for Field Trip

28 Full Program Roster (Current) Varsity and JV

Number of Student Attending the Field Trip

16 Varsity Roster

Number of Students Who Cannot Attend Due to Inability to Pay

0



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GENERAL INFORMATION:

School: LBS / ITMS Teacher: ERVIN
Grade/Class/Club Participating GIRLS WRESTLING
Destination SPRING HILL, TN
Purpose of Trip STATE CHAMPIONSHIPS
Names of Chaperones TOMAS JAMISON, ASHLEE HILL
Predicted chaperones / student ratio: 1/4

TRANSPORTATION INFORMATION

Number of students attending 8 Date of Trip 12/18-12/20 Day(s) of Week Thursday, Saturday
Cost per child Good Means of Transportation CTE VAN (2) Transit confirmation _____
Expected Time of Departure 12:00 12/18 Expected time of return 5:00 12/20

CURRICULUM

- To what subject area of the curriculum does this trip relate? Athletics
- What are pupils expected to gain from the trip? (Be specific) Teamwork / Competition
- What follow up activities will be used to evaluate and supplement the field trip? _____

APPROVAL

Teacher ERVIN Date 12/16/25 Principal [Signature] Date _____
Superintendent (If required) _____ Date _____
Nurse notified yes Date 12/16 Transit notified _____ Date _____
Cafeteria notified yes Date 12/16 Permission slips sent-Date _____



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(RECEIVED ON 12/17/2025, BOE approved through email- MB)

Program of Studies for SY26-27: Updates

Graduation Requirements, p. 4 Civics Exam, p. 6	Updated to include Civics Exam score requirement <ul style="list-style-type: none"> • <i>All students must also take and pass a United States Civics Test with a score of 85 or higher.</i>
Allowable Substitutions, p. 5	Removed SDC Speech & Communication <ul style="list-style-type: none"> • TDOE retiring SDC courses
Repeating a Course/Improving Grade, p. 8	Niswonger Foundation class fee increased from \$145 to \$175.
Grading Scale, p. 9	Addition made to reflect SBOE rule 0520-01-03-.02 Uniform Grading System. <ul style="list-style-type: none"> • <i>Dual Enrollment courses will have five (5) points added to the calculated average at the end of the semester.</i>
Graduation Distinctions, pp. 11-12	Added distinctions <ul style="list-style-type: none"> • ASVAB <ul style="list-style-type: none"> ○ <i>Students who score 31 or higher on the Armed Forces Qualifying Test portion of the ASVAB exam shall be recognized at their graduation ceremony.</i> • Industry Certification <ul style="list-style-type: none"> ○ <i>Students who earn a state-recognized industry certification in any CTE field shall be recognized at their graduation ceremony.</i> • Work Ethic Distinction <ul style="list-style-type: none"> ○ <i>Students shall be recognized as graduating with Work Ethic Distinction if they have scored 32 points in the achievement categories.</i>
AP Courses, pp. 15, 19	Added new courses <ul style="list-style-type: none"> • AP Cybersecurity • AP Business with Personal Finance
Online Courses, pp. 22-23	Updated to reflect only a summer term Niswonger Foundation class fee increased from \$145 to \$175.
English Recommended Path, p. 27	Removed SDC Speech & Communication from Grade 12 list <ul style="list-style-type: none"> • TDOE retiring SDC courses
Career Cluster Focus Areas, pp. 29-30	Updated career cluster titles per TDOE Removed course <ul style="list-style-type: none"> • SDC Intro to Plant Science <ul style="list-style-type: none"> ○ TDOE retiring SDC courses

<p>Career Cluster Focus Areas, pp. 29-30, cont'd</p>	<p>Added new courses</p> <ul style="list-style-type: none"> • AP Cybersecurity • AP Business with Personal Finance • Dual Enrollment Admin Med & Basic IV Theory • Dual Enrollment Anatomy & Physiology • Dual Enrollment Culinary III
<p>English Department, pp. 33-34</p>	<p>Added Grade 11 to Dual Enrollment English 1010 @ SHHS</p> <p>Removed SDC Speech & Communication</p> <ul style="list-style-type: none"> • TDOE retiring SDC courses <p>Added new course (pending ETSU approval)</p> <ul style="list-style-type: none"> • Dual Enrollment Fundamentals of Communication
<p>Math Department, pp. 36-37</p>	<p>Removed Algebra 1 Honors prerequisite</p> <ul style="list-style-type: none"> • Required: An A in 8th grade math or passing grade on Algebra Readiness Test <p>Added new course (pending special course application)</p> <ul style="list-style-type: none"> • Electronics With Applied Math <p>Updated course details to include the SAILS program option for eligible students</p> <ul style="list-style-type: none"> • Mathematical Reasoning for Decision Making • Statistics
<p>Science Department, pp. 39-42</p>	<p>Updated course names</p> <ul style="list-style-type: none"> • Biology Honors > Biology 1 Honors • Chemistry Honors > Chemistry 1 Honors <p>Updated Organic Chem Honors prerequisite</p> <ul style="list-style-type: none"> • Chemistry 2 Chemistry 1 with a recommended minimum grade of B and any third lab science
<p>Career and Technical Education, pp. 58-75</p>	<p>Updated career cluster titles per TDOE and cleaned up language throughout.</p> <p>Agriculture</p> <ul style="list-style-type: none"> • Removed SDC Intro to Plant Science <ul style="list-style-type: none"> ○ TDOE retiring SDC courses <p>Digital Technology</p> <ul style="list-style-type: none"> • Added AP Cybersecurity • Cybersecurity II will offer optional TCAT dual enrollment <p>Healthcare & Human Services</p> <ul style="list-style-type: none"> • Health Science Education will offer optional TCAT dual enrollment

<p>Career and Technical Education, pp. 58-75, cont'd</p>	<ul style="list-style-type: none"> • Added new Ballad Health Academy classes <ul style="list-style-type: none"> ○ Electives; do not count towards concentrator status ○ Dual Enrollment Administering Medication and Basic IV Theory ○ Dual Enrollment Anatomy & Physiology <p>Hospitality and Events</p> <ul style="list-style-type: none"> • Culinary Arts III will be dual enrollment through NeSCC <p>Marketing & Sales</p> <ul style="list-style-type: none"> • Added AP Business with Personal Finance <ul style="list-style-type: none"> ○ Elective; does not count towards concentrator status
<p>Special Programs, p. 77</p>	<p>Added Ballad Health Academy description</p>

Summary of Class Changes

New Courses	Removed Courses	Updated Course Titles
AP Business & Personal Finance	SDC Intro to Plant Science (TDOE retiring)	Biology Honors > Biology 1 Honors
AP Cybersecurity	SDC Speech & Comm (TDOE retiring)	Chemistry Honors > Chemistry 1 Honors
Dual Enrollment Administering Medication & Basic IV Theory		
Dual Enrollment Anatomy & Physiology		
Dual Enrollment Culinary III		
Dual Enrollment Fundamentals of Communication (pending ETSU approval)		
Electronics With Applied Math (pending special course application)		

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
2026 - 2027**

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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 leaves students 6 credits to take as electives. Any student who attends a Tennessee Public High School during 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 with a score of 85 or higher, 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 Macroeconomics AP Microeconomics 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
Fine Arts	AP Art (2-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
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 with a score of 85 or higher 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 counselors' community service page on the SHHS website 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, and U.S. History), and the results will count 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 transferring in with $\frac{1}{2}$ credit in non-core courses, counselors will review the transfer transcript to award credit and may recommend an alternative route through 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 the 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 a course, whether in the SHHS traditional setting or online, the transcript will reflect an "NC" (non-credit) for the failed course. Additionally, the failing grade will be excluded 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 from 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, the transcript will reflect an "NC" (non-credit) for the failed course, and the failing grade will be excluded 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 \$175 or the current rate for the Niswonger course.

Students must receive approval from 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.
- Dual Enrollment courses will have five (5) points added to the calculated average at the end of the semester.
- Advanced Placement courses will have five (5) points added to the calculated average at the end of the semester. Students 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 the 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

TSSAA 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.

NCAA Athletic Eligibility

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 school 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.

ASVAB

Students who score 31 or higher on the Armed Forces Qualifying Test portion of the ASVAB exam shall be recognized at their graduation ceremony.

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

INDUSTRY CERTIFICATION

Students who earn a state-recognized industry certification in any CTE field shall be recognized at their graduation ceremony.

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.

WORK ETHIC DISTINCTION

Students shall be recognized as graduating with Work Ethic Distinction if they have scored 32 points in the achievement categories. See Mr. Jarnigan or Mr. A. Smith in the CTE office for details, or visit tnworkethic.com.

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 its own AP policy and will require different scores 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 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 for 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 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	CTE	AP Business with Personal Finance AP Cybersecurity

*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

Starting in 2026, students will have 30 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
Computer Science	AP Human Geography	AP Computer Science Principles	AP Computer Science A	AP Cybersecurity
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 is also available 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 \$175 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 their 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 three online courses in the summer term.
- Consideration of any exception to the online course procedures/policies may be directed to the school principal, Dr. Bryant, or their designee.

SUMMER 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	Economics 0.5 credit Grades 10-12	General Psychology 1 credit Grades 10-12
Lifetime Wellness 1.0 credit Grades 9-12	Personal Finance 0.5 credit Grades 10-12	Personal Fitness 0.5 credit Grades 10-12
Sociology 1 credit Grades 10-12	Statistics 1 credit Grades 10-12	U.S. Government & Civics 0.5 credit Grades 10-12

*All online course offerings are dependent on number of student requests

SUMMER ONLINE COURSES—IMPORTANT DATES

REGISTRATION DEADLINE	May 1, 2026
COURSE START DATE	June 1, 2026
DROP WITHOUT PENALTY	June 9, 2026
COURSE END DATE	June 30, 2026

Dual Enrollment

Opportunities exist for high-achieving students to earn both college credit and high school credit while still in high school. Students who 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's website or under the modules section of each counselor's Canvas page.
- Students will see their counselor for any additional paperwork and steps that need to be completed. Requirements will vary by college.
- Students must apply to the college where they plan to take dual enrollment courses 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:

- Students 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 in 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 a minimum score of 460 in math and 460 verbal.
- See the 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 to remain eligible. Students may qualify for as many as 10 free CTE Dual Enrollment courses.

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 accounts to request transcripts and monitor the status of their requests. Allow up to one week to process 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 coursework 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 following classes cannot be selected as alternate courses due to typical over-enrollment:

Principles of Manufacturing Maintenance & Light Repair 1 Ceramics
Culinary Arts 1

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 Language AP English Literature	English 4 AP English Lang AP English Lit AP Research

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> AP Calculus AB AP Calculus BC AP Precalculus AP Statistics Adv Algebra & Trigonometry Math Reasoning 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)	<i>Required:</i> Any math listed under Grade 12	
Geometry Honors & Algebra 2 Honors	Adv Algebra & Trigonometry & AP Precalculus OR Adv Algebra & Trigonometry H & AP Precalculus BC	<i>Required:</i> Any math listed under Grade 12	

**Refer to page 5 for Allowable Substitutions list*

Science Recommended Path*
SCIENCE: 3 CREDITS REQUIRED FOR GRADUATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Biology	Physical Science	Chemistry 1 (Reg or H) OR Physics	<i>Third lab sciences taken after completing Biology & Chemistry/Physics:</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 1 Honors	Chemistry 1 (Reg or H) OR Physics	<i>Required:</i> Any science listed under Grade 12	
Biology 1 H & Chemistry 1 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 OR AP World History	U.S. History OR AP U.S. History & Geography	Government & Economics OR AP U.S. Government & AP Economics

**Refer to page 5 for Allowable Substitutions list*

CAREER CLUSTER FOCUS AREAS

ADVANCED MANUFACTURING

Mechatronics – Principles of Manufacturing, Digital Electronics, Robotics, Work-Based Learning: Mechatronics Career Practicum

Robotics & Technology – Principles of Engineering & Technology, Digital Electronics, Robotics & Automated Systems, Work-Based Learning: Robotics & Technology Career Practicum

Welding – Principles of Manufacturing, Welding I, Welding II, Work-Based Learning: Welding Career Practicum

AGRICULTURE

Horticulture Science – Agriscience, Principles of Plant Science & Hydroculture, Landscaping and Turf Science, Work-Based Learning: Horticulture Science Career Practicum

ARTS, ENTERTAINMENT AND DESIGN

Audio/Visual Production – AV Production I, AV Production II, AV Production III, Applied Arts Practicum, Work-Based Learning: A/V Production Career Practicum

CIVICS, PUBLIC SERVICE & SAFETY

Criminal Justice & Correction Services – Criminal Justice I, Criminal Justice II, Criminal Justice III, Work-Based Learning: Criminal Justice and Correction Services Career Practicum

CONSTRUCTION

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

Residential & Commercial Construction – Fundamentals of Construction, Residential & Commercial Construction I, Residential & Commercial Construction II, Construction Practicum, Work-Based Learning: Residential & Commercial Construction Career Practicum

DIGITAL TECHNOLOGY

Cybersecurity – Computer Science Foundations, Cybersecurity I, Cybersecurity II, Work-Based Learning: Cybersecurity Career Practicum, AP Cybersecurity

EDUCATION

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

HEALTHCARE & HUMAN SERVICES

Cosmetology – Cosmetology I, Cosmetology II, Cosmetology III, Work-Based Learning: Cosmetology Career Practicum

Emergency Services – Health Science Education, Medical Therapeutics, Anatomy and Physiology, Dual Enrollment Emergency Medical Services, Work-Based Learning: Emergency Services Career Practicum

Human and Social Sciences – Introduction to Human Studies, Lifespan Development, Family Studies, Work-Based Learning: Human and Social Sciences Career Practicum

Nursing Services – Health Science Education, Medical Therapeutics, Anatomy and Physiology, Nursing Education Honors, Dual Enrollment Basic Nursing Principles, Dual Enrollment Fundamentals of Nursing, Dual Enrollment Administering Medication & IV Theory, Dual Enrollment Anatomy & Physiology

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

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

HOSPITALITY AND EVENTS

Culinary Arts - Culinary Arts I, Culinary Arts II, Dual Enrollment Culinary Arts III, Culinary IV, Work-Based Learning: Culinary Arts Career Practicum

MANAGEMENT & ENTREPRENEURSHIP

Business Management & Administration – Principles of Office Applications, Business Communications, Business Management, Work-Based Learning: Business Management & Administration Career Practicum

MARKETING & SALES

Marketing Management – Intro to Business & Marketing, Marketing & Management I, Advertising & Public Relations, Work-Based Learning: Marketing Management Career Practicum, AP Business with Personal Finance

SUPPLY CHAIN & TRANSPORTATION

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
Recommendation: <i>B</i> 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
Prerequisite: <i>English 1/Honors</i>			

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
English 1/Honors with a recommended minimum grade of <u>B</u> 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, 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 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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Prerequisite: *AP Seminar; AP Research can be paired with AP English Literature*

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: FOUNDATIONS IN WRITING @ SHHS

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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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: WRITTEN COMMUNICATION/CRITICAL THINKING @ 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

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. Any two ELD classes can count as required English credits.

English Elective Courses

ACT SUCCESS

One Semester	1/2 credit	EOC: NO	Grade 11-12
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Pairs with Literature Through Film; not approved course for NCAA

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
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Prerequisite: Creative Writing 1

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
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Pairs with ACT Success; permission slip required

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.

DUAL ENROLLMENT FUNDAMENTALS OF COMMUNICATION @ SHHS (PENDING ETSU APPROVAL)

One Semester	1 credit	EPSO	EOC: NO	Grade 11-12
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Prerequisite: English 1 & 2, and must meet ETSU eligibility requirements; counts as elective

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
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Application required; may be taken multiple times. Students must take both semesters

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

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 to take the honors/BC course rather than the regular course.
- ❖ AP Calculus AB can be taken after completing Advanced Algebra & Trigonometry.
- ❖ 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 math credits 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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Satisfies Algebra 1 credit 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 is a fast-paced course.

ELECTRONICS WITH APPLIED MATH (PENDING SPECIAL COURSE APPLICATION)

One Semester	1 credit	EOC: NO	Grade 10-12
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Prerequisite: Alg 1B; counts as elective

Prepare students with basic knowledge of electrical/electronic circuits utilizing the laws of electricity of Direct Current (DC) applications. Alternating current (AC) will be introduced near the end of the quarter. In this course, we will explore areas of electrical circuitry such as conductors and insulators, Ohm's law, Watt's law along with many other theorems related to electronic and electrical circuits and how to read schematic diagrams.

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: Algebra 1 with a recommended minimum grade of B or teacher recommendation; Geometry is a required course for graduation.

This course will cover topics similar to those in Geometry with 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
<i>Prerequisite: Algebra 1 and/or Geometry with a recommended minimum grade of <u>B</u> or teacher recommendation; Algebra 2 is a required course for graduation.</i>			

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
<i>Prerequisite: Algebra 2 with a recommended minimum grade of <u>B</u> or teacher recommendation</i>				

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
<i>Prerequisite: Algebra 2; also offered through <u>SAILS</u> for eligible students</i>			

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
<i>Prerequisite: Algebra 2; also offered through <u>SAILS</u> for eligible students</i>			

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
<i>Prerequisite: Algebra 2 with a recommended minimum grade of <u>C</u> or teacher recommendation</i>			

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
<i>Prerequisite: Algebra 2 Honors with a recommended minimum grade of <u>B</u> or teacher recommendation</i>			

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*

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 science credits: **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 1 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 and 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 1 HONORS

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

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

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
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Prerequisite: Biology 1 & Chemistry 1

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

HUMAN ANATOMY & PHYSIOLOGY HONORS

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

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

BIOLOGY 2 HONORS

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

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

CHEMISTRY 2 HONORS

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

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

PHYSICS

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

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

ADVANCED PLACEMENT BIOLOGY

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

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

ADVANCED PLACEMENT CHEMISTRY

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

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

ADVANCED PLACEMENT 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
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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 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
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Prerequisite: *Algebra 1 & Geometry and concurrently take Algebra 2 or a higher-level math course. Basic trigonometry will be covered in the concurrent math course. No prior coursework in physics is necessary.*

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
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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
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Prerequisite: *Biology 1 & Chemistry 1*

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
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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
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Prerequisite: *Chemistry 1 with a recommended minimum grade of B and any third lab science; 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 social studies credits: 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).

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.

CYBERSECURITY I**One Semester****1 credit****Grade 10-12**

Prerequisite: Computer Science Foundations and Algebra 1; satisfies computer science requirement; counts as CTE elective and substitutes for fourth math credit or third lab science.

Students will learn the basic concepts of cybersecurity with an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information.

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

Prerequisite: Cybersecurity I; satisfies computer science requirement; counts as CTE elective and substitutes for fourth math credit or third lab science. Optional TCAT dual enrollment.

An advanced course that challenges students to develop advanced skills in concepts and terminology of cybersecurity. This course builds on previous concepts introduced in Cybersecurity I while expanding the content to include malware threats, cryptography, wireless technologies, and organizational security.

ADVANCED PLACEMENT CYBERSECURITY**One Semester****1 credit****EPSO****Grade 10-12**

Prerequisite: Cybersecurity I or AP Computer Sci Princ with a minimum grade of B

AP Cybersecurity offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework. The course framework is organized into five units that reflect key domains of cybersecurity knowledge and practice: Introduction to Security, Securing Spaces, Securing Networks, Securing Devices, and Securing Applications and Data

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 with 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 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 fulfill 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 the 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 effective communication through interpersonal, interpretive, and presentational skills in real-life situations. It covers vocabulary usage, language control, and cultural awareness. Students explore cultural products (books, music, laws), practices (social interactions), and perspectives (values and attitudes).

GERMAN 1

One Semester	1 credit	Grade 9-12
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Students will use vocabulary quizzes and interactive lessons to practice essential grammar, vocabulary, and cultural skills for living in a German-speaking country, with a focus on speaking and understanding the language. Topics will include hobbies, food, family, animals, and school.

GERMAN 2

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

Students will learn vocabulary for topics like asking for directions, travel, and restaurants. They will also research European countries and their cultures.

GERMAN 3 HONORS

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

Students will read German literature, magazines, and newspapers, write in German, and practice speaking.

GERMAN 4 HONORS

One Semester	1 credit	Grade 10-12
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Prerequisite: German 3

Students will continue studying German culture and grammar through activities such as reading German literature, magazines, and newspapers, writing in German, and practicing speaking.

HERITAGE SPANISH 1 & 2

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

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

SPANISH 1

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

SPANISH 2

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

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

SPANISH 3 HONORS

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

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

SPANISH 4 HONORS

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

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

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

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

The AP Spanish Language and Culture course focuses on effective communication through interpersonal, interpretive, and presentational skills in real-life contexts. It covers vocabulary use, language proficiency, communication strategies, and cultural awareness. Students explore cultural products (books, music, laws), practices (social interaction patterns), and perspectives (values and attitudes).

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 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. Past performances have included the Macy's, Tournament of Roses, Philadelphia, Chicago, Hollywood Parades and a 2024 appearance in the St. Patrick's Day Parade in Dublin, Ireland. Membership in this group has many opportunities to offer each member. Practices are scheduled Monday, Tuesday and Thursday afternoons through October. Performances at all home football games, selected away games and four 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, attend the summer band camp the last two weeks of July, and have had a middle school band experience. 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 to 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 12 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 at the 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
- Agriculture
- Arts, Entertainment and Design
- Civics, Public Service & Safety
- Construction
- Digital Technology
- Education
- Healthcare & Human Services
- Hospitality and Events
- Management & Entrepreneurship
- Marketing & Sales
- Supply Chain & Transportation

Advanced Manufacturing

Advanced Manufacturing stands at the forefront of Tennessee’s economic expansion, driving innovation, efficiency, and productivity across the state. By integrating cutting-edge technologies such as automation, robotics, and additive manufacturing, this sector is revolutionizing production processes and enabling the creation of highly customized products. As a cornerstone of Tennessee’s economy, Advanced Manufacturing continues to thrive, with workforce demand showing no signs of slowing.

The Mechatronics program of study is designed for students interested in becoming a mechatronics technician, electrical technician, mechanical engineering technician, robotics technician, or mechatronics engineer. Course content focuses on the components of manufacturing systems, collection and analysis of quality data, electronics, mechanics, fluid power systems, computers and control systems, and technical documentation and troubleshooting.

The Robotics & Technology program of study is for students who wish to pursue careers in robotics, electronics, and related engineering and technology fields. Course content introduces students to the principles of engineering and the engineering design process, then progresses to apply these skills in the context of robotics, electronics, and automated systems.

The Welding program of study is designed to prepare and certify students as entry-level welders.

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>			
Robotics & Technology	Principles of Engineering and Technology	Digital Electronics	Robotics & Automated Systems	Work-Based Learning: Robotics & Technology
	<i>CTE Student Organization: Skills USA</i> <i>EPSO: TCAT Dual Enrollment, 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 9-11
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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.

Agriculture

Agriculture education offers students a comprehensive foundation for diverse and impactful careers in the agriculture industry. This pathway involves the planning, production, management, processing, and marketing of agricultural products and services, across sectors such as food production, fiber, wood products, natural resources, horticulture, and various plant and animal-based industries. Through agriculture education, students cultivate critical skills in science, mathematics, communication, leadership, management, and technology, preparing them for success in this vital industry and equips students to address complex challenges within the industry.

Horticulture Science prepares students for future careers in the management of greenhouse operations, horticulture production, landscape design and maintenance, and turf management. Content covered in this POS includes principles of plant health, growth, reproduction, and biotechnology, principles of hydroponics and aquaponics, greenhouse structures, growing media, site analysis and planning, principles of design, and plant selection and care techniques.

Program of Study

Horticulture Science	Agriscience	Principles of Plant Science and Hydroculture	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**

Prerequisite: Agriscience

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.

LANDSCAPING AND TURF MANAGEMENT

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

Prerequisite: Principles of Plant Science & Hydroculture

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.

Arts, Entertainment and Design

The Arts, Entertainment, and Design career cluster prepares students for exciting careers in creative industries that are rapidly expanding across the state. From digital media and film production to fashion and interior environments, this cluster supports a growing demand for innovative professionals who combine artistic vision with technical expertise. The Audio/Visual Production program focuses on technical and creative aspects of media production, including camera operation, editing, lighting, and sound design skills highly sought after in film, broadcasting, live events, and corporate media

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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Prerequisite: *A/V Production III*

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.

Civics, Public Service & Safety

The Public Service & Safety Career Cluster is designed to prepare students for various local, state, and federal government positions, including those in law enforcement agencies, fire departments, emergency response teams, and the legal system. The comprehensive nature of this cluster reflects its importance in addressing the complex needs of society, ensuring that students gain the knowledge and expertise required to tackle real-world challenges.

The Criminal Justice and Correction Services program of study prepares students for a range of careers in law enforcement, crime scene analysis, forensic science, public safety, and criminal justice. Course content emphasizes procedures and laws governing the application of justice in the United States, from constitutional rights to crisis scenario management and the elements of criminal investigations.

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.

Construction

The Construction career cluster is essential to Tennessee’s economy, preparing students for careers in designing, planning, managing, building, and maintaining the built environment. Professionals in this field contribute to a wide range of projects, including new construction, restorations, additions, alterations, and repairs. As one of the largest industries in the United States, construction continues to be a major economic driver, with strong job growth projected in the coming years.

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>				
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>				
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>				

ARCHITECTURAL & ENGINEERING DESIGN I

One Semester **1 credit** **Grade 9-11**
Prerequisite: 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** **EP SO** **Grade 10-12**
Prerequisite: Architectural & Engineering Design I with 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**

Prerequisite: *Architectural & Engineering Design II with 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**

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

RESIDENTIAL & COMMERCIAL CONSTRUCTION I

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

Prerequisite: *Fundamentals of Construction*

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

RESIDENTIAL & COMMERCIAL CONSTRUCTION II

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

Prerequisite: *Residential & Commercial Construction I; 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**

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**

Prerequisite: *MEP Systems; 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**

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.

ADVANCED PLACEMENT CYBERSECURITY

One Semester	1 credit	EPSO	Grade 10-12
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Prerequisite: *Cybersecurity I or AP Computer Sci Princ with a minimum grade of B*

AP Cybersecurity offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework. The course framework is organized into five units that reflect key domains of cybersecurity knowledge and practice: Introduction to Security, Securing Spaces, Securing Networks, Securing Devices, and Securing Applications and Data

Education

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

Program of Study

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
	<i>CTE Student Organization: Family, Career and Community Leaders of America (FCCLA)</i>				

INTRODUCTION TO TEACHING AS A PROFESSION

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

TEACHING AS A PROFESSION I

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

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

TEACHING AS A PROFESSION II

One Semester

1 credit

Grade 10-12

Prerequisite: *Teaching as a Profession I; student must provide own transportation to intern sites.*

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

TEACHING AS A PROFESSION PRACTICUM

One Semester

1 credit

Grade 11-12

Prerequisite: *Teaching as a Profession II; student must provide own transportation to intern sites.*

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

Healthcare & Human Services

The Healthcare & Human Services Career Cluster offers students a comprehensive and dynamic pathway into a broad range of careers that promote the health and well-being of individuals and communities. This cluster combines the expertise needed to address both physical and mental health, alongside human services that support social and emotional well-being. By emphasizing a combination of medical knowledge, social sciences, and personal care, the Healthcare & Human Services Career Cluster equips students with the skills necessary to improve the resilience and quality of life for individuals and families.

The Healthcare segment focuses on roles in direct care and medical operations, from nurses and medical technicians to health information managers and medical office assistants. The Human Services portion broadens the focus, preparing students for careers in counseling, social work, personal care, and consumer services, which are equally essential in supporting and enhancing the lives of individuals and families.

Program of Studies

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

Emergency Services	Health Science Education	Medical Therapeutics	Human Anatomy and Physiology	Dual Enrollment Emergency Medical Services
	<i>CTE Student Organization: Future Health Professionals (HOSA) EPSOs: Industry Certification – OSHA 10, BLS, NIMS Compliance Courses (IS-5A, ICS-100, ICS-200, IS-700, IS-800); Dual Enrollment – NeSCC, optional TCAT</i>			

DUAL ENROLLMENT MEDICAL TERMINOLOGY @ SHHS

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Any 2 classes taken in Health Science POS's. Must have maintained a B average in both classes. **ELECTIVE COURSE ONLY – WILL NOT COUNT TOWARD CLUSTER CONCENTRATOR STATUS**

Medical terminology is designed to develop a working knowledge of the language of health professions. Students acquire word-building skills by learning prefixes, suffixes, roots, combining forms, and abbreviations. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Students will use problem-solving techniques to assist in developing an understanding of course concepts.

DUAL ENROLLMENT EMERGENCY MEDICAL SERVICES @ SHHS

One Semester (spring only)	2 blocks	EPSO	Grade 12
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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. Must submit online application.

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
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Prerequisite: Health Science Education, Medical Therapeutics and Anatomy and Physiology with a minimum grade of a B. Application required. Must submit online application.

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
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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. Paper 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. See counselor or teacher for application.

CLINICAL INTERNSHIP HONORS

One Semester	1 credit	EPSO	Grade 11-12
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Prerequisite: Health Science Education, Medical Therapeutics and Anatomy and Physiology with a minimum grade of a B. Rehabilitation Careers recommended. Paper 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. See counselor or teacher for application.

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
<i>Prerequisite: Introduction to Human Studies with minimum grade of C; can also count as a social studies elective towards a humanities focus</i>		

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
<i>Prerequisite: Lifespan Development with minimum grade of B</i>			

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
<i>Prerequisite: None – Due to limited class enrollment, seniors may not register for this class. Supply kit required</i>		

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
<i>Prerequisite: Cosmetology 1 with a minimum of B & teacher approval; supply kit required.</i>		

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
<i>Prerequisite: Cosmetology 2 with a minimum of B & teacher approval.</i>			

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.

Hospitality and Events

The Hospitality & Events career cluster provides students with a comprehensive understanding of the dynamic fields of hospitality management, tourism, and event planning. The Culinary Arts program of study focuses on customer service excellence, restaurant operations, event coordination, and industry trends. By participating in hands-on learning experiences, students gain practical skills that are highly valued in the service industry.

Program of Study

Culinary Arts	Culinary Arts I	Culinary Arts II	Dual Enrollment 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, Dual Enrollment - NeSCC</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.

DUAL ENROLLMENT CULINARY ARTS III @ SHHS

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

Dual Enrollment 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 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.

Management & Entrepreneurship

The Management & Entrepreneurship career cluster fosters leadership, innovation, and strategic thinking essential for success in business ownership and corporate management. Encompassing the Business Management & Administration program of study, students understand core business principles, operational management, human resources, and business development strategies. Through project-based learning, entrepreneurial simulations, and collaboration with business leaders, students gain insights into launching and managing successful enterprises.

Program of Study

Business Management & Administration	Principles of Office Applications	Business Communications	Business Management	Work-Based Learning: Business 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: Principles of Office Applications with minimum grade of C or 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 C</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.

Marketing & Sales

The Marketing & Sales career cluster equips students with the expertise needed to thrive in competitive business environments where branding, consumer engagement, and digital strategies are key to success. Aligned with the Marketing Management program of study, essential topics such as market research, advertising, social media marketing, and sales techniques are introduced. By integrating technology and data analytics, students learn how to create compelling marketing campaigns and optimize sales performance.

Program of Study

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

INTRODUCTION TO BUSINESS & MARKETING

One Semester	1 credit	Grade 9-10
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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.

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 matters include 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 to promote products, services, ideas and/or images. Students will be encouraged to examine this field from the viewpoints of the creative staff, businessperson and consumer.

ADVANCED PLACEMENT BUSINESS WITH PERSONAL FINANCE

One Semester	1 credit	EP SO	Grade 11-12
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Prerequisite: Introduction to Business & Marketing with a minimum grade of B

ELECTIVE COURSE ONLY – WILL NOT COUNT TOWARD CLUSTER CONCENTRATOR STATUS

AP Business with Personal Finance aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy. The course framework is organized into five units that reflect key business disciplines: Businesses, Competition, and New Ideas, Marketing, Personal Saving and Borrowing, Finance and Accounting, Management, and Personal Goals, Budgeting, and Investing.

Supply Chain & Transportation

The Supply Chain and Transportation career cluster prepares students for careers in automotive repair. Automotive careers require a strong mechanical ability, and with the nation's continued reliance on automobiles, demand for skilled workers in the automotive fields remains strong.

The Automotive Maintenance and Light Repair program equips students with the necessary technical skills and hands-on experience to thrive in the transportation industry, ensuring that they are well-prepared for postsecondary, workforce, career and technical education (CTE), and military readiness.

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</i> <i>EPSO: Industry Certification: Automotive Service Excellence Student Certification</i> <i>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 II

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 III and 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.

4/6 Year Plan Checklist

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

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

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

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

Graduation Requirements

English	4 credits	
Math (at least 3 years) - Algebra 1, Geometry, Algebra 2, & one additional math	4 credits	
Science - Biology, Chemistry or Physics, & one other Lab Science	3 credits	
U. S. History	1 credit	
U. S. Government	.5 credit	
Economics	.5 credit	
World History & Geography (9 TH -10 TH)	1 credit	
Lifetime Wellness	1 credit	
Physical Education	.5 credit	
Personal Finance	.5 credit	

Fine Arts	1 credit	
Elective Focus Area: AP/DE, CTE, Fine Arts, HPEX, Humanities, Math/Science, ROTC, STEM	3 credits	
World Language - Must be two sessions of the same language	2 credits	
Computer Science		
Other Electives	6 credits	
TOTAL	28 credits	
Focus Area:		
ACT		
Civics Exam		
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

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

Johnson City Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Role of the Board of Education	Descriptor Code: 1.101	Issued Date: 01/06/25
		Rescinds: 1.101	Issued: 12/09/19

1 The Board of Education will oversee the operation of the school ~~district~~ **system** in compliance with
2 state and 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~~ **school system** calendar;⁵
- 13
- 14 5. To adopt ~~district~~ **school system** 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~~ **school system** salary schedule;⁸
- 30
- 31 5. To approve a differentiated pay plan;⁹
- 32
- 33 6. To approve funding for the ~~district~~ **school system** 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. [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. [Tenn. Att’y Gen. Op. No. 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](#); [TCA 49-5-512](#)

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: Boardmanship Code of Conduct	Descriptor Code: 1.106	Issued Date: 01/06/25
		Rescinds: 1.106	Issued: 01/05/24

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

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

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: <b style="text-align: center;">Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date: 01/06/25
		Rescinds: 1.107	Issued: 11/07/22

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 Board 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 Board 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 ~~b~~**B**oard 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 Board member who is an employee of the city and whose employment predates 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 ~~b~~**B**oard 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 Board 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 Board member has a conflict of interest in a matter to be voted on by the Board, they may abstain for cause
 24 by announcing such to the Chair. Any Board member who abstains from voting for cause on any issue coming
 25 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 Board 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](#); [TCA 12-4-102](#)

Cross Reference

Boardmanship Code of Conduct 1.106

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Member Development Opportunities	Descriptor Code: 1.204	Issued Date: 01/06/25
		Rescinds: 1.204	Issued: 11/07/22

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 Board conferences, conventions and workshops shall be maintained by the Board
6 secretary and provided to each board member.¹ At least annually the Board will identify which
7 meetings should be attended and the benefits which would be derived from participation in
8 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 **or established per diem rate**;
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 Committees	Descriptor Code: 1.300	Issued Date: 01/06/25
		Rescinds: 1.300	Issued: 01/05/24

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~~ **three (3)** minutes except with the consent of the committee for
22 an extension to the time. The Chair 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: Board Attorney	Descriptor Code: 1.302	Issued Date: 01/06/25
		Rescinds: 1.302	Issued: 07/01/00

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

3 **Communication with the Board attorney shall be made by the Board Chair or the**
4 **Superintendent of Schools/designee unless a Board member is individually involved in a legal**
5 **matter pursuant to their role as a Board member.**

Legal References

1. [TCA 49-2-203\(b\)\(5\)](#)

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Meetings	Descriptor Code: 1.400	Issued Date: 01/06/25
		Rescinds: 1.400	Issued: 01/05/24

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

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

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

9 **REGULAR MEETINGS**

10

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

13

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

17

18 **SPECIAL MEETINGS**

19

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

23

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

27

28 **ELECTRONIC ATTENDANCE⁵**

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

- 1 1. A quorum of the Board must be physically present at the meeting in order for any member to
2 attend electronically:
- 3 2. Any Board member wishing to participate electronically must do so using technology which
4 allows the Chair to visually identify the member:
- 5 3. The responsibility for the connection lies with the member wishing to participate electronically.
6 No more than three (3) attempts to connect shall be made, unless the Board chooses to make
7 additional attempts.
8
- 9 Absent Board members may attend a regular or special meeting by electronic means for certain
10 qualifying reasons.

11 ***Work Related Absence***

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

16 ***Sickness or Period of Convalescence***

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

20 ***Inclement Weather or Natural Disaster***

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

24 ***Family Emergency***

25
26 A Board member may attend a meeting by electronic means if there is a family emergency that
27 prevents them from attending in person. The absence shall be due to the hospitalization of the Board
28 member or the death or hospitalization of the member's spouse, father, mother, son, daughter, brother,
29 sister, son-in-law, daughter-in-law, stepson, stepdaughter, father-in-law, mother-in-law, brother-in-law,
30 or sister-in-law. The Board member may only participate electronically two (2) times per year for this
31 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\(c\)](#)
2. [28 CFR § 36.201\(a\)](#); [28 CFR § 36.202](#)
3. [Tenn. Att’y Gen. Op. No. 95-126 \(December 28, 1995\)](#)
4. [TCA 49-2-202\(c\)\(1\)](#)
5. [TCA 49-2-203\(e\)](#) **6-54-149**

Cross References

- School Board Legal Status and Authority 1.100
Public Hearings 1.401

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Public Hearings	Descriptor Code: 1.401	Issued Date: 01/06/25
		Rescinds: 1.401	Issued: 12/07/20

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/guardian who is dissatisfied with the school assignment of a
7 student.²

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

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

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

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

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(EE\)\(i\); TCA 49-5-512](#)
2. [TCA 49-6-3201](#)
3. [TCA 49-6-3401](#)
4. [TCA 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: Board-Community Relations	Descriptor Code: 1.500	Issued Date: 01/05/24
		Rescinds: 1.500	Issued: 12/09/19

1 In order to promote school-community interaction relating to the policy and operation of the schools,
2 the Board of Education will:

- 3 1. Strive to keep citizens of the school system regularly informed **and involved** ~~about through~~
4 ~~channels of communication, its own efforts, and the office of the Superintendent of Schools;~~
5
6 2. Direct all school employees, including teachers, administrators and support service personnel to
7 participate in positive school-community interaction by:
8 a. Transmitting pertinent and correct information to citizens upon request or upon
9 initiative of school employees;
10 b. Seeking ways to improve school-community relations; and
11
12 3. Recognize the right of news media to inquire, research and report to the public information
13 about local schools.

14 The principal of each school shall ~~be responsible for the development of a public relations program and~~
15 ~~shall~~ promote programs which involve parents and the community with the school.

16 The Superintendent of Schools shall be responsible for leadership in school-community relations.
17 Through the use of their staff, they will promote a program to best coordinate the involvement of the
18 schools and community.

Cross References

Visitors to the Schools 1.501
Board-Media Relations 1.502
Advertising & Distribution of Materials in Schools 1.806
Crisis Management 3.203
Community Use of School Facilities 3.206
Political Activities 5.606

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Visitors to the Schools	Descriptor Code: 1.501	Issued Date: 07/29/24
		Rescinds: 1.501	Issued: 11/07/22

1 *General*

2 Except on occasions such as school programs, athletic events, open house, and similar public events as
3 determined by the principal/designee, all visitors will report to the school office when entering the school
4 and will sign-in **using the visitor management system**. Authorization to visit elsewhere in the building
5 or on the school campus will be determined by the principal/designee. Guest passes shall be issued for
6 all persons other than students and employees of the school.¹

7 In order to maintain the conditions and atmosphere suitable for learning, no other person shall enter
8 onto the grounds or into the school buildings during the hours of student instruction except students
9 assigned to that school, the staff of the school, parents/legal guardians of students, approved volunteers
10 and other persons with lawful and valid business on the school premises.²

11 Professional visitors and observers will be welcome as long as the following conditions are met:

- 12 1. Visits and observations are ~~arranged~~ **approved** in advance;
- 13 2. Purpose of the visit is established prior to visitation; and
- 14 3. Number in the group visiting is small enough to be accommodated without disruption to the
15 educational program.

16 Principals may limit entrance to a school in the event of an emergency or at any time they believe it to
17 be in the best interest of the school.

18 Visitors with international or national groups sanctioned by the state or national government may visit
19 schools if appropriate sponsorship and programming are in place and if the Superintendent has
20 approved the visit in advance.

21 ~~Visitors are required to sign in with a visitor management system.~~

22 Any person improperly on the premises of the school shall depart on the request of the school principal
23 or other authorized person.

24 The principal ~~or their~~ /designee has the authority to exclude from the school premises any persons
25 disrupting the educational programs in the classroom or in the school, disturbing the teachers or
26 students on the premises, or on the premises for the purpose of committing an illegal act.

27 The principal shall engage law enforcement officials when they believe the situation warrants such
28 measures.

1 Students may not bring visitors to school to visit during the school day without the prior permission of
2 the principal.

3 **VISITOR CONDUCT**

4 Persons who come onto school property shall be under the jurisdiction of the site administrator/designee.
5 Individuals who come onto school property or who contact employees on school or district business are
6 expected to behave accordingly. The Superintendent of Schools shall develop a visitor code of conduct
7 to be presented to the board attorney, and then, approved by the Board.³ This code shall prohibit the
8 following:

- 9 1. Cursing and use of obscenities;
- 10 2. Disrupting or threatening to disrupt school or office operations;
- 11 3. Acting in an unsafe manner that could threaten the health or safety of others;
- 12 4. Verbal or written statements or gestures indicating intent to harm an individual or property; and
- 13 5. Physical attacks intended to harm an individual or substantially damage property.

14 The visitor code of conduct shall be posted on the district's website as well as the school's website,
15 and copies of the code shall be provided to all teachers, counselors, administrative staff, and other
16 school employees. In addition, each school visitor entrance shall have the visitor code of conduct
17 posted prominently along with the phone number of someone in the school's administration who can
18 answer questions about the code.

19 Annually, parent(s)/guardian(s) shall be provided with a ~~printed~~ copy of the code of conduct, along
20 with the phone number of someone in the school's administration who can answer questions about the
21 code. Parent(s)/guardian(s) shall sign a statement acknowledging that they have read and understood
22 the code of conduct.

23 **CONSEQUENCES FOR CODE OF CONDUCT VIOLATION**

24 The principal/designee has the authority to exclude from the school premises any persons disrupting
25 the educational programs in the classroom or in the school, disturbing the teachers or students on the
26 premises, or on the premises for the purpose of committing an illegal act.²

27 The principal shall contact law enforcement officials when he/she believes the situation warrants such
28 measures.

Legal References

Cross References

1. [TCA 49-2-303\(b\)\(4\)](#)
2. [TCA 49-6-2008; TCA 39-14-406](#)
3. [Public Acts of 2024, Chapter No. 810](#)

Board-Community Relations 1.500
Access to School Property 1.806
Vendor Relations 2.809
Safety 3.201
Security 3.205
School Volunteers 4.501
Care of School Property 6.311

1.

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Meeting News Coverage	Descriptor Code: 1.502	Issued Date: 01/05/24
		Rescinds: 1.502	Issued: 11/07/22

1 A copy of the agenda and agenda materials will be ~~sent~~ **made available** in advance to members of the
2 news media as requested. Additionally, all reports approved by the Board of Education shall be made
3 available to the media. However, reports-in-progress on which the Board has taken no final action
4 shall be released only upon the Board's authority as "tentative reports."

5 A press table shall be provided to enable reporters to follow discussion without difficulty.

6 The press will be provided with working copies of the agenda and agenda materials upon request.

7 In order that the Board may transact its business with dispatch, questions from the press will not be
8 entertained while meetings are in progress.

9 The Chair of the Board and/or the Superintendent of Schools will be available after each meeting to
10 answer questions and to clarify points of discussion and action.

11 When individual Board members receive requests from news media representatives for information
12 about Board meetings in regard to their own statements or actions, the members may choose to
13 respond or refer the media to the Board Chair, who is the spokesperson for the Board, except as they
14 specifically delegate this responsibility to others.

Cross References

Board-Community Relations 1.500
News Releases, Conferences and Interviews 1.503

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Policy Development and Adoption	Descriptor Code: 1.600	Issued Date: 01/06/25
		Rescinds: 1.600	Issued: 11/07/22

1 A proposed policy or policy change shall be submitted to the Board of Education as part of the agenda.
2 Those persons who are currently enrolled or have children currently enrolled in Johnson City Schools,
3 are currently employed by the School System, are residents of the City of Johnson City or are bona
4 fide property taxpayers to the City of Johnson City shall be given an opportunity to be heard on the
5 proposal. The Board's approval of the proposal or return for study and/or further revision shall
6 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: Planning and Evaluation of Board Goals and Objectives	Descriptor Code: 1.701	Issued Date: 11/07/22
		Rescinds: 1.701	Issued: 12/07/20

1 The Board of Education intends to ensure that the school district and its students will be able to meet the
2 demands of the future by instituting an ongoing, comprehensive planning process **which shall include**
3 **the Superintendent of Schools, administrative staff, and members of the community,** resulting in a
4 five (5) year plan that has as its goals:

- 5 1. Identifying, analyzing, and planning to successfully address the major internal and external
6 factors that will affect what and how students learn and how the public schools function as a
7 vital element of society.
8
- 9 2. Establishing a limited number of program improvement goals to be achieved through sustained
10 effort by all ~~district~~ **school system** staff over three-to-five-year periods;¹
11
- 12 3. Developing written, multi-year plans for all major priorities and initiatives, including major
13 activities, expected outcomes, timelines, responsible persons, and required resources; and
14
- 15 4. Basing major budget decisions on strategic plans.

16 The Board will participate in planning through an annual conference or retreat with the Superintendent
17 of Schools and administrative staff to review progress on the implementation of priorities, initiatives,
18 and strategic plans, to determine which goals have been achieved, whether any new efforts are needed,
19 and to review major issues that may affect the future. It also will consider and act upon annual
20 objectives and strategies proposed by the Superintendent of Schools to achieve goals.

21 The Superintendent of Schools will develop necessary procedures, forms or other measures to
22 implement the goals of this policy using simple, logical, and collegial processes.

23 A planning coordinator may be designated by the Superintendent of Schools to help the Superintendent
24 coordinate system-wide planning efforts, establish and coordinate an issues management process, aid
25 district staff in developing specific plans, and monitor implementation schedules.

26 The Board shall annually assess the productivity of each goal and establish standards for each area.

27 The basic features of the assessment shall be as follows:

- 28 1. The form for self-assessment of each area of responsibility shall be designed to indicate
29 strengths and weaknesses;
30
- 31 2. All resources, including personnel, shall be used in the process;
32

- 1 3. Each evaluation shall be reported to the Board for its approval; and
- 2 4. Board-approved reports shall become goals and objectives for each department for the
- 3 forthcoming year.

Legal References

1. State Board of Education Policy 2.101; TCA 49-1-613

Cross References

- Role of the Board of Education 1.101
Qualifications and Duties of the Director of Schools 5.802

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Alcohol & Drugs in the Workplace	Descriptor Code: 1.804	Issued Date: 01/03/22
		Rescinds: 1.804	Issued: 12/07/20

1 The following conduct is strictly prohibited and will subject a Johnson City School System employee
2 to immediate discipline, up to and including termination and referral for prosecution:¹

- 3 1. The buying, selling, transportation, possession, manufacture, provision or use of intoxicants,
4 including alcohol, or any controlled substances as defined by law while on school system
5 property during school hours (including meal periods), while assigned to extra duty or special
6 projects, including those held after or in addition to regular school hours, and/or while driving
7 between work sites during the work day or while assigned to extra duty or special projects in
8 either a school system vehicle or a vehicle supplied by the employee.
9
- 10 2. Reporting to work under the influence of alcohol, intoxicants or any controlled substance. An
11 individual is considered to be “under the influence of alcohol, intoxicants and/or a controlled
12 substance” when, in the system’s determination based upon testing conducted by and
13 interpreted by trained medical personnel, the controlled substance, alcohol or intoxicant is at a
14 level that it may impair the individual’s ability to safely and/or efficiently perform assigned
15 work OR prevent the employee from presenting a positive role model to students.

16 If the Ssystem has reasonable grounds to believe that an employee is under the influence of
17 intoxicants, including alcohol or any controlled substance, it may require the employee to submit to
18 immediate testing by trained medical personnel. Refusal to submit immediately to such test may result
19 in disciplinary action, up to and including dismissal. “Reasonable grounds” may include, but are not
20 limited to, such things as slurred speech, confused or incoherent communications, dilated pupils,
21 peculiar odors and unsteady balance.

22 The Sschool Ssystem reserves the right, with prior notice and reasonable suspicion, to conduct
23 searches of employees and/or their personal property while on school system property. The school
24 system also reserves the right, with prior notice and reasonable suspicion, to conduct searches of
25 system property, vehicles or equipment at any time. A refusal to submit to any such search may result
26 in disciplinary action, up to and including dismissal.

27 As a condition of employment, each employee shall notify their supervisor of a conviction under any
28 criminal drug statute violation or alcohol related event. Such notification shall be provided no later
29 than five (5) days after such conviction.

30 Each employee shall be notified of the Ssystem’s policy and procedures regarding employee drug
31 activity at work. Any staff member who violates any part of this policy may be subject to disciplinary
32 action, which may include suspension without pay and immediate discharge. As a condition of
33 eligibility for reinstatement, an employee may be required to satisfactorily complete a drug
34 rehabilitation or treatment program approved by the board, at the employee’s expense.

- 1 Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this
- 2 policy, nor does the Johnson City School System incur any financial obligation for treatment or
- 3 rehabilitation ordered as a condition of eligibility for reinstatement.

- 4 Other actions such as notification of law enforcement agencies may be taken in regard to a staff
- 5 member violating this policy at the system's discretion, as it deems appropriate.

- 6 Appropriate procedures, consent forms and necessary notifications will be developed as are needed for
- 7 an orderly implementation of this policy.

- 8 No employee, while on or in the workplace, shall unlawfully manufacture, distribute, dispense,
- 9 possess, use or be under the influence of any illegal or unauthorized drug¹ or alcohol.²

Legal References

1. Drug Free Workplace Act of 1988, 41 USCA § 8103; 34 CFR §§ 84.205 – 84.215
2. TCA 39-17-715

Cross References

- Supervision 5.108
Drug & Alcohol Testing for Employees 5.403
Drug-Free Schools 6.307

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Use of Electronic Correspondence	Descriptor Code: 1.805	Issued Date: 01/06/25
		Rescinds: 1.805	Issued: 11/07/22

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, a~~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. Employees/Board members will be asked to sign an application for terms and conditions for
14 Use of the Internet. Board members shall not reveal their passwords to others in the network or
15 to anyone outside of it. If anyone has reason to believe that a password has been lost or stolen
16 or that the electronic correspondence has been accessed by someone without authorization, they
17 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
26 Schools/designee and may result in the suspension and/or revocation of system access, or if deemed
27 necessary, appropriate 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 August	Descriptor Term: Charter School Applications	Descriptor Code: 1.901	Issued Date: 01/06/25
		Rescinds: 1.901	Issued: 11/07/22

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. **The Superintendent of Schools/designee shall**
9 **determine whether the sponsor has selected the correct application category within ten (10)**
10 **business days of receiving the letter of intent and notify the sponsor within five (5) business days**
11 **of a determination that the incorrect application category has been selected.**²

12 A sponsor seeking approval from the Board of Education of an initial charter school application shall
13 complete the forms provided by the Department of Education **in coordination with the Tennessee**
14 **Public Charter School Commission (“the Commission”)**. The application shall provide all the
15 information required by law. The sponsor shall demonstrate that the proposed charter school meets the
16 purpose prescribed by law for the formation of a charter school, and the proposed charter school will
17 be able to implement a viable program of quality education for its students.³

18 Electronic copies of ~~A~~ applications shall be submitted to the Board and ~~Department of Education~~ **the**
19 **Commission** on or before 4:30 ~~11:59~~ p.m. **Central Time** on February 1st of the year preceding the
20 year in which the proposed charter school plans to begin operation as a charter school. If the 1st of
21 February falls on a Saturday, Sunday, or holiday on which the school district offices are closed,
22 applications will be accepted on the next business day on or before 4:30 ~~11:59~~ p.m. Late applications
23 will not be accepted, without exception. The sponsor shall pay an application fee of \$2,500.00. **The**
24 **Superintendent of Schools/designee shall report each application received to the Commission no**
25 **later than ten (10) days after receipt.**²

26 REVIEW TEAM¹

27 If necessary, the ~~Board~~ **Superintendent of Schools/ designee** shall appoint a review team to assist in
28 reviewing and evaluating charter school applications. The team shall be composed of members of the
29 administrative staff for the ~~district system,~~ **and** community members, ~~and a member of the Board~~ with
30 relevant educational, organizational, financial, and legal experience. At the board meeting in December
31 of each year, the Superintendent of Schools shall make a recommendation to the Board on which
32 members of their administrative staff should be appointed to the team. The Board shall name the
33 members of the team at its meeting in January of each year. The Board shall designate a Chair of the

1 review team as the contact person for answering questions about the application process and receiving
2 applications. The Superintendent of Schools shall develop an orientation for the team to ensure
3 consistent evaluation standards and the elimination of real or perceived conflicts of interest.

4 The Board shall require the Superintendent of Schools/designee to develop a procedure for receiving,
5 reviewing, and ruling on applications for the establishment of charter schools by the review team. The
6 procedure shall include a timeline for the application and review process. A copy of the procedure,
7 including the review criteria, shall be available to any interested party upon request.

8 The review team shall:

- 9 1. Evaluate all charter school applications based on the review criteria adopted by the Board;
- 10 2. Recommend one of the following options to the Board for each application: approve, reject, or
11 reject with stipulations for reconsideration;~~;~~ and
12
- 13 3. ~~Make recommendations for revocation, renewal, or non-renewal of charter school contracts.~~

15 **APPROVAL/DENIAL OF APPLICATION⁴**

16 The Board shall rule by resolution on the approval or denial of a charter school application within
17 ninety (90) **calendar** days of receipt of the completed application, or the application shall be deemed
18 approved by law. The Superintendent of Schools/designee shall report the action taken by the Board
19 to the Department of Education **and the Commission**.

20 *Approval*

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

24 The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state
25 and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.⁵⁶

26 Charter schools approved by the Board are expected to implement the application as submitted and
27 approved. Material variations in operations from the approved application require amendment pursuant
28 to statute and the charter school agreement.⁶⁷

29 The Board shall not provide services to charter schools that are not requested during the application
30 process except for those services that are required under state or federal laws. Services agreed to be
31 provided to the charter school by the Board shall be provided at **the Board's** actual cost. The Board
32 and charter school shall execute a service contract for any additional services.

33 New charter school agreements are approved for a ten (10) year period.⁷⁸ The Board may revoke or
34 deny renewal of a charter school agreement for any of the reasons enumerated in state law.⁸²

35 *Denial*

- 1 **If the initial charter school application is denied, the Board shall notify the sponsor in writing**
 2 **within ten (10) calendar days, specifying the objective reasons for the denial and the deadline by**
 3 **which the sponsor may submit an amended application.** Upon written receipt of the grounds for
 4 denial, the sponsor shall have thirty (30) **calendar** days within which to submit an amended
 5 application to correct the deficiencies. The Board shall have sixty (60) **calendar** days either to deny or
 6 to approve the amended application, or the application shall be deemed approved by law.⁴⁵
- 7 **If the amended charter school application is denied, the Board shall notify the sponsor in writing**
 8 **within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right**
 9 **to an appeal.** Within ten (10) days of final denial, an appeal may be filed with the State Board of
 10 Education.⁹¹⁰

 Legal References

1. [TCA 49-13-106; State Board of Education Policy 6.111](#)
[TCA 49-13-107; TCA 1-3-102; TCA 49-13-108;](#)
[TRR/MS 0520-14-01-.01\(1\)\(b\),\(c\)](#)
[TCA 49-13-110](#)
[TCA 49-13-108; TRR/MSS 0520-14-01](#)
[TCA 49-13-128](#)
[TCA 49-13-110\(d\)-\(e\); TRR/MSS 0520-14-01](#)
[TCA 49-13-110\(e\)](#)
[TCA 49-13-122](#)
[TCA 49-13-108\(b\)\(5\)](#)
2. [TCA 49-13-107; Public Acts of 2025, Chapter No. 275; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01-.01\(1\)\(b\),\(c\)](#)
3. [TRR/MS 0520-14-01-.01\(1\)\(i\)](#)
4. [TRR/MS 0520-14-01](#)
5. [TCA 49-13-108; Public Acts of 2025, Chapter No. 275; TRR/MSS 0520-14-01](#)
6. [TCA 49-13-128](#)
7. [TCA 49-13-110\(d\)-\(e\); TRR/MSS 0520-14-01](#)
8. [TCA 49-13-110\(e\)](#)
9. [TCA 49-13-122](#)
10. [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: 01/06/25
		Rescinds: 1.903	Issued: 12/09/19

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 **MONITORING SYSTEM**

16 **The Superintendent of Schools/designee shall implement a performance and compliance**
17 **monitoring system per the terms of the charter agreement. This information will be provided to**
18 **the Board on an ongoing basis through reports that will form the basis of renewal, revocation,**
19 **and intervention decisions. To aid in this, the Superintendent of Schools/designee shall develop a**
20 **reporting calendar that outlines when information required by state law shall be provided by the**
21 **charter school.**

22 **SITE VISITS**

23 A site visit to each charter school shall be conducted annually. The purpose shall be to collect data and
24 other qualitative information that cannot be obtained otherwise. The Superintendent of
25 Schools/**designee** shall develop a site visit procedure that outlines the expectations of charter schools
26 prior to, during, and after the site visit, including review of the documents and data, classroom
27 observations, and interviews. These visits shall minimize operational interference.

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

4 **CHARTER SCHOOL REPORTING**

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

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

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

18 This reporting requirement shall begin in the year after the year in which the charter school begins
19 operation.

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

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

25 **AUTHORIZER REPORTING AND REVIEW**

26 By December 1st, the Board shall report to the Department of Education detailing the authorizer fees
27 collected in the previous school year and the authorizing obligations fulfilled using the fee.⁶ By
28 January 1st, the Board shall submit an annual authorizer report to the Department of Education and the
29 State Board of Education.⁷ The Superintendent of Schools/designee shall prepare the reports and
30 provide the information to the Board prior to submission.

Legal References

1. [TCA 49-13-111\(d\); State Board of Education Policy 6.111](#)
2. [TCA 49-13-120](#)
3. [TCA 49-13-120\(a\)-\(b\)](#)

Cross References

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

4. [TCA 49-13-112\(a\), \(f\)](#)
5. [TCA 49-13-127](#)
6. [TCA 49-13-128\(f\)](#)
7. [TCA 49-13-120\(c\)](#)

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: 01/06/25
		Rescinds: 1.905	Issued: 12/09/19

1 INTERIM REVIEW

2 The Superintendent of Schools/designee shall conduct an interim review of a charter school in
3 the fifth year of a charter term in accordance with guidelines developed by the State Board of
4 Education. As part of this process, the charter school shall submit a report on the progress of the
5 school in achieving the goals and objectives set forth in the charter agreement.¹

6 CUMULATIVE PERFORMANCE REPORT

7 Three (3) months prior to the date on which a charter school is required to submit a renewal
8 application, the Superintendent of Schools/designee shall submit a performance report to the charter
9 school.¹ that summarizes the school's performance record over the charter term and states the
10 summative findings concerning the school's performance and prospects for renewal.²

11 APPLICATION AND EVALUATION

12 No later than April 1st of the year prior to the year in which the charter school agreement expires, the
13 governing body of a charter school shall submit a renewal application to the Board of Education.^{1,3} The
14 Superintendent of Schools/designee shall report each renewal application received to the
15 Tennessee Public Charter School Commission ("the Commission") within ten (10) days of
16 receipt.³

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

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

21 RENEWAL CRITERIA⁴

22 The Board shall define and communicate with schools the criteria for renewal that is consistent
23 with the charter agreement. The Board shall make its renewal decision based on the renewal
24 application, annual progress reports, and renewal performance report.

25 Within ten (10) days of the Board voting by resolution on a renewal application, the
26 Superintendent of Schools/designee shall promptly notify a school of its renewal
27 recommendation and decision, including the reasons for the decision and any rights to an appeal.
28 The Superintendent of Schools/designee shall promptly communicate renewal decisions to the
29 school community and public as well as the Department of Education and the Commission.

Legal References

- ~~TCA 49-13-120; State Board of Education Policy 6.111; TCA 49-13-121; Public Acts of 2019, Chapter No. 219~~
1. [TCA 49-13-121\(k\); Public Acts of 2025, Chapter No. 275](#)
 2. [State Board of Education Policy 6.111](#)
 3. [TCA 49-13-121\(a\); Public Acts of 2025, Chapter No. 275](#)
 4. [TCA 49-13-121; State Board of Education Policy 6.111; Public Acts of 2025, Chapter No. 275](#)

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Buildings and Grounds Management	Descriptor Code: 3.200	Issued Date: 01/05/24
		Rescinds: 3.200	Issued: 01/03/22

1 The care, custody, and safekeeping of all school property shall be the responsibility of the
2 Superintendent of Schools. The following responsibilities may be assigned as needed:¹

- 3 1. The review of school building needs and the supervision of new construction when a building
4 program has been approved by the Board **of Education**;
- 5
- 6 2. Maintenance of school property and the operation of school plants;
- 7
- 8 3. The employment and training of maintenance personnel;
- 9
- 10 4. Compliance with all federal, state and local building codes; and
- 11
- 12 5. Compliance with requirements set forth by appropriate agencies regarding construction,
13 installation, renovation and operation of all equipment, playground devices and/or other
14 materials that could impact the safety of students and employees.

15 Facilities in the Johnson City School System are property of the City of Johnson City. All city
16 property is insured for liability purposes through the Tennessee Municipal League (TML) and is
17 subject to the guidelines set forth in policy arrangements with TML. Any agency performing work at a
18 school facility must provide proof of insurability at a minimum of \$1,000,000 and name the City of
19 Johnson City as a named insured.

20 Within each individual school, the principal shall be responsible for the care and upkeep of the
21 building and for the supervision of the school custodial services. Each principal shall direct the efforts
22 of the custodian(s) toward proper care of the building. The buildings and grounds management
23 provided by the school system through the ~~m~~**M**aintenance ~~s~~**S**upervisor shall be considered a
24 supplementary and coordinating service. Request for this service shall be made by the principal
25 following the procedure established by the Superintendent of Schools.

26 Any alterations to school property shall be initiated only after approval of the building principal,
27 Maintenance Supervisor, and the Superintendent of Schools. This includes, but is not limited to;
28 landscaping, plantings, walkways, fences, playgrounds, signs, casework, painting, wall hangings,
29 electrical or technical alterations.

30 Any such alterations shall be reviewed by the Maintenance Supervisor to determine the ancillary cost
31 of such alterations and the labor required for installations. All alterations, with the exception of minor
32 landscaping changes and plantings, shall be made or installed by the ~~M~~**M**aintenance ~~D~~**D**epartment or an
33 approved outside contractor. Any person making unauthorized alterations will be charged for the cost
34 of returning the property to its original condition.

- 1 Any alterations become the property of the school system and as such the school system shall assume
2 all liability and maintenance of such.
- 3 All school properties shall be maintained in a safe and clean condition and with as much comfort and
4 convenience as the facilities will permit or as use requires.
- 5 The City Commission shall be responsible for the cost of maintenance and repair of any property
6 leased by any agent of the City Commission for commission use.
- 7 Testing of lead levels in drinking water sources at school facilities shall be conducted as required by
8 Tennessee Code Annotated. If unacceptable levels of lead are found in any drinking water source, that
9 source will be immediately removed from service and required notices to state and local officials will
10 be made. Parent(s) ~~and~~ /guardian(s) of students enrolled at the effected school facility will be notified
11 with five (5) bsuiness days of the test results.²
12

Legal References

1. TCA 49-2-301(b)(1)(G)
2. TCA 49-2-133

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Safe and Secure Facilities	Descriptor Code: 3.201	Issued Date: 01/09/23
		Rescinds: 3.201	Issued: 01/03/22

- 1 Within Board **of Education** policy, the Superintendent shall develop procedures for keeping school
2 facilities safe.
- 3 All staff members shall report current and potential hazards to their immediate supervisors.
- 4 Inspections of buildings and grounds shall be made on a regular basis to ensure that they are
5 maintained in a manner conducive to the safety of occupants.
- 6 Each principal is responsible for seeing that the practice of safety is a part of the instructional program
7 of the school and that it is appropriately geared to students at different grade levels.
- 8 A safety program shall include:¹
- 9 1. Fire prevention
 - 10 2. Accident prevention
 - 11 3. Warning systems
 - 12 4. Emergency drills
 - 13 5. Armed Shooter Drills
 - 14 6. Emergency closings
 - 15 7. Traffic safety
 - 16 8. Traffic and parking controls
 - 17 9. Safety inspections
 - 18 10. First aid
 - 19 11. A disaster preparedness plan for any other major emergency.
- 20 Only students assigned to the school, the staff of the school, and other persons who have registered
21 with the school office and have lawful and valid business on the school premises shall enter onto the
22 grounds or into the buildings of the schools during the hours of student instruction. All staff members
23 shall immediately report persons who appear to be improperly on school premises or school buses to
24 the principal.²
- 25 The principal shall secure the assistance of law enforcement officials whenever they deem it necessary.

Legal References

1. TCA 49-6-805(7)
2. TCA 49-6-2008(a), (b)

Cross References

Visitors to the School 1.501
Emergency Preparedness Plan 3.202
Care of School Property 6.311

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Emergency Preparedness Plan	Descriptor Code: 3.202	Issued Date: 09/04/25
		Rescinds: 3.202	Issued: 08/06/24

1 The Superintendent of Schools/designee shall be responsible for developing, maintaining and
2 acquiring Board **of Education** approval of the district Emergency Preparedness Plan,¹ which shall
3 include procedures for bomb threats, civil disturbances, armed intruders, earthquakes, fire, tornados,
4 and other severe weather and medical emergencies such as pandemic outbreaks.

5 Emergency preparedness drills will be developed and implemented by each principal, with approval of
6 the Superintendent of Schools, and when appropriate, be held in conjunction with emergency response
7 agencies. Drill procedures shall be published and distributed to all staff.

8 The emergency preparedness plan shall be reviewed and updated annually and distributed to law
9 enforcement and other emergency personnel as needed.

10 **FIRE AND SAFETY DRILLS**

11 The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30)
12 school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year.
13 Additionally, they shall ensure that four (4) fire safety educational announcements are conducted
14 throughout the year.²

15 The principal shall ensure that three (3) additional safety drills are given during the school year.³ These
16 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not
17 require full evacuation. A record of all fire and safety drills, including the time and date, shall be kept
18 in each school's office.³

19 The principal/designee shall regularly check the quantity, locations, and conditions of fire
20 extinguishers and shall give all school personnel instructions on how to properly use fire extinguishers.

21 The district shall work with local law enforcement and the local fire department to develop a procedure
22 for identifying the cause of fire alarm activation. This procedure must be in place by January 1, 2025,
23 and shall be reviewed and updated annually thereafter.⁴

24 **ANNUAL DRILLS⁵**

25 The principal shall ensure that the school safety team conducts each of the following type of drills
26 annually:

- 27
- 28 1. An armed intruder drill in coordination with local law enforcement:
29

- 1 2. An incident command drill:
 2
 3 3. An emergency safety bus drill.

4 5 **AED DRILLS⁶**

6 Schools shall conduct a CPR and an AED drill to ensure students are aware of the steps that must be
 7 taken in the event of a medical emergency. The principal shall be responsible for ensuring the drill
 8 occurs.

9 The Superintendent of Schools shall develop the necessary administrative procedures on AED and
 10 CPR training, planning, notification and maintenance to comply with laws.

11 **MEDICAL EMERGENCIES/PANDEMIC/FLU⁷**

12 In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate
 13 and consult with the local and state health departments and other local emergency or healthcare
 14 providers in protecting students and the community from further infection. The Superintendent of
 15 Schools shall develop procedures for health emergencies in accordance with state law and regulations.⁴

16 **REMOTE LEARNING DRILLS⁸**

17 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately
 18 reflect how students will transition to remote learning in the event of a disruption to school operations.
 19 Students shall not be asked or required to transition to remote learning at any time during the drill.

Legal References

1. [TRR/MS 0520-01-02-.30\(2\)](#); [TCA 49-6-804](#); [TCA 49-6-805\(8\)](#)
2. [TCA 68-102-137\(b\)](#); [Public Acts of 2025, Chapter No. 315](#)
3. [TCA 68-102-137\(f\)](#)
4. [TCA 49-6-807\(c\)](#)
5. [TCA 49-6-807](#)
6. [TCA 49-2-122](#); [TCA 49-6-1208](#)
7. [TCA 49-6-3004\(a\), \(e\)](#); [TCA 49-5-404](#)
8. [TCA 49-2-139](#)

Cross References

Emergency Closings 1.8011
 Safety 3.201
 Community Use of School Facilities 3.206

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Security	Descriptor Code: 3.205	Issued Date: 08/05/24
		Rescinds: 3.205	Issued: 01/03/22

1 The Superintendent of Schools shall establish procedures as required to adequately protect school
2 property which shall include, but not be limited to:¹

- 3 1. Closing and securing teacher work areas when left unattended or at the end of the day;
- 4 2. Supervising students in the classrooms, laboratories, gymnasiums or other school facilities or
5 equipment;
- 6 3. Controlling the issuance of building keys, master keys, keycards, entry codes and other means
7 of building access; and
- 8 4. Developing procedures which contribute to the proper care and use of school facilities and
9 equipment.
- 10 5. Ensuring equipment purchased with Federal funds is managed as directed by federal and state
11 law.²

13 All exterior doors leading into a school building shall be locked at all times and access to school
14 buildings is limited to the school's primary entrance during the school day as well as when students are
15 present outside of regular school hours.³

16 The principal shall immediately call law enforcement officials and the Superintendent of Schools in
17 cases involving illegal entry, assault and battery resulting in serious personal injury or involving the
18 use of a weapon, building damage, theft, vandalism endangering life health, or safety, or valid threats
19 of mass violence.⁴ The Superintendent of Schools/designee is authorized to sign a criminal complaint
20 and press charges. The Superintendent of Schools shall report all signing of such complaints to the
21 Board.

22 AFTER SCHOOL HOURS

23 If, outside of regular school hours, there is a need to unlock the doors during a school activity, a school
24 ~~district~~ **system** employee shall be stationed by the door to ensure access is limited to authorized
25 persons.³

26 LAW ENFORCEMENT SERVICES¹

- 1 The Board of Education may enter into a memorandum of understanding with a chief of a law
2 enforcement agency to provide school policing. Any memorandum of understanding shall address, at a
3 minimum, the following issues:
- 4 1. Any School Resource Officer (SRO) assigned under a memorandum must be in compliance
5 with all laws, regulations and rules of the Peace Officer Standards and Training Commission at
6 the time of assignment and remain compliant throughout the tenure of their assignment;
 - 7 2. As a condition of assignment, any SRO must participate in forty (40) hours of basic training in
8 school policing within twelve (12) months of assignment. Every year thereafter the SRO shall
9 participate in a minimum of sixteen (16) hours of training specific to school policing. All
10 training programs shall be approved by the Peace Officers Standards and Training
11 Commission.⁵
 - 12 3. Any SRO assigned under the memorandum remains an employee of the law enforcement
13 agency, subject to that agency's direction, control, supervision and discipline, though the Board
14 may agree to indemnify and reimburse the law enforcement agency for any part or all of the
15 increased costs incurred by the law enforcement agency as a result of the assignment of the
16 SROs.
 - 17 4. No officer shall be assigned to a school, or continue in such an assignment, without the consent
18 of the Superintendent of Schools.
 - 19 5. In the event that more than one SRO is assigned to a school system, the law enforcement
20 agency shall designate one of the SROs as the senior SRO, or such other, appropriate title. The
21 duties of the senior SRO, however designated, shall include, but not be limited to, the
22 following:
 - 23 a. To represent and carry out the policies of the law enforcement agency assigning the
24 SROs.
 - 25 b. To supervise the SROs in the performance of their duties;
 - 26 c. To consult with the Superintendent regarding the best use of the available resources for
27 school policing; and
 - 28 d. To resolve disputes between the SROs and students or faculty members.
 - 29 6. The memorandum may be effective for any length of time, including continuing until terminated
30 by the parties, and may contain any reasonable notice requirement for the termination of the
31 memorandum. However, the memorandum shall contain a provision allowing the Superintendent
32 to suspend the active participation of the SROs in the event that the Superintendent certifies that
33 the health, safety or well being of the students or faculty members require the immediate
34 suspension.

35 **CYBERSECURITY⁶**

- 1 The Superintendent of Schools/designee shall develop an administrative procedure regarding the
- 2 district's cybersecurity plan to identify cybersecurity risks, implement mitigation planning, and protect
- 3 cyberinfrastructure against cyberattacks and other cybersecurity threats and incidents.

Legal References

1. [TCA 49-6-805\(3\)](#)
2. [2 CFR § 200.313](#)
3. [TCA 49-6-817](#)
4. [Public Acts of 2024, Chapter No. 882](#)
5. [TCA 49-6-4217](#)
6. [TCA 49-6-805\(9\)](#)

Cross References

- Visitors to the Schools 1.501
Inventories 2.702
Care of School Property 6.311

4

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Use of Equipment and Supplies Leasing and Renting	Descriptor Code: 3.301	Issued Date: 01/03/22
		Rescinds: 3.301	Issued: 01/04/16

- 1 With the prior written permission of the principal, certain ~~S~~school ~~S~~system equipment may be lent or
2 leased to staff and students. The equipment available for loan or lease shall be determined by the
3 principal, based upon the cost of the equipment, ease of transport and need. Parties in whose name the
4 equipment is borrowed or leased will be responsible for loss or damage to the equipment or supplies.
- 5 Staff members have the right to use system equipment and supplies outside of their normal working
6 hours when such use is related to their employment. There shall be no cost to the staff member for such
7 use. Permission for such use must be granted by the staff member's immediate supervisor.
- 8 Students may borrow approved school equipment and supplies at no cost when used in connection with
9 their studies or extracurricular school activities.
- 10 When approved by the school principal or their designee responsible parties or organizations may rent
11 audio-visual equipment or public address equipment for use on school property.
- 12 Staff members borrowing school equipment for personal use will be subject to the same regulations,
13 including fees, as for non-school usage.
- 14 The Superintendent of Schools will approve a rental fee and contracts for the use of school equipment
15 as the need arises.

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Data Management	Descriptor Code: 3.302	Issued Date: 11/03/08
		Rescinds: 3.302	Issued: 12/05/05

- 1 A system of data management shall be established and maintained by the school system.
- 2 The data management system shall seek to provide necessary information to decision makers in the
- 3 required format and at the time needed and to keep the public informed.
- 4 The Superintendent of Schools/designee shall maintain permanent archived data related to students,
- 5 employees, consultants, budget and finance, and other records as required according to the federal and
- 6 state archived data laws.

Cross References

School Board Records 1.407

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: <h2 style="text-align: center;">Automated External Defibrillator (AED)</h2>	Descriptor Code: 3.304	Issued Date: 01/05/24
		Rescinds: 3.304	Issued: 01/03/22

- 1 All schools within the system shall have personnel trained in the use of AEDs. Such training shall be
- 2 in accordance with the State of Tennessee Department of Health Division of Emergency Medical
- 3 Services Automated External Defibrillator Program. Users shall be held harmless by the school system
- 4 for appropriate use of an AED.

- 5 Upon any use of an AED documentation and reports, as required by the Department of Health
- 6 Defibrillator Program, shall be filed by the employee that uses the AED with their building
- 7 administrator.

- 8 All equipment and accessories necessary for support of AED usage shall be maintained in a state of
- 9 readiness as outlined by the Department of Health.¹

- 10 A notebook containing training procedures and protocols, names of and documentation records on
- 11 trained personnel, records of required examinations and maintenance of AEDs, and AED physical
- 12 location information will be maintained and available in the office of System-Wide School Nurses-at
- 13 ~~Columbus Powell Service Center.~~

- 14 Secondary school students (grades 6-12) will be made aware of the steps to be taken if an event should
- 15 occur that requires the use of an AED.²

Legal References

1. TCA 49-2-122
2. TCA 49-6-12089(c)

Cross References

Emergency Preparedness Plan 3.202

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Special Use of Vehicles	Descriptor Code: 3.402	Issued Date: 01/06/25
		Rescinds: 3.402	Issued: 02/07/17

- 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~~ **approved** by the principal and ~~approved by~~ the Superintendent **of Schools**.
- 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: 01/06/25
		Rescinds: 3.404	Issued: 01/05/24

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 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\(b\)\(3\); 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: 01/06/25
		Rescinds: 3.600	Issued: 01/07/13

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 **of Education** members, Superintendent of Schools, and employees resulting
5 from discharging their duties
- 6 3. Workers' compensation; and
- 7 4. Fidelity: Blanket bond and fiscal agent's bond as required by statute.¹

8 The Superintendent of Schools/ designee will periodically review the insurance program to ensure that
9 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, part-time employees who work a minimum of thirty (30) hours per week, and Board
13 members.² The 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 **RETIREES**

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 49-2-102](#); [TCA 8-19-101](#)
2. [TCA 49-2-209](#)

Cross References

Payroll 2.802
Work-Based Learning 4.211

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: <h2 style="text-align: center;">Workers' Compensation</h2>	Descriptor Code: <h3 style="text-align: center;">3.602</h3>	Issued Date: <h3 style="text-align: center;">12/07/20</h3>
		Rescinds: <h3 style="text-align: center;">3.6002</h3>	Issued: <h3 style="text-align: center;">11/06/06</h3>

1 The Board **of Education** shall maintain workers' compensation coverage according to state statutes and
 2 shall post and maintain in a conspicuous place on the business premises a printed notice regarding
 3 workers' compensation as prescribed by the commissioner of labor and workforce development.¹

4 The Board shall establish a medical panel consisting of at least three (3) or more reputable physicians or
 5 surgeons, not associated together in practice, if available. The names of the physicians or surgeons shall
 6 be posted in conspicuous places throughout the maintenance, transportation, clerical, and professional
 7 areas of participating schools. Any claimant may select an operating surgeon or attending physician
 8 listed on the medical panel for treatment of on-the-job injuries. Any specialized treatment of injuries
 9 must be administered by practitioners or specialists upon referral by the medical panel.²

10 Employees may elect to receive supplemental pay which, when added to workers' compensation
 11 benefits, shall equal full net pay. This supplemental pay shall be charged to the employee's sick leave
 12 until their sick leave is exhausted.

Legal References

1. TCA 50-6-407
2. TCA 50-6-204(a)(3)(A)(i)

Cross References

Sick Leave 5.302

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Personnel Goals	Descriptor Code: 5.100	Issued Date: 04/07/25
		Rescinds: 5.100	Issued: 04/03/23

1 The Board of Education recognizes that the employment of highly qualified personnel is essential for a
 2 quality education of students of the school system. In order for the Board to provide a well-qualified
 3 staff capable of designing, implementing, and evaluating educational programs, the following goals are
 4 adopted.

- 5 1. Recruitment, selection, employment and retention of the best qualified personnel available;¹
- 6 2. Provision of attractive compensation and benefits as well as other provisions for staff welfare;
- 7 3. Preparation and ~~deployment~~ **assignment** of personnel in the most effective way to achieve the
 8 goals of the Board of Education;
- 9 4. Provision of professional growth opportunities for all employees designed to contribute both to
 10 the improvement of the educational program and to career development aspirations of staff;
- 11 5. Development of a climate in which optimum staff performance, morale, and satisfaction are
 12 produced;
- 13 6. Involvement of staff in planning, decision making, and evaluation; and
- 14 7. Development and updating of job descriptions by appropriate administrators.

15 The Johnson City School System will use the state evaluation program as a means to provide for the
 16 continuous improvement of certified staff performance and educational programs of the school system.

Legal References

1. [TCA 49-1-302\(g\); Public Acts of 2025, Chapter No. 494](#)

Cross References

School District Goals & Objectives 1.700

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Classification and Qualifications	Descriptor Code: 5.102	Issued Date: 04/07/25
		Rescinds: 5.102	Issued: 06/04/24

1 ADMINISTRATIVE AND SUPERVISORY PERSONNEL

2 All administrative and supervisory positions in the school system are established initially by the Board
3 of Education, by state law, or by State Board Rules, Regulations, and Minimum Standards.

4
5 To be considered for certified administrative or supervisory positions, the applicant must show the
6 following qualifications:¹

- 7 1. Professional teaching certification; and
- 8 2. Administrative or supervisory certification and experience in accordance with state law and
9 State Board Rules and Regulations in the appropriate area based on the minimum of a
10 master's degree.

11 ~~Non-certified~~ **Classified** administrative and supervisory personnel shall possess sufficient training and
12 experience to perform the services required and such additional qualifications as the Board and
13 Superintendent of Schools shall determine.

14 CERTIFIED PERSONNEL²

15 Certified staff members are the personnel whose employment status requires certification in
16 accordance with the rules and regulations of the State Board of Education.¹

17 CLASSIFIED PERSONNEL³

18 Classified staff members are personnel whose regular employment does not require certification in
19 accordance with rules and regulations of the State Department of Education.

Legal References

1. [TCA 49-5-101](#); [TRR/MS 0520-02-03-.10](#); [TRR/MS 0520-02-06-.01](#)
2. [TRR/MS 0520-02-03](#); [TRR/MS 0520-02-06](#)
3. [TRR/MS 0520-02-06-.04](#)

Cross References

Employment of Non-Certified Administrative and Support
Personnel 5.8001

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date: 04/07/25
		Rescinds: 5.106	Issued: 04/03/23

1 APPLICATION

2 An individual desiring a position with the Johnson City School System shall make application to the
3 Superintendent of Schools by methods approved by the Superintendent of Schools. Any person
4 applying for a position shall supply a fingerprint sample and submit to a criminal history records check
5 conducted by the Tennessee Bureau of Investigation and agree to the release of investigative records
6 for the purpose of verifying the accuracy of criminal violation information.¹ The cost of such checks
7 and investigations shall be born by the applicant.³

8 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
9 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
10 prosecution.⁴

11 Disciplinary action will be taken against personnel in the event of the misuse, improper disclosure or
12 dissimulation of criminal history records.

13 *Certified Employees*

14 The application must include a transcript of credits earned at the colleges or universities attended,
15 recent evaluations, if available, and reference information from persons such as previous employers,
16 college professors and supervisors of student teachers. Required information shall include whether
17 such applicant has been dismissed for cause from a school system.⁵ If previously employed by a local
18 board of education, the applicant shall provide evidence of acceptable resignation.

19 No person shall be employed:

- 20 1. Who is not eligible for or does not hold a valid license to teach from the State Board of
21 Education;⁶
- 22
- 23 2. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
24 of Health;⁷
- 25
- 26 3. Who has been identified by the Department of Children's Services as a perpetrator of child
27 abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat
28 to the health, safety, or welfare of children;⁷
- 29
- 30 4. Who does not receive a satisfactory background check;¹⁰
- 31

- 1 5. Why has not complied with the Immigration Reform and Control Act of 1986;¹¹
 2
 3 6. Who does not present a physician's certificate showing a satisfactory health record or has any
 4 contagious or communicable disease in such form that might endanger the health of school
 5 children;⁸
 6
 7 7. Who refuses to take and subscribe to an oath to support the Constitution of the State of
 8 Tennessee and of the United States of America;⁹ or
 9
 10 8. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
 11 employment for cause.

12 *Classified Employees*

13 No person shall be employed:

- 14 1. Who has any contagious or communicable disease in such form that might endanger the health
 15 of children;⁸
 16
 17 2. Who has been identified by the Department of Children's Services as a perpetrator of child
 18 abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat
 19 to the health, safety, or welfare of children;⁷
 20
 21 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
 22 of Health;⁷
 23
 24 4. Who has not complied with the Immigration Reform and Control Act of 1986;¹¹ or
 25
 26 5. Who does not receive a satisfactory background check¹⁰; or¹⁰
 27
 28 6. Who fails to make a full disclosure of any prior criminal record ~~and any prior dismissals from~~
 29 ~~employment for cause.~~

30 **EMPLOYMENT**

31 *Certified Employees*

32 After checking references and recommendations, the Superintendent of Schools shall fill positions and
 33 assign qualified applicants.

34 *Classified Employees*

35 It shall be the responsibility of the principals to select the classified employees for the school served
 36 and recommend ~~same~~ to the Superintendent of Schools. The Superintendent of Schools is responsible
 37 for employing all classified personnel.

38 Central office, cafeteria, ~~and~~ maintenance and other system wide personnel shall be interviewed and
 39 employed by the Superintendent of Schools ~~or~~ /designee.

Legal References

1. [TCA 49-5-406](#); [TCA 49-5-413](#)
2. [State Board of Education Policy 5.501](#)
3. [TCA 49-5-406\(a\)\(2\)\(A\)](#)
4. [TCA 49-5-413\(c\)](#)
5. [TCA 49-2-131](#)
6. [TCA 49-5-403](#); [TCA 49-5-101](#); [TCA 49-5-106](#)
7. [TCA 49-5-413\(e\)](#)
8. [TCA 49-5-404](#)
9. [TCA 49-5-405](#)
10. [TCA 49-5-413\(a\), \(f\)](#)
11. [Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359, 8 USCA § 1101 et seq.](#)

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110

Background Investigations 5.118

Recommendations and File Transfers 5.203

Interim Employees 5.700
Qualifications and Duties of the Director of Schools 5.802

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Evaluation	Descriptor Code: 5.109	Issued Date: 06/04/24
		Rescinds: 5.109	Issued: 04/05/21

1 The evaluation of performance and its effectiveness must be a cooperative and shared endeavor on the
2 part of the Superintendent of Schools and administrative and supervisory personnel.

3 A state-approved model shall be used for evaluating administrative and supervisory personnel. The
4 Board of Education shall approve standard forms to be used in evaluating support personnel.

5 The Superintendent of Schools is responsible for ensuring that all administrative and supervisory
6 personnel are evaluated annually.

7 **LICENSED TEACHING PERSONNEL**

8 The Board adopts the TEAM evaluation model. The Superintendent shall adopt procedures to ensure
9 that the model is implemented throughout the school system. Additionally, the Superintendent shall
10 provide information to all licensed teaching personnel regarding the nature of the evaluation and the
11 grievance procedures prescribed by the Tennessee State Board of Education.¹

12 **Local Level Grievance Procedure**

13 The Superintendent of Schools shall develop procedures, consistent with State law, for processing
14 evaluation grievances.²

15 **NON-TEACHING CLASSIFIED PERSONNEL**

16 Newly hired ~~non-teaching~~ **classified** administrative/support personnel shall be evaluated once ~~during~~
17 ~~the evaluation period (the first 90 days of employment) and at least one (1) additional time following~~
18 ~~successful completion of the evaluation period~~ during the first year of employment. Classified
19 personnel employed for more than one (1) year shall be evaluated at least once a year.

20 Evaluations shall be used as an aid in improving an employee's job performance and as a basis for
21 continuing employment. Evaluation reports shall be discussed with the evaluated employee. Each
22 employee shall be given a copy of the evaluation and shall sign the supervisor's copy as evidence it has
23 been discussed. A copy of evaluations will be placed in each employee's personnel file.

Legal References

1. [TRR/MS 0520-02-01-.01](#); [TRR/MS 0520-02-01-.02](#)
2. [TRR/MS 0520-02-01-.18](#); [State Board of Education Policy 5.201](#)

Cross References

- Job Descriptions 5.103
Orientation and Probation 5.107

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Staff Positions	Descriptor Code: 5.116	Issued Date: 04/07/25
		Rescinds: 5.116	Issued: 04/03/23

1 CREATION OF POSITION

2 All staff positions shall be approved through the budget process in accordance with an organizational
3 plan submitted by the Superintendent of Schools.¹ ~~Before an additional position is established a~~
4 **position that is new to the school system is created that includes a new job description or an**
5 **existing position is materially changed,** the Superintendent of Schools will present to the Board of
6 Education a description of the job responsibilities, qualifications, performance responsibilities and the
7 method by which the performance of these responsibilities will be evaluated.

8 The Superintendent of Schools may revise the organizational plan as long as budgetary amounts are
9 not exceeded and Board policy is not violated. In the event of reorganization, the Superintendent of
10 Schools will adhere to all applicable reduction in force guidelines and will inform, in a timely manner,
11 the Board of the change and include the change in the Superintendent's report at the next board
12 meeting. If change in personnel creates additional encumbrance on a future budget, prior approval of
13 the Board is required.

14 REDUCTION IN FORCE

15 When it becomes necessary to reduce the number of positions in the system because of a decrease in
16 enrollment or for other good reasons, the Board shall abolish the positions and dismiss such employees
17 as may be necessary.²

18 Certified Personnel

19 Reductions in staff will be made to have the least detrimental effect on students. In general, this
20 objective dictates a staff reduction policy which:

- 21 1. Retains the most effective teachers;
- 22
- 23 2. Avoids undue increases in class size; and
- 24
- 25 3. Provides consideration for the exceptional teacher without exclusive emphasis on seniority.

26 The elimination of a position does not necessarily mean the person occupying the position will be
27 dismissed. When an employee is released, it is the responsibility of the Superintendent to make a
28 recommendation about which employee shall be released based upon a composite of the following
29 criteria:

- 1 1. Effectiveness in teaching and in related professional responsibilities evidenced by teacher
2 evaluation;
- 3
- 4 2. Adaptability to other assignments (academic and extracurricular);
- 5 3. Evidence of professional growth as well as specialized or advanced training;
- 6
- 7 4. Previous history of grade levels and subject areas taught; and
- 8
- 9 5. Type, length and quality of service made to the teaching profession and the school system.

10 When a teacher is released because of reduction in staff, the teacher shall be given written notice of
11 release explaining the circumstances or conditions making dismissal necessary.³ A teacher who rated
12 in the three (3) highest categories based on evaluations and is dismissed because of abolition of
13 position shall be placed on a list for reemployment.

14 The fitness of any teacher for re-employment shall be determined on the basis of the teacher's
15 competence, compatibility and suitability to properly discharge the duties required by the position with
16 consideration for the best interests of the students in the school where the vacancy exists. The
17 teacher's most recent evaluations shall be a factor in such determination.³

18 ~~It shall be the responsibility of the separated teacher to notify the Superintendent of Schools in writing~~
19 ~~of his availability and current address.~~

20 **Classified Personnel**

21 When a non-licensed employee is released because of a reduction in the number of support positions,
22 the Superintendent of Schools shall give the employee written notice of dismissal explaining the
23 circumstances or conditions making termination of employment necessary.³

Legal References

1. [Tenn. Att'y Gen. Op. No. 93-66 \(November 29, 1993\)](#)
2. [TCA 49-5-409\(c\)](#); [TCA 49-2-301\(b\)\(1\)\(CC\)](#); [TCA 49-5-511\(b\)\(1\)](#)
3. [TCA 49-5-511\(b\)\(1\)–\(4\)](#)

Johnson City Board of Education

Monitoring: Review: Annually in February	Descriptor Term: Procedure for Granting Tenure	Descriptor Code: 5.117	Issued Date: 06/04/24
		Rescinds: 5.117	Issued: 04/04/22

1 The Board of Education will grant tenure¹ only to those teachers who have documentation of a record
2 of excellence as a teacher. The Superintendent of Schools is responsible for documenting and
3 presenting the recommendation for tenure to the Board.

4 Documentation of a record of excellence in teaching must include:

5 Evaluations demonstrating an overall performance effectiveness of “above expectations” or
6 “significantly above expectations” during the last 2 years of the teacher’s probationary period.²

7 Documentation of a record of excellence in teaching may include:

- 8 1. Specific evidence of effectiveness in teaching students (if appropriate):²
 - 9 a. test scores, including the annual estimate of teacher effect on student progress
 - 10 b. narrative descriptions of specific examples of effectiveness with students
- 11 2. Record of **employee** attendance
- 12 3. Letters from parents
- 13 4. Documentation of strongly favorable student response
- 14 5. Other indicators of effectiveness may be included

15 The following additional guidelines will apply:

- 16 1. The decision to grant tenure is solely within the discretion of the Board of Education.³
- 17 2. Only those teachers who receive a majority vote of the membership of the Board will be
18 granted tenure.
- 19 3. Recommendations for tenure will be made to the Board in May of the year after the eligibility
20 requirements are met.
- 21 4. No person eligible for tenure who has been denied tenure by the Board of Education shall be
22 employed in the school system in any position which requires a teaching license.

23 A person who has attained tenure with the Johnson City School System and who resigns from the
24 system must serve a two year probationary period upon reemployment by the system before becoming
25 eligible for tenure, unless the probationary period is waived by the Board upon the request of the
26 Superintendent of Schools.³ Upon completion of the two year probationary period the teacher shall be
27 eligible for tenure and shall either be recommended by the Superintendent of Schools for tenure or
28 nonrenewed; provided no teacher who has been denied tenure by the Board shall be employed in the
29 school system in any position which requires a license.

Legal References

1. [TCA 49-5-501\(11\)\(A\)](#)
2. [TCA 49-5-503](#)
3. [TCA 49-5-504\(d\)](#)

Cross References

Separation Practices for Tenured Teachers 5.200
Separation Practices for Non-Tenured Teachers 5.201

Johnson City Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: 04/03/23
		Rescinds: 5.200	Issued: 01/09/23

1 Under no circumstances shall a Superintendent of Schools suspend a tenured teacher with pay. If
2 reinstated, the tenured teacher shall be paid full salary for the period of suspension, unless suspension
3 without pay is deemed to be an appropriate penalty.

4 **SUSPENSION PENDING AN INVESTIGATION¹**

5 The Superintendent of Schools may suspend a teacher at any time that may seem necessary, pending
6 investigation, or final disposition of a case before the board or an appeal. If the matter under investigation
7 is not the subject of an ongoing criminal investigation or a department of children's services
8 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
9 not exceed ninety (90) days in duration.

10 **SUSPENSION OF THREE DAYS OR LESS^{2,3}**

11 The Superintendent of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect
12 of duty, unprofessional conduct, and insubordination. Before a teacher is suspended, they shall be: (1)
13 provided with written notice, including the reasons for the suspension along with an explanation of the
14 evidence; (2) given an opportunity to respond to the Superintendent at a conference, if requested within
15 five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may
16 be represented by counsel at the conference, which shall be recorded.

17 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴**

18 The board shall maintain a list of qualified individuals who have indicated a willingness to act as
19 impartial hearing officers as defined under Tennessee law.

20 When charges are made against a tenured teacher, charging the teacher with offenses which may justify
21 dismissal or a suspension greater than three days, the charges shall be made in writing, specifically stating
22 the offenses which are charged, and shall be signed by the party or parties making the charges.

23 If, ~~in the opinion of the board,~~ the charges are of such nature as to warrant the dismissal or a suspension
24 greater than three days of the teacher, the Superintendent of Schools shall give the teacher a written
25 notice of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
26 Commissioner of Education advising the teacher of their legal duties, rights, and recourse.

27 A tenured teacher who has been given notice of charges against them may within thirty (30) days after
28 receipt of notice give written notice to the Superintendent of Schools of their request for a hearing.

1 The Superintendent of Schools shall, within five (5) days after receipt of request, assign a hearing officer
2 from the list maintained by the board.

3 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the
4 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of
5 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following
6 receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any
7 prehearing conference may be conducted by telephone if each participant has an opportunity to
8 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered
9 to issue appropriate orders and to regulate the conduct of the proceedings.

10 Either party may appeal to the board an adverse ruling by giving written notice of appeal within ten (10)
11 working days of the hearing officer's delivery of the hearing officer's written findings and conclusions.
12 The Superintendent of Schools shall prepare a copy of the proceedings, including all transcripts and
13 evidence, documentary or otherwise, and transmit the same to the board within twenty (20) days of the
14 receipt of the notice of appeal.

15 The ~~b~~**B**oard shall hear the appeal on the record, and no new evidence may be submitted by either party.
16 The appealing party may appear before the ~~b~~**B**oard to argue why the adverse ruling should be overturned.
17 ~~In no event should such~~ **The** argument **may not** last more than fifteen (15) minutes, unless the ~~b~~**B**oard
18 should vote to extend additional time. At the conclusion of the hearing, the board may vote to sustain
19 the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or
20 reverse the decision. The board shall render its decision within ten (10) working days after the conclusion
21 of the hearing. In the event that the decision of the board is appealed to the chancery court, the board
22 shall transmit the entire record prepared by the Superintendent and reviewed by the board to the chancery
23 court for its review.

24 **RESIGNATION**

25 A teacher shall give the Superintendent of Schools notice of resignation at least thirty (30) days before
26 the effective date of the resignation. A teacher who fails to give such notice, in the absence of
27 justifiable extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty
28 (30) days notice requirement and permit a teacher to resign in good standing.⁵

29 The conditions under which it is permissible to break a contract with the Board are as follows:⁶

- 30 1. The drafting of the teacher into military service by a selective service board;
- 31 2. The incapacity on the part of the teacher to perform the contract as evidenced by the
32 certified statement of a physician approved by the Board;
- 33 3. The release by the Board of the teacher from the contract which the teacher has entered into
34 with the Board.

35 Any teacher on leave shall notify the Superintendent of Schools in writing at least thirty (30) days prior
36 to the date of return if the teacher does not intend to return to the position from which they have taken
37 leave. Failure to render such notice may be considered a breach of contract.⁷

1 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with
2 the State Board of Education and request the suspension of a teacher's certificate. After the State
3 Board of Education has provided the teacher an opportunity for defense during a hearing, the
4 Commissioner of Education may suspend the certificate for no less than thirty (30) and no more than
5 three hundred sixty-five (365) days.⁸

6 **RETIREMENT**

7 Retirement shall mean a termination of services under conditions which will allow the teacher to draw
8 benefits from retirement plans and/or social security benefits.

9 Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of
10 the retirement system.

11 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
12 responsibility of the retiring teacher to provide verification of eligibility in writing from TCRS to the
13 central office. It shall be the responsibility of the retiring teacher to file for benefits.

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511—513
5. TCA 49-5-508(a)
6. TCA 49-5-508(c)
7. TCA 49-5-706
8. TCA 49-5-411(b)

Cross References

Public Hearings 1.401
Teacher Tenure 5.117
Recommendations and File Transfers 5.203

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Non- <u>Certified Classified</u> Employees	Descriptor Code: 5.202	Issued Date: 04/07/25
		Rescinds: 5.202	Issued: 04/03/23

1 SUSPENSION

2 The Superintendent of Schools/designee is authorized to suspend an employee at any time when deemed
3 necessary.¹ Before an employee is suspended/dismissed, they shall be: (1) provided with reasons for the
4 suspension; (2) given an opportunity to respond; and (3) given a written decision.

5 Under no circumstances shall a Superintendent of Schools suspend an employee with pay. If reinstated,
6 the employee shall be paid full salary for the period of suspension, unless suspension without pay is
7 deemed to be an appropriate penalty.

8 DISMISSAL

9 All classified employees are employed at the will of the Superintendent. The Superintendent of Schools
10 may dismiss any classified employee during the school year for any reason.

11 RESIGNATION

12 Classified personnel ~~shall~~ **should** give the immediate supervisor written notice of resignation at least
13 two (2) weeks (ten (10) working days) in advance of the effective date of voluntary termination. The
14 ten (10) working days may be waived by the Superintendent of Schools for justifiable reason.

15 The immediate supervisor shall forward copies of the written notice of resignation the day received to
16 the Superintendent of Schools' office. The payroll office will prepare final payment for the next
17 appropriate scheduled pay day.

18 RETIREMENT

19 Retirement shall mean a termination of services under conditions which will allow the employee to
20 draw benefits from retirement plans and/or social security benefits. Employees eligible for retirement
21 benefits may elect to retire at any age according to the provisions of the retirement system.

22 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
23 responsibility of the retiring employee to provide verification of eligibility in writing from the
24 Tennessee Consolidated Retirement System ("TCRS") to the central office. It shall be the
25 responsibility of the retiring employee to file for benefits.

26 Employees who retire under TCRS may be employed up to one-hundred twenty (120) days per year
27 without loss of retirement benefits.

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(EE\), \(FF\)](#)

Johnson City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date: 06/04/24
		Rescinds: 5.302	Issued: 04/04/19

1 ~~CERTIFIED PERSONNEL~~

2 The time allowed for sick leave for professional personnel shall be one (1) day for each month
3 employed and shall accumulate for an unlimited number of days.¹

4 Sick leave shall be defined as: illness of ~~a teacher~~ **an employee** from natural causes or accident,
5 quarantine, or illness or death of a member of the immediate family of ~~a teacher~~ **an employee**,
6 including the ~~teacher~~ **employee's** wife or husband, partner, parents, grandparents, children,
7 stepchildren, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-
8 law, brother-in-law, and sister-in-law.²

9 A statement from the physician may be required in support of any claim for sick leave pay.¹ A falsified
10 statement shall be grounds for dismissal.

11 The principal shall notify the Superintendent of Schools' office at once if an employee is sick beyond
12 the limit of their sick leave accumulation.

13 Permanent, cumulative sick leave records for each active ~~professional~~ employee shall be kept in the
14 electronic personnel database designated by the Superintendent of Schools.

15 A teacher, upon employment, may transfer ~~his~~ **their** accumulated sick leave from another Tennessee
16 school system, provided that the Superintendent of Schools of the system in which the accumulated
17 leave was held provides notarized verification.¹

18 Sick leave for maternity purposes may be taken as set forth by TCA or other appropriate law.

19 ~~CLASSIFIED PERSONNEL~~

20 Sick leave shall be the same for classified personnel as for certified employees.

21 At the termination of the employment of any employee, all unused sick leave accumulated by the
22 employee shall be applied to retirement service credit.

23

Legal References

1. [TCA 49-5-710\(a\)\(1\)](#)
2. [TRR/MS 0520-01-02-.04\(2\)](#)
3. [TCA 49-5-710\(a\)\(5\)](#)

Cross References

Workers' Compensation 3.602
Short Term Leaves of Absence 5.300
Family and Medical Leave 5.305

Johnson City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Conflict of Interest	Descriptor Code: 5.601	Issued Date: 04/13/20
		Rescinds: 5.601	Issued: 08/01/16

1 ADMINISTRATIVE PERSONNEL

2 Administrative and supervisory personnel shall have no financial interest, directly or indirectly, in
3 supplying books, maps, school furniture, electronics, technological equipment or apparatus for the
4 schools nor shall they act as agent for any author, publisher, bookseller, or dealer in school furniture or
5 apparatus. A spouse or family member of a principal, teacher or other school administrative employee
6 may participate in business transactions with the school system where a sealed competitive bid system
7 is used, provided that the employee does not have discretion in the selection of bids or specifications.¹

8 PROFESSIONAL AND SUPPORT PERSONNEL

9 Employees of the Board of Education will not engage in, or have financial interest in, any activity that
10 raises a reasonable question of conflict of interest with their duties and responsibilities as members of
11 the school staff. This includes but is not limited to the following:

- 12 1. School employees may not purchase for sale to students any goods or equipment or render any
13 service to the school system on a commission basis;¹
- 14 2. Employees who have patented or copyrighted any device, publication, or other item will not
15 receive royalties for use of such item in the school system;
- 16 3. Employees will not engage in any type of work where the source of information concerning a
17 customer, client, or employer originates from information obtained through the school
18 system;
- 19 4. The Board shall make no purchase of supplies, materials, or equipment from a school system
20 employee. The purchase of services from an employee of the school system must have the
21 express approval of the Board and Superintendent of Schools;
- 22 5. Employees shall not solicit for the purpose of selling instructional supplies, equipment and
23 reference books in a territory that includes the parents of the children of the school in which the
24 employee is assigned; and
- 25 6. Any employee responsible for preparing any school system items or materials for public
26 auction or resale shall be prohibited from purchasing such materials, as shall such employee's
27 supervisors, whether direct or indirect.

28 Work product created during regular school hours and/or with school system equipment or resources is
29 the property of the school system.

30

Legal References

1. TCA 49-6-2003; Education Department General Administration Regulations (EDGAR) Part 80 Subtitle A 80.36(b)(3)

Cross References

- Personal Property Sales 2.403
- Purchasing 2.805
- Bids and Quotations 2.806
- Purchase Orders and Contracts 2.808
- Employee-Developed Materials 4.405

Johnson City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Use of School System Technology	Descriptor Code: 5.609	Issued Date: 04/07/25
		Rescinds: 5.609	Issued: 04/03/23

1 The Board of Education supports the reasonable access to various information formats and believes it
2 incumbent upon staff to use this privilege in an appropriate and responsible manner.

3 Before any employee is allowed use of the school system's network, the employee shall sign a written
4 agreement, developed by the Superintendent/designee that sets the terms and conditions of such use.
5 Any employee who accesses the district's computer system for any purpose agrees to be bound by the
6 terms of that agreement, even if no signed written agreement is on file.

7 Prohibited and illegal activities include but are not limited to the following:¹

- 8 1. Sending or displaying offensive messages or pictures;
- 9
- 10 2. Using obscene language;
- 11
- 12 3. Harassing, insulting, defaming, bullying or attacking others;
- 13
- 14 4. Hacking or attempting unauthorized access to any computer or server;
- 15
- 16 5. Violation of copyright laws;
- 17
- 18 6. Trespassing in another's folders, work, or files;
- 19
- 20 7. Using another's password or other identification (impersonation) or creating a false ~~persona~~
21 **identity**;
- 22
- 23 8. Excessive or inappropriate use of the network for commercial purposes;
- 24
- 25 9. Excessive or inappropriate buying or selling on the Internet for personal use; and
- 26
- 27 10. Excessive or inappropriate use of school system computers for personal business.

28 Additionally, employees shall not use school system technology for purposes prohibited by law or for
29 accessing sexually explicit materials. The Board retains the right to regularly monitor the on-line
30 activities conducted on school system technology.

31 E-Mail

1 All school system employees shall use the email address assigned by the school system for all
2 communication related to school system business and students. Users with network access shall not
3 utilize School System resources to establish electronic mail accounts through third-party providers or
4 any other nonstandard electronic mail system. All data, including e-mail communications stored or
5 transmitted on school system equipment, shall be monitored. Employees have no expectation of
6 privacy with regard to such data. E-mail correspondence may be a public record under the public
7 record's law and may be subject to public inspection.² E-mail and attachments transmitted via the
8 school system's network will be archived for a minimum period of one (1) year.

Legal References

1. [TCA 39-14-602](#)
2. [TCA 10-7-512](#)

Cross References

Use of Electronic Mail (e-mail) 1.805
Web pages 4.407
Use of the Internet 4.406

Johnson City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: <h2 style="text-align: center;">Temporary <u>Interim</u> Employees</h2>	Descriptor Code: 5.700	Issued Date: 04/04/22
		Rescinds: 5.700	Issued: 04/04/19

1 **Interim employees shall be hired on an interim contract only when a vacancy is created by an**
 2 **employee taking a leave of absence** ~~Vacancies in teaching positions which occur after the beginning~~
 3 ~~of the school year will be filled as temporary replacements for the remainder of the school year and~~
 4 ~~will not be considered as initial employment.¹~~

5 ~~Upon notification to the Board of Education, the Superintendent of Schools may elect to post any~~
 6 ~~position as a permanent position, when they believe it to be in the best interest of the School System.~~

7 ~~These **Interim** positions will be filled at the discretion of the Superintendent of Schools in such a~~
 8 ~~manner as to cause the least disruption in the educational process for students and as quickly as~~
 9 ~~possible to ensure a continuous function of the position.~~

10 Persons filling any temporary **interim** positions shall have no expectancy of continued employment
 11 under TCA 49-5-409 or pursuant to any other statute, policy or procedures, but such person shall be
 12 considered for employment in filling vacancies as specified in the section dealing with initial
 13 employment. The contract of each temporary employee shall contain the following statement: *I*
 14 *understand that in filling a temporary position I have no expectancy of continued employment but shall*
 15 *be considered for initial employment to fill other vacancies.*

Legal References

1. TCA 49-2-203(a)(1)(A); TCA 49-5-702

Cross References

Long-Term Leaves of Absence for Professional Personnel
5.304

Johnson City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Scope of Collaborative Conferencing	Descriptor Code: 5.901	Issued Date: 08/05/13
		Rescinds: 5.901	Issued: 04/01/02

1 The Board shall restrict the scope of collaborative conferencing to those specific conditions of
2 employment that are designated as mandatory topics for negotiations by the Professional Educators
3 Collaborative Conferencing Act of 2011,¹ which are:

- 4 1. Salaries and wages;
- 5 2. Grievance procedures;
- 6 3. Insurance;
- 7 4. Fringe benefits, not including the Tennessee Consolidated Retirement System or locally
8 authorized retirement incentives;
- 9 5. Working conditions, except those working conditions which are prescribed by federal law, state
10 law, private act, municipal charter, or rules and regulations of the state board of education, the
11 department of education or any other department or agency of state or local government;²
- 12 6. Leave;
- 13 7. Payroll deductions.

14 The representatives of the Board shall not negotiate on any terms and conditions of employment except
15 as stated above.

16 Collaborations will take place after the regular school day at a mutually convenient time.

17 ~~Collaborations shall be held in an open meeting with adequate prior notice given to the public.~~
18 Meeting procedures shall be as established in writing by joint agreement of the board management
19 team and certified employees' team in the ground rules. Either group may recess for independent
20 caucuses and conferences as necessary.

Legal References

1. TCA 49-5-60, et seq
2. TCA 49-5-608

Johnson City Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="text-align: center;">Emergency Closings</h2>	Descriptor Code: 1.8011	Issued Date: 01/06/25
		Rescinds: 1.8011	Issued: 01/05/24

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 0520-01-02-.31\(1\)\(a\)\(1\)\(i\)](#); [TCA 58-2-101](#); [TCA 49-2-214](#)

Cross References

Emergency Preparedness Plan 3.202

Johnson City Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Energy Conservation	Descriptor Code: 3.2001	Issued Date: 01/05/24
		Rescinds: 3.2001	Issued: 12/07/20

- 1 Every effort should be made to conserve utilities and help our environment. It is the responsibility of
2 every administrator, staff member, maintenance employee, custodian and student to minimize utility
3 consumption (electricity, gas and water.) All such stakeholders will be expected to be an energy saver.
- 4 The Supervisor of the Maintenance Department will be responsible for monitoring the energy
5 conservation processes at school facilities. This Supervisor shall report to the District Energy Manager
6 on an as needed basis. Specific energy checklists to assist in the minimization of energy consumption
7 will be developed for each facility. Best practices for energy conservation shall be followed and
8 equipment shall be operated at maximum efficiency.
- 9 Johnson City Schools shall amend its policies and action plans as required to strive for continuing
10 compliance with the most recent adoption of the American Society of Heating, Refrigeration, and Air-
11 Conditioning Engineers.
- 12 The District Energy Manager will provide reports on a quarterly basis to school principals, district
13 administration and the Board of Education. The goal of the reports will be to recognize successful
14 conservation practices and to focus attention on underperforming areas.
- 15 Each school should make an effort to emphasize energy education and recognition of Earth Day
16 activities.

Cross References

Project Planning Educational Specifications 3.213
Waste Reduction and Recycling 3.303

Johnson City Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: <div style="text-align: center;"> <u>Employment of Non-Certified</u> <u>Classified Administrative and</u> <u>Supervisory Personnel</u> </div>	Descriptor Code: <div style="text-align: center;">5.8001</div>	Issued Date: <div style="text-align: center;">04/07/25</div>
		Rescinds: <div style="text-align: center;">5.8001</div>	Issued: <div style="text-align: center;">05/01/06</div>

- 1 ~~Non-certified~~ **Classified** administrative and supervisory personnel shall possess sufficient training and
- 2 experience to perform the services required and such additional qualifications as the Board of
- 3 Education and/or the Superintendent of Schools shall determine.

- 4 Such personnel shall be allowed the same sick leave, personal leave, short term leave, long term leave
- 5 and vacation as certified administrative personnel.

- 6 Years of service awarded will be determined by the Superintendent of Schools after an evaluation of
- 7 the employee's qualifications, experience, degree(s) and skills.



JOHNSON CITY SCHOOLS
Dr. Erin Slater
Superintendent

Memorandum

TO: Johnson City Board of Education
FROM: Dr. Erin Slater, Superintendent of Schools
DATE: January 5, 2026
RE: 2026 Collaborative Conferencing Management Team

Please accept this memorandum as a recommendation for naming the members of the Collaborative Conferencing Management Team.

Amber Forbes
Dr. Allecia Frizzell, Facilitator
Tammy Larkey, Chairperson
Dr. Josh Carter
Leia Valley
Dr. Melissa Stukes
Dr. Roger Walk
Joe Barnes

Should you have any questions or concerns, please do not hesitate to contact me.

BOARD OF EDUCATION CALENDAR OF EVENTS

JANUARY 2026

January 1, 2026	Holidays for all 12-month employees
January 1, 2026	Holiday for all schools
January 5, 2026	Administrative Day
January 5, 2026	Regular Board Meeting, 6 p.m., Board Room
January 19, 2026	Holiday for All Schools and All 12-month employees

FEBRUARY 2026

February 2, 2026	Special Session to Review Policy, 5 p.m., Maple Room
February 2, 2026	Regular Board Meeting, 6 p.m., Board Room
February 5, 2026	TSBA School Law
February 16, 2026	TSBA Legislative and Legal Institute
February 16, 2026	Built In Snow Day

MARCH 2026

March 2, 2026	Special Session to Review Policy, 5 p.m., Maple Room
March 2, 2026	Regular Board Meeting, 6 p.m., Board Room
March 13-15, 2026	COSSBA, Louisville, Kentucky
March 16-20, 2026	Spring Break
March 23, 2026 (TBD)	SHHS Awards Program (hosted by BOE), 6 p.m., SH Auditorium

April 2026

April 3, 2026	Vacation for students
April 6, 2026	Regular Board Meeting, 6 p.m., Board Room

May 2026

May 4, 2026	Regular Board Meeting, 6 p.m., Board Room
May 22, 2026	Last Day of School for 2024-2025 SY – ½ day for students
May 23, 2026	Administrative Day
May 23, 2026	SHHS Graduation, 10 a.m. Freedom Hall
May 25, 2026	Holiday for All Schools and All 12-month employees

June 2026

June 1, 2026	Regular Board Meeting, 6 p.m., Board Room
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July 2026

July 3, 2026	Independence Day Holiday for all 12-month employees
July 6, 2026 (TBD)	Regular Board Meeting, 6 p.m., Board Room (Subject to change)

	Date Closed	School	Position	Person Replaced/ New Positon	Reson For Leaving	Date Leaving	Hire	
				CLASSIFIED				
3494	9/14/2025	Fairmont	PreK Asst SPED	Shaymaa Abousekina	Transfer to Woodland	9/12/2025		
3505	10/10/2025	CTE	Topper Tots/Infant/Toddler	Kasidee Clarke	Resignation	7/13/2025		
3511	10/12/2025	Fairmont	PreK Asst SPED	Abigail Bailey	Resignation	10//02/2025	Link	Kathy
3514	10/13/2025	Mtn. View	School Nurse	Lindsey Hendricks	Resignation	10/31/2025	Brown	Kimberly
3517	10/27/2025	SHHS	Assistant Wrestling Coach	Added Position			Miller	Stiles
3518	10/30/2025	Woodland	Evening Custodian	Melinda Korenstra	Resignation	11/14/2025	Crumley	Johnnie
3521	11/6/2025	Lake Ridge	Instructional Assistant	Alexis Campbell	Resignation	11/7/2025	Smith	Mckensi
3522	11/2/2025	LBMS	RTI Assistant	Michelle Forbls	resignation- move full time	10/30/2025	Ledford	Stephanie
3524	11/6/2025	TBD	Cafe Worker	Added Position			Holingsworth	Tangelia
3525	11/9/2025	Woodland	EduCare Assistant	Added Position			Closed no longer needed filled	Noah Lyons Returned
3526	11/17/2025	Woodland	Little Eagles Infant/Toddler Caregiver	Xamaria Louis Shurooqu Ibrahim	Termination Resigantion	11/18/2025	Clark Hinrichs	Debra Shayna
3530	11/30/2025	Towne Acres	PT SPED Assistant	Added Position				
3531	11/30/2025	Fairmont	SPED Assistant	Added Position				
3532	11/30/2025	CTE	Tech System Admin	Brad Thompson	Resignation	12/5/2025		
3534	12/12/2025	Mkt. St Campus	RTI Assistant	Jacqueline Prude	Resignation	12/18/2025		
3535	12/13/2025	Central Office	Admin Secretary & powerschool Admin	Danise Slayton	Resignation	1/5/2026		
3536	12/15/2025	ITMS	ISS Instructional Assist	Lori Crump	Retirement			
3537	Until Filled	SHHS	Assistant Lacrosse Coach	Phillip Dunn	Resignation			

Posting	Date Closes	School	Position	Person Replaced/ New Position	Reason for Leaving	Date Leaving	Hire		
				CERTIFIED					
3515	45955	Fairmont	Interim Music Teacher (closed using certified Subs)	Cynthia Odom-Higgins	Leave	11/17/2025- 01/09/2026			
3516	45951	South Side	Interim 4th Grade Teacher	Ashton Meredith	Leave	11/22/2025- 02/03/2026	Ferguson	Jessica	
3520	45962	Mountain View	Interim SPED Resource Teacher	Tina Johnson	Leave	11/05/2025- 12/17/2025			
3527	45984	LBMS	8TH Grade Math/ Algebra 1	Helen Martin	Retirement	12/19/2025	Redman	Janah	
3528	45989	Towne Acres	Interim 4th Grade Teacher	Rachel Bowers (Willis)	Leave	01/20/2026- 05/04/2026			
3529	45991	North Side	Interim 4th Grade Teacher	Heather Miller	Leave	01/04/2026- ESY 2025-2026	Worley	Lindsay	
3533	45997	North Side	Speech Language Pathologist	Abigail Huffman	Resignation				
3538	46004	South Side	Interim Kindergarten teacher	Brittany Tibbs	Resignation				



Donation Submittal to BOE Form

School/Program: Cherokee Elementary School

From: Danielle Bowling-Bookkeeper

Date: 11/19/2025
~~11/19/20~~

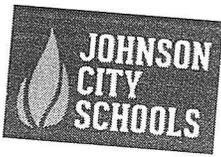
Amount: \$ 200.00

Donor: Cherokee School PTA

Donation Stipulation/Restriction:

L90001 - PE donation

(RECEIVED ON 11/20/2025 - MB)



Donation Submittal to BOE Form

School/Program: MOUNTAIN VIEW ELEMENTARY

From: DR. CHELSEA LEE *CL*

Date: 11/11/20

Amount: \$ 300.00

Donor: Rustic Ridge Landscaping

Donation Stipulation/Restriction:
Christmas Gifts for students

DEP Donations Account Restricted for Christmas Gifts

(RECEIVED ON 12/5/2025 - MB)



JOHNSON CITY SCHOOLS

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

Donation Submittal to BOE Form

School/Program: North Side Elementary

From: Madison Olson (Bookkeeper)

Date: 12-8-25

Amount: \$ 200.00

Donor: Charles Muse

Donation Stipulation/Restriction/Use:

This is a restricted donation to be used for
the North Side food pantry.

(RECEIVED ON 12/9/2025 - MB)



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 SCHOOLS

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

Donation Submittal to BOE Form

School/Program: Indian Trail Middle

From: Alice Anne Goodman

Date: December 8, 2025

Amount: \$250.00

Donor: Shield Pest

Donation Stipulation/Restriction/Use:

This donation was used to purchase supplies for the Thanksgiving Baskets.

(RECEIVED ON 12/8/2025 - MB)



BOARD OF EDUCATION

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Donation Submittal to BOE Form

School/Program: Indian Trail Middle

From: Alice Anne Goodman

Date: December 8, 2025

Amount: \$20.00

Donor: Kent Copp

Donation Stipulation/Restriction/Use:

This donation was used to purchase items for Thanksgiving Baskets.

(RECEIVED ON 12/8/2025 - MB)



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Donation Submittal to BOE Form

School/Program: Indian Trail Middle

From: Alice Anne Goodman

Date: December 8, 2025

Amount: \$ 268.00

Donor: Anonymous Donations

Donation Stipulation/Restriction/Use:

These donations were used to purchase items for the Thanksgiving boxes.

(RECEIVED ON 12/8/2025 - MB)



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Donation Submittal to BOE Form

School/Program: Liberty Bell Middle School _____

Form Submitted From:

Kelsey Walker/Heather Lonon

Date: 12/5/2025 _____

Amount: \$45.00 _____

Donor: Raymond Overton & Darren Thompson

Donation Stipulation/Restriction/Use:

Basketball parents Raymond Overton (\$20.00) and Darren Thompson(\$25.00)

Donated to the LBMS general athletic fund.

(RECEIVED ON 12/8/2025 - MB)



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Donation Submittal to BOE Form

Science Hill Market Street Campus- Alternative School

School/Program: TOPPER ACADEMY_____

Submitted From:

GISELE ANDERSON-LINDER

Date: 12/10/2025_____

Amount: \$1000.00
of JOHNSON CITY-WOMEN'S GROUP

Donor: FIRST PRESBYTERIAN CHURCH

Donation Stipulation/Restriction/Use:

Christmas presents purchased and donated to 10 children

(Donation Form Updated 12/5/2025)



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Donation Submittal to BOE Form

SHHS Market Street School

School/Program: Science Hill Topper Academy

Form Submitted From: Jeremy Malone

Date: 12/11/25

Amount: \$500 gift card

Donor: Tri Cities Baptist Church

Donation Stipulation/Restriction/Use:

\$500 VISA gift card to be used to
provide a Christmas meal to
Topper Academy students and staff

(Donation Form Updated 12/5/2025)



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Donation Submittal to BOE Form

School/Program: Scienc Hill Market Street Campus

Form Submitted From:

Holly Corwin

Date: 11/17/25

Amount: see below

Donor: Holly Corwin

Donation Stipulation/Restriction/Use:

Student Incentive Store - Playing cards, phone chargers,
tshirt, socks, skateboard, earbuds,
tumbler mug, bluetooth speaker, UNO cards
8 pack lanyards

(RECEIVED ON 11/18/2025 - MB)



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Donation Submittal to BOE Form

School/Program: Science Hill - MSC

Form Submitted From: Shanna Fudge

Date: 11/24/25

Amount: _____

Donor: Vera Myers

Donation Stipulation/Restriction/Use:

10 bags of candy, cups, 1 basketball, 1 football, 3 pks.
canvas, paint brushes, 3 wireless earbuds, 7 coloring books
3 legs, 3 squishmallows

(RECEIVED ON 12/9/2025 - MB)



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Donation Submittal to BOE Form

School/Program: SHHS

Form Submitted From:

Tim VANthournout

Date: 11-20-25

Amount: \$ 500.00

Donor: KELLY WHERRY

Donation Stipulation/Restriction/Use:

to help with THANKsgiving BOXES

(Donation Form Updated 12/5/2025)



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Donation Submittal to BOE Form

School/Program: SCIENCE Hill Showstoppers

Form Submitted From:

HUNTER GRAYBEAL

Date: 11/20/25

Amount: \$1,782.00

Donor: RUSSELL MINATEL

Donation Stipulation/Restriction/Use:

Showstoppers - [REDACTED] for Trophy
purchase

(Donation Form Updated 12/5/2025)



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January Professional Development (As of Dec. 10)

Event Title	Event Categories	Event Start Date	Location	Confirmed
ESL Quarterly Collaborative Meeting	All Classes ESL	1/6/2026	The Learning Center	5
Special Education Content Meeting	All Classes	1/13/2026	Liberty Bell Middle School	5
LBMS New Teacher Monthly Meetings	All Classes	1/14/2026	Liberty Bell Middle School	2
LBMS SST Monthly Meeting	All Classes	1/20/2026	Liberty Bell Middle School	4
ITMS/LBMS District Monthly Content Meetings	All Classes	1/21/2026		6
Ignite Learning with Generation Genius	All Classes EdTech	1/21/2026	Towne Acres Elementary School	0
504 Content Meeting	All Classes	1/22/2026	The Learning Center	4
Cohort 10 Teacher Leader Academy	All Classes	1/24/2026	Science Hill High School	4
Returning Teacher Leaders Meeting	All Classes	1/26/2026	Central Office	18
LBMS Leadership Team Meeting	All Classes	1/28/2026	Liberty Bell Middle School	2
			TOTAL	50

2026 Board Committee Reports

- **Athletic Committee** – Rick Smith, Jonathan Kinnick and Paula Treece
- **Communications Committee** – Celia Martin and Paula Treece
- **Collaborative Learning Council (CLC):**
(Usually, the 4th Tuesday of every month from 3:30-5:30 pm)
 - January 27, 2026 - Kathy Hall – (Location: Towne Acres)
 - February 24, 2026 - Celia Martin – (Location: Fairmont)
 - March 24, 2026 - Dr. Ginger Carter - (Location: SHHS CTE)
 - August 2026 TBD - Tom Hager – (Location: TBD)
 - September 2026 TBD - Rick Smith – (Location: TBD)
 - October 2026 TBD - Jonathan Kinnick – (Location: TBD)
 - November 2026 TBD - Paula Treece – (Location: TBD)
- **Facilities/Capital Improvements/Site Selection Committee** – Dr. Ginger Carter, Kathy Hall and Jonathan Kinnick
- **Finance Committee** – Rick Smith, Tom Hager, Kathy Hall, and Jonathan Kinnick
- **Foundation Board** – Celia Martin and Kathy Hall
- **Policy Committee** – Kathy Hall, plus one other Board Member:

Section	Committee Meets	Board Review 5:00 pm	Board Member
One – School Board Operations	August	November	Celia Martin
Three – Support Services	September	November	Tom Hager
Five – Personnel	October	November	Paula Treece
Six – Students	November	February	Dr. Ginger Carter & Student Reps
Four – Instructional Services	December	March	Jonathan Kinnick
Two – Fiscal Management	January	March	Rick Smith

- **School Zone Assignment Advisory Committee** – Celia Martin, Tom Hager and Paula Treece
- **Sick Leave Bank Trustee** – Tom Hager
- **Superintendent’s Compensation Committee** – Kathy Hall (Chair) and Rick Smith
- **Legislative Liaison** – Paula Treece
- **Safety Security Committee** - Dr. Ginger Carter, Kathy Hall and Jonathan Kinnick
- **Student Activities Committee** – Rick Smith, Kathy Hall, and Paula Treece
- **JC Council of PTAs Committee** - Paula Treece
- **Hall of Fame Committee** – Paula Treece
- **Student Health Advisory Committee: SHAC** - Dr. Ginger Carter and Paula Treece

COMMITTEE	BOARD REP(S)	CO SUPERVISOR/JCS EMPLOYEE	FREQUENCY / Special Notes
Athletic Committee	Smith, Kinnick, Treece	K. Turner, J. Carter	As needed
Communications Committee	Martin, Treece	C. Brooks	Quarterly
Collaborative Learning Council	Rotates by month	A. Frizzell	Monthly
Facilities/Capital Improvements/Site Selection Committee	Carter, Hall, Kinnick	J. Barnes, G. Wallace, E. Slater	As Needed
Finance Committee	Smith, Hager, Hall, Kinnick	L. Valley	As Needed
Foundation Board	Martin, Hall	M. Stukes	Quarterly
Policy Committee	Hall, + board rotation	A. Forbes	August - January as scheduled
School Zone Assignment Advisory Committee	Martin, Hager, Treece	T. Larkey	As Needed
Sick Leave Bank Trustee	Hager	T. Larkey	As Needed
Superintendent's Compensation Committee	Hall, Smith	L. Valley, A. Forbes	As Needed

Legislative Liaison	Treece	None	
Safety Security Committee	Carter, Hall, Kinnick	G. Wallace	As Needed
Student Activities Committee	Smith, Hall, Treece	J. Carter	As Needed
JC Council of PTA's Committee	Treece	None	
Hall of Fame Committee	Treece	C. Brooks	As Needed
Student Health Advisory Committee	Carter, Treece	G. Wallace, J. Norton	As Needed